A Workshop on Using Your Superpower of Influence

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A WORKSHOP ON USING YOUR SUPERPOWER OF INFLUENCE

By

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APPLIED PROJECT

Submitted in partial fulfillment of the requirements

For the Degree of Master of Arts
With a Major in Communication and Training

Governors State University
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Introduction

Have you ever felt that you needed to do something or feel a certain way because someone made you believe that there was no other option? I often find myself in certain situations in both my personal and professional life that there is some force a person is using to affect change in me. I really wanted to understand more about this force or power that is capable of doing this. I knew that my applied project and the development of a workshop on this topic was a perfect solution.

Over the last year, I have paid attention to people using power in both good and bad ways, and I have noticed people struggle with the influence that is forced upon them. I often come across personal and professional development opportunities and thought that a workshop on the topic of power and influence would benefit many people. If people understand the elements of the power that is used to influence them, they will be better able to accept and adapt to the situation they are in. Also, in their own lives, they are able to make better decisions on the power they choose when influencing others. The purpose of my project is three-fold: to identify the different types of power people use to influence others, explore a tool that can be used to make decisions on what type of power people should use in certain situations and combine the information to create a workshop for a non-credit community education course on power and influence at a community college.

Literature Review

The idea of power base usage is essential to understanding influence in our personal and professional lives. Individuals must be able to understand that there are many ways they can use power to influence others in their life, having both a positive and negative impact on the way they communicate. Everyone has the superpower of influence; knowing, understanding and
implementing the power bases (reward power, coercion power, legitimate power, expert power, referent power and informational power) is important, so individuals can be the most influential they can be. It is also important for individuals to understand how people use these power bases to affect change in other people’s beliefs, attitudes and behaviors. The Power/Interaction Model is a tool created to provide a tangible vision of the influence process at work (Bruins, 1990). This model pulls the concepts of the power bases into a workable process for influential decision-making. In the following paper, I will explain the importance of power for influence, the six bases of power, and the Power/Interaction Model. These topics will be the bases for the creation of a workshop titled *Using your Superpower of Influence*.

**Importance of Power for Influence**

Influence is a significant tool we use to get what we want out of relationships we hold with individuals in our lives. In order to influence another individual, we use power (Raven & French, 1958). Essentially, power helps us to change the attitudes, behaviors and/or beliefs of the person we are trying to influence (Gupta & Sharma, 2008; Pierro, Kruglanski & Raven, 2012; Raven, 1999; Raven, 2008; Swasy, 1979). Some examples of the change in attitudes, behavior and beliefs are: a friend using his/her power to turn one friend against another, a boss using his/her power to make their employee work on a project for them or a priest using his/her power to convert someone to practice his religion. Power is really about getting things done in a way that we want them done (Singh, 2009). According to Beamish and Marinelli (1983), power is a characteristic of all relationships that we have in our lives. This is why influence is such an important tool for us to explore; it is not only a characteristic of relationships, it is essential to them. We must understand power in order to use it appropriately in our own relationships.
Power and influence are also important leadership characteristics; leaders are those that influence people toward the attainment of a particular goal (Hoff, 1999; Laios, Theodorakis & Gargalianos, 2003). This is very similar to the definition of power. Both a leader and the use of power are centered on influencing others. Much of the research on power focuses on the influence between a leader and a follower (Rahim, Antonioni & Psenicka, 2001). The influence and leadership connection is apparent in each of the power bases. Since many leaders are seen at some level of superiority, they tend to have an easier ability to influence the individuals they are over.

An individual that is influenced by the power someone else possesses is responsible for allowing the power to influence them. In essence, they allow the person to not only influence them, but they also give them the power to have the ability to even have the influence in the first place. The person being influenced also allows the influencer to have a degree of influence on them; it is not an either/or, but rather a level of influence (Laios, Theodorakis, & Gargalianos, 2003). In other words, there could be some resistance from the person being influenced. It is also important to note that an individual can be placed under conflicting influential pressures of multiple individuals simultaneously (Raven, 1993). For instance, someone could have conflicting influence between their parents and their friends. This not only makes it difficult for the influencer, but also the person being influenced.

Power and influence can also have negative consequences for both the influencer and the person being influenced. According to Singh (2009), a person’s desire for power is a result of conflict, defeat and success. This tends to result in a personal struggle; when power is used to influence someone, it becomes personal. This is the case when someone uses their power to influence an individual, even when it is not in their best interest (Elias, 2007). Singh (2009) also
said that power used negatively can result in an array of debilitating consequences on the individual being influenced, including: limiting creativity, thwarting career growth, destroying personal satisfaction, acting illogically, etc. These negative consequences are why individuals must be aware of power and influence.

