

2010

Influence Strategies: What Leaders Can Learn From Oprah Winfrey

Katie Higginbottom
Western University

Follow this and additional works at: <https://ir.lib.uwo.ca/digitizedtheses>

Recommended Citation

Higginbottom, Katie, "Influence Strategies: What Leaders Can Learn From Oprah Winfrey" (2010). *Digitized Theses*. 4275.

<https://ir.lib.uwo.ca/digitizedtheses/4275>

This Thesis is brought to you for free and open access by the Digitized Special Collections at Scholarship@Western. It has been accepted for inclusion in Digitized Theses by an authorized administrator of Scholarship@Western. For more information, please contact wlsadmin@uwo.ca.

Influence Strategies: What Leaders Can Learn From Oprah Winfrey

(Influence Strategies: Leading Like Oprah Winfrey)

(Thesis Format: Monograph)

By

Katie Higginbottom

Faculty of Education

Submitted in partial fulfilment
of the requirements for the degree of
Master of Education



School of Graduate and Postdoctoral Studies
The University of Western Ontario
London, Ontario
August 2010

© Katie Higginbottom 2010

THE UNIVERSITY OF WESTERN ONTARIO
SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES

CERTIFICATE OF EXAMINATION

Supervisor

Dr. Katina Pollock

Supervisory Committee

Dr. Ellen Singleton

Examiners

Dr. Robert MacMillan

Dr. Julie Byrd Clark

Dr. Pamela McKenzie

The thesis by

Katie Higginbottom

entitled:

Influence Strategies: What Leaders Can Learn From Oprah Winfrey

is accepted in partial fulfilment of the
requirements for the degree of
Master of Arts

Date _____

Chair of the Thesis Examination Board

Abstract

This study used a qualitative research methodology, in the form of a case study, to explore strategies leaders can use to successfully influence others with the purpose of creating measurable change. Influence strategies present during the September 15th, 2008 episode of *The Oprah Winfrey Show*, in which Winfrey successfully influenced millions of viewers to take action towards helping pass *PROTECT Our Children Act*, U.S. Senate Bill 1738 are explored. In this study, leadership is understood as a property of the individual and that individual's ability to influence others. Given the rate of change in the ever-advancing global climate forcing organizations to adapt; as well as, the observed benefits organizational change has on employees and the overall organization; an enormous need exists for leaders to become more effective at influencing change. This study offers new insight into strategies which present and aspiring leaders can use to successfully influence others.

Keywords: Leadership, leadership strategies, effective leadership strategies, creating measurable change, influence, influence strategies, Oprah Winfrey, U.S. Senate Bill 1738.

Dedication

I dedicate this thesis to my late father, Jack Higginbottom, whose confidence in me and in my dreams still inspires and motivates me to strive to accomplish as much in my life as time will allow. I also dedicate this thesis to my mother, and to my sister for their love, encouragement, and unconditional support. Finally, this thesis is also dedicated to Matthew. Thank you for your unwavering love and support, and for helping make my dreams come true.

Acknowledgements

I feel a great sense of accomplishment at the end of this long and emotional journey. I owe many people thanks for their support and guidance throughout this process.

I would like to begin by thanking my thesis committee, Dr. Katina Pollock and Dr. Ellen Singleton. To Katina, I would like to say thank you for your patience, encouragement and overall mentorship. You provided me with tactful guidance, insightful and timely feedback, and you challenged and empowered me to work independently. I am confident that I grew, directly as a result of having you as my supervisor. To Ellen, I would like to say thank you for encouraging me to follow through with this idea. Although this research is somewhat unconventional, I always felt confident knowing that you saw potential in my work and wanted to support me through this journey.

I would also like to thank my examination committee, Dr. Robert Macmillan, Dr. Pam McKenzie and Dr. Julie Byrd-Clark. Each committee member challenged me during the defence asking thought-provoking questions that will guide future research endeavours. I would like to thank Bob for his guidance and support throughout this degree, as well as, for his close attention to detail in revising my work. Thanks also to Pam, for her kind words and her insight from the perspective of media studies. My gratitude is also extended to Julie, who offered supportive yet challenging questions which *still* have me thinking.

Table of Contents

Certificate of Examination	i
Abstract	ii
Dedication	iii
Acknowledgements	iv
Chapter One: The Role of Influence in Leadership	1
Research Problem	1
Research Question	5
Description of the Episode	7
Significance of the Study	7
Chapter Summary	9
Chapter Two: Review of Literature	11
Leadership	11
Three common themes in leadership theory	12
Leadership as a property of the individual	13
The group context in which leadership occurs	15
The societal or global context in which leadership occurs.	17
The interconnectedness of the three circles	19
Influence	21
Principals of influence	22
Reciprocation	23
Commitment and consistency	24
Social proof	26
Liking	28
Authority	32
Scarcity	33
Persuasion	35
Three methods of persuasion	36
Logic	36
Speaker credibility	37
Emotion	38
Chapter Summary	40
Chapter Three: Conceptual Framework	41
Leadership	41
Influence and Persuasion	44
Chapter Summary	50
Chapter Four: Methodology	51
Description of Study	51
Methodology	52
Methods	55
Logic	56
Commitment and consistency	57

Speaker credibility.....	58
Authority.....	58
Emotion.....	58
Reciprocation.....	59
Social Proof.....	59
Liking.....	60
Scarcity.....	61
Chapter Summary.....	62
Chapter Five: The Presence of Logic, including Commitment and Consistency.....	64
The Presence of Logic.....	64
The construction of the problem.....	66
The prevalence of the problem.....	67
The “brutal nature of the abuse.....	67
The damaging effects of the problem.....	68
The worsening nature of the problem.....	70
The proposed solution.....	71
The effectiveness of the existing technology.....	71
A push for more funding.....	72
The proposed method by which to get more funding.....	73
The action plan.....	74
The Presence of Commitment and Consistency.....	75
Commitment.....	75
Consistency.....	77
Chapter Summary.....	80
Chapter Six: The Presence of Speaker Credibility, Including Authority.....	82
The Presence of Speaker Credibility.....	82
Positional authority or job title.....	83
First-hand experience.....	84
The Presence of Authority.....	86
Titles.....	86
Clothes.....	87
Uniforms.....	87
The well tailored business suit.....	87
Trappings.....	88
Chapter Summary.....	88
Chapter Seven: The Presence of Emotion, including Reciprocation, Social proof, Liking and Scarcity.....	90
The Presence of Emotion.....	90
Attempts to invoke shock.....	91
Attempts to invoke disgust.....	93
Attempts to invoke fear.....	96
Attempts to invoke inspiration.....	98
The Presence of Reciprocation.....	99
The Presence of Social Proof.....	101

The Presence of Liking	106
The presence of physical attractiveness.....	107
The presence of similarity	108
Winfrey's similarity to victims and to the parents of victims.....	109
Winfrey's similarity to viewers.	110
Winfrey's similarity to experts.	111
The presence of praise.	112
The presence of increased familiarity.....	114
The presence of association.....	117
The Presence of Scarcity.....	119
Chapter Summary.....	120
Chapter Eight: Discussion.....	122
Influence Strategies.....	122
Logic.....	123
Commitment and consistency.....	126
Application of logic.....	127
Application of commitment and consistency.....	128
Speaker Credibility.....	129
Authority.....	131
Application of speaker credibility.	132
Application of authority.....	133
Emotion.....	133
Reciprocation.....	135
Social proof.....	135
Liking.....	136
Scarcity.....	138
Application of emotion.....	138
Application of reciprocation.	139
Application of social proof	139
Application of liking.....	140
Application of scarcity.....	141
Chapter Summary.....	141
Chapter Nine: Conclusion.....	142
Research Problem.....	142
Contributions to Theory	143
Contributions to Policy and Practice.....	146
Limitations	151
Suggestions for Future Research.....	151
Chapter Summary.....	154
References.....	156
Curriculum Vitae	165

Figures

<i>Figure 1. Three Common Themes of Leadership Theory.</i>	13
<i>Figure 2. Influence Strategies which can Increase a Leader's Likelihood of Creating Measurable Change.</i>	46

Chapter One: The Role of Influence in Leadership

Leadership is at the pinnacle of importance in creating change in any group, organization, or society. As such, the concept of leadership warrants in-depth, vigorous and sustained investigation – and it has attracted this investigation for centuries. In Burns' (1978) highly cited book entitled *Leadership*, he notes that it is not surprising that leadership is a concept which has been of great interest for thousands of years: "Social change is so pervasive and ubiquitous in the modern world, and often so dramatic and menacing, as to attract intensive scholarly investigation" (p. 415). The need and/or desire for social change will never go away as change is the way by which human beings progress in any given group, organization or society. As such, the need for leaders - individuals aiming to create change - will not go away either. Theorists today note the growing importance placed on creating change: "Given the critical nature of change in the global economy, the value placed on leading change is increasing" (Gilley, Gilley & McMillan, 2009, p. 90).

Research Problem

Several factors in today's global climate *demand change* in every organization: "Demands of globalization, emerging new internet capabilities . . . changes in consumer demand . . . new leadership, laws, regulations and competitors can . . . drive the need for change" (Whelan-Barry & Sommerville, 2010, p. 177). In fact, change is happening at a faster rate than ever before (By, 2005). Good and Sharma (2010) echo this point, claiming

In today's organizations leaders face continual change and increased environmental complexity. This is caused in part by factors such as technological advancement, increased competition, shorter product lifecycles, the boundaryless nature of career, cultural complexity, globalization, and an increase in mergers and acquisitions. (p. 155)

In addition, as a result of many of these changes, a new generation of workers pose additional concerns as they enter the workforce: “The knowledge economy, information technologies, and a changed employment contract are *giving rise to the most autonomous and empowered group of workers ever* [emphasis added]” (Tucker, Vao & Verma, 2005, p. 20). This new generation of employees feel entitled to satisfying working conditions.

Sadly, the needs and demands of employees in this changed culture are not always being met, and the result is disengaged employees (Haudan, 2002; Tucker et al., 2005; Vermeulen, Puranam & Gulati, 2010). In fact, Haudan argues “in today’s organizations, people are *actively disengaging* [emphasis added] from their work” (p. 255). While some remain in an organization disengaged for various reasons; others who feel entitled to better working conditions will leave. An example from education brings life to these concerns and emphasizes that corporate businesses are not the only type of organization in which these problems exist. Teachers are leaving the profession at a disconcerting rate with as many as 50% of teachers leaving the profession in their first five years (Jenson & Kiley, 2004, p. 4). McCroskey, Mottet and Richmond (2006) confirm this statistic. Many teachers leave the profession due to high levels of disengagement. Perhaps more problematic is that many disengaged teachers do not leave the profession and this has detrimental effects on students in schools as “disengaged teachers can’t teach” (Wilke, 2005, p. 7). While it is important to note the negative effects disengaged teachers can and do have on students, “it is also unacceptable that [educators are ever allowed to] reach the point where they are worn down, burned out, and dissatisfied with [their] career” (Wilke, p. 8). The same rings true for any organization. It has been noted that on average, people spend 25 percent of their lives at work (Warr & Clapperton, 2010, preface), therefore it is important that people feel satisfied in their jobs.

Many believe that *change*, even when unnecessary, is advantageous for the overall culture of any organization (Vermeulen et al., 2010; Rogers & Meehan, 2008). Rogers and Meehan hold that culture in a workplace is the new edge one company can possess over another:

Little in this age of globalization provides a company with an edge that competitors can't simply copy or buy. *Culture – the force that determines how people behave when no one is looking – is one competitive advantage.* [emphasis added] (p.255)

Given the new global culture, lack of change within organizations can have many detrimental effects on employees as well as on the overall organizational culture, whereas “the shake-up [provided by change] presents an opportunity to break down old, unproductive habits and instil the kinds of behaviours that are necessary to get to the next level of performance” (Rogers & Meehan, p. 256). Change within any organization prevents stagnation and limits staff disengagement by challenging employees to grow, learn new skills, and become more productive (Vermeulen et al., 2010). Fullan (2010) emphasizes *collective capacity* which “generates the emotional commitment and the technical expertise that no amount of individual capacity alone can come close to matching” (p. xiii), when leading change reform in education, thereby engaging *all* in the process. One of the nine main external sources of happiness from any situation or role is having:

demands and goals from the environment – being required to do something . . . [as] externally set goals force you to take action, strive in ways you otherwise wouldn't, experience some obstacles, and maybe make you happy because in the end you achieve something you wanted. (emphasis in original, Warr & Clapperton, 2010, p. 53)

In his January 2009 Inauguration Speech, US President Barack Obama echoed this conviction claiming “There is nothing so satisfying to the spirit, so defining to our character, than giving our all to a difficult task” (nytimes.com, 2009, p. 3).

Some argue that change benefits an organization's culture, which in turn, creates better working conditions for employees. In an article entitled *Change for changes sake*, an argument is

created as to why organizations should be changing even when things seem to be running smoothly.

The human dynamics within an organization are constantly shifting—and require the organization to change along with them. Over time, informal networks mirror the formal structure, which is how silos develop. Restructuring gets people to start forming new networks, making the organization as a whole more creative. It also disrupts all the routines in an organization that collectively stifle innovation and adaptability. Finally, restructuring breaks up the outdated power structures that may be quietly misdirecting a company's resource allocation. (Vermeulen et al., pp. 70 – 71)

As change is ironically the new constant in organizations throughout the world, a need exists for leaders to be effective agents of change. Yet research indicates between 33% and 80% of organizational change efforts fail (Whelan-Barry & Sommerville, 2010). Vales (2007) notes, one reason for this can be explained at the employee level: “This failure is largely caused by employee resistance to change” (p. 27). Another explanation however, exists at the leadership level: “Most leaders have no clearly articulated strategy for influencing changes in behavior” (Laff, 2008, p. 20). Reform has long been recognized internationally as necessary and beneficial within the culture of education, yet Fullan (2009a) argues that only since 2003 has large scale reform *begun* to truly come to be, and still, “there is more convergence, but not consensus” (p. 107). Fullan emphasizes the importance of strategy, claiming that good performing systems can be weakened by “the absence of a positive strategy” (p. 106).

Leadership research indicates that “motivation is either positively or negatively affected by the experience an employee has within a given work environment and with his or her leaders” (Gilley et al., 2009, p. 81). Self-efficacy among employees can be built through change when combined with a leader's support.

People who are persuaded verbally that they possess the capabilities to master given activities are more likely to mobilize greater effort and sustain it than if they harbor self-doubts and dwell on personal deficiencies when problems arise. To the extent that

persuasive boosts in perceived self-efficacy lead people to try hard enough to succeed, they promote development of skills and a sense of personal efficacy. (Bandura, 1994, para. 8)

Therefore, “effective leaders matter” (Thoms, 2005, p. 1). Leaders today need to take responsibility for influencing change in their organizations. Empowered employees will stand for no less. In fact, change can begin “bottom-up”, with employees initiating change, and leaders need to recognize whether a change is beneficial, and if so, need take their role as a leader helping build to *collective capacity* (Fullan, 2010). Given the ever-advancing global climate creating a need for change, the new demands of workers, as a result of this climate, and the potential benefit change has on organizational culture, an enormous need exists for leaders to become more effective at influencing change. These new demands require a new set of skills among leaders. This thesis aims to offer insight as to how leaders might become more effective in this regard.

Research Question

The purpose of this analysis was to answer the question: What strategies can leaders use to successfully influence others, thereby creating *measurable change*? Oprah Winfrey was chosen as an appropriate research subject based on her highly noted ability to influence, as well as her noted ability to create change. It has been noted that Winfrey is the only person who has appeared on *Time* magazine’s *100 most influential people* list since the list began (Obama, 2009). Further, a special edition *Life* book entitled *100 people who have changed the world*, includes Oprah Winfrey’s face directly on the cover alongside Abraham Lincoln, Jesus, Albert Einstein, Nelson Mandela, Thomas Edison, Mother Theresa, Martin Luther King Jr., Ludwig Van Beethoven, Adolf Hitler, The Beatles and Mahandas Gandhi (Editors of Life, 2010).). Despite long-time acknowledgement and recognition by many as to the scope and magnitude of

Winfrey's influence, little has yet to be done to attempt to determine *how* Winfrey has been able to successfully influence masses of people. While it is worthwhile to note and honour the scope and magnitude of Winfrey's influence, very little can be learned from this. Determining *how* Winfrey successfully influences masses of people however, serves to offer invaluable information to any other leader seeking to influence others. While it would have been impossible in this study to analyze Winfrey's entire life, I chose instead to focus on one instance in which Winfrey successfully influenced others, thereby creating measurable change.

Specifically, in order to offer insight into this broad question about leadership, this analysis examined one episode of *The Oprah Winfrey Show* and specifically aimed to answer the following two questions: What *influence strategies* were present during the September 15th, 2008 one-hour episode of *The Oprah Winfrey Show* which aided in Winfrey's ability to successfully influence viewers, persuading them to take action towards passing the *PROTECT Our Children Act*, U.S. Senate Bill 1738? What *persuasion strategies* were present during the September 15th, 2008 one-hour episode of *The Oprah Winfrey Show* which aided in Winfrey's ability to successfully influence viewers, persuading them to take action towards passing the *PROTECT Our Children Act*, U.S. Senate Bill 1738? Although attempts to gain interview access to Winfrey proved futile, and, therefore, it remains unknown whether a concerted effort was made to incorporate any strategies observed during the episode, the presence of influence and persuasion strategies can be observed regardless. It is likely that the strategies observed to be present during the episode played a role in helping Winfrey successfully influence American viewers, persuading them to take action towards creating the measurable change Winfrey aimed to create. It can be logically induced that another leader hoping to create measurable change could improve their likelihood of success by similarly combining strategies observed during the episode.

Description of the Episode

In order to answer the aforementioned research questions, this case study analyzed and described strategies employed during the September 15th, 2008 episode of *The Oprah Winfrey Show* entitled “Internet Predators: How bad is it?”, which likely helped Winfrey successfully influence millions of American viewers, persuading them to take action in helping pass the *PROTECT Our Children Act*, U.S. Senate Bill 1738 (Oprah.com, 2009a). During this one-hour episode, Winfrey made an appeal to American viewers to take action towards helping pass the *PROTECT Our Children Act*, U.S. Senate Bill 1738 (Oprah.com). Bill 1738 was successfully passed on September 25th, 2008; only ten days after Oprah Winfrey used her talk show as a forum to appeal to her viewers that they assist in having Bill 1738 passed (Oprah.com, 2009b). The speed with which measurable change was created, is indicative of the effectiveness of the influence and persuasion strategies employed during that one-hour episode. As such, this episode warranted in-depth analysis, as it is likely that the influence and persuasion strategies used during the episode, could be used by other leaders striving to create measurable change in their own contexts.

Significance of the Study

Leaders today need to recognize the benefits of change within an organization while acknowledging that the days when a leader had the unquestioned final word are gone. The modern industrial world is one in which information is easily accessible by many through the use of technology. As such, the concept of leader as the most informed, educated or knowledgeable expert has dissipated. Further, employees today are more empowered than ever before and will not tolerate being treated poorly and simply being told what to do by their leaders. Leaders hoping to create change now need to use various strategies to be able to effectively influence

change within their organization. Titles like “performance manager” and “team leader” have replaced the traditional title “supervisor” in many organizations, emphasizing that leaders should be using “coaching and facilitating styles *rather than direct command-and-control approaches* [emphasis added] to get work done through the efforts of others” (Kello, 2009, p. 24).