**Importance of Power and Influence in the Workshop.** The research on power and influence will be used as a starting point for the day-long workshop for my applied project. This material will help the participants describe the idea of power as it pertains to influence. This will be done through a group definition of the word power. This is an extremely important element to the workshop plan, as the basic definition will help participants understand how power is a characteristic of all relationships in their lives and how it is used to change the attitudes, behaviors and/or beliefs of others.

**Six Bases of Power**

There are six bases of power that individuals can use to implement and affect influence. The bases of power are reward power, coercion power, legitimate power, expert power, referent power and informational power (Raven, 2008). Reward power is based on rewards, such as pay, promotion or recognition (Singh, 2009). Coercion power is based on the ability to cause fear or punishment in the person being influenced (Carson, Carson & Pence, 2002). Legitimate power is based on the position one holds (Laios, Theodorakis, & Gargalianos, 2003). Expert power is based on the experience that the influenced individual believes the influencer has over them (Rahim, Antonioni, & Psenicka, 2001). Referent power is based on the individual’s identification and emulation with the influencer (Singh, 2009). The last power, which was added after the other five, is informational power; this power is based on the explanation and persuasion of information which ultimately causes the influence (Raven, 2008).
In order to change another person’s attitudes, beliefs and behaviors, the influencer must implement one of the power bases (Raven, 2008; Swasy 1979). Each of the power bases exercises influence in different ways; they also have different effects on those being influenced. The influencer must be aware of their ability to utilize each power base and the possible reaction by the person being influenced in regards to the chosen base of power. There are certain situations where the person being influenced does not accept that the influencer has the ability to exert influence using a particular power, which makes that base of power ineffective in that situation (Raven & French, 1958).

**Reward Power.** Reward power is the base of power that many people think of when they hear the word influence; essentially, it reflects doing something to get something in return. In this base of power, the person of influence has the authority to give intrinsic or extrinsic rewards to the individual they are influencing (Laios, Theodorakis & Gargalianos, 2003; Rahim, Antonioni & Psenicka, 2001). Ultimately, the potential for a desirable end result is what encourages the person being influenced to succumb to the reward power (Laios, Theodorakis & Gargalianos, 2003). The desirable end result is based on rewards, such as pay, promotion, companionship, affection and/or recognition (Beamish & Marinelli, 1983; Raven, 2008; Singh, 2009). For instance, a child may do a chore so he can go somewhere with his friends. Or, an employee may work overtime for some extra money. According to Bruins (1999), reward power is tied solely to the ability of the influencer to bestow positive outcomes on the person being influenced.

Reward power is only used in situations where the influencer has the ability to provide the rewards to the person they are influencing; they must be in the position to give the promotion, pay, recognition, etc. they are promising (Swasy, 1979). As a result, this type of
power is a direct result of a person’s position (Carson, Carson & Pence, 2002; Laios, Theodorakis & Gargalianos, 2003). A person that does not have the position to offer motivation through rewards is not likely to be successful in their attempt to influence with this power. For instance, a boss may offer overtime to work on a project after work hours. But, if that boss does not have the authority to provide the overtime pay, the employee may not go along with the influence. Also, if the individual they are influencing is not supplied with the rewards they were once promised, he/she will not likely believe the person has the power in a future influential situation.

As stated above, the goal of power is to change the attitudes, beliefs and values of the person being influenced. Unfortunately, with reward power, this change does not fully take place. Instead, the change is superficial (Bruins, 1999). Rather, reward power is really only beneficial to strengthen attitudes and behaviors that are already in place (Carson, Carson & Pence, 2002). For instance, we go to work every week in order to receive a paycheck. This behavior is already in place and the paycheck reinforces the behavior. If the paycheck stopped coming, we would most likely stop coming to work. The influencer must also continue to utilize observation on the person being influenced to ensure the reward power is working (Raven, 2008). The observation can often be time consuming. Without the change in attitudes, beliefs and behaviors this power is not truly effective.

**Coercion Power.** Coercion power is the opposite of reward power. While reward power provides motivation with positive rewards, coercion power is based on the ability to cause fear or punishment in the person being influenced (Carson, Carson & Pence, 2002). The influence is the result of a threat or unpleasant consequence that the influencer can implement if the person being influenced does not comply with their demands (Laios, Theodorakis & Gargalianos, 2003;
Rahim, Antonioni & Psenicak, 2001; Swasy, 1979). For example, we go to work so we do not get fired, we listen to our parents so we do not get grounded and we follow the law so we do not go to jail. It is important to note that the outcomes are always negative to the person being influenced (Bruins, 1999; Raven, 2008). If the individual does not conform, something will be taken away from them (Singh, 2009). The fear the influencer generates causes the person being influenced to succumb to this power.

Similar to reward power, coercion power does not change the attitudes, beliefs and behaviors of the person being influenced. The result is a superficial change; as such, the initial belief is unchanged (Bruins, 1999). For instance, someone may believe the way their friend is living their life is not appropriate, but they do not do anything about it because they know their friendship will end. Even though they never tell their friend how they feel, they still believe the way they do about the way their friend is living their life. Coercion power is not the most effective type of power (Laios, Theodorakis & Gargalianos, 2003; Rahim, Antonioni & Psenicak, 2001). According to Singh (2009), it often causes hatred, misery and conflict. The person employing this power is often seen as insulting and unconcerned about people. This creates a negative environment that is often more powerful than the power base itself.

Coercion power is also a type of position power (Laios, Theodorakis & Gargalianos, 2003; Carson, Carson & Pence, 2002). The individual using this base of power would not be able to employ it if they were not in a position of authority to impose negative consequences. For instance, a co-worker cannot tell you they are going to fire you in order to make you do something they want you to do, but a boss is in the position to fire you, so you may be more likely to do it. According to Raven (2008), the influencer must also use surveillance to ensure the
effectiveness of this power. This power would never be effective if the authority of the influencer did not exist.

**Legitimate Power.** The third base of power is legitimate power. This form of power is based solely on the position one holds (Laios, Theodorakis, & Gargalianos, 2003). The person being influenced by this power accepts that the influencer has this power and they have the right to exert it (Bruins, 1999; Rahim, Antonioni & Psenicka, 2001; Raven, 2008; Raven & French, 1958). According to Laios, Theodoraki, and Gargalianos (2003), this form of power is based on formal authority. It is assigned by written or verbal contract (Singh, 2009). This power base is the reason why we pull over when a police officer turns on their lights. This power can also be clearly seen in military situations; the salute is a perfect example of this power in action. When legitimate power is used, the person being influenced often feels obligated to obey the person in authority (Swasy, 1979). The personal obligation to obey the person in authority is what ultimately results in influence.

The use of legitimate power goes beyond the belief that someone with authority can exercise influence because of their position. Often, the person in authority believes they have the right to apply this authority (Beamish & Marinelli, 1983). Between influencer and target, there is an established belief that the use of power is acceptable (Raven & French, 1958). If you have never been in the military, you may not understand the authoritative power played out in boot camp; but those that have been in the military understand the power and accept it. Also, this is often reliant on cultural norms and roles in place by society (Swasy, 1979). This form of power can be seen in any type of formal hierarchy in our personal and professional lives. Unfortunately, overuse of legitimate power often results in decreased creativity and motivation; it also results in
prolonged decision-making (Singh, 2009). Often, the person being influenced will not make decisions without the person with the legitimate power’s acceptance.

**Expert Power.** Expert power comes from the knowledge, experience and/or skill of the influencer. When this power base is employed, the person being influenced believes in the influencer’s qualifications to use the power (Bruins, 1999; Laios, Theodorakis, & Gargalianos, 2003; Rahim, Antonioni & Psenicka, 2001; Raven, 2008; Swasy, 1979). It is a type of personal power. Instead of relying on a person’s position, it centers on a person’s knowledge or skill (Laios, Theodorakis, & Gargalianos, 2003). The person possessing this power believes they are qualified to use the power, because they believe they hold a unique skill or knowledge base (Carson, Carson, & Pence, 2002). Relationships where this power can be identified are: coach and athlete, teacher and student, father and son, mentor and mentee, etc. The knowledge or skill they hold truly makes this power base effective.

It is very important that the person being influenced believes the person has the necessary knowledge, experience and/or skill required to implement this power base. If this is not the case, the target will never allow themselves to be influenced by the power being used (Laios, Theodorakis, & Gargalianos, 2003). In some organizations, employees believe their manager holds expert power because of their position. In reality, their experience may be low and they do not truly hold expert power by virtue of their title (Singh, 2009). The knowledge, experience and/or skill and the acceptance of it are important to the effectiveness of the influence in the expert power base. If the person being influenced does not believe the person using the power is an expert, they will never succumb to this power.

**Referent Power.** Referent power is based on a connection between the influencer and person being influenced. In essence, the person being influenced identifies with the influencer
(Bruins, 1999; Carson, Carson, & Pence, 2002; Swasy, 1979). This power is personality based; it reflects the admiration, fondness and trust others have for the influencer (Laios, Theodorakis, & Gargalianos, 2003). In this power base, the influencer also sees himself/herself as similar to the person they are influencing (Beamish & Marinelli, 1983; Bruins, 1999; Hoff, 1999). This power is often used by celebrities; they have the ability to influence their fans because of this referent power. Sources of referent power include idolization and shared culture (Singh, 2009). The connection between influencer and person being influenced promotes personality growth; it is not tied to the position the influencer holds.