Traditionally leadership has been associated with a top-down hierarchy, in which the leader occupies the most powerful position in the organization (Ryan, 2005). Today this notion of leadership is rejected by many: “*Leadership is not a position or a title but a living influence* [emphasis added]” (Service, 2009, p. 125).

The concept of leader as influencer able to facilitate and motivate others to change in ways which improve their self-efficacy and thereby improve an organization’s culture, must replace the old concept of leader as dictator. While it is commonly noted that employees are often resistant to change (Vales, 2007), Jackson (2010) holds “inside the heart of everybody resides a reservoir of energy and motivation” (p. 14). Given the new global context, expectations and demands are being put on leaders to tap into these reservoirs, whilst remembering motivation is often not enough to create change due to the complexity involved in influencing people. “Successful influencers find ways to engage personal motivation, but then combine it with several additional sources of influence” (Grenny, Maxfield & Shinberg, 2008, p. 49).

Psychologist Bernard Guerlin (1995) notes that people develop patterns and “presumably, people might learn to use different influence tactics in two different situations. For example, [people might learn that] emotional appeals or threats might be effective in one-on-one situations but not when facing a group” (p. 371). This emphasis on combining as many influence strategies as possible is one which leaders must embrace as no two individuals will be influenced in the same way (Perkins, 2008). In discussing school reform, Fulan, Cuttress and Kilcher (2009) note 8

forces for leaders of change and claim “presence of the core concepts does not guarantee success but their absence ensures failure” (p. 9). Grenny et al. note:

Leaders of organizations frequently make similar miscalculations in trying to influence change. . . . We have learned that the main variable in success or failure is not which sources of influence leaders choose. By far the more important factor is how many. (p. 52)

Leaders need to influence change, by combining a multitude of influence strategies, as “sustainable business requires efficient and effective use of resources” (Whelan-Barry & Sommerville, 2010, p. 189).

Given the shifts in global, economic and social climate creating a need for change, the new demands of workers as a result of this climate, and the potential benefit change has on organizational culture, leaders need to be effective agents of change. Since as many as 80% of organizational change attempts currently fail (Vales, 2007), this study aims to offer new insight into strategies which leaders can use to successfully influence others with the purpose of creating measurable change, recognizing the need for leaders to become more effective agents of change. This case study offers invaluable information about influence – with the goal of creating measurable change - which is highly useful to present and aspiring leaders.

Chapter Summary

This chapter has outlined the research problem and research questions, has described the research, and outlined the significance of the study. A literature review is provided in the following chapter. Literature central to this study, which is explored in Chapter Two includes: Leadership, influence, and persuasion. Chapter Three describes in detail the conceptual framework used in this study. The methodology is described in Chapter Four. The findings comprise Chapters Five (The Presence of Logic, including Commitment and Consistency); Six

(The Presence of Speaker Credibility, including Authority); and Seven (The Presence of Emotion, including Reciprocation, Social Proof, Liking and Scarcity). Discussion is provided in Chapter Eight, and synergy is created between the literature underpinning this thesis and the key findings from this case study, thereby making worthwhile contributions to the field of study. Finally, Chapter Nine provides an overview of the study, summarizes key findings, discusses limitations of the study, and makes final conclusions as well as suggestions for areas of future research.

Chapter Two: Review of Literature

The purpose of this study was to explore the strategies by which leaders successfully influence others, thereby creating measurable change. Concepts central to the theoretical foundation of this study which are discussed in this chapter, include: leadership; influence; and persuasion.

This chapter begins by providing an overview of the ways in which leadership has been conceptualized and understood throughout history. By providing an overview of the history of leadership, an underpinning of leadership as it is best understood today emerges. Through a discussion of the three prevalent themes in leadership theory, it will further become clear that the most common way in which leadership has been understood historically, and is still understood today, is as a property of an individual and that individual's ability to influence others. Next, factors found to affect an individual's ability to influence are discussed. As an individual's ability to influence relies heavily on their ability to persuade, the chapter concludes with an examination of prominent methods of persuasion. The following chapter addresses the ways in which concepts which are outlined in this chapter, are defined and conceptualized specifically for the purpose of this study.

Leadership

Almost every scholarly book or journal article discussing the topic of leadership begins by stating openly how difficult it is to define leadership (Bennis & Nanus, 2003; Dewan & Myatt, 2008; Hackman & Johnson, 2004; Richmon & Allison, 2003; Thoms, 2005). While some

theorists dwell on the need for a common definition, there is an agreement among other theorists that striving towards a uniform definition of leadership is futile: “Decades of academic analysis have given us more than 850 definitions of leadership . . . [however] definitions reflect fads, fashions, political tides and academic trends. They don’t always represent reality and sometimes they just represent nonsense” (Bennis & Nanus, p. 4). Leadership is a dynamic concept that reflects the situation in which it occurs as, “‘times change’, and productive leadership depends heavily on its fit with the social and organizational context in which it is exercised” (Leithwood, Jantzi & Steinbach, 1999, p. 1). As such, it makes sense that the definition of leadership is not static but instead, ever-evolving. Although people differ in the ways in which they understand leadership, it is still important to gain insight into this area because “the way in which people envision leadership will dictate how it is put into practice” (Ryan, 2005, p. 22).

Three common themes in leadership theory. Despite the centuries of controversy surrounding the definition of leadership, three common themes have been noted by many leadership theorists. The first and most common theme is *the individual leader and their ability to influence others*. The second theme which is becoming more prevalent in literature is *the group context in which leadership occurs*. The final and much less common theme is *the societal or global context in which leadership occurs*. Leadership, as it is understood today, is a complex process that warrants in-depth analysis from more than one perspective. It must be emphasized that these three themes are interdependent in many ways and that all perspectives combined help explain the overall phenomenon of leadership.

It is useful to provide a visual tool to depict the three themes by which leadership has commonly been understood. The arrows on the diagram emphasize the interdependence of, and interconnectedness among, all three perspectives of leadership.

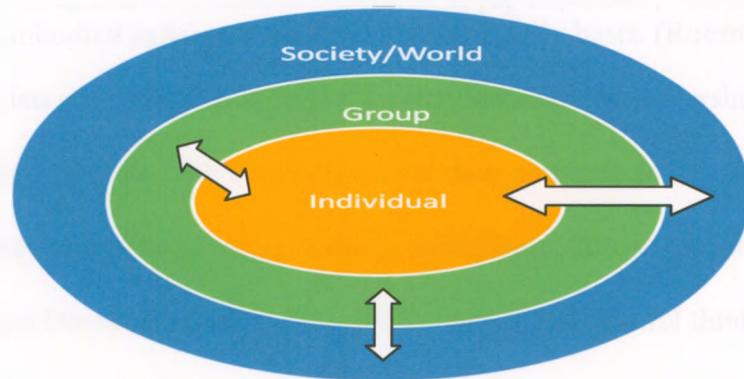


Figure 1. Three Common Themes of Leadership Theory.

Leadership as a property of the individual. The inside circle, labelled “Individual”, represents the most common theme which has been used to study leadership – *the individual leader and their ability to influence others*. Richmon’s (2000) *autonomous*, Hackman and Johnson’s (2004) *the exercise of influence*, Ryan’s (2005) *the place or role of individuals*, and Rottman’s (2007) *property of individuals*, all represent an individual leader’s ability to influence others. Though this category is no longer accepted as the only or best way of conceptualizing leadership, this category is still the most commonly studied in leadership research.

Autonomous theories of leadership aim to understand “an individual, generally the leader, independent of the followers or organizational context” (Richmon, 2000, p. 36). Leaders can often be identified by noting which individual is influencing another or a group (Hackman & Johnson, 2004, p. 11). Ryan (2005) claims “if the prevailing view is that leadership resides with

the individual, then it will be the individual people who will exercise their power to influence practice” (p. 22). This has been the case for the majority of history.

The concept of an individual leader needs little introduction. CEO’s of large companies, school principals, spokespeople for various social movements, our parents, our favourite teachers, the most imaginative or assertive children in [a] class, and politicians are just a few of the many embodied examples we encounter on a daily basis. (Rottman, 2007, p. 2)

These four theorists are not alone in their acknowledgement that leadership has most often been understood as a property of the individual and their ability to influence others. Many argue that hierarchies are naturally occurring (Allison, 2003; Buss, 2005). According to evolutionary psychologist David Buss, “Despite utopian visions and wishful thinking about egalitarian values, all human societies are subject to strict, and sometimes frustrating, rules regarding status. All societies, throughout the eons of evolution, have had status hierarchies” (p. 198). Buss argues that there is an innate tendency for individuals to strive for status and in the process, naturally create hierarchies. Perhaps it is this innate tendency of individuals to strive for status, that has resulted in leadership predominately being understood as a property of the individual. Social scientist Martin Gold (1999) reiterates the long-standing understanding of leadership as a property of the individual: “For thousands of years kings, priests, politicians, educators, producers, fathers and mothers—in fact, all individuals—have been trying to influence smaller or larger groups” (p. 31).

Still today, a great deal of research about leadership focuses heavily on the individual leader and their skills, behaviours and characteristics (Gilley et al., 2009; Hackman & Johnson, 2004; Klenke, 2002; Norton & Smythe, 2007; Rottman, 2007; Ryan, 2005). Clearly, there is strong belief among leadership theorists that a great deal can be learned about leadership by

studying exemplary leaders. Some theorists, however, study the individuals as leaders in order to understand how group context works or how ideological discourses influence them.

The group context in which leadership occurs. The middle circle, labelled “Group”, represents *the group context in which leadership occurs*. This area is becoming increasingly focused upon by leadership theorists. Richmon’s (2000) *interactive*, Hackman and Johnson’s (2004) *group context and collaboration*, Ryan’s (2005) *the nature of relationships among people* and Rottman’s (2007) *property of organized groups* all represent the common theme in leadership theory which focuses on the proximate context in which leadership occurs. These categories each represent the understanding that leadership is not exclusively the work of an individual leader, and that leadership does not occur in isolation from the groups of people being led. Rather, these categories emphasize the relationships between leaders and those they are leading as being critical in creating change. It is important to remember that leadership does not occur in isolation as the context in which leadership occurs affects the overall phenomenon of leadership. As such, the group or context in which leadership occurs (the middle circle) has become a more common focus in leadership theory. The notion of motivated, empowered groups working in collaboration, striving towards a common vision, now dominates a great deal of leadership literature.

One example is distributive leadership, which emphasizes this shift in the way in which leadership is understood. As Harris (2004) suggests, it is useful “to think of distributed leadership as ‘a way of thinking about leadership’ rather than as another technique or practice” (p. 13). Distributed leadership “equates with maximizing human capacity within the organization[;] engaging many people in leadership activity is at the core of distributed leadership in action” (Harris, p. 14).

Despite the acknowledgement that leadership is not an individual activity, but rather a group one, in many ways, the group is still reactive to the individual leader and his/her actions. The group still requires an individual leader to coordinate the “maximizing [of] human capacity within the organization [and to engage] many people in leadership activity” (Harris, 2004, p. 14). The middle circle still relies on the effective leadership which stems from the inside circle – just as the individual leader is influenced by the group context. The individual leader and the group are interdependent.

The prevailing acceptance of the notion that the group context (the middle circle) is important in terms of understanding leadership, has influenced what types of strategies are now associated with being an effective leader. The focus has shifted towards relationship building. Leaders now need to ensure they develop and employ strategies that deal with relationship building, which relies upon effective communication. In order for a leader to be effective in today’s world, the leader needs to understand the importance of using effective communication to build relationships within the group they lead.

Becoming conscientious about the communication process between individuals in any given group, will help leaders better understand the needs, values and goals of those they are attempting to influence. According to Ryan (2005),

astute leaders [need] to pay particular attention to the people with whom they [work]. In particular, they [need] to be able to interpret their . . . words, actions and gestures in ways that [allow] them to understand . . . [their] real intentions, dispositions and passions so that they [can] predict behaviour. (p. 7)

Leaders gain the trust of those they are leading, only after showing them that they, too, are an important part of the leadership process.

The group context in which leadership occurs clearly cannot be ignored. Leadership is a group activity and as such, relationships are at the forefront of effective leadership. The phenomenon of leadership varies from group to group and from context to context, and as such it is difficult to create or follow any “how to” formula for the incredibly complex process of leadership: “Pre-organized, logical, follow-the-plan thinking is not enough in itself. There needs to be attentiveness, attunement and openness to the not-yet-known” (Norton & Smythe, 2007, p. 67). Therefore, it is worthwhile to explore yet another theme in leadership theory which contributes to better understanding the phenomenon of leadership.

The societal or global context in which leadership occurs. The outside circle, labelled “Society/World”, represents *the societal or global context in which leadership occurs*. Richmon’s (2000) *provisional* and Rottman’s (2007) *property of discourse* similarly represent the most broad context in which leadership occurs - the systemic forces in the world, world politics, the ideology which dominates a given time in history – all of which have an enormous influence over the dynamics in which leadership occurs.

These categories each represent the understanding that leadership is not exclusively the work of an individual leader, nor is leadership best understood by emphasizing the relationships between leaders and those they are leading in the group context. It is important to remember that leadership always occurs in a much broader societal or global context which affects the overall phenomenon of leadership. Rottman (2007) argues “since theories, policies, and discourses influence the actions of organizations and individuals with which or with whom they relate, they may themselves be conceptualized as leaders” (p. 4). Speaking about Australia, Blackmore (1999) notes the importance of discourse affecting practical leadership conditions, arguing

A discourse has emerged that justifies such “inclusiveness” and links arguments about how we need more “feminine qualities” in management to arguments that call for a more sensitive approach to people management, an approach that will capture both the hearts and minds of workers. [. . .] In the current market-oriented and client-focused education industry, women are seen both as a new niche market and as a wasted source of leadership talent. (pp. 50-51)

Not only is Blackmore emphasizing that emerging inclusive discourse affects opportunities now available to women, she later notes that “gender equity politics” are gradually emerging in the workplace as a result. Providing a more practical example, Krieg (2010) holds that

the language used in university curriculum documents communicates powerful messages about teaching and learning [and argues] that paying attention to the language used in curriculum texts provides the opportunity to examine the relationship between curriculum and the professional identities of both teacher educators and student teachers. (p. 433)

Within university settings tutorial leaders must work within the limits of curriculum discourse.

Inevitably, this “contributes to different understandings of what it means to teach” (Krieg, p. 444) among tutorial leaders. If one is able to understand in this example, that revisions to curriculum affect “what it means to teach and learn in contemporary times” (Krieg, p. 445), one is better able to understand that regardless of the setting in which any individual leader works, a larger ideology plays a role in the phenomenon of leadership. Hannon and Bretag’s (2010) research exploring how teaching technology discourse informs teaching practice, revealed a more general trend: Policies and discourse meant to inform practice often juxtaposes actual practical experiences. Hannon and Bretag contend that

when educators are confronted with policies that potentially disregard both the learning needs of diverse students and the recent research on teaching and learning, we have a responsibility to engage with those policies, interrogate them, and make a space for constructive debate. (p. 106)

Arguably, this is true for any policies meant to inform leadership practices, again emphasizing the interconnectedness between the individual leaders, the group context in which leadership occurs and the societal or global context in which leadership occurs.

The interconnectedness of the three circles. It has likely seemed sensible to many theorists to focus on individual leaders and their ability to influence others. Presumably, those interested in reading about and studying leadership theory are present or aspiring leaders and the question they are looking to answer is: What can I as a leader, do to influence change in my organization? As such, leadership theory has predominantly aimed to answer this question. Practically speaking, it is also easiest to study the individual leader as it requires less time and money and is much more convenient.

However, this oversimplifies the phenomenon of leadership. Richmon and Allison (2003) note,

It is possible to view this typology of theories as hierarchical, with progressively broader theoretical views of leadership. The most rudimentary and parochial theories are *autonomous*. Focusing on a single set of variables, the research converges solely on the leader as the source of insight into leadership. Increasing in theoretical sophistication are the *interactive* theories, which consider relationships and inter-group dynamics, while *provisional* theories provide the broadest frameworks, considering situation and organizational characteristics that are thought to impact the emergence of leadership. (p. 43)

While Richmon and Allison note that *autonomous* theories of leadership are a category entirely separate from *interactive* and *provisional*, which do overlap with one another (p. 43), I argue that all three are interconnected and that since leaders only have direct control over their own actions and as such, they need to develop strategies that reflect the interconnectedness of these three themes.

The importance of the interconnectedness and interdependence of the individual leader, the group context and the societal or global context, is reflected in the new demands and expectations being put on individual leaders. Gilley et al. (2009) note that changes in the global climate have created new conditions for individual leaders (p. 90). This emphasizes the interconnectedness between the outside circle and the innermost circle by stressing that changes in the societal or global context indeed affect individual leaders. Tucker et al. (2005) note that changes at a global level, such as technological advances, have created self-sufficient and empowered employees (p. 20). This emphasizes the interconnectedness between the outside circle and the middle circle by stressing that changes in the societal or global level indeed affect the group context in which leadership occurs. These new empowered employees again affect the conditions in which leaders are working (Tucker, et al.). This emphasizes the interconnectedness between the middle circle and the innermost circle by stressing that changes in the group context in which leadership occurs affect the individual leader. Clearly interconnectedness exists between the three themes of leadership (represented as three interdependent and interconnected circles in *Figure 1*).

Regardless as to whether the changes occur at a societal or global level (in the form of changes in policy or ideology) or at the group level (in the form of changes in the needs of employees), individual leaders are affected (Blackmore, 1999; Gilley et al., 2009; Tucker et al., 2005). Changes are happening at a global level which put pressure on organizations to change (Whelan-Barry & Sommerville, 2010). Very much due to the interconnectedness of the three circles, leaders need to be capable of leading change in the emerging conditions in which they work. Therefore, there is a need for individual leaders to better understand influence and develop

strategies which allow them to influence others with the purpose of creating change. As such, influence is an important area to next explore when discussing leadership in the 21st century.

Influence

Influence is inextricably tied to an individual leader's ability to create change. *Social Influence* is defined as: “*A change in overt behaviour [emphasis added] caused by real or imagined pressure from others*” (Kenrick, Neuberg & Cialdini, 2010, p. 183). The emphasized component of this definition of social influence – a change in overt behaviour – is reflected in the definition of influence used in this thesis. It is noted “the most effective social influence attempts to succeed in changing a person's attitudes, beliefs, and behavior” (Kenrick et al., p. 182).

Principles noted to increase one's influence, can be used to create both positive and negative change. In fact, Cialdini (2009) discusses both “weapons of influence” and defence strategies. The word “weapon” alludes to the fact that influence is or can be dangerous, when used by the wrong people and/or for the wrong reasons. Defence strategies are included by Cialdini to inform readers how to protect themselves from individuals seeking to use the “weapons of influence” in negative ways.