**Informational Power.** The last power base, which was added after the other five, is informational power. This power is based on the explanation and persuasion of information which ultimately causes the influence (Raven, 2008). According to Raven (1993), the communication of the information can either be direct or indirect. The information communicated results in internalized changes in the beliefs, attitudes and behaviors of the person being influenced (Bruins, 1999; Singh, 2009). The unique element of informational power is that the person being influenced succumbs to the power without even remembering that information provided by the influencer affected change (Raven, 2008). This power is often utilized in marketing and advertising. Often, individuals will make the decision to buy a certain product because they have been influenced with information that has been reiterated over time. The significance, relevance and acceptance of the information communicated are what make this power base successful.

**Six Power Bases in the Workshop.** A large focus of the day-long workshop will be the six power bases, which include reward power, coercion power, legitimate power, expert power, referent power and informational power. One of the objectives of the workshop will be for
participants to identify the six bases of power. If they are able to understand and identify what power bases are used to influence them, they will be better able to choose power bases in their own situations of influence.

The knowledge of the power bases will be essential to the next part of the workshop, where they will use the bases to determine how to influence in their own personal and professional situations. Each of the six power bases will be taught through a variety of instructional strategies and group activities, including videos, demonstrations, discussions, writing exercises, and other methods. After each base is identified a class discussion and lecture of the research will further develop the concept. Since this section of the workshop delves into what the power bases are all about, there will be many opportunities for this to be interactive and fun for participants. Since a variety of learning formats will be utilized, participants of all learning styles will benefit.

**Power/Interaction Model of Personal Influence**

The Power/Interaction Model of Personal Influence is a tool that can be used to choose a power base for influence (Raven, 1993). According to Bruins (1999), this tool provides a dynamic view of the power and influence process. It helps individuals to think through the selection of a power base, the implementation of that base and the assessment of the success of implementation. This model includes the motivation to influence, assessing the different power bases for use, preparing to implement the chosen base of power, implementation of the power base and assessment of the power base chosen (Raven, 1993; Raven, 2008). This tool allows for a rational process of making decisions related to power and influence; it ensures that all options and consequences are taken into account before the influence is induced (Bruins, 1999).
Motivation to Influence. The first step in the Power/Interaction Model is determining there is a need to influence; in this step, the influencer decides they need to change another individual’s attitudes, beliefs or behaviors in a particular area. Essentially, this is when the influencer determines that they want someone else do something for them. This motivation to influence relates directly to doing what will most efficiently result in a desired outcome or goal (Raven, 2008). According to Raven (2008), the selection of the power strategy is based on how the influencer views the person they are trying to influence, as well as how the person they are trying to influence views the influencer. In other words, the influencer should not choose a power base in which the person being influenced does not believe they hold the appropriate power for the influence. This step leads the influencer to assess the various bases of power available to proceed with the plan of influence (Raven, 1993). As the influencer assesses the bases of power, they determine what power bases are even possible for implementation.

Assessment of Available Power Bases. The second step in the Power/Interaction Model is assessing available power bases. According to Raven (1993), the assessment of the available power bases is when the influencer determines the possible outcomes for different power base choices. They take into account all of the bases of power. The influencer’s goal is to determine which power base choice will be most effective in achieving change. This process can often be time consuming, as each power base is considered in the process. The ultimate goal is for the change to be long-term (Raven, 1999). It might be easy to use reward or coercive power for a quick turnaround of influence, but that form of power may not result in a long-term change in attitudes, beliefs or behaviors.

According to Raven (1993), an important part of this piece of the model is examining the costs of each power base choice. These costs could include: time, loss of respect, obligation to
return, etc. For instance, the influencer may need to influence someone quickly. If this is the case, the informational power may take too long, so they may opt for another power base. Although informational power may have been the most effective method of influence, there was not enough time to implement it effectively. The assessment of the available power bases can be time consuming, but it is important to determine the most effective and efficient mode of influence. At the end of the assessment, a power base should be chosen to implement the influence.

**Preparing to Implement Chosen Power Base.** The next step in the Power/Interaction Model is preparing to implement the chosen power base. Prior to implementing this base of power, there may be some preparation that needs to take place to help establish power; this can include intimidation, self-promotion, favor-doing, and guilt generation, to name a few (Raven, 2008). For example, if a high ranking military official is using legitimate power with a new recruit, they must first create an environment where the recruit is able to determine how to act when someone with a higher power is in the room. This step in the Power/Interaction Model of Personal Influence involves setting the stage and self-enhancement of the influencer’s power (Raven, 1993). This step is extremely important to the influence process; preparation is important to success.