While it is impossible to know anyone's true intentions, Hackman and Johnson (2009) argue humans have an ability to detect leaders not acting in accordance with their true beliefs. Tjosvold, Andrews and Struthers (1992) hold “attitudes of employees toward their manager affect his or her [ability to] influence” (p. 40). Therefore, employees are not likely to be influenced by managers whom they do not hold in high regard or whom they do not trust. However, when individuals perceive they are working cooperatively with the person attempting

to influence them, and that there is mutual benefit, they are more receptive to that person's influence attempts (Tjosvold et al., 1992). Tjosvold et al. conclude that "relationship variables must be considered in understanding influence and may have more impact than influence strategies have" (p. 46).

Based on various factors; such as the time in history; cultural, religious, social or political ideologies or standpoints; leaders will have different interpretations of "good" and

no leader, however influential, is ever free from scrutiny of values and vested interests. Even the greatest thinkers and leaders can be drawn into actions that later prove to be seriously flawed. (Norton & Smythe, 2007, p. 71)

While "good" values are highly subjective (Norton & Smythe), research indicates that individuals perceive that their leader's intentions are "good" when they are acting in that individual's best interest (Hackman & Johnson, 2009; Tjosvold et al., 1992). This thesis rests on the assumption that influence can be positive when used by good-intentioned people to create good-intentioned change which reflects the best interest of those involved. Therefore, the term "principles of influence" will be used to describe factors noted to increase one's ability to influence, rather than the term "weapons of influence".

Principals of influence. Several factors increase an individual's ability to influence. Yukl (1998) offers one categorization of nine "influence tactics" used in organizations in attempts to influence: *rational persuasion, inspirational appeals, consultation, ingratiation, personal appeals, exchange, coalition tactics, legitimizing tactics, and pressure*. While a great number of researchers have studied factors noted to increase one's ability to influence (Aguinis, Nesler, Hosoda & Tedeschi, 1994; Andrews & Struthers, 1992; Aune & Basil, 1994; Yukl, 1998; Latane & Darley, 1970; Schultz, 1999; Tjosvold et al., 1992; Guerin, 1995 etc.), the

categorization provided by social psychologist, Robert Cialdini (2009) broadly encompasses a wide spectrum of factors noted by Yukl and many other scholars. Further, Cialdini's conceptualization was the most current academic anthology dealing with influence strategies, which focuses specifically on principles of influence which induce subconscious compliance, available to me at the time of my research. As the persuasion section of this analysis deals with factors which influence on a conscious level, this categorization exploring factors which influence on a subconscious level, is worthwhile to explore.

Informed by years of social science research, 6 principles that increase one's ability to influence others, are each examined by Cialdini (2009) as to "its ability to produce a distinct kind of automatic, mindless compliance from people" (p. xii). In ethology (the study of animal behavior), these are called *fixed-action patterns* and "the behaviors comprising [these patterns] occur in virtually the same fashion and in the same order every time" (Cialdini, p. 3). In most situations when humans (and animals) react with automaticity, given the presence of certain factors, it is usually appropriate and beneficial (Cialdini). The factors which research shows often trigger automatic compliance in humans include: *reciprocation, commitment and consistency, social proof, liking, authority and scarcity*. Each principle of influence is outlined in this section of the chapter, as well as supported by additional research in the area of influence.

Reciprocation. The principle of reciprocation is so pervasive that it can be observed in all human societies (Cialdini, 2009). Long-noted as a principle of influence, among other researchers (Aguinis et al., 1994; Tjosvold et al., 1992; Guerin, 1995; Yukl, 1998), this same principle has been referred to as "exchange". Yukl classifies "exchange" as an "influence tactic" in which "the agent offers an exchange of favors, indicates a willingness to reciprocate at a later

time, or promises a share of the benefits if the targets helps accomplish the task” (p. 208). The principle of reciprocation is a little less blatant claiming,

that we should try to repay, in kind, what another person has provided us with. If a woman does us a favor, we should do her one in return; if a man sends us a birthday present, we should remember his birthday with a gift of our own; if a couple invites us to a party, we should be sure to invite them to ours. By virtue of the reciprocity rule, we are *obligated* to the future repayment of favors, gifts, invitations, and the like. (Cialdini, p. 19)

The reciprocal pattern in which humans behave is noted to have evolutionary roots. It is likely that repayment to others has been beneficial to human survival as it aided in division of labour, as well as facilitating the trading of various goods and services (Holloway, Holloway, Witte and Zuker, 2003). As reciprocation is a behaviour deeply imbedded in humans, it is not likely that this behaviour will end anytime soon. However, Clark, Mills and Powell (1986) found that in communal relationships – that is relationships in which “members have a general obligation to be concerned about the other's welfare” (p. 333), people are more likely to respond to one another's perceived needs, rather than keeping track of reciprocating “in kind”. Communal relationships can be compared to exchange relationships in which people have no sense of obligation to the other's welfare. It follows, that communal relationships “are often exemplified by friendships, romantic relationships, and family relationships” (Clark et al., p. 333), whereas, “exchange relationships are often exemplified by relationships between acquaintances or between people who do business with one another” (Clark et al., p. 333). Therefore, the nature of the relationship shared between two individuals affects the extent to which the principle of reciprocation is likely to be observed and effectively executed. This is confirmed by Tjosvold et al..

Commitment and consistency. Central to the principle of consistency is commitment:

“Once we make a choice or take a stand, we will encounter personal and interpersonal pressures to behave consistently with that commitment” (Cialdini, 2009, p. 52). Acting with consistency is

a highly valued and desirable behaviour in North American culture, and “is normally associated with personal and intellectual strength. It is the heart of logic, rationality, stability, and honesty” (Cialdini, p. 53). Making a commitment publicly is noted to especially increase one’s likelihood to act consistently (Cialdini).

In order for one to make a commitment, one must know oneself well. When making a public commitment, in which consistency will especially be watched for, one must *especially* know oneself well. Therefore, the strong value on consistent behaviour aligns closely with the strong value on self-awareness. Fenigstein, Schheier and Buss (1975) recognized the growing importance of self-awareness over three decades ago, noting that the difference between two individuals’ self-awareness can be extreme:

Some persons constantly think about themselves, scrutinize their behavior, and mull over their thoughts—to the point of obsessiveness. At the other extreme are persons whose absence of self-consciousness is so complete that they have no understanding of either their own motives or of how they appear to others. (p. 522)

Knowing oneself has been valued for centuries. The emphasis on self-awareness continues to grow in bodies of leadership theory (Bennis, Goleman & O’Toole, 2008; Covey, 2005; Goleman, 1995).

Socrates’ injunction “Know thyself” from over 2000 years ago, is at the heart of Goleman’s (1995) claim that Emotional Intelligence (EI) is far more important than Intelligence Quotient (IQ): “IQ contributes about 20 percent to the factors that determine life success, which leaves 80 percent to other forces” (p. 34). Self-awareness is at the foundation of Emotional Intelligence:

Much evidence testifies that people who are emotionally adept---*who know and manage their own feelings well*, and who read and deal effectively with other people’s feelings are at an advantage in any domain of life, whether romance and intimate relationships or

picking up the unspoken rules that govern success in organizational politics. People with well-developed emotional skills are also more likely to be content and effective in their lives, mastering the habits of mind that foster their own productivity; *people who cannot marshal some control over their emotional life fight inner battles that sabotage their ability for focused work and clear thought* [emphasis added]. (Goleman, p. 36)

It follows, that people with emotional intelligence are more likely to know themselves well, and be able to make commitments and demonstrate consistency to those commitments, therefore, acting in predictable ways. Consistency is the foundation of any organized society, as it allows one human to safely predict another human's behaviour, maintaining an overall equilibrium within society (Anderson, 1996). Therefore, possessing self-awareness, emotional intelligence, and acting in a consistent and predictable way is *beneficial* to humans as "someone without [consistent behaviour] may be judged as fickle, uncertain, pliant, scatterbrained, or unstable" (Cialdini, 2009, p. 71).

Social proof. The principle of social proof is "the tendency to see an action as appropriate to the degree we see others performing it. As a rule, we will make fewer mistakes by acting in accord with social evidence than by acting contrary to it" (Cialdini, 2009, p. 99). In a study attempting to increase recycling in the United States, it was found that the normative behaviour of others (ie. observing others recycling) is more of a motivation in changing a person's behaviour (ie. a person beginning to recycle), than "disseminating factual information or making a plea to [change]" (Schultz, 1999, p. 26). In fact, Donaldson (1995), in his work to develop school-based substance-abuse reduction programs, discovered that substance-abuse can be effectively *reduced* by providing children with information that *it is not normative behaviour to drink, smoke or "do drugs"*. The example of the effectiveness of canned laughter illustrates social proof, even though it is "transparent forgery . . . it works on us" (Cialdini, p. 98)! Clearly, humans have become habituated "to taking the humorous reactions of others as evidence of what

deserves laughter that we, too, can be made to respond to the sound, and not the substance, of the real thing” (Cialdini, p. 99).

Cialdini (2009) notes that this principle is most effective given two conditions:

The first is uncertainty [emphasis added]. When people are unsure, when the situation is ambiguous, they are more likely to attend to the actions of others and to accept those actions as correct. In ambiguous situations, for instance, the decisions of bystanders to help are much more influenced by the actions of other bystanders than when the situation is a clear-cut emergency. (p. 139)

This can be used to explain unique situations such as the famous 1964 murder of Kitty

Genovese, who was

set upon by a maniac as she return[ed] home from work at 3 A.M. Thirty-eight of her neighbours in Kew Gardens [came] to their windows when she [cried] out in terror; none [came] to her assistance even though her stalker [took] over half an hour to murder her. No one even so much as [called] the police. (Latane & Darley, 1970, p.1)

Latane and Darley claim “it is ordinarily intelligent to consider how other people interpret an event before deciding upon one’s own interpretation” (p. 41), and, therefore, in the case of Kitty Genovese, bystanders did nothing based on the reactions of others. The second condition noted to increase the effectiveness of social proof is *similarity*: “People are more inclined to follow the lead of *similar* [emphasis added] others” (Cialdini, p. 139). In a study among university students, Aune and Basil (1994) found that charitable donations doubled when the person asking for the donation (the confederate) emphasized their similarity to the potential donor, by indicating that they, too, were a student. In the same experiment, different conditions were used and the similarity principle proved true: Donations also increased when the confederate, first asked the potential donor how they were doing and then behaved consistently with “their publicly stated feeling-states” (Aune & Basil, p. 555). For example, the confederate would act empathetic if the response was “not so good” (Aune & Basil, p. 550). Notably, “all three [confederates] were

similar in height and weight, and each was of Pacific Islander or Asian ethnic heritage.

Confederates wore clothes typical of university students at the campus where the data were collected” (Aune & Basil, p. 549), therefore potential donors may have been inclined to donate based on perceiving similarity with the confederates in any number of ways, as “even small similarities can be effective in producing a positive response to another” (Cialdini, p. 149).

Dress, backgrounds, interests, opinions, personality traits and lifestyle are included in Cialdini’s list of ways people can be similar to one another, thus increasing the likelihood that social proof is effective in influencing a person’s behaviour.

Liking. According to the principle of liking, “as a rule, we most prefer to say yes to the requests of people we know and like” (Cialdini, 2009, p. 142). The principle of liking is noted to be used in several capacities by people, in hopes that we will meet their requests (Cialdini). Yukl (1998) classifies “personal appeals” as an “influence tactic” in which “the agent appeals to the target’s feelings of loyalty and friendship when asking for something” (p. 208). Cialdini notes 5 factors proven to increase a person’s likability: *Physical attractiveness, similarity, praise, increased familiarity, and association.*

When a person perceives another as being physically attractive, it produces a *halo effect* meaning “one positive characteristic of a person [in this case, physical attractiveness] dominates the way that person is viewed by others. . . . Research has shown that we automatically assign to good-looking individuals such favorable traits as talent, kindness, honesty, and intelligence” (Cialdini, 2009, p. 146). The benefits of being perceived as physically attractive span an individual’s entire lifespan. Attractive babies are noted to receive more attention by adults (Olson & Marschuetz, 2005). The benefits of being a physically attractive child include: Being

punished less harshly (Olson & Marchuetz) and being perceived to be more intelligent by teachers (Cialdini). Finally, the benefits of being a physically attractive adult include:

Preferential treatment during hiring and promotion processes; higher salaries and greater choice during mate selection. Attractive individuals are rated as more intelligent, and as more extraverted, as possessing more social grace, and are perceived as more effective classroom teachers (Olson & Marshuetz).

Olson and Marshuetz (2005) note that facial attractiveness (particularly symmetry within the face) “is assessed rapidly and from small slivers of visual information” (p. 502). Further, their research suggests “that the positive benefits that attractive people garner may be due to the processes that influence decisions with little awareness or intention, and that the beauty bias may result from a host of low-level visual and emotional effects” (Olson & Marshuetz, p. 502). This is important to note because it reinforces Cialdini’s (2009) notion that physical attractiveness produces an *automatic* effect on others, thus making them more likable and “as a result, attractive people are more persuasive both in terms of getting what they request and in changing others’ attitudes” (p. 172). Consequently, attractive people will likely be more successful as leaders. Notably however, most individuals are average looking (Cialdini, p. 148). Further, individuals have no control over their facial symmetry. Four additional factors which affect one’s likability (over which they do have control) are also outlined.

Similarity increases likability (Burger, Messian, del Prado & Anderson, 2004; Cialdini, 2009). Whether it is similarity between two individual’s clothing/dress; background and interests; “body posture, mood, . . . verbal style” (Cialdini, p. 149), similarity is proven to increase one’s likability, thereby increasing the likelihood others will comply with one’s request

(Cialdini). One study found that even incidental similarities, such as sharing a birthday, a first name, or fingerprint similarities, increase one's likelihood to comply, noting that despite "there [being] no logical reason why the requests used in our studies would be more appealing when delivered by someone with whom we share a birthday, a first name, or fingerprint similarities" (Burger et al., p. 41), they were. A strong body of literature supports these findings. It is no surprise, therefore, that sales people are trained to notice their similarity to someone else as this will likely increase their ability to persuade their customers to purchase their product (Cialdini).

According to Grenny et al. (2008), "whether people acknowledge it or not, they often do things to earn praise from friends and coworkers" (p. 49). Giving praise, thus flattering others, is noted to increase one's likability (Cialdini, 2009). Yukl (1998) classifies "ingratiation" as an "influence tactic" in which "the agent uses praise, flattery, friendly behaviour or helpful behaviour to get the target in the mood or to think favourably of his or her request for something" (p. 208). Interestingly, whether praise is true or untrue, flattery has the same effect on people – increased likability: "We have an automatically positive reaction to compliments" (Cialdini, p. 151). It is not surprising that sales people are often trained to make use of potential customers' names as Howard, Gengler and Jain (1995) claim "name remembrance is perceived as a compliment by the person remembered, which mediates compliance with [a] purchase request" (p. 200). Praise applies in other contexts as well: "Managers can use positive comments about employees to build, or possibly repair, relationships with them" (Collins, 2009, p. 24).

Increased familiarity through repeated contact also increases a person's likability (Cialdini, 2009). Using the *Affect-Based Hedonistic Fluency Model*, Fang, Singh and Ahulwailia (2007) explain that in the human brain, "high fluency [easier processing caused by repeated

exposure] may generate positive affect [or feeling] partly because it indicates stimulus familiarity, which signals a harmless situation” (p. 98). The human brain then uses this information passively “where [people] infer their evaluations from how they feel (e.g., “if I feel good, I must like it”)” (Fang et al., p. 98). This principle has been used by schools in attempt to decrease racial tension among students, presuming that increased familiarity with students of various ethnicities and races would help decrease racism among youth (Dixon, Durrheim & Tredoux, 2005). Studies involving racial desegregation in schools reveal, however, that race relations are far more complicated and cannot be resolved simply through repeated contact; and that in fact, increased familiarity among unpleasant conditions, such as peer group competition, is not an effective way to increase liking. Rather, repeated contact in pleasant circumstances – often situations involving “mutual and successful cooperation” (Cialdini, p. 172) - is necessary to increase liking. Called the *Optimal Contact Strategy*, research in this area “aims to identify and elucidate the conditions under which contact works most effectively to reduce prejudice and, by implication, to increase the possibility of social harmony” (Dixon, et al., p. 699). Overall however, many researchers in this area agree that regardless of optimal conditions, this utopian vision of eradicating racism is far too simple and that “contact theory offers little guidance about how this ideal is to be achieved in places where racial segregation and inequality are deeply entrenched” (Dixon et al., p. 697). This research illustrates that repeated contact alone, even under optimal circumstances is certainly not enough to increase liking in all situations.

Association is the final factor which Cialdini (2009) notes increases liking. Similarly to increased familiarity, association increases liking only under positive circumstances (Cialdini). Burger et al. (2004) note “University students . . . tend to associate themselves with the school’s sports teams when the team is successful (“we won”) but not when it is unsuccessful (“they

lost”))” (p. 36). It is noted that “by connecting themselves or their products with positive things, advertisers, politicians, and merchandisers frequently seek to share in the positivity through the process of association” (Cialdini, p. 172). Consumer News and Business Channel (CNBC) documentary *The Oprah effect* highlights instances in which business owners reaped instant gain from having Winfrey associate herself with their product (cnbc.com, 2010). *The Oprah effect* claims that every book included in “Oprah’s book club” has become an instant bestseller, reaping authors of said books immediate and enormous profit simply from having their book associated with Winfrey (cnbc.com).

Authority. In the preamble to his famous authority experiment, Milgram (1963) claimed obedience is as basic an element in the structure of social life as one can point to. Some system of authority is a requirement of all communal living, and it is only the man dwelling in isolation who is not forced to respond, through defiance or submission, to the commands of others. (p. 371)

It has been further noted that

we are trained from birth to believe that obedience to proper authority is right and disobedience is wrong. This message fills the parental lessons of schoolhouse rhymes, stories, and songs of our childhood and is carried forward in the legal, military, and political systems we encounter as adults. (Cialdini, 2009, p. 180)

Therefore, it makes sense that people who are perceived as authority figures are more influential.

In his famous authority experiment, Milgram found that authority indeed induced compliance noting “of the 40 subjects, 26 obeyed the orders” (p. 376), despite the fact, “they often did so under extreme stress. Some expressed reluctance . . . and displayed fears similar to those who defied the experimenter; *yet they obeyed* [emphasis added]” (p. 376).

There are 3 “symbols of authority – titles, clothes and trappings” (Cialdini, 2009, p. 184) which have been noted to trigger compliance among people, even when they are not authentic or real. Titles usually take “years of work and achievement” (Cialdini, p. 164) to earn. Titles,

therefore, usually indicate knowledge, training, experience and expertise. It most often makes sense for people to trust those with titles as authority figures. Formal titles are noted to increase one's ability to effectively persuade others (Perkins, 2008). Clothes, specifically uniforms, and well-tailored business suits, also symbolize authority and produce automatic compliance among people (Cialdini). Uniforms can include doctor scrubs, priest robes, military uniforms and police uniforms (Cialdini, p. 188), all of which produce the same compliance whether authentic or not. A well-tailored business suit "has traditionally indicated authority status in our culture" (Cialdini, p.189), and also produces compliance whether authentic or not. Trappings include "finely styled and expensive clothes" and "jewellery and cars" (Cialdini, p. 190). Trappings "carry an aura of status and position" (Cialdini, p. 190), and also produce compliance in people whether authentic or not. It is noted that "higher status individuals typically have more power and greater control of resources than lower status individuals" (Stahelski & Paynton, 1995, p. 554), therefore, since all three symbols of authority indicate status, and "higher status connotes higher credibility" (Stahelski & Paynton, p. 559), it makes sense that these three symbols often induce compliance.