**Implementation and Assessment of Power Base Chosen.** The final step is to implement the power base and assess the success of the influence. The influencer must determine if the power base chosen has altered the behavior, attitudes or beliefs of the person they are attempting to influence (Raven, 1993). The ultimate effect of the power base depends on how the influencer used the power base, as well as the relationship between the influencer and person being influenced (Tjosvold, 1995). There are situations where the influencer believes they
have the power to implement a chosen base of power, but the person being influenced does not reciprocate. When this happens the influence is unsuccessful. The feedback from the implementation of the power base often changes the influencer’s perception of the effectiveness of the implementation (Raven, 1993; Raven, 2008). This step may lead to the implementation of another base of power if the influence was not successful (Raven, 2008). If the influence is unsuccessful, the influencer must being with the first step in the Power/Interaction Model of Personal Influence.

**Power/Interaction Model of Personal Influence in the Workshop.** The research on the Power/Interaction Model of Personal Influence will be used to provide a process for selection for workshop participants on power base usage. Workshop participants will be able to use this tool to work through influence experiences in their own life. This will be extremely important to their understanding of the power bases at work. They will be able to employ the appropriate power base to personal and professional influence and analyze personal use of power to reach personal and professional goals.

This section of the workshop will help participants learn how to make intelligent decisions on how they influence others. They will learn about the model, go through it themselves and then talk about it as a group. Participants will then think about the actions they take when influencing others.

**Workshop on Power and Influence**

The information provided in the above literature review on the six power bases (reward power, coercion power, legitimate power, expert power, referent power and informational power) have been used to create a day-long workshop titled, *Using Your Superpower of Influence*. This workshop will focus on social power bases and teaching practical techniques to
apply these bases to influence others in business and personal situations. Once workshop participants learn about the different power bases and understand how they can be applied to influence, they will be more effective communicators. This workshop will provide participants with the knowledge to choose the right base and understand the repercussions of choosing that method of influence.

This workshop will better prepare participants to use power to influence individuals in their life. They will also be able to differentiate between the different power bases that are used on them. Moreover, they will understand when they overuse certain power bases and they will be able to analyze the effectiveness of their influential communication.

The workshop was developed as a class for a non-credit community education course at a community college. The class will provide professional or personal development to the attendees related to influencing individuals in their lives. This class can also be used as a leadership workshop for companies, organizations and student groups. The workshop is being developed to make academic information understandable and applicable for participants. Everyone has the superpower of influence. This workshop will enable attendees to tap into the power bases that they have and use them effectively to motivate and influence others.
Using your Superpower of Influence

8 Hour Workshop

Workshop Objectives:

- Describe the idea of power as it pertains to influence.
- Identify the six bases of power.
- Employ the appropriate power base to personal and professional influence.
- Analyze personal use of power to reach personal and professional goals.

Workshop Attendees:

- This workshop is intended for 15-30 workshop attendees.

Items Needed:

- Computer/Projector
- White board and markers
- Flip chart and markers
- Deck of Cards
Workshop Agenda

A. Introduction - 30 minutes

a. Around the Room Exercise

*Have each individual share answers to the following questions:*

i. Why are you taking the course?

ii. How will this course apply to your personal life?

iii. How will this course apply to your professional life?

iv. If you could have any superpower what would it be, and why?

1. Write the answer to this question on the board.

2. You will refer back to this question throughout the workshop.

b. Discuss Workshop Objectives

i. Describe the idea of power as it pertains to influence.

ii. Identify the six bases of power.

iii. Employ the appropriate power base to personal and professional influence.

iv. Analyze personal use of power to reach personal and professional goals.

B. Describe the idea of power as it pertains to influence - 30 minutes

a. Group Activity – Defining Power

i. Split class into groups of five students.

ii. Allow five minutes for groups to come up with words that come to mind when they hear the word **POWER**.

iii. Allow each group to share with the class the words they have come up with. Write the words on the white board.
iv. Split the class into two groups and provide them with a flip chart and marker.

1. The first member of each group will write a word to start a sentence definition of the word power.

2. Each group member will add one word to the definition without talking within their group.

3. The last member of the group will complete the definition for the group. *(Group members must be cognizant of how many group members are left throughout the exercise, so the sentence can be finished).*

4. Each group will read their definition aloud.

b. Lecture and Class Discussion

i. Power is used to influence others toward the attainment of a goal.

1. Use power to get:

   a. Assistant to work on a project for me.

   b. Son to clean his room.

   c. Friend to meet me for dinner.

   d. A donor to support my organization.

2. Open it up to the class to share situations where they use power.

ii. We use it to change attitudes, behaviors and/or beliefs of others.

iii. Power is a characteristic of all relationships that we have in our lives.

iv. Power is an important leadership characteristic.
1. Much of the research on power centers on the leader/follower relationship.

2. A good leader uses power appropriately to get people to follow them.

v. When we are influenced by someone else’s power, we are responsible for allowing that power to influence us.

vi. Individuals can be placed under conflicting influential pressures of multiple individuals at one time.

1. Parents vs. peers

2. Boss vs. co-workers

3. One friend vs. another friend

4. Open it up to the class to share other conflicting influential pressures.

15 minute break

C. Identify the seven bases of power - 2 ½ hours

a. Reward Power – 25 minutes

i. Activity - Relationship Game:

1. Split the class into groups of two to four. Provide each group with one of the following relationship situations. Allow each group 5 minutes to come up with as many rewards that one person in the relationship can give to the other in an influencing situation.

Relationships include:

a. Parent and child
b. Couple in a relationship

c. Boss and staff member

d. Best friends

e. Neighbors

f. Mother/father-in-law and daughter/son-in-law

g. Acquaintances

h. Exes

2. Each group will share what they came up with for rewards.

ii. Lecture and Class Discussion:

1. Person of influence has the authority to give intrinsic or extrinsic rewards. They will not succeed at the influence if they do not have the authority to give the reward. Rewards can include:

a. Pay

b. Promotion

c. Companionship

d. Affection

e. Recognition

f. Open it up to the class to share other rewards.

2. The desirable end result encourages the person being influenced.

3. Reward power is tied solely to the ability of the influencer to bestow positive outcomes on the person being influenced.

4. This type of power requires the influencer to observe the person being influenced to ensure the power is working.
5. Ask the class to share any other experiences they have had with reward power.

iii. Superpower Follow-up:

1. The instructor will refer to the board to determine if any of the superpowers listed relate to reward power.

2. The class will discuss.

b. Coercion Power – 25 minutes

i. Activity - Worst Use of Power!

1. Ask the class to write about a time when power was used to influence them though fear. Have them answer the following questions:
   a. How did it personally make you feel?
   b. What would have happened if you didn’t comply with their demands?
   c. How did it make you feel about the person influencing you?

2. Partner up the class and have them share their experience with each other.

3. Ask the class to share what they learned about the activity:
   a. How did this type of power personally make you feel?
   b. What would have happened if you didn’t comply with the demands of this power?
c. How did your feelings change about the person influencing you?

**ii. Lecture and Class Discussion**

1. Coercion power is the opposite of reward power.

2. It is based on the ability to cause fear or punishment; this fear causes the person being influenced to succumb to this power.

3. The influencer can threaten or cause unpleasant consequences if the other person does not comply.

4. This is not the most effective type of power.

5. It often causes hatred, misery and conflict.

6. The person employing the power is seen as insulting and unconcerned about people.

7. If the influencer was not in the position to cause these negative consequences on the other individual, they would never be able to employ this type of power.

8. *Ask the class to share any other experiences they have had with coercion power.*

**iii. Superpower Follow-up:**

1. The instructor will refer to the board to determine if any of the superpowers listed relate to coercion power.

2. The class will discuss.

c. **Legitimate Power** – 25 minutes

   **i. Activity - Power is in the Cards**
1. Each person in the class will pick a card from a deck of cards. Each card represents a level of power (Ace is the highest power).

2. Two people will be chosen randomly to come up to the front of the class. The person with the higher card has the ability to influence the person with the lower card to answer who the most influential person has been in their life (or another question about influence they can come up with).

3. The class will discuss how legitimate power played into this exercise.

**ii. Lecture**

1. This is based solely on the position one holds.

2. This form of power is based on formal authority. It is assigned by written or verbal contract.

3. When legitimate power is used, the person being influenced often feels obligated to obey the person in authority.

4. The influencer often believes they have the right to apply this authority.

5. Overuse of legitimate power often results in decreased creativity and motivation; it also results in prolonged decision-making. The person being influenced will not make decisions without the person with the legitimate power’s acceptance.

6. *Ask the class to share any other experiences they have had with legitimate power.*
iii. **Superpower Follow-up:**

1. The instructor will refer to the board to determine if any of the superpowers listed relate to legitimate power.

2. The class will discuss.

*d. Expert Power* – 25 minutes

i. **Video – Hunger Games Scene**

View scene from the movie starting at 20 minutes into the movie where Katiness and Peeta are influenced by the expert power of Haymitch Abernathy, a past winner of the Hunger Games. Then, ask the class the following question: What do we know about expert power from this movie clip?

ii. **Lecture and Class Discussion**

1. This power comes from knowledge, experience and/or skill of the influencer.

2. The person possessing this power believes they are qualified to use the power because they believe they hold a unique skill or knowledge base.

3. The person being influenced must believe the influencer has the necessary knowledge, experience and/or skill required to implement this power base. If this is not the case, the target will never allow themselves to be influenced by the power being used.
4. Ask the class to share any other experiences they have had with expert power.

iii. Superpower Follow-up:

1. The instructor will refer to the board to determine if any of the superpowers listed relate to expert power.

2. The class will discuss.

e. Referent Power – 25 minutes

i. Activity - Most Fascinating People

1. Go around the room and ask each person to share someone famous they find fascinating (or someone they found fascinating in their youth). Write the names in a column on the white board. Then, ask the class to share what connects these individuals with each other. Write the answers on the white board in another column.