Scarcity. Cialdini (2009) defines the principle of scarcity as "Opportunities seem more valuable to us when they are less available" (p. 200, emphasis removed). West (1975) sought to discover whether college students would find cafeteria food more desirable if they lost access to it. Findings revealed that indeed they did, and when results of the experimental group (in which the option to have cafeteria food was eliminated) and the control group (in which the option was not eliminated), were compared, findings revealed "only the elimination condition showed a greater positive reevaluation of the food as reflected by difference scores for the pretest and posttest ratings" (West, p. 656). Therefore, that which is not available is also more desirable

(West). Yukl (1998) notes the effectiveness of “pressure” in which “the agent uses demands, threats, frequent checking, or persistent reminders to influence the target to do what he or she wants” (p. 208) as an “influence tactic” which influences the behaviour of others. Although most likely in less blatant ways than Yukl’s pressure describes, the principle of scarcity can be observed in limited-time offers and limited-availability offers, often used in sales, which are noted to effectively motivate people to buy (Cialdini). Scarcity motivates people to act quickly: “This is not news to people creating advertisements, letting you know that a price is good only while supplies last, or that limited quantities are available, or a sale is in its ‘final week’” (Collins, p. 24). Just as the scarcity principle works in terms of motivating people to buy commercial goods, “the scarcity principle also applies to the way that information is evaluated” (Cialdini, p. 225). Deadlines in terms of how long an individual will have access to certain information, as well as to information that is deemed “exclusive”, are both more desirable than any other information (Cialdini). Censorship has a similar effect on people, making them want to see that which someone is making unavailable for them to view (Cialdini). It is noted that motivation to have what is scarce, likely stems from “the social, economic, and psychological benefits of possessing something rare” (Cialdini, p. 222). Further, most often that what is scarce is often more valuable than that what is not.

These 6 principles noted to increase an individual’s ability to influence, occur subconsciously. Cialdini (2009) refers to this as “click-whirr”, meaning people react automatically given the presence of these principles. Other social psychologists refer to this tendency as “heuristic” (Kruglanski & Thompson, 1999). Although these 6 principles are supported with vast amounts of research, these principles alone cannot entirely measure an individual’s ability to create change: “Compliance, conformity, and obedience that surround[s]

us, affect[s] us, and that we use frequently, . . . often fall[s] short of what we will call true persuasion” (Collins, 2009, p. xvii). This chapter next addresses persuasion in terms of its role in creating measurable change.

Persuasion

Often used synonymously with the word influence, for the purpose of this research, persuasion is considered a tool of influence. Persuasive messages are messages in which *one individual intends to seek a specific change by motivating, convincing or actuating another or a group* (Perkins, 2008, p. 143). It is important to note that persuasion appeals to a person’s conscious ability to make a decision to change their behaviour, based on persuasive messages and appeals.

In Fink et al.’s (2003) research discussing principles of influence, the use of persuasion was juxtaposed against the use of threats. Findings revealed “no support was found for the notion that threats are viewed as more effective than persuasion” (Fink et al., p. 311), suggesting that when aiming to influence, while maintaining relationships, leaders should use persuasion strategies and limit or abolish the use of threats. Perhaps the general acceptance of this can explain why Kruglanski and Thompson (1999) claim “over the last several decades, persuasion and attitude change have counted among the most thoroughly investigated topics of social psychological research” (p. 83). Collins (2009) notes “when we talk about persuasion, we are referring to creating some kind of change . . . [and] different people respond to different appeals” (p. 1). Three categories consistently emerge in persuasion literature: logic, speaker credibility and emotion – each of which is discussed in the following section.

Three methods of persuasion. It is highly agreed by persuasion theorists that the way in which persuasion is best understood, has not changed much since the time of Aristotle (Collins, 2009; Perkins 2008). Aristotle described three methods of persuasion: “Logos is an appeal based on logic, pathos is an appeal based on emotion, and ethos is an appeal based on the credibility of the speaker or source of the message” (Collins, p. 40). Humans are still convinced much in the way Aristotle identified over two thousand years ago. “Even after all these years, people are still affected by good arguments, emotional appeals, and a credible source. If you are able to present all three in a persuasive effort, you increase your chances for success” (Collins, p. 40).

Logic. Logic “is the persuasive appeal we experience most in settings where evidence and reasoning are required to prove and validate results” (Perkins, 2008, p. 145). This form of persuasion is taught to us at a young age and is highly valued in North American culture:

In school, we are taught to engage in critical thinking and to use reasoning to come to conclusions that can be supported. We learn various types of reasoning methods including deductive, inductive, analogical and causal reasoning. We are governed by laws that use the logic of cause and effect to create order and discipline. (Perkins, p. 145)

For these reasons, this type of proof resonates with many. This type of proof has been used by many cultures to persuade “the masses” (Perkins, p. 145), and can still be observed in many cultures today. Humans “are still affected by good arguments” (Collins, 2009, p. 40). Using different vocabulary to highlight the same phenomenon, Yukl (1998) classifies this “influence tactic” as “rational persuasion”, noting rational persuasion occurs when “the agent uses logical arguments to persuade the target that a proposal or request is viable and likely to result in attainment of task objectives” (p. 208).

From the perspective of *logos*, a frequent way to talk about argumentation is to begin with a proposition – “simply a statement that can be argued” (Collins, 2009, p. 41). Collins

identifies 3 common propositions: *A proposition of fact; a proposition of value; and a proposition of policy* (p. 41). The first type of proposition, a proposition of fact,

states that something is or isn't, was or wasn't, will or won't be, or that one thing causes another. They are not fact, but rather statements of belief that need to be supported with evidence. It is a proposed fact and, as such, can be argued. (Collins, p. 41)

The second type of proposition, a proposition of value, "is an evaluative judgment and argues that something is good or bad, moral or immoral, right or wrong" (Collins, p. 41). The third type of proposition, a proposition of policy, "is an argument for action. It states that something should or should not be done" (Collins, p. 41). Each type of proposition requires "certain stock issues" in order to create a solid argument. Certain stock issues in the first two types of propositions - a proposition of fact or value - require defining issues and agreeing upon accepted definitions for key words (Collins). The stock issues for the last type of proposition - propositions of policy - include the demonstration of a need to take action in some regard (Collins). In terms of understanding appeals to logic, it is important to understand key terms in the argumentation process. "An *assertion* is just a statement of a proposition. A *claim* is an assertion supported by evidence. And a *warrant* is usually the unspoken, culturally shared belief that connects the evidence to the claim" (Collins, p. 41). Evidence "should be relevant, precise, accurate, sufficient, representative, authoritative and clearly expressed" (Collins, p. 41).

Speaker credibility. Over 2000 years ago, Aristotle coined the term *ethos*, meaning credibility of the person giving the persuasive message. This persuasive appeal is multi-dimensional:

Credibility is not an absolute truth. Credibility is assigned to others. It is not a property of others. You may assign a high credibility to a particular source, and your colleague may find that same source to be without credibility. Credibility is also context dependent. . . . Finally, credibility is not static. (Collins, 2009, p. 50)

Referring to this as “legitimizing tactics” in which “the agent seeks to establish the legitimacy of a request by claiming the authority or right to make it, or by verifying that it is consistent with organizational politics, rules, practices, or traditions” (Yukl, 1998, p. 208), Yukl notes its proven effectiveness in influencing the behaviour of others. Factors that make people more likely to identify a source as credible have been identified by Collins as: expertise; likability; similarity; goodwill; social skill; and trustworthiness (p. 50). Perkins (2008) notes that titles or labels such as CEO, founder or president make a person seem more credible (p. 146). While Collins notes that all people should strive to be credible, Perkins argues “this drive to be acknowledged and given credit is basic to human vitality, and most of us spend our lives seeking it through interpersonal relationships” (p. 147). Nevertheless, in order to effectively send persuasive messages, credibility is needed.

Emotion. Borrowing from Aristotle’s two thousand year old persuasive appeals, Perkins (2008) notes, “emotional appeal, or pathos, is a persuasive tool used to [a]ffect change by appeal[ing] to needs, wants and desires. . . . Many individuals are led to make choices based on how they feel” (p. 147). Emotions play a very important role in persuasive messages:

The emotional or psychological appeal of a message can serve as an attention getter, an attention holder, a motivation for action, and a peripheral cue. People are often influenced by their emotional response to a message, sometimes to the exclusion of logic and evidence”. (Collins, 2009, p. 53)

One of the functions of emotional behaviour and expression is “to motivate actions designed to accomplish goals” (Plutchik, 2003, p. 223). Emotions are argued to have served an evolutionary function, being beneficial to survival and reproduction (Plutchik), therefore, it makes sense that emotions still influence our behaviour.

It is crucial that a person “use the right appeal for [their] audience” (Collins, 2009, p. 54), and often emotional appeals are most effective at reaching people. The use of storytelling and colourful language increases emotional appeal in arguments (Collins). An effective hook, use of descriptive words, appropriate details and story length, as well as being able to relate the story to the audience, are noted to increase the effectiveness of a story (Collins). The use of images

can create an emotional response even faster than a concise story. An attractive model, a cute puppy, or a sad, hungry-looking child will all arouse some sort of emotional response. . . . Images, like graphs or flowcharts, can simplify difficult messages. (Collins, p. 55)

Sounds, including music, also elicit emotional responses in people, thereby affecting their behaviour (Collins).

Shock, humour and fear are effective emotions one should attempt to evoke in persuasive appeals (Collins, 2009). Inspiration is also noted as a particularly effective in influencing peoples’ behaviour (Yukl, 1998). Shocking advertisements are very effective because of “their ability to break through the clutter of messages and capture attention” (Collins, p. 56). The same is true for the inclusion of shock in persuasive appeals. Humour serves as a peripheral cue, connecting positive emotions (laughter) with a persuasive message, making a person more susceptible to agreeing with the message (Collins). Fear has been researched in emotional appeals more than any other emotion (Collins). Because fear plays to our basic survival needs, it is a highly motivating emotion (Perkins, 2008). According to Collins, “the basic principle behind fear appeals is pretty simple: Scare people into changing” (pp. 56 – 57). It is important to understand however that

in addition to presenting a real threat that the audience feels vulnerable to, an effective fear appeal must offer something that the audience can do about the threat. The fear appeal must offer a solution that will be effective and one the audience believes they can actually do. (Collins, p. 57)

Using different vocabulary, Yukl (1998) classifies “inspirational appeals” as an “influence tactic” in which “the agent makes a request or proposal that arouses the targets enthusiasm by appealing to the target’s values, ideals and aspirations, or by increasing the target’s self-confidence” (p. 208). All four emotions must be used carefully, so not to overpower the persuasive message.

Chapter Summary

This chapter introduced key literature surrounding the three concepts central to this thesis: leadership, influence, and persuasion. In the leadership section, it became apparent that there are three common ways that leadership can be understood theoretically. Most commonly, leadership has been, and remains to be, understood as a property of the individual. One must not forget however, the importance of the interconnectedness between the individual; the group context in which leadership occurs; and the world or societal context in which leadership occurs, as leadership is an enormously complex process. In the section of this chapter discussing influence, it became clear that there are several factors that affect any individual’s ability to influence. Six key factors affecting an individual’s ability to influence were outlined: reciprocity; commitment and consistency; social proof; liking; authority; and scarcity. Finally, the persuasion section of this chapter discussed three methods of persuasion: logic, speaker credibility and emotion. The next chapter outlines the conceptual framework used in this study, incorporating key literature central to the methodology and overall organization of this study.

Chapter Three: Conceptual Framework

As the purpose of this study was to explore influence strategies that can be used by leaders to successfully influence others and in turn, create measurable change, it follows that themes which are central to the theoretical foundation of this study include: leadership, influence, and persuasion. These themes were defined and explored in detail in the previous chapter. This chapter integrates these core themes into the description of the framework from which this study was conceptualized.

This chapter begins by briefly outlining the decision to focus on leadership as the property of the individual, while remembering the importance of group context and the societal context in which one leads. Leadership as it is defined for the purpose of this study is introduced. At this point, the decision to focus on Oprah Winfrey as the individual being analyzed is addressed. The chapter next discusses the ways influence and persuasion are defined and conceptualized for the purpose of this study. The categorizations of Cialdini's (2009) six principles of influence, under Perkins' (2008) three methods of persuasion, are each explained. A diagram illustrating this categorization is also provided to help the reader visualize this conceptualization. The following chapter outlines the methodology used in the analysis of this study, incorporating the conceptual framework described in this chapter.

Leadership

For the purpose of this study, leadership is conceptualized as a property of the individual, and is defined as *an individual's ability to influence others with the purpose of creating*

measurable change. Although *the individual leader and their ability to influence others*, is the focus of this analysis, *the group context in which leadership occurs*, as well as *the societal or global context in which leadership occurs*, are also considered in the discussion, in terms of the ways in which they affect an individual's ability to influence. As previously noted, however, individual leaders only have control over their actions. Therefore, any successful inclusion or use of, the group context in which leadership occurs, and/or the societal or global context in which leadership occurs, still stems primarily from an individual leader's awareness of, and effort to create, this synergy.

Just as several leadership scholars have felt it necessary to establish a clear dichotomy between management or administration, and leadership (Bennis & Nanus, 2003; Hackman & Johnson 2004; Richmon & Allison, 2003; Zaleznik, 1998), I also feel this is necessary to do so for the purpose of this study. For the purposes of this thesis, management/administration and leadership are thought of as two mutually exclusive concepts with the focus remaining on the latter. The term *leader*, as it is used in this thesis, does not necessarily refer to an individual occupying a formal position of leadership (although this may be the case in some circumstances). Rather, the term *leader*, as it is used in this thesis, refers to any individual capable of influencing others with the purpose of creating change.

As a great deal of research about leadership focuses heavily on the individual leader and their skills, behaviours and characteristics (Gilley et al., 2009; Hackman & Johnson, 2004; Klenke, 2002; Norton & Smythe, 2007; Rottman, 2007; Ryan, 2005), it follows logically that there is strong belief among leadership theorists that a great deal can be learned about leadership by studying exemplary leaders. This thesis is founded upon a similar belief. Just as a great deal

can be learned about a sport by studying an exceptional athlete, it is my belief that a great deal can be learned about leadership by studying an exceptional leader. Many traditional theoretical conceptualizations of leadership have understood leaders to be those individuals who formally occupied positions of power. However, as previously noted, this notion is rejected by many leadership scholars today (Ryan, 2005). Therefore, I chose an individual to study who, although she is highly recognized as being an influential person, does not occupy any formal position of leadership or power. As previously noted, the leader studied in this analysis is Oprah Winfrey.

In this study, leadership is understood as a property of the individual and that individual's ability to influence others with the purpose of creating measurable change. Further, the term leader, as it is used in this thesis, refers to any individual capable of influencing others with the purpose of creating change. Having received public recognition as being one of the 100 most influential people in the world by *Time* magazine every year since the list began (Obama, 2009), as well as more recently being recognized by a *Life* book as one of the 100 people who have changed the world (Editors of Life, 2010), Winfrey appropriately fits the conceptualization of leader and leadership as they are understood for the purpose of this thesis. Determining *how* Winfrey has been able to successfully influence masses of people, serves to offer invaluable information to any other leaders seeking to influence others. While it would be impossible in a single study to attempt to analyze Winfrey's 24-year career as a talk show host and decipher all of the factors which have contributed to her ability to influence, this thesis aimed to analyze one instance in which Winfrey successfully influenced millions, and thus creating measurable change.

As previously noted, although the individual leader and their ability to influence others, was the focus of this analysis, the group context in which leadership occurs, as well as the societal or global context in which leadership occurs, are discussed in Chapter Nine, specifically noting the ways in which they factor into an individual's ability to influence. The group context is particularly relevant to this analysis as Winfrey certainly does not single-handedly coordinate *The Oprah Winfrey Show*. Further, Winfrey has access to millions of people throughout society and the world, due to the medium through which she acts as a leader. Both of these details likely played a significant role in Winfrey's successful attempt to influence viewers, persuading them to help pass Bill 1738. However, to reiterate, the focus of the study remains on Winfrey as an individual leader. This decision was made based on my belief that Winfrey has been, throughout the past 24 years, and remains, the nucleus of *The Oprah Winfrey Show*.

Influence and Persuasion

Understanding the strategies leaders can use to successfully influence others, thereby creating *measurable change*, was the purpose of this analysis. Recall that for the purpose of this thesis, leadership is understood as a property of the individual, and that individual's ability to create change in others. For the purpose of this thesis, *influence* and *persuasion*, are defined differently. Influence is defined broadly as *the ability to create change in others*. Central to any individual's ability to influence is their ability to persuade others. For the purpose of this thesis, persuasion is defined more specifically as, *the ability to convince others to act specifically as you request them to*, and is considered *a tool of leadership*.

Over 2000 years ago Aristotle introduced three methods of persuasion still used today: "logical proof as logos, ethical proof as ethos, and emotional proof as pathos" (Perkins, 2008, p.

145). Relying on the ancient work of Aristotle, Perkins outlines three methods of persuasion: “facts or reasoning (logic), speaker credibility (ethics), and/or appealing to some basic emotion, need, want, or desire (emotion)” (p. 145). Methods of persuasion deal explicitly with the ability to convince others to act specifically as you request them to (Perkins). This type of appeal is made to a person’s conscious ability to make a decision. According to Perkins messages of persuasion are “designed to motivate, convince or actuate” (p. 143). Relying on social science research, Cialdini (2009) offers six principles of influence: reciprocation, commitment and consistency, social proof, liking, authority and scarcity. Each of the six principles is “examined as to [their] ability to produce a distinct kind of automatic, mindless compliance from people, that is, a willingness to say yes without thinking first” (Cialdini, p. xii). Both Perkins’ and Cialdini’s categorizations address an individual’s ability to influence (*to create change in*) others; and both categorizations offer a great deal in terms of understanding an individual’s ability to lead change. As Perkins’ categorization appeals to a person’s conscious ability to make a decision, while Cialdini’s categorization appeals to a person’s subconscious compliance, neither of these categorizations alone, suffices to provide a full picture of strategies a leader might use *to create measurable change in others* – the object of study. Therefore, I have combined these categorizations as represented in the following diagram. The diagram depicts influence strategies used in this analysis.