2. Guide the class to make statements similar to:
   a. Many people are influenced by these individuals.
   b. People identify with them.
   c. They are role models (may not always good ones).
   d. People admire and idolize them.

ii. Lecture and Class Discussion

1. Referent power is based on a connection between the influencer and person being influenced.

2. The person being influenced identifies with the influencer.
3. This power is personality based; it reflects the admiration, fondness and trust others have for the influencer. It is not tied to the position the influencer holds.

4. In this power base, the influencer also sees himself/herself as similar to the person they are influencing. (They know they are a role model or that people are idolized by them).

5. *Ask the class to share any other experiences they have had with referent power.*

**iii. Superpower Follow-up:**

1. The instructor will refer to the board to determine if any of the superpowers listed relate to referent power.

2. The class will discuss.

**f. Informational Power – 25 minutes**

1. *Activity – Pull out your Phone*

   1. Ask the class to pull out their cell phones and open their personal email. Go around the room (to those that have a phone) and have individuals share with the class the overall message of the first email they see. Write overall messages on the white board.

   2. Ask class what the emails all have in common. Guide the class to make the following determinations:

      a. They are all providing information.

      b. Giving information to get the person to do something or know about something.
c. The information may be causing a change in the person reading it (change in beliefs, attitudes or values).

d. The person may not act on the information now, but may in the future without remembering that this email had an effect on them.

ii. Lecture

1. This power is based on the explanation and persuasion of information which ultimately causes the influence.

2. The communication of the information can either be direct or indirect.

3. The information communicated results in internalized changes in the beliefs, attitudes and/or values of the person being influenced.

4. The unique element of informational power is that the person being influenced may succumb to the power without even remembering that information provided by the influencer affected change.

5. The significance, relevance and acceptance of the information communicated are what make this power base successful.

6. Ask the class to share any other experiences they have had with informational power.

iii. Superpower Follow-up:

1. The instructor will refer to the board to determine if any of the superpowers listed relate to informational power.

2. The class will discuss.
g. **Summing it All Up!** – 30 minutes

1. Split class up into six groups and provide each group with one of the power bases, a flip chart and markers.

2. Each group should draw a visualization of a person using this type of power, i.e. reward power – person with gifts, love, companionship, etc.

3. A member of each group will discuss their drawing with the class.

**15 minute break**

D. **Employ the appropriate power base to personal and professional influence** – 1 ½ hours

   a. **Discussion – Power/Interaction Model of Personal Influence**

      i. **What is the Power/Interaction Model of Personal Influence?**

         1. Tool that can be used to choose a power base for influence.

         2. This tool provides a dynamic view of the power and influence process.

         3. Allows for a rational process of making decisions related to power and influence; it ensures that all options and consequences are taken into account before the influence is induced.

         4. Pass out the Influence Chart found in the appendix. This chart was created based on the Power/Interaction Model of Personal Influence.
5. Ask for class to come up with a situation where they want to influence another person. This situation will be used throughout this section. Write the situation on the board.

ii. Motivation to Influence

1. Discussion:
   a. The first step in the Power/Interaction Model is determining there is a need to influence.
   b. The influencer determines that they want someone else to do something for them.

2. Activity:

   On the Influence Chart, write who will be influenced and why they will be influenced based on the situation agreed upon by the class.

iii. Assessment of Available Power Bases

1. Discussion:
   a. In this step, the influencer determines the possible outcomes for different power base choices. They take into account all of the bases of power and determine which power bases are even applicable.
   b. The influencer’s goal is to determine which power base choice will be most effective in achieving change.
   c. The costs of power base usage are also examined. These can include: time, loss of respect, obligation to return, etc.
d. The assessment of the available power bases could be time consuming, but it is important to determine the most effective and efficient mode of influence.

e. At the end of the assessment, a power base should be chosen from the applicable power bases.

2. Activity:

On the Influence Chart, determine whether each of the power bases will work. Determine costs of usage for each one that will work. Then, determine which power base will be used for the situation.

iv. Preparing to Implement Chosen Power Base

1. Discussion:

   a. Some preparation must take place to help establish power; this can include intimidation, self-promotion, favor-doing, and guilt induction, etc.

   b. This step involves setting the stage and self-enhancement of influencer’s power.

   c. This step is extremely important to the influence; preparation is important to success.