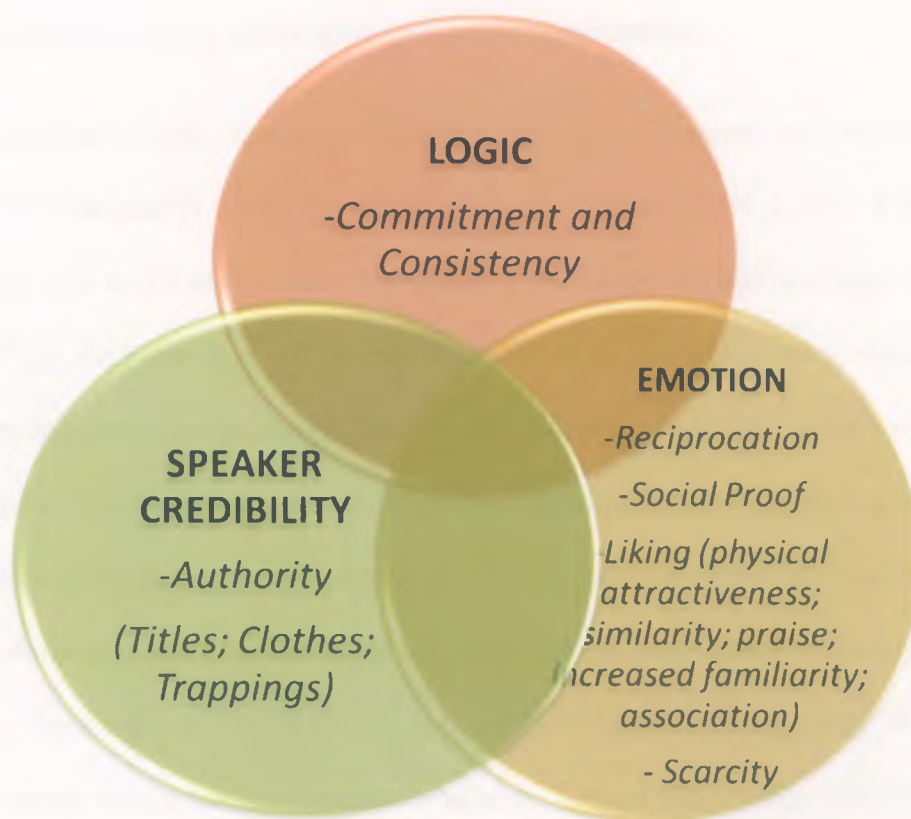


Figure 2. Influence Strategies which can Increase a Leader's Likelihood of Creating Measurable Change.

Cialdini's (2009) six principles of influence were each sub-categorized into one of Perkin's (2008) three methods of persuasion as follows: Commitment and consistency was sub-categorized under logic; authority was sub-categorized under speaker credibility; and reciprocation, social proof, liking and scarcity were sub-categorized under emotion.

Recall that logic is the persuasive appeal put forth in situations that require "evidence and reasoning" (Perkins, 2008, p. 145). For many people, logical evidence or proof is needed before they can be persuaded that one form of action is better than another (Perkins, p. 146). It has been noted that commitment and consistency help strengthen logical arguments (Cialdini, 2009). As such, logical messages become more clear and persuasive when the delivery of the message

includes elements of commitment and consistency. Therefore, it makes sense to sub-categorize commitment and consistency under logic in this conceptualization.

As previously noted, “speaker credibility, or ethos, is the appeal put forth to individuals who are most influenced by what others think and say” (Perkins, 2008, p. 146). People whose “ethics [are] in line with their authority” (Perkins, p. 146), earn admiration, respect and speaker credibility. Thus, for Perkins, ethos refers to the belief that a speaker is acting ethically and is central to earning them speaker credibility. Titles or labels (such as CEO, president, or chair person) are often associated with credibility within organizations, and depending on a person’s upbringing and experience with authority, may equate to speaker credibility (Perkins). Ultimately, ethos or speaker credibility refers to the fact that many people are more easily persuaded by those who are “recognized as authorities or experts in [their] field” (Perkins, p. 147). Just as many people attribute speaker credibility, and are more easily influenced and persuaded by a person who is considered an expert - often a person occupying a formal title (Perkins) - authority, or even the appearance of authority, has also been noted to create a form of “mindless compliance” from people (Cialdini, 2009). Three “symbols of authority---titles, clothes and trappings” are noted to induce the same response that actual authority induces (Cialdini, p. 184). As symbols of authority induce the same response as actual authority, and authority is an important part of speaker credibility, it makes sense to sub-categorize authority (including the three symbols of authority) under speaker credibility in this conceptualization.

It is well known among theorists that many individuals are motivated to change their behaviour based on emotional appeals (Perkins, 2008; Collins, 2009; Plutchik, 2007). The need to feel accepted, the need to feel loved, sympathy or empathy are emotions that have been noted

to highly motivate many people (Perkins). Beyond these emotions, Perkins notes emotions that “play to our basic survival needs” (p. 147) such as fear, are also highly motivating.

Reciprocation, social proof, liking and scarcity each appeal to a person’s emotions in some way, and therefore are worthwhile to consider in this analysis. Reciprocation is defined by Cialdini (2009) as, “The rule says that we should try to repay, in kind, what another person has provided us. . . . By virtue of the reciprocity rule, then, we are obligated to future repayment” (p. 19). This *feeling* of obligation or indebtedness is so pervasive, that it has been noted that every human society subscribes to the rule of reciprocation (Cialdini). Social proof claims that “*we view a behavior as correct in a given situation to the degree that we see others performing it*” (Cialdini, p. 99). Social proof can be defined as “the tendency to see an action as appropriate when others are doing it” (Cialdini, p. 99). This immediate tendency to react similarly to, and behave in similar ways as, others, is effective in preventing people from making social mistakes; therefore, people *feel* highly motivated to do so. Liking is defined by Cialdini, “as a rule, we most prefer to say yes to the requests of people we know and like” (p. 142). Physical attractiveness, similarity, compliments, repeated contact, and association have been noted to induce feelings of likability (Cialdini). The final principle of influence which can be sub-categorized under emotion is scarcity, which means “opportunities seem more valuable to us when they are less available” (Cialdini, p. 200). Therefore, we feel a strong desire to act when we perceive things as scarce. Each of these four principles of influence is intrinsically connected to human emotion or feelings, and plays a role in influence. As such, it makes sense to sub-categorize reciprocation, social proof, liking and scarcity under emotion in this conceptualization.

This categorization depicts influence strategies which can increase a leader’s ability to create measurable change in others, in a way which includes three distinct categories of

persuasion, which appeal to a person's conscious decision to be influenced, while including other principles which are highly noted to affect a person's subconscious tendency to be influenced.

This conceptualization of influence strategies includes both strategies which appeal to a person's *conscious decision* to change their behaviour, as well as strategies which appeal to a person's *subconscious tendencies* to change their behaviour, given the presence of certain factors.

Therefore, this categorization of influence strategies provides the most inclusive representation of influence strategies noted to increase a leader's likelihood of creating measurable change, making it perfectly suitable for the purpose of this study.

Researchers emphasize the need for leaders to incorporate as many influence strategies as possible when attempting to create change due to the fact that not all people will be influenced by the same strategies (Grenny et al., 2008; Perkins, 2008;). *Figure 2* emphasizes this point through the portions of the diagram which do not overlap; the portions of the diagram which overlap through two of the three categories; and the portion of the diagram which overlaps through all three circles (refer to *Figure 2*). The three portions of the diagram which do not overlap, represent those individuals who can be influenced to partake in a measurable change based solely on emotional appeals, logical appeals, or based solely on speaker credibility. The three portions of the diagram which overlap through two of the three circles represent those individuals who require two of the three appeals; for example, speaker credibility and logic. The portion of the diagram which overlaps through all three circles (in the centre), represents those individuals who require all three appeals, to be influenced to partake in a measurable change. As no two individuals will be influenced to partake in measurable change in the same way, leaders need to incorporate all three appeals in their attempt to influence people with the purpose of

creating measurable change. By including all three appeals, leaders stand the greatest likelihood of influencing the largest number of people possible.

Chapter Summary

This chapter has outlined the ways by which leadership, influence and persuasion were understood for the purpose of this thesis. First it was noted that, for the purpose of this thesis, leadership is understood as a property of the individual and their ability to influence others, thus creating measurable change. Next, the conceptualization of influence as it is used in this analysis was outlined. Perkins' (2008) and Cialdini's (2009) categorizations were outlined in terms of their role in an individual's ability to influence others. Although each offer a great deal in terms of understanding an individual's ability to influence, it was determined that neither categorization alone, however, suffices to provide a full picture of one's ability to influence with the purpose of creating measurable change. Therefore, these categories were combined. The conceptualization of influence developed in this chapter includes both an appeal to a person's conscious decision to follow, given the presence of certain methods of persuasion, as well as their subconscious tendencies to follow, given the presence of certain principles of influence. Therefore, this conceptualization of influence addresses the most encompassing understanding of strategies a leader can (and should) employ to create measurable change in others. Again, the word measurable emphasizes that in this conceptualization of influence, there is a goal or objective to create a specific change. In this conceptualization of influence, change is either created or not created. The following chapter describes in detail how this framework will be incorporated into the methodology.

Chapter Four: Methodology

The goal of this research was to explore strategies by which an individual leader is able to successfully influence others, thereby creating measurable change. For the purpose of this thesis, leadership is conceptualized as a property of the individual and that individual's ability to influence others with the purpose of creating change. Central to one's ability to influence, is their ability to use persuasive messages to influence others to do precisely as one asks.

This chapter begins by briefly describing the study. The chapter then provides an overview of the methodology, before moving on to outline the specific methods used in each section of the analysis: logic, speaker credibility, and emotion respectively. Further, the form by which evidence is provided in each section is noted, preparing the reader for the subsequent three chapters of findings.

Description of Study

This research, like a great deal of other research in the area of leadership, focuses on the individual leader, and is founded on the belief that a substantial amount of knowledge can be learned about leadership by studying exemplary leaders. The exemplary leader studied in this analysis is Oprah Winfrey. Recall, in this study, leadership is understood as a property of the individual and that individual's ability to influence others with the purpose of creating measurable change. Further, in this study, the term leader, as it is used in this thesis, does not necessarily refer to an individual occupying a formal position of leadership (although this may be the case in some circumstances). Rather, the term leader, as it is used in this thesis, refers to any

individual capable of influencing others with the purpose of creating change. Winfrey appropriately fits the conceptualization of leader and leadership used in this thesis as she does not occupy any formal position or title of leadership, yet is highly recognized as both being influential and a person who has created change in her lifetime.

This study analyzed and described the influence strategies Oprah Winfrey employed in the successful passing of the *PROTECT Our Children Act*, U.S. Senate Bill 1738 (Oprah.com, 2009a). The research takes the form of a case study analyzing the September 15th, 2008 episode of *The Oprah Winfrey Show* entitled “Internet Predators: How bad is it?” (Harpo Production, 2008). During this one-hour episode, Winfrey made an appeal to American viewers to take action towards helping pass the *PROTECT Our Children Act*, U.S. Senate Bill 1738 (Oprah.com, 2009a). Bill 1738 was successfully passed on September 25th, 2008, only ten days after Oprah Winfrey used her talk show as a forum to appeal to her viewers that they assist in having Bill 1738 passed (Oprah.com, 2009b). The speed with which change was created, is indicative of the effectiveness of the influence strategies employed by Winfrey during that one-hour episode. As such, this episode warranted in-depth analysis, as it is likely that the influence strategies used during the episode, could be used by other leaders striving to create measurable change in their own contexts. The goal being that specific, useful information emerges through this analysis that may serve as a model for present and future leaders, also seeking to influence groups of people, thereby creating change in their own unique contexts.

Methodology

Due to the highly interpretive nature of this study, a qualitative research design was chosen. Qualitative research designs are very suitable for research which relies heavily on

observing, analyzing and describing (Merriam, 1998), as this research did. The term qualitative research “is an umbrella term covering several forms of inquiry that help us understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible” (Merriam, p. 5). This study focused on understanding the process of leadership with the purpose of influencing others, thereby creating measurable change, thus making qualitative research the most viable option. This research is framed with concepts and theories which stem from leadership, organizational behaviour, education theories, as well as from the discipline of social psychology.

I, the researcher, was the primary investigator in this qualitative research design. While there are several benefits to having the investigator as the primary instrument such as, “maximizing opportunities for collecting and producing meaningful information. Conversely, the investigator as human instrument is limited by being human---that is, mistakes are made, opportunities are missed, personal biases interfere” (Merriam, 1998, p. 20). Therefore, it was important in this research, as in any type of qualitative research, to be aware of bias. Recognizing the importance of questioning one’s own biases (Glesne & Peshkin, 1992; Merriam), prior to beginning this study, I reflected upon my own personal biases. I recognized that my interest in this research topic largely arose from my curiosity regarding the extent of Oprah Winfrey’s influence. I wondered why there were not more people in the world aiming to lead the way Oprah leads, since she seems to yield such results. Prior to beginning this research, my personal belief was that Winfrey was a physical manifestation of leadership and influence, and I believed this research would offer a great deal of value in terms of better understanding leadership and influence. My personal opinion of Winfrey at the onset of this study was chiefly positive, as my relationship with Winfrey began as a fan. As a researcher however, I was put in a position which

challenged my entirely positive opinion of Winfrey. Throughout this process, I read various criticisms of Winfrey, many revealing a deeper, more complex understanding of Winfrey than I had held at the onset of the research. Throughout the research, my mind was opened to better understand the true complexity of the phenomena of leadership and influence, as well as *The Oprah phenomenon*. Although I do not believe that qualitative research can be entirely unbiased, throughout the research process, I aimed to ensure any personal biases did not interfere with my data collection. I did so in attempt to keep the focus of this thesis on what can be learned about influence strategies by studying Oprah Winfrey, rather than simply offering another description of Oprah Winfrey's ability to influence. By providing quotes from the episode to support my findings, thereby allowing readers to make their own interpretation, I aimed to limit the opportunity for my personal bias to interfere with research findings.

This research took the form of a case study, in part due to the fact that Oprah Winfrey was not available to offer input into this inquiry. This decision was also made based on the impossibility of analyzing Winfrey's entire career. It was necessary to choose an isolated instance in order to make this research manageable. Therefore, a case study was chosen. Case study designs are

employed to gain an in-depth understanding of the situation . . . The interest is in process rather than outcomes, in context rather than a specific variable, in discovery rather than confirmation. Insights gleaned from case studies can directly influence policy, practice, and future research. (Merriam, 1998, p. 19)

This case study relied heavily on documentary research, therefore, ethical review was unnecessary. In order to analyze the episode, it was necessary to locate key documents.

Document collection included locating a recorded copy of the September 15th, 2008 episode of

The Oprah Winfrey Show; and locating a copy of an official transcript of the episode. Data analysis

involves organizing what you have seen, heard, and read so that you can make sense of what you have learned. Working with the data, you create explanations, pose hypotheses, develop theories, and link your story to other stories. To do so you must categorize, synthesize, search for patterns and interpret the data you have collected. (Glesne & Peshkin, 1992, p. 127)

Data analysis in this case study relied heavily on visual and auditory cues throughout the episode. Findings from this case study yielded intensive descriptions that can be used to inform leadership and influence theory, practice, and future research.

Methods

In this case study, the September 15th, 2008 episode of *The Oprah Winfrey Show* entitled “Internet Predators: How bad is it?”, was systematically analyzed. The episode was recorded on September 15th, 2008 to a Personal Video Recorder (PVR), and burned to a Digital Versatile Disc (DVD). During the analysis, the DVD was observed on a computer to make use of the “print screen” option, which allows “freeze frame” images of the episode to be taken. These images were then described to support the findings. Harpo Productions’ official transcript of the episode, was ordered through *Oprah.com*, and was used to cross-reference verbal cues ensuring quoted material was precise, and to cross-reference other key information (such as names, official titles, number of times a word was used etc.). Oprah Winfrey’s official website, *Oprah.com*, was also reviewed and highlighted in the discussion chapter, however, due primarily to time restraints, was not the primary focus on this study.

The September 15th, 2008 episode of *The Oprah Winfrey Show* was analyzed using the conceptualization of *influence strategies which can increase a leader’s likelihood of creating*

measurable change, which was described thoroughly, as well as visually depicted in the previous chapter. (Refer to *Figure 2*.) More specifically, the episode was analyzed to uncover the extent to which logic, speaker credibility and emotion were present during the episode. The logic section includes an analysis of the extent to which commitment and consistency was present; the speaker credibility section includes an analysis of the extent to which authority was present; and the emotion section includes an analysis of the extent to which reciprocity, social proof, liking and scarcity were present. Throughout the findings chapters, the extent to which the presence of these three persuasion strategies and six principles of influence - all noted to increase one's ability to create change, whether at a conscious level or at a subconscious level – assisted in Winfrey's ability to successfully influence her viewers, persuading them to take action in helping pass Bill 1738, is explored.

This chapter now describes the methods that were used in the analysis of the following three sections: Logic, speaker credibility, and emotion. Each section was analyzed slightly differently in order to ensure the methods were reflective of the specific nature of logic, speaker credibility, and emotion.

Logic. In order to uncover the presence of logic during the episode, the overall organization of the show was analyzed to determine whether or not it was organized in a rational sequence. According to Perkins (2008), logical arguments require evidence and reasoning to justify or validate what is being argued. Propositions are the term for statements that are being argued (Collins, 2009). Collins identifies 3 common propositions: A proposition of fact; a proposition of value; and a proposition of policy (p. 41). Support for propositions need to be fully provided in order to create a sound argument. Therefore, during the analysis I watched to

determine, was a proposition (a statement that is being argued) provided first? To answer this question, I observed the beginning of the episode, listening for a statement indicating the main or central argument of the episode. Once I determined the central argument, I decided that it was a proposition of policy. Based on my decision that it was a proposition of policy, I observed the remainder of the episode to determine whether that proposition of policy had been followed by adequate evidence and reasoning, thereby having created a sound argument which justified the need to implement that policy.

After listing all evidence and reasoning provided in the episode, I categorized evidence and reasoning into three main categories: The construction of the problem; the proposed solution; and the action plan. In order to deal with the large amount of evidence and reasoning provided throughout the episode, sub-categories were created within these main categories, based on several themes which emerged. Specifically, the prevalence of the problem, the brutal nature of the problem, the damaging effects of the problem and the worsening nature of the problem were sub-categorized under the construction of the problem. The effectiveness of the existing technology, a push for more funding, and the proposed method by which to get more funding were subcategorized under the proposed solution. As the action plan was the shortest and most concise section of the episode, it required no sub-categorization of evidence or reasoning.

Commitment and consistency. As commitment and consistency are noted to be at the core of logic (Cialdini, 2009, p. 52), the presence of commitment and consistency was also explored in the episode. In order to determine whether commitment was present in the construction of the argument, the episode was observed asking: Did Winfrey emphasize any previous commitment to helping solve *the problem*? In order to determine whether consistency

was present throughout the construction of the argument, the episode was observed to uncover whether repetition was used when discussing *the construction of the problem*, as the use of repetition emphasizes consistency. Further, the use of repetition regarding issues pertaining to important issues being discussed on the show would likely strengthen the overall argument, making the argument more likely to be perceived as logically sound.

Speaker credibility. Speaker credibility is often granted to individuals considered experts in the area they are speaking about (Perkins, 2008). Official titles often improve a person's credibility (Perkins). In order to analyze for the presence of speaker credibility, the episode was observed to determine: Was there an emphasis of various speakers' expertise? Specifically, the episode was watched to determine, in the case of each of the eleven formal speakers or guests on the episode, if an effort was made to emphasize that speaker's credibility.

Authority. Authority is noted to increase a person's speaker credibility (Cialdini, 2009; Collins, 2009; Perkins, 2008). There are three "symbols of authority" which Cialdini notes are associated with authority: titles, clothes, and trappings (p. 184). In order to analyze for the presence of authority, the episode was observed to determine whether each of these "symbols of authority" were present during the episode.

Emotion. Despite emotion being a notably complicated area to study for various reasons, some related to ambiguities in the language of emotion, some to inconsistencies in definitions of the concept, some to the problem of how and to what extent emotions apply to animals, and some to the impact of different historical traditions. (Plutchik, 2003, pp. 3 - 4)

Emotion has been noted to hugely impact human behaviour, and as such, is crucial in the understanding of influence strategies in this study. In order to determine whether emotion was present in the episode, the analysis of the show focused on: Did any pattern(s) become apparent

when observing for attempts to invoke certain emotions? As shock, fear and inspiration, are noted to highly motivate human behaviour (Perkins, 2008; Plutchik), the episode was watched more carefully looking for attempts to invoke these emotions. In order to determine patterns in attempts to invoke certain emotions, I watched the episode, paying specific attention and noting, facial expressions, imagery, visual aids, diction/vocabulary, and verbal descriptions which invoked (or were likely to invoke) certain emotions.

Cialdini (2009) notes four principles of influence that have been sub-categorized under emotion in this thesis' conceptual understanding of influence. Cialdini's four principles of influence which were analyzed under emotion were reciprocity, social proof, liking and scarcity. Each of these principles of influence invokes emotions in people which appeal to one's subconscious tendency to automatically comply.

Reciprocity. When analyzing the episode for the presence of reciprocity, instances in which Winfrey emphasized her generous nature or ways she has "given" to the cause during the episode, were recorded. The rule of reciprocity notes that when people are given something, they feel a powerful desire to give back. Although Winfrey may not have given *directly* to the people she was commissioning for help, and the exchange may not be an exchange of similar "goods", for the purpose of this analysis, the assumption was made that people are more likely to help another person to support a cause to which that same person has given a great deal.

Social Proof. When analyzing for the presence of social proof, an attempt was made to determine whether or not the feelings and reactions of people - aside from the formal guests and speakers, who were possibly working together to invoke these feelings - were emphasized. This included recording any facial expressions, gestures, body language, tone of voice or applause

which indicated the feelings and reactions of those people who were not formal guests and speakers.

Liking. When analyzing for the presence of liking, a heavy reliance was made on my personal and, therefore, subjective interpretation of the likability of Winfrey, formal guests and speakers, as well as of any other person who played a role in the construction of the argument (ie. additional victims whose stories were touched upon briefly but who were unable to have a voice). As Cialdini (2009) notes five elements which increase one's likability – physical attractiveness, similarity, praise, increased familiarity and association – the analysis includes an assessment of the presence of each of those elements within the episode. It proved worthwhile, however, to also note the history of *The Oprah Winfrey Show* and Winfrey's long-standing popularity prior to this episode, as it inevitably played a role in the extent to which liking was a factor in viewers' decisions to support Winfrey's request to take action in helping pass Bill 1738.

In order to analyze for the presence of physical attractiveness, I observed the episode, relying primarily on my *instant recognition* of a person as being physically attractive. If I had to question this *instant recognition* of a person as actually being physically attractive, I immediately eliminated that person from consideration, based on the research of Olsen and Marshuetz (2005) who note that facial attractiveness, especially symmetry within the face, is evaluated by humans *instantly* and from “low-level visual and emotional effects” (p. 502). In order to analyze for the presence of similarity, I observed the episode to determine if an effort was made by Winfrey to emphasize similar traits and characteristics. To answer this question, I observed the episode recording any body language which indicates agreement (such as nodding), and the use of words such as “we” and “us” which emphasize the idea of people as a united and homogenous group, as well as, words/sounds that indicate agreement (such as “mmm” and “yes”). To cross-reference, I

used Harpo Productions' Official transcript of the episode to count the number of times words such as "we" and "us" were used. In order to analyze for the presence of praise, I observed the episode recording any verbal compliments. In order to analyze for the presence of increased familiarity, I watched the episode and recorded the number of times key expert Flint Waters was shown or spoke. I chose Flint Waters because of his focal role in the episode. The time including the minute and second, throughout the episode at which formal guests or speakers were shown or spoke was also included, since increased familiarity likely works best in a one-hour time frame when it occurs throughout the entire hour, rather than in one short time frame during the show. In order to analyze for the presence of association, I observed the episode recording instances in which Winfrey emphasized the fact that she was working in partnership with other key people (such as police officials) as this might have in turn raised Winfrey's status, reaping Winfrey the benefits of positive feelings people may have towards those key people. Situations in which Winfrey sought oral confirmation from experts were also recorded, as confirmation *associated* Winfrey's opinions with those of experts, thus raising her status closer to that of expert as well.

Scarcity. Finally, in order to analyze for the presence of scarcity, I observed the episode recording instances in which verbal pressure was put on viewers to act quickly, thus creating a sense of urgency. The principle of scarcity notes that people are more likely to abide by the requests of others when those requests are time sensitive (or rely on the "limited time" availability tactic) (Cialdini, 2009), therefore, it is likely that scarcity might have expedited the process of viewers taking action.

As this case study is highly qualitative, an effort has been made throughout the findings chapters to systematically analyze the episode and provide rich descriptions of the content of the

show. Direct quotations from Harpo Studio's official transcript of the episode are included to validate findings. Although the analysis relied heavily on personal interpretation based on my life experience, a deliberate and conscientious effort has been made to cross-reference interpretations with suitable social theory, thus ensuring validity. Further, readers are free to read quotations and interpret them using their own personal experience. Throughout the entire study, an assumption was made that the intentions of formal guests and speakers, as well as Winfrey herself, were sincere and ethical. This assumption was made based on my belief that the effort put forth during this one-hour episode to help pass a bill which protects children from pedophiles/online predators was founded on the interests of American society as a whole, not the personal interest of any one person advocating for this change (despite the fact those people may, themselves, have been affected by this issue at some point in their lives).

Chapter Summary

This chapter has outlined both the overall methodology which was used in this case study, as well as the more specific methods. The overall methodology used was highly qualitative in nature. More specifically this case study relied heavily on documentary research. Two documents: The September 15th, 2008 one-hour episode of *The Oprah Winfrey Show* entitled "Internet Predators: How bad is it?" and Harpo Productions' official transcript of the episode, were located and systematically analyzed to determine the extent to which logic, speaker credibility and emotion were present. Both visual and auditory cues were used in the analysis of the episode itself. The website was also reviewed and is later discussed in the discussion chapter, however, was not the primary focus of this study. The chapter next described the more specific methods used in the analysis to analyze for the presence of logic, speaker credibility and emotion. The logic section includes an analysis of the extent to which

commitment and consistency were present; the speaker credibility section includes an analysis of the extent to which authority was present; and the emotion section includes an analysis of the extent to which reciprocity, social proof, liking and scarcity were present.

The next chapters describe the findings of the analysis of the September 15th, 2008 episode of *The Oprah Winfrey Show*. The findings are broken down into three chapters aligning with the conceptual framework of this study: Logic, speaker credibility and emotion. Throughout the findings chapters, the extent to which the presence of these three persuasion strategies and six principles of influence - all noted to increase one's ability to create change – assisted in Winfrey's ability to successfully influence viewers, persuading them to take action in helping pass Bill 1738, is explored.

Chapter Five: The Presence of Logic, including Commitment and Consistency

Understanding the strategies by which a leader successfully influences others, thereby creating measurable change, was the purpose of this analysis. As previously noted in the *Conceptual framework*, for the purpose of this analysis, six principles of influence were each sub-categorized under one of three methods of persuasion (refer to *Figure 2*). Relevant to this chapter specifically, commitment and consistency were sub-categorized under logic.

The purpose of this chapter is to analyze and describe the presence of logic, including commitment and consistency. The chapter first analyzes and describes the presence of logic during the episode, and then analyzes and describes the presence of commitment and consistency. The role that the presence of logic, including commitment and consistency played in helping the successful passing of Bill 1738 is explored concurrently.

The Presence of Logic

In order to analyze for the presence of logic during the September 15th, 2008 episode of *The Oprah Winfrey Show* entitled “Internet Predators: How bad is it?”, the episode was observed to determine whether it was rationally and logically organized. During the analysis, I watched the episode specifically to determine whether a proposition (a statement that is being argued) was provided. To determine this, I observed the beginning of the episode listening for a statement indicating the main or central argument of the episode. After determining the main argument and deciding that it was a proposition of policy, it was necessary to determine whether Winfrey

adequately supported the main argument, thereby making a sound argument and justifying the proposition of policy.

The presence of logic during the episode was evident in the analysis, in the highly organized sequence of events on the show. Within two minutes of the show beginning, Winfrey told viewers the message of the episode. This included an outline of *the problem, the solution*, and she mentioned that *the action plan* would be explained in greater detail throughout the episode:

Here is our message to you today: First, the number of pedophiles and child pornographers online would literally *blow your mind*. And the demand is so high for new material that the videos and photographs are getting more and more brutal, with younger and younger and younger baby victims. Here's another bombshell: Authorities have the technology to find out where many of these pedophiles are, but they're so woefully underfunded - they don't have the money - they can only investigate 2% of their leads. And last: For once, you and I can do something about it today. Before you cook dinner and sit down with your family at the table, I'm going to give you the details later in the show so you can do something. (Harpo Productions, 2008, p. 1)

Within the first two minutes of the episode, Winfrey had described the problem: There are a shockingly large number of pedophiles and child pornographers exchanging "brutal" videos and photographs online. Winfrey had also addressed the fact that there is a solution and had briefly described it to viewers: Authorities need more funding, as they have the technology to catch these pedophiles, but currently only have the funding to pursue two percent of their leads. Further, Winfrey told viewers that they would be given specific instructions as to how they could personally help solve this problem.

All of these pieces of information combined essentially served as Winfrey's proposition: *There is a growing problem across America by which pedophiles and child pornographers are exchanging "brutal" videos and photographs online, and something can be, and therefore needs*

to be, done about it. Although at this point in the episode, Winfrey had not yet clarified that she would be making an argument for action (or making a *proposition of policy*) – more specifically, Winfrey had not yet mentioned that she would use the episode to argue that American viewers need to take action by writing their senators asking to have Bill 1738 passed in Senate – Winfrey had indicated there was a solution and an action plan and that within the one-hour episode, she would tell viewers how they could help.

The structure of the episode followed the sequence described by Oprah: The construction of the problem; the proposed solution; and the action plan. As such, the development of the argument is described following the same sequence. Winfrey made a proposition for policy, and the episode was observed to determine whether adequate evidence and reasoning was provided, and whether she effectively demonstrated a need to take action in some way; as Collins (2009) notes this is necessary in order to make a solid argument when proposing a policy. Both sections which describe the construction of problem, as well as the proposed solution demonstrate a need to take action in some way, thus helping to develop the overall argument. Throughout these sections, the role, which the evidence and reasoning played in the development of a sound argument, is explored. The final section describes the action plan, and the role which the proposed action plan played in the successful passing of Bill 1738, is explored.

The construction of the problem. In order to effectively construct the problem – namely, that *due to the use of the internet to exchange images and videos, child pornography is becoming more prevalent; more “brutal”; and is overall, worsening in nature* – viewers were presented with relevant evidence and reasoning. The analysis yielded a large amount of evidence and reasoning and sub-categories were created to help organize information. The following sub-

categories help structure the evidence and reasoning which pertained to the construction of the problem: *The prevalence of the problem; the brutal nature of the problem; the damaging effects of the problem* and *the worsening nature of the problem*. Each of these sub-categories is described below.

The prevalence of the problem. In order to illustrate the increasing prevalence of online trading of child pornographic images in the United States, the episode began with Winfrey standing in front of an oversized map of the United States. Winfrey described the purpose of the map to the viewers, as it lit up behind her:

What we will see actually took place on September 2nd of this year, 2008, within a 24 hour period. Now, you see the red dot there? The red dot is Washington, D.C. and that dot represents the location of one person on their computer and that computer contains pornographic images of children being molested. So keep your eye on the red dot and watch in time lapse as pedophiles around the United States trade those same pornographic images over and over right from their computers. This is just an average day in America, 24 hours, ok? (Harpo Productions, 2008, p. 1)

Winfrey appeared very small standing in front of this map, which was approximately twice as tall as she. The visual representation of the number of images being traded online in the United States in one day likely helped clarify the magnitude of the problem, thereby helping develop the construction of the problem. Evidence supporting the “brutal” nature of the crimes was next provided using partially censored images and graphic descriptions.

The “brutal nature of the abuse. The episode then moved on to emphasize the “brutal” nature of the abuse using partially censored images and graphic descriptions. Visual depictions were likely shown to emphasize the disturbing nature of the problem. For example, one image shows an infant in a diaper, with a caption that says “I love to feel her up when no one’s looking (she seems to really like it when I stick my hands in her diaper and play with her plump little _____ too :-)” (“Internet Predators,” 2008).

It is important to note there was large number of images shown throughout the episode which emphasize the brutal nature of the problem.

Examples of graphic descriptions were also provided to emphasize the brutal nature of the problem. Two examples of graphic descriptions provided are: “We’re seeing sexual abuse including oral penetration, vaginal, [and] anal penetration. We see children with dog collars on their necks, kids with plastic bags over their heads, foreign object insertion with these children” (Harpo Productions, 2008, p. 2); and “an infant that still had the stubble of an umbilical cord being vaginally raped” (Harpo Productions, p. 2). Viewers were likely convinced of the brutal nature of these crimes after seeing partially censored images and hearing the graphic descriptions. After viewers had become more informed as to the magnitude and brutal nature of the problem, the damaging effects of the problem were personalized.

The damaging effects of the problem. The degree to which the problem adversely affects those who work for agencies trying to eradicate the problem was emphasized. Winfrey introduced scenes from a visit to *The centre for missing and exploited children*: “Imagine it was your job 5 days a week to screen pornographic photos and videos of children, to see them fondled and raped, to hear them pleading for help” (Harpo Productions, 2008, p. 1). In this segment of the show, employees at *The centre for missing and exploited children* graphically described the types of images they were seeing when involved in investigations. Partially censored images of child pornography were shown, as the employees describe the types of images and videos they have seen. One employee, Michelle Collins, described hearing “giggle and laughs turn to screams” (Harpo Productions, p. 2), as being a difficult part of the job for her.

Winfrey noted that a psychologist is available for employees to speak to when needed, again emphasizing the damaging effects of the problem.

Later in the show, Flint Waters (the inventor of the technology that can find online pedophiles), described the difficulties he faces in effectively doing his job:

If your day is looking out at a sea, and there's all these children out there and you have one lifeboat and you've gotta decide which child do you rescue, and which child do you let drown – that is what we're facing right now. (Harpo Productions, 2008, p. 6)

It was also noted during the episode that Flint does not tell his own children what he does as a job (Harpo Productions, p. 3). Emphasizing the devastating effects of the problem – even on the good-intentioned employees – likely worked to further convince the viewers of the severity of the problem.

The episode further personalized the damaging effects of problem – thus further convincing viewers of the severity of the problem - by using the case of pedophile Roy Pompa and the effects his actions had on his victims and their families. During the video, describing Roy Pompa's case and showing segments from his trial, one victim, Ally, testified: "I don't know who to trust anymore, because I trusted Mr. Pompa and he took advantage of that. You're a sick and a horrible man. You don't deserve to see the light of day again" (Harpo Productions, 2008, p. 7).

Three of Pompa's eight victims (Amanda, Jasmine and Ally) appeared on *The Oprah Winfrey Show* that day to talk about the effects the molestation had on them. The three victims each described their reactions when they found out they had been drugged and molested by their neighbour Roy Pompa. Describing a similar reaction to the other two victims, Amanda said

At first, I was, like, in total shock. You don't even know what to feel. And I was just kind of numb at first. It's like, okay, what do you say to that? And then it went into this being angry at everyone, and you don't even know who you're supposed to be angry at. Just angry at the world, and then I was really depressed. (Harpo Productions, p.13)

One young girl (Ally) was very upset, hardly able to get her words out, when she spoke. Hearing the effects of the abuse described by the victims, as well as seeing how upset Ally was as a result of her victimization by Roy Pompa, emphasized the devastating effects of the problem.

The parents of the victims were then asked to speak about the effects the molestation of their children has had on them as parents. Describing similar effects as the other parents who spoke, Kelly said, "You're angry. There's just such a myriad of feelings that you go through. I remember just dropping to the floor on my knees" (Harpo Productions, 2008, p. 11). Through hearing personal accounts from those who work for agencies trying to eradicate the problem, as well as from victims and their families; it likely became clear that the effects of child pornography are devastating. After viewers had become more informed as to the prevalence of the problem; the "brutal" nature of the problem, and the damaging effects of the problem, the worsening nature of the problem was emphasized.

The worsening nature of the problem. Included in the construction of the problem, were descriptions emphasizing the worsening nature of the problem. New ways in which pedophiles were training and mentoring one another, were described. Winfrey described a training manual made by pedophiles for beginner sex offenders to use to train young children how to perform sexual acts on adults. Winfrey also asked Flint Waters (the inventor of the technology that can find online pedophiles) to describe an animated training video, teaching young children how to perform sexual acts on adults. It was noted that these were not the materials they are prosecuting, but rather the training materials child pornographers were sharing with one another. Flint noted that pedophiles were "reaching out to one another in ways we never imaged" (Harpo Productions, 2008, p. 5). These examples demonstrate the worsening nature of the problem, thereby highlighting the potential danger of leaving the problem unresolved. Further,

descriptions of new networks being formed among pedophiles - by which “expert pedophiles” were attempting to assist “beginner pedophiles” - indicate that the problem potentially could continue to worsen.

Evidence supporting the prevalence of the problem, the brutal nature of the problem, the damaging effects of the problem and the worsening nature of the problem, likely helped the overall development of the problem as well as prepare viewers for the proposed solution.

The proposed solution. In order to effectively describe the proposed solution, viewers were presented relevant evidence and reasoning. The solution to the problem was introduced within the first two minutes of the episode when Oprah set up the sequence the episode would follow. After the problem had been made significant and meaningful to viewers, the solution became the focus of the episode. The proposed solution involved a combination of the use of Flint Waters’ - of the *Wyoming internet crimes against children task force* - existing and effective technology that is able track online pedophiles exchanging child pornography; and a push for more funding towards the use of this technology. As the analysis yielded a large amount of evidence and reasoning supporting the proposed solution, sub-categories were again created to help organize information. The following sub-categories were created to help structure evidence and reasoning which pertained to the proposal of the solution: *The effectiveness of the existing technology; a push for more funding; and the proposed method by which to get more funding.* Each of these sub-categories is described below.

The effectiveness of the existing technology. Central to the proposed solution was Flint Waters who developed the software used to track child pornography. He was introduced by Winfrey as follows:

For the past 7 years Flint Waters has *devoted* [emphasis added] his life to patrolling the internet in search of child predators and their innocent victims . . . Four years ago, Flint developed a revolutionary program to help law enforcement track computers trading pornographic images and videos of children (Harpo Productions, 2008, 3).

Flint explained that the technology he developed runs 24 hours a day and can track the longitude and latitude of different computers, thus leading authorities to pedophiles (Harpo Productions, 2008, p. 3). Once the technology had been explained, Winfrey emphasized the effectiveness of the technology at several points throughout the episode, likely helping support the belief that the proposed solution would be an effective one. At one point, Winfrey highlighted the effectiveness of Flint's technology by noting that Flint's investigations have led to over 100 arrests and more than 30 children being saved (Harpo Productions, p. 4).