2. Activity:

On the Influence Chart, determine what preparation must take place in order to establish power.

v. Implementation and Assessment of Power Base Chosen

1. Discussion:
a. The influencer must determine if the power base chosen has altered the behavior, attitudes and/or beliefs of the person they are attempting to influence.

b. The feedback from the implementation of the power base often changes the influencer’s perception of the effectiveness of the implementation.

c. This step may lead to implementation of another base of power if the influence was not successful.

2. Activity:

On the Influence Chart, determine success of implementation.

Were the beliefs, attitudes behaviors changed?

b. Personal Activity:

i. Each class member will choose a life event in which they will need to utilize the power of influence. They will use the Influence Chart to make their power base decision.

ii. Once complete, ask class to share their experience.

15 minute break

E. Analyze personal use of power to reach personal and professional goals – 30 minutes

a. Writing Exercise:

i. Choose a time when you utilized a power base that did not work effectively. Write about the experience.

ii. Determine a base that would have been more beneficial in the given situation. (Use the Influence Chart)
b. **Sharing Your Experience:**
   
i. Go around the room and have the class share what they learned from this exercise.

   ii. Reiterate to participants:
       
       1. This should have helped you think about how your actions influence others.
       
       2. You should have learned from others experiences.

F. **Wrap-Up**

a. **Review Workshop Objectives**
   
i. Describe the idea of power as it pertains to influence.

   ii. Identify the six bases of power

   iii. Employ the appropriate power base to personal and professional influence

   iv. Analyze personal use of power to reach personal and professional goals

b. **Ticket Out of Class**

Choose one of the following questions to answer:

i. As a leader, do you have a power base preference?

ii. Do you believe different circumstances require or demand certain types of power base usages?

iii. What are some common misuses of power in business organizations?
References


Appendix

INFLUENCE CHART

\textit{Who} do you want to influence and \textit{Why}?

<table>
<thead>
<tr>
<th>Reward</th>
<th>Coercion</th>
<th>Legitimate</th>
<th>Expert</th>
<th>Referent</th>
<th>Informational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
</tbody>
</table>

Cost of Power Base Usage

Chosen Power Base

Preparation Required

Success of Implementation

\* Adopted from \textit{The Power/Interaction Model of Personal Influence} (Raven, 2008).
Using Your Superpower of Influence

Amanda M. Quinn
Introduction

- Why are you taking the course?
- How will this course apply to your personal life?
- How will this course apply to your professional life?
- If you could have any superpower what would it be, and why?
Workshop Objectives

- Describe the idea of power as it pertains to influence.
- Identify the six bases of power.
- Employ the appropriate power base to personal and professional influence.
- Analyze personal use of power to reach personal and professional goals.
POWER
Power

- Used to reach a goal
- Changes attitudes, behaviors, and/or beliefs
- Part of all relationships
- We give others power
- Conflicting influential pressures
What conflicting influential pressures have you experienced?
Seven Bases of Power

- Reward Power
- Coercion Power
- Legitimate Power
- Expert Power
- Referent Power
- Informational Power
Reward Power
The Relationship Game
Reward Power

- Intrinsic or extrinsic rewards
- Positive outcomes
Coercion
Power
YOU ARE FIRED
Think about a time when someone used the power of fear to influence you.

- How did it personally make you feel?
- What would have happened if you didn’t comply with their demands?
- How did it make you feel about the person influencing you?
Coercion Power

- Opposite of reward power
- Negative outcomes
- Not the most effective type of power
Legitimate Power
The Power is in the Cards
Based on formal authority

**Influencer:** “I have the right to make you do this!”

**Person being influenced:** “I must do what you say!”
Overuse of Legitimate Power

- Decreased creativity.
- Decreased motivation.
- Prolonged decision-making.
Expert Power
Video
“I have a unique knowledge, experience, or skill and I’m qualified to use it!”
Referent Power
Who do you find fascinating?
Referent Power

- Based on a connection or similarity
- Personality based power
PULL OUT YOUR PHONE
Informational Power

- Direct or indirect communication of information to persuade
- “I can’t remember where I read this, but I still think it’s a good idea!”
Summing It All Up!

- Reward Power
- Coercion Power
- Legitimate Power
- Expert Power
- Referent Power
- Informational Power
Power/Interaction Model of Personal Influence
Steps of the Power/Interaction Model

- Motivation to Influence
- Assessment of Available Power Bases
- Preparing to Implement Chosen Power Base
- Implementation and Assessment of Power Base Chosen
Write about a time when you utilized a power base that did not work effectively.
WRAP-UP
Describe the idea of power as it pertains to influence.

Identify the six bases of power.

Employ the appropriate power base to personal and professional influence.

Analyze personal use of power to reach personal and professional goals.
Ticket out of Class *(Choose one to answer)*

- As a leader, do you have a power base preference?
- Do you believe different circumstances require or demand certain types of power base usages?
- What are some common misuses of power in business organizations?