In several instances, Winfrey provided extensive details of crimes against children, before she explained that Waters' technology finally led to Pompa's arrest. Specifically, Winfrey provided details of Roy Pompa's, Wayne Bleyle's, Murray Jones', and John Lockheart's crimes against children before noting that Waters' technology helped track all of these criminals, thereby bringing them to justice. These descriptions, which notably were made by Winfrey while videos of these offenders being brought to justice were shown, likely brought life to the crimes, while emphasizing the effectiveness of this technology. After viewers understood how the technology worked and that it was effective, the combination of descriptions of heinous crimes against innocent children with streaming images of these pedophiles being brought to justice, worked to stress the potential opportunity to use this technology to save many more young victims – given the funding.

A push for more funding. The need for significantly more funding was emphasized when Winfrey reiterated that which had already been stated.

We have the ability to track some of the perpetrators right to their homes, but law enforcement is so overwhelmed and underfunded. Only 2% of the leads, as I said earlier in the show, are really being investigated. According to some experts, only one half of one percent are ever even prosecuted. (Harpo Productions, 2008, p. 3)

The need for significantly more funding was again emphasized when Flint noted how difficult it was for him to leave at the end of the day knowing that he had not gotten to all the cases that he's been able to track (Harpo Studios, p. 4). Winfrey asked, "And why aren't we catching them Flint" (Harpo Productions, p. 4)? To which Flint responded, "Well the numbers are coming in so fast, *there's just not enough law enforcement to respond to everything* [emphasis added]" (Harpo Productions, p. 4). Flint also noted that 15, 000 pornographic trades can be seen daily in the United States (Harpo Productions, p. 5). This again emphasized the need for more funding.

At this point in the episode, the line of reasoning was likely very apparent to viewers: The technology was in existence, and was effective, however, the problem was so enormous and overwhelming, in order for law officials to be able to use Flint's technology to catch more of the child sex offenders, law enforcement would need a method by which to get much more funding.

The proposed method by which to get more funding. Toward the end of the episode, after the problem had been made significant and meaningful to viewers, the technology had been described and emphasized to be effective, and a need for more funding had been established, the method by which more funding could be attained and put towards this cause was proposed. Winfrey introduced Camille Cooper from *Protect*, a group working together to pass federal laws which protect children in the United States. Before Winfrey allowed Camille to explain Bill 1738, Winfrey emphasized the bi-partisan nature of this law: "This is a *bi-partisan* law. It has nothing to do with your politics" (Harpo Productions, 2008, p. 16). The emphasis of the bi-partisan nature of this law likely helped to clarify to viewers that the law was meant to protect

children, not to make any form of political statement. Camille was then asked to tell viewers about the *Protect our Children Act*.

It's called Bill 1738. . . . It is a billion dollars of resources for law enforcement - for more cops, more boots on the ground - to protect children, to rescue these children from these predators, interdict these predators and put them behind bars for a very long time -- which is where they belong. (Harpo Productions, 2008, pp. 16 - 17)

At this point the problem had been made significant and meaningful to viewers, the technology had been described and emphasized to be effective, a need for more funding had been established, and the method by which more funding could be attained and put towards this cause had been proposed. Evidence described in this section supported the effectiveness of the existing technology, a push for more funding, and the method by which to get more funding. This likely helped the overall development of the proposed solution, and helped prepare viewers to hear the action plan.

The action plan. In order to effectively describe the action plan, viewers were provided with extremely clear directions. After Bill 1738 had been described and both Winfrey and Cooper had made their final appeals to viewers, Winfrey provided specific step-by-step instructions for viewers.

You go to Oprah.com and you click on this link, "Pass The Protect Our Children Act." Now, you'll be able to look up your two U.S. Senators' names, in case you don't know yours, their e-mail addresses wherever you are, their phone numbers and their office addresses. There'll also be a sample letter that you can use, that we've already written for you, or you can write your own or add whatever you want to the letter. You call them, you e-mail them, you write them, you send a telegram, you urge them to vote yes on Senate Bill 1738. It's called the "Protect Our Children" Act. And put the number there so they know what you're talking about, 1738. You ask them to do that before they recess on September 26. (Harpo Productions, 2008, p. 17)

By providing these step-by-step instructions for viewers, Winfrey had eliminated any potential for error by the viewers. Winfrey's use of her website, and with the pre-written letter, likely

helped facilitate the process of viewers taking action, while reducing the effort required for people to participate. Winfrey also included options for viewers (emailing; writing; sending a telegram), which likely allowed more people feel as though they could help.

After providing these step-by-step instructions, Winfrey had completed the process of providing a logically sound, persuasive message which outlined why a person should help pass Bill 1738. Winfrey had succeeded in logically and thoroughly describing the problem, the solution and the action plan. In turn, Winfrey had adequately supported her proposition, thereby making a sound argument.

Not only did Winfrey use a logical line of persuasive reasoning, she also used elements of commitment and consistency which have been noted to strengthen logical arguments (Perkins, 2008).

The Presence of Commitment and Consistency

There is a very important connection between commitment and consistency: “Once we make a choice or take a stand, we will encounter personal and interpersonal pressures to behave consistently with that commitment” (Cialdini, 2009, p. 52, emphasis removed). This behaviour is highly valued in our culture as “a high degree of consistency is normally associated with personal and intellectual strength. It is the heart of logic, rationality, stability and honesty” (Cialdini, p. 52). In order to analyze and describe the presence of commitment, the episode was observed to determine whether Winfrey emphasized her previous commitment to helping solve *the problem* during the episode.

Commitment. Winfrey made a point during the episode to discuss her previous commitment and dedication to this issue at three points during the episode. The first time

Winfrey noted her previous commitment to this issue, she did so to emphasize the message that child predators are usually people the children know: “*You’ve heard me say this for years* [emphasis added]. If your child is being abused, it’s probably by somebody you know” (Harpo Productions, 2008, p. 7). The second time Winfrey noted her previous commitment to the issue, she emphasized the extent of her commitment: “You know, *for years I’ve been talking about it* [emphasis added], and I’m sick of myself talking about it” (Harpo Productions, 2008, p. 16). The third and final time Winfrey noted her previous commitment to the issue, was when she noted that Bill 1738 is the same Bill that Ed Smart (whose daughter, Elizabeth Smart, was abducted from their own home at knifepoint, then later found alive) was speaking about when he was a guest on her show only a few days earlier (September 10th, 2008 - *Elizabeth Smart: 6 years later*) (Harpo Productions, 2008, p. 16). Although not as explicit an example, noting that a guest on *The Oprah Winfrey Show* had spoken about the same issue, this indicates Winfrey’s commitment to the issue.

These three examples of Winfrey’s emphasis of her commitment and dedication to the cause, helped demonstrate consistency in Winfrey’s behaviour. This likely worked to strengthen Winfrey’s credibility and ultimately her ability to persuade her viewers. While some might claim Winfrey’s self-professed commitment to the issue to be “rhetoric”, more research revealed that Winfrey had become politically involved in this cause prior to September 15th, 2008. In 1991 Winfrey initiated the *National child protection act* which would establish a national database of convicted child abusers in the United States. Winfrey had to testify in front of the U.S. Senate Judiciary Committee and educate them about the extent of the problem and the need for a solution, in order to influence them to pass this act. In 1993, President Clinton signed the “Oprah Bill” into law (Oprah.com, 2010i).

With Winfrey's self-professed commitment to the issue, and evidence discounting Winfrey's self-professed commitment as simply "rhetoric", the September 15th, 2008 episode topic follows a consistent pattern for Winfrey. The presence of commitment in the episode likely helped develop the overall argument. Consistency is a highly respected trait, so much so that "the person whose beliefs, words, and deeds don't match is seen as confused, two-faced, even mentally ill" (Cialdini, 2009, p. 53). Therefore, by emphasizing previous commitment, Winfrey would have been highlighting the fact that she was acting consistently with previous actions, and likely reaped the benefits of being perceived as strong mentally, personally and intellectually. Notably, the presence of consistency was observed in other ways throughout the September 15th, 2008 episode.

Consistency. In order to determine whether consistency was present during the construction of the argument, the episode was observed to establish whether repetition was used, because the use of repetition indicates consistency. Specifically, the episode was observed to uncover whether repetition was used when discussing *the construction of the problem*, because the continued use of repetition regarding the issues being discussed on the episode likely helped in establishing a logically sound argument.

One of the clearest messages given consistently during the development of the argument, and repeated in various forms by Winfrey, experts, victims and victim's parents was: *Stranger danger' is not the most prevalent form of child predation and sexual abuse. Rather, pedophiles and child sex offenders usually 'groom' children they know, and after gaining the trust of those children/teens, victimize them. Most often, until caught, pedophiles and sex offenders are perceived as "normal" or "average guys" by victims and their families, as well as by others who know them.* The first time this message was sent during the episode was when Winfrey said it

herself: “If your child is being abused, it's probably by *somebody you know* [emphasis added]” (Harpo Productions, 2008, p. 7). The message was sent again by Winfrey when she introduced Roy Pompa: “Friends and neighbours say Roy Pompa seemed like a *typical family man* [emphasis added]. He always made it to his kids' games, their holiday parties, and the neighbourhood picnics. But . . . he was doing the unthinkable” (Harpo Productions, 2008, p. 7). The next time the same message was sent during the episode, it was by victims of Roy Pompa's crime. Each of the three victims emphasize that they knew and trusted Pompa and would have never suspected him to be a pedophile. One victim, Ally, noted,

I don't know who to trust anymore, because I trusted Mr. Pompa and he took advantage of that. . . He was just a regular guy. I considered him like a second father. I was friends with his daughter. We played basketball together, volleyball, cheerleading. He was always, like -- always there for us”. (Harpo Productions, 2008, p. 7)

Consistency was further observed in the episode when the same message was repeated in three more instances when three case studies of pedophiles caught using Waters' technology were reviewed: The case of Wayne Bleyle – “*A children's respiratory therapist* [emphasis added]” (Harpo Productions, 2008, p. 11); the case of Murray Jones – who abducted, raped and murdered his girlfriend's granddaughter Jessica Rae Delatorre while she stayed with her grandmother (Harpo Productions, 2008, p. 11); and the case of John Lockheart – “*He was a lawyer and a father of two*[emphasis added], but . . . is now behind bars for raping an infant girl and posting pictures of the assault online” (Harpo Productions, 2008, p. 11). These three case studies highlighted the same message and were consistent with Winfrey's message, as well as with the messages of the three victims.

The message was sent again when Winfrey asked the parents of the victims, “So nothing you ever heard from the girls caused you – your daughter, your daughter, your daughter -- caused you to suspect anything” (Harpo Productions, 2008, p. 12)? Their answers were again very

consistent as parents of the victims, and with the rest of the guests and formal speakers who had appeared on the episode. One parent, Tom said “*he was just like anybody sitting next to you* [emphasis added]. You -- you'd -- I would have never figured it out myself” (Harpo Productions, 2008, p. 12).

The message was again consistently emphasized (specifically the grooming part of the message) by Winfrey, during the discussion with the parents:

What I want everybody to know is is that usually it's not going to be some big thing that happened, because what these guys do . . . is that they groom the kids. It's a slow process. We were talking earlier about even on the videos, they start out tickling the kids, it starts out as a game, it feels like it's fun, and that is done so that by the time the actual molestation occurs, the child thinks that they're part of it. They think that they made it happen. (Harpo Productions, 2008, pp. 14 – 15)

The message was reinforced and given consistency for a final time by Camille Cooper who was working to pass Bill 1738. Winfrey asked Camille what she would like parents to know about internet predators. Her reply was:

I guess what I first want them to really understand -- and you said it today -- is that *the internet predator is the same [person] who sits next to you at Church, who lives next door to you, who is a professional liar, professional manipulator. It's your child's coach. It's your child's teacher. It's a family member, it's Uncle Bob.* That's who the child predator is, and that's the same guy that's online trading in these images to normalize his behavior, as Agent Waters said. (Harpo Productions, 2008, p. 15)

This reiterated one component of the message – that child predators are “normal guys”.

Camille’s second message to viewers or parents worked to confirm another component of the message - namely that child predators groom children and parents.

These guys, they're professional liars and manipulators, and they gain a parent's trust in order to have access to your child. That's what they're professional at. They pass lie detector tests. They pass sex offender risk assessment tests. They can go in, they can charm anybody and groom these children, and they groom you as parents to gain access to your children. (Harpo Productions, 2008, p. 16)

Consistency helps bring strength and legitimacy to the message (Cialdini, 2009, p. 53). A viewer hearing the same message consistently repeated by Winfrey herself, by three victims of the crime; by three parents of victims of the crimes; by one person working with *Protect*, an organization working to pass Bill 1738; and through descriptions of three case studies exemplifying this message, would likely be adequately persuaded to believe the message. The presence of commitment and consistency helped the overall development of a logically sound argument during the September 15th, 2008 episode of *The Oprah Winfrey Show*. Ultimately, the presence of logic, including commitment and consistency likely helped persuade viewers to take action in passing Bill 1738.

Chapter Summary

This chapter analyzed the September 15th, 2008 episode of *The Oprah Winfrey Show* and described the presence of logic, including commitment and consistency. The role that logic, including commitment and consistency, played in the successful passing of Bill 1738 was also explored. The findings indicate that there is indeed evidence of the presence of logic, mainly exemplified in the logical format or sequence of events the episode followed, which ultimately helped structure a logically sound argument.

The findings also reveal the presence of commitment and consistency. Specifically, Winfrey made a point during the episode to emphasize her previous commitment to the issue of child predators/pedophiles. This likely helped viewers perceive Winfrey as a logical person who acts in accordance (with consistency) with her previous commitments. Winfrey likely reaped the rewards granted to those who act with consistency, and therefore, was likely perceived as possessing “personal and intellectual strength” (Cialdini, 2009, p. 53). Consistency in the way in

which issues on the episode were discussed helped solidify the construction of a logically sound argument, and in turn, likely helped persuade viewers to take action in passing Bill 1738.

The next chapter of the findings analyzes the September 15th, 2008 episode of *The Oprah Winfrey Show* to explore the presence of *speaker credibility*, including *authority*, during the episode. The chapter also explores the role which the presence of speaker credibility, including authority played in helping influence viewers, persuading them to assist in passing Bill 1738.

Chapter Six: The Presence of Speaker Credibility, Including Authority

The purpose of this analysis was to better understand the strategies by which a leader successfully influences others with the purpose of creating measurable change. To remind the reader of the specific conceptual framework, for the purpose of this analysis, six principles of influence were each sub-categorized under one of three methods of persuasion (refer to *Figure 2*). Relevant to this chapter specifically, authority has been sub-categorized under speaker credibility.

Chapter Five revealed that elements of logic, including commitment and consistency, were present during the September 15th, 2008 episode of *The Oprah Winfrey Show*. This chapter analyzes and describes the presence of speaker credibility, including authority in the episode. This chapter also explores the role the presence of speaker credibility including authority, played in helping influence viewers, persuading them to take action towards the successful passing of Bill 1738. This chapter first analyzes and describes the presence of speaker credibility during the episode, and then analyzes and describes the presence of authority during the episode.

The Presence of Speaker Credibility

In order to analyze and describe the presence of speaker credibility, the episode was observed to determine whether, in the case of each of the eleven formal speakers and guests on the episode, an effort was made to emphasize the individual speaker's credibility. The presence of Perkins' (2008) concept of speaker credibility was evident in the analysis of the September 15th, 2008 episode of *The Oprah Winfrey Show*.

Findings indicate that speaker credibility was present during the episode, most obviously observed in the emphasis Winfrey placed on experts' opinions and advice. In the September 15th, 2008 episode, Winfrey hosted a total of eleven guests or speakers. Each of these eleven guests or speakers were considered experts, based on either their positional authority or job title, or their first-hand experience. To emphasize the credibility of the guests or speakers, each guest on the episode was not only introduced orally with either their job title or the nature of their first-hand experience, but also with a written caption detailing their title or experience that appeared on the television screen when the person was shown. The emphasis of the job title or nature of their experience which continued throughout the entire episode, likely helped convince viewers that the guests or speakers were credible sources of information. This in turn, likely helped persuade viewers to assist in passing Bill 1738.

Positional authority or job title. It has been noted that "titles such as CEO, CFO, COO, president, chairperson of the board, founder, and other labels attest to the importance of the credibility as a persuasive force" (Perkins, 2008, p. 146). During the episode, a total of five, out of the eleven formal guests or speakers, were introduced with titles or other labels. A list of the name of the formal guest or speaker is provided here, with their title or label in brackets follows: Michelle Collins (Centre for Missing and Exploited Children); Christine Feller (Centre for Missing and Exploited Children); Claude Davenport (Sr. Special Agent U.S. Immigration and Customs Enforcement); Flint Waters (Developed software to track child pornography; Wyoming's Internet Crimes Against Children Task Force); and Camille Cooper (working to pass "Protect our Children" act) ("Internet Predators," 2008). To emphasize the credibility based on positional authority or job title, every guest was introduced orally with either their job title or the

nature of their first-hand experience included in their introduction, and with a written caption noting their title or the nature of their experience when the person was shown.

Michelle Collins, Christine Feller, Flint Waters and Camille Cooper each spoke to the episode topic (internet predators) based on their positional authority, as their specific job titles were not noted. Claude Davenport spoke to the episode topic (internet predators) based on the authority granted to him through his job title – Senior Special Agent for *Immigrations and Custom Enforcement*. Viewers, especially those “who are most influenced by what others think and say” (Perkins, 2008, p. 146), were likely willing to take what these guests and speakers were saying as reliable information. This, in turn, likely helped to influence viewers, persuading them to take action to help pass Bill 1738.

First-hand experience. Although not occupying a formal position or job title, people who had first-hand experience with an issue were also constructed as authorities on the topic of internet predators during the episode. During the episode, a total of six out of the eleven formal guests or speakers were introduced based on the nature of their first-hand experience with internet predators: Ally, Jasmine, and Amanda (Molested by a neighbor); and Kelly, Vanessa, and Tom (Daughter was molested by a neighbor) (“Internet Predators,” 2008). Both victims of pedophiles/internet predators, and parents of victims of pedophiles/internet predators, spoke to the episode topic in various regards, one of which included offering preventative advice to the public. As personal experience is highly valued, viewers were likely willing to take what these guests and speakers were saying as reliable information. This, in turn, likely helped to influence viewers, thus helping persuade them to assist in passing Bill 1738.

At several points during her career as a talk show host, Winfrey has discussed her own experience as a victim of sexual abuse (Harris & Watson, 2007). Although attention was not brought to the fact that Winfrey herself was once a victim of sexual abuse *during* “Internet Predators: How bad is it?”, Winfrey may have been perceived as an expert on the episode topic, based on viewers’ previous knowledge of this fact. At several points during the episode, Winfrey spoke as an authority on the topic, offering her opinions and input into the issue of sexual abuse. Although never noting her own experience with the issue during this episode, Winfrey did draw attention to her commitment to the issue at several points during the episode, (as previously noted in the logic chapter). This mention of her commitment to the issue might have reminded viewers of Winfrey’s personal experience with the issue and lead viewers to perceive Winfrey as an expert on this topic. Perceiving Winfrey as an expert on the topic may have influenced viewers to assist in passing Bill 1738.

The emphasis of the positional authority, job title or first-hand experience of the eleven formal guests or speakers (plus Winfrey herself) who were given a voice during the episode, is evidence of the presence of speaker credibility. Including guests and speakers who were accepted as reliable sources of information by virtue of their speaker credibility, likely strengthened the overall persuasive message of the episode. The presence of speaker credibility, therefore, likely helped to persuade viewers to take action and assist in passing Bill 1738.

This chapter next analyzes and describes the presence of authority, specifically the presence of Cialdini’s (2009) three “symbols of authority”, during the September 15th, 2008 episode of *The Oprah Winfrey Show*. The role that the presence of authority played in helping influence viewers, persuading them to take action in passing Bill 1738, is also explored.

The Presence of Authority

Three “symbols of authority” - *titles*, *clothes* and *trappings* which, when present (individually or combined), are argued to elicit subconscious compliance from people (Cialdini, 2009). In this section, the September 15th, 2008 episode of *The Oprah Winfrey Show* is analyzed, describing the presence of authority through the use of the three aforementioned symbols of authority. This section also explores the role the presence of authority played in helping to influence viewers and to persuade them to assist in passing Bill 1738. The presence of these authority, the episode was observed for evidence of the presence of titles, clothes and/or trappings.

Titles. Titles are highly recognized as increasing a person’s credibility (Cialdini, 2009; Perkins, 2008). Cialdini notes, “to earn a title normally takes years of work and achievement” (p. 184). As such, it makes sense that those who occupy titles are considered valued experts. The presence of titles was already described above in the *Positional Authority or Job Title* section of this chapter. Of the eleven formal speakers and guests appearing on the September 15th, 2008 episode of *The Oprah Winfrey Show*, only Claude Davenport was introduced verbally with his formal job title. When Davenport was shown, a caption below his face also noted his formal job title. As “Sr. Special Agent” for *Immigrations and Custom Enforcement* (“Internet Predators,” 2008). To reiterate, it is likely that the use of Davenport’s title helped earn him speaker credibility. His arguments were likely given speaker credibility, which in turn likely helped influence viewers to assist in passing Bill 1738.

Clothes. Both *uniforms* and a *well-tailored business suit* are types of clothing that induce subconscious compliance in many people (Cialdini, 2009, p. 189). There is evidence of both types of clothing in the September 15th, 2008 episode of *The Oprah Winfrey Show*.

Uniforms. Two of the eleven formal guests or speakers on the episode wore symbols which can be considered elements of a uniform. Claude Davenport (Sr. Special Agent for the U.S. Immigration and Customs Enforcement), appeared during the episode in a video showing him at his job site. In the video, although he wore a business suit and not a formal uniform, Claude wore a pin which resembled a badge of an official officer. Flint Waters (Wyoming's Internet Crimes Against Children Task Force), appeared on the episode both in a video showing him at his place of work, and as a guest. In the video, although not in a full uniform, Flint wore a sheriff's hat, and a holster around his waist which held a gun and his badge.

Although not traditionally dressed in full uniforms, these symbols (badges and holsters holding guns) can be considered elements of a uniform which are noted to symbolize authority (Cialdini, 2009). The appearance of elements of a uniform on two of the eleven formal guests or speakers on the episode, may have helped influence viewers to assist in passing Bill 1738.

The well tailored business suit. Cialdini (2009) argues "less blatant in its connotation than a uniform, but nonetheless effective, is another kind of attire that has traditionally indicated authority status in our culture: the well-tailored business suit" (p. 189). Of the eleven formal guests and speakers on the show, five wore elements of a business suit. Claude Davenport wore a full business suit including a collared dress shirt; a jacket and a tie. One father of a victim, Tom, wore a collared shirt, a sweater and a tie. Christine Feller, Michelle Collins and Flint Waters (when appearing as a guest on the show) all wore business jackets over their less formal outfits.

Five of the eleven formal guests or speakers wearing elements of a business suit, were likely perceived to be more authoritative as they spoke about the topic. In turn, this likely helped Winfrey's attempt to influence viewers to take action and assist in passing Bill 1738.

Trappings. According to Cialdini (2009):

Aside from its function for uniforms, clothing can symbolize a more generalized type of authority when it serves an ornamental purpose. Finely styled and expensive clothes carry an aura of status and position, as do similar trappings such as jewelry and cars. (p. 190)

Although no automobiles were shown in any capacity during the episode, finely styled and expensive clothes, as well as jewelry, were present on the host of the show - Oprah Winfrey herself. Winfrey wore a black/navy and white striped, collared shirt with a black/navy vest, black/navy tailored dress pants and high heel shoes. Winfrey's hair was tied back revealing extremely large diamond earrings. Winfrey's clothing was very finely styled, professional and appeared expensive. Winfrey's earrings symbolize success, money, and status by making her appear an authority figure. These elements of trappings combined likely helped to strengthen Winfrey's attempt to influence her viewers, persuading them to take action in helping pass Bill 1738, by making her appear an authority figure.

Chapter Summary

This chapter analyzed the September 15th, 2008 episode of *The Oprah Winfrey Show* and described the presence of speaker credibility, including authority. This chapter also explored whether it is likely that the presence of speaker credibility, including authority, played a role in helping influence viewers, persuading them to take action in assisting to pass Bill 1738. The findings indicate that there is indeed evidence of the presence of speaker credibility, mainly exemplified in the emphasis (both orally and visually - in written captions) of positional

authority within an organization, job title, or the nature of their first-hand. Further, Winfrey may have also been granted speaker credibility based on her own previous, first-hand experience with sexual abuse. Although Winfrey never referred to her history of sexual abuse during the episode, Winfrey had previously spoken openly about her own sexual abuse at several points during her career as a talk show host – therefore, it is likely that several viewers watching on September 15th, 2008 were aware of this. The findings also revealed the presence of authority, including evidence of all three “symbols of authority” - titles, clothes and trappings (Cialdini, 2009) during the episode. To reiterate, it is likely that the presence of speaker credibility, including the presence of authority, helped influence viewers, persuading them to assist in passing Bill 1738.

The next chapter analyzes the September 15th, 2008 episode of *The Oprah Winfrey Show*, and describes the presence of emotion, including reciprocity, social proof, liking and scarcity. The next chapter concurrently explores whether it is likely that the presence of emotion, including reciprocity, social proof, liking and scarcity, played a role in helping influence viewers, persuading them to take action towards helping pass Bill 1738.

Chapter Seven: The Presence of Emotion, including Reciprocation, Social proof, Liking and Scarcity

The purpose of this analysis was to understand, with more clarity, the strategies by which a leader is successfully able to influence others, thereby creating measurable change. For the purpose of this analysis, six principles of influence have each been sub-categorized under one of three methods of persuasion (refer to *Figure 2*). Relevant to this chapter specifically, reciprocation, social proof, liking and scarcity were all sub-categorized under emotion.

Chapter Five revealed that logic, including commitment and consistency, were present. Chapter Six revealed that speaker credibility, including authority – specifically the presence of three “symbols of authority---titles, clothes and trappings” (Cialdini, 2009, p. 184) – was evident during the episode. This chapter analyzes for the presence of emotion, including reciprocity, social proof, liking and scarcity in the September 15th, 2008 episode of *The Oprah Winfrey Show*. The role that the emotion, including reciprocity, social proof, liking and scarcity played in helping influence viewers, persuading them to take action towards passing Bill 1738 is also explored. This chapter first analyzes and describes the presence of emotion, then describes the presence of reciprocity, social proof, liking, and scarcity.

The Presence of Emotion

In order to determine the presence of emotion in the episode, the show was observed to uncover whether any pattern(s) became apparent when specifically watching for attempts to invoke emotions. To determine patterns in attempts to invoke emotions, the episode was observed, paying specific attention to, and noting, facial expressions, imagery, visual aids,

diction/vocabulary, and verbal descriptions which invoked (or were likely to invoke) certain emotions. Notably, the episode was watched carefully to determine whether attempts were made to invoke shock, fear and inspiration, as these emotions are noted to highly motivate human behaviour (Perkins, 2008; Plutchik, 2003),

The presence of emotion during the September 15th, 2008 episode of *The Oprah Winfrey Show* was vastly evident throughout the analysis. Most prominently, careful analysis revealed there were appeals made during the episode to invoke the following emotions: *Shock, disgust, fear and inspiration*. This chapter describes attempts to invoke these four emotions. In each section, the role that attempts to invoke that specific emotion played in the development of the overall argument of the episode is explored. The role that attempts to invoke that specific emotion likely played in helping influence viewers, persuading them to take action towards passing Bill 1738, is also explored.

Attempts to invoke shock. There were several examples of attempts to invoke feelings of shock in viewers throughout the duration of the September 15th, 2008 episode of *The Oprah Winfrey Show*. Examples of attempts to invoke shock were most prominent during the construction of the argument. In order to illustrate the extent and magnitude of the problem, namely the issue of pedophiles/sexual predators exchanging pornographic images of children online, Winfrey began the show by standing in front of an oversized map of the United States. As previously noted, this map then lit up in time lapse behind Winfrey, to illustrate the path pornographic images of children from one computer take, when being exchanged on “just an average day in America” (Harpo Productions, 2008, p. 1). There was a very large number of dots on the map at the end of the demonstration. This demonstration of the number of people involved

in the online trading of pornographic images of children in one day (September 2, 2008) likely invoked feelings of shock in viewers. Winfrey emphasized the shocking nature of the problem: “the number of pedophiles and child pornographers online would literally *blow your mind* [emphasis added]” (Harpo Productions, 2008, p. 1).

Beyond this example, the explicit use of the word shock, or some variation of the word at several points throughout the episode, likely was an attempt to elicit those same feelings in viewers. The word shock, or some variation of the word shock, was used eight times throughout the entire episode. Five out of the eight times, Winfrey herself said it. The episode opened with Winfrey saying, “All right what you are going to see is going to *shock* [emphasis added] you to the core” (Harpo Productions, 2008, p. 1). On one occasion, the word shock, or some variation of the word shock, was used by Kelly, a parent of a victim. Kelly used the word to describe her reaction when finding out her daughter had been molested by a neighbour: “How does a parent react? Disbelief. I mean, you are totally in *shock* [emphasis added]” (Harpo Productions, 2008, p. 11).

The use of the oversized map, combined with the explicit use of the word shock, or some variation of it, clearly demonstrate that attempts were made to invoke feelings of shock. Emphasis of the word shock during the construction of the problem – exemplified by both the use of the oversized map and the use of the word, or some variation of the word – likely helped viewers understand the enormity and severity of the problem. This in turn, likely helped influence viewers, persuading them to take action towards passing Bill1738. It must be noted that the appalling nature of the content within the episode was further supported by the reactions of studio audience members. These reactions included gasps, winces, wide eyes, hands covering

mouths or faces, and also worked to emphasize the dreadful nature of the content of the episode (The Oprah Winfrey Show, 2008, *Internet predators: How bad is it?*). These reactions are discussed in greater detail later in the social proof section of this chapter.

Attempts to invoke disgust. There were also several examples of attempts to invoke disgust in viewers throughout the duration of the September 15th, 2008 episode of *The Oprah Winfrey Show*. Attempts to invoke disgust were observed most prevalently in the construction of the argument and the proposal of the solution. The most obvious attempts included very graphic descriptions of the nature of pornographic images of children, combined with partially censored images of child pornography. There were several examples of very graphic descriptions of the nature of pornographic images, some of which were combined with partially censored images of child pornography and some which were not. It should be noted that feelings of disgust were closely connected to feelings of shock in this episode as viewers were likely shocked by how disgusting some of the descriptions and images were.

Michelle Collins from the *National Center for Missing and Exploited Children* was the first to describe, in graphic detail, the nature of some of the images she sees in her job.

I'm looking right now at a photograph of a young child who's 18 months old. She's laying on the floor of her living room. Her face is blocked out to protect her identity. She's so young. She actually had a diaper laying next to her and she has a pacifier in her mouth. (Harpo Productions, 2008, p. 2)

This information was likely both disgusting and shocking to viewers. As Michelle spoke, there was a blurred image of child pornography visible on her computer screen. Another example of an attempt to invoke disgust, likely at the same time as attempting to shock viewers, occurred when Claude Davenport (Sr. Special Agent) described what he sees in his role at the cyber crime center.

Activities of live molestation are limitless, everything from touching and cuddling all the way up to penetration with objects. No holds barred, we've had cases where infants have been molested on live feed. . . . The worst thing I've seen in all of my years, is probably the molestation of an infant that still had the stubble of an umbilical cord being vaginally raped. (Harpo Productions, 2008, p. 2)

It is clear during this scene that Claude had been asked to describe the worst thing he had ever seen. This indicates a clear attempt on the part of whoever was asking (behind the camera) to attain a response that described extremely disgusting information ("Internet Predators," 2008). There was not a partially censored image of child pornography which accompanied this description.

One of the most extreme examples of an attempt to invoke feelings of disgust and shock in viewers was Winfrey's thorough description, combined with partially censored images of, an instruction manual used by pedophiles:

So I have in my hand part of an actual instruction book for how to molest and rape children created by online pedophiles and passed around the internet. You at home are going to see a censored version of this, but this audience is actually going to see exactly what I'm looking at. So I'm going to describe it for you.

It says, "Before you start, the tutorial provides some ideas and suggestions on how to use everyday items as a sex toy for your preteen daughter. All of these toys can be used in your girl's blank or blank. Some hints to start with. Get a big stash of lubricant. Always apply a lot to your girl and the toys when you are playing. Get a proper digital camera, the best you can afford. Take a lot of pictures. The more, the better. Pictures are good, but film is much better."

And then it starts with age "0-plus: Pacifier. Change the way your baby girl uses her pacifier. Apply a bit of lubricant and just blank. Stick your baby's pacifier in her blank, or put it in your baby's blank and wiggle it around. For age four-plus: pencils with a rounded back end are suitable as a toy. Let your girl create a drawing with pencils stuck in her -- she will blank them in deeper as she tries. You can get the tip of the pencil into her blank at age three and into her blank at age four. If your girl is older, the pencil goes in deeper". (Harpo Productions, 2008, pp. 2 – 3)

This information, combined with the partially censored images, likely invoked disgust and shock in viewers. The studio audience members' (who were seeing the uncensored version) reactions were shown on camera to viewers watching at home. The facial expressions and body language of the studio audience members indicated shock and disgust. Several studio audience members covered their eyes or mouths. Some winced, some looked away and some furrowed their eyebrows. One woman was also shown wiping away a tear ("Internet Predators", 2008).

A final example occurred when Winfrey asked Flint Waters to describe an animated training video used by online predators to help train other pedophiles.

So we have an animated training video produced by internet predators -- produced by internet predators that obviously we cannot broadcast, but I can see it with the studio audience and tell you about it. It teaches young girls how to perform sex acts. So, studio audience, if you don't want to see it, shut your eyes. If you do, watch with me. This is how they groom the little girls. Can you describe what we're seeing, Flint? (Harpo Productions, 2008, p. 5)

Again, a clear attempt is made to attain a description of something that will likely invoke disgust in viewers. As the partially censored version of the animated training video was shown to viewers at home, Flint explained,

Well, at the beginning, the little girl is holding her finger up to her lips that this is a secret, and then it's an animated movie of a little girl being taught how to masturbate an adult male. (Harpo Productions, 2008, p. 6)

The reactions of studio audience members (who were viewing the uncensored version) were again shown to viewers at home. Reactions of studio audience members again indicated shock and disgust. Feelings of disgust and likely shock were interpreted based on their facial expressions, as well as their body language. The reactions of the studio audience members likely worked to strengthen the degree to which viewers at home felt shocked and disgusted. The

reactions of studio audience members are discussed in greater detail in the social proof section of this chapter.

The use of very graphic descriptions of the nature of pornographic images of children, as well as, partially censored images of child pornography (sometimes in combination), likely invoked disgust in viewers. Notably, attempts to invoke feelings of disgust were most prominent during the construction of the problem and the description of the proposed solution. These feelings were likely combined with feelings of shock in viewers. The emphasis of the disgusting and shocking nature of the problem – exemplified by both the use of very graphic descriptions of the nature of pornographic images, as well as the use of partially censored images of child pornography (sometimes in combination) – likely helped viewers become aware of the extent and problematic nature of the disturbing and heinous crimes that pedophiles/online predators engage in. This in turn, likely played a role in helping influence viewers, persuading them to take action towards passing of Bill 1738. The reactions of the studio audience members shown to viewers watching at home during the description of the training manual and the video used to train children to perform sexual acts, could be interpreted as feelings of shock and disgust. Viewers seeing and interpreting these reactions were likely to experience a strengthening of their own feelings of shock and disgust (Cialdini, 2009) as a result. It is therefore likely that showing the reactions of studio audience members also played a role in helping influence viewers, persuading them to take action towards passing Bill 1738.

Attempts to invoke fear. Several examples attempted to invoke fear in viewers throughout the duration of the September 15th, 2008 episode of *The Oprah Winfrey Show*. Most prominently, attempts to invoke feelings of fear were observed during the construction of the problem and the description of the proposed solution. Most obviously, this was done by

redefining pedophiles/online predators and sexual abuse in a way which made it seem as though any child could fall victim to this crime. Recognizing that sexual predators/pedophiles are most commonly people whom victims know and trust, and that sexual abuse usually occurs after a lengthy manipulative process known as grooming, likely made this phenomenon seem much more frightening to viewers, especially to parents who previously believed that they could educate and, therefore, protect their children from sexual predators and sexual abuse. Redefining what type of people are sexual predators/pedophiles, and redefining the process by which a child falls victim to sexual abuse, may have resulted in the interpretation that *every child is at risk of falling victim to a pedophile/online predator*. This was likely a very frightening thought for viewers, especially those with children in their lives. When this message was supported by victims, and parents of victims, of this crime, it was likely effective in invoking fear among viewers.

There were several examples of pedophiles/online predators in the episode, many of whom were described in Chapter Five under *The Presence of Commitment and Consistency*. The case of Roy Pompa is an example which clearly supported the message. The victims of Roy Pompa's abuse and the parents of those victims repeatedly supported the message. Winfrey introduced Roy Pompa as someone who had been described by those who knew him as "a typical family man" (Harpo Productions, 2008, p. 7). A picture of Roy Pompa was shown as Winfrey introduced the case. To the average viewer, there was likely nothing unusual about the image of Pompa. Pompa had white skin, dark (slightly greying) hair, wore glasses and a black jacket with a green collared shirt underneath ("Internet Predators", 2008).

The message was sent yet again by victims of Roy Pompa's crime. Each of the three victims emphasized the "regular", "average" or "normal" nature of Pompa and each noted that they never were suspicious of Pompa. Two victims, Ally and Jasmine, noted that they thought of him as another father (Harpo Productions, 2008, p. 7). A third victim, Amanda supported the same message:

We always just thought he was an *average-Joe guy* [emphasis added]. He was a really good guy, and I was really close friends with his daughter. We'd go to camp together and he'd send us letters and packages he'd ship us candy and he'd play games with us and take us places. (Harpo Productions, 2008, p. 8)

The comments made by the three victims supported the message that a pedophile/online predator can appear to be a regular person. The message was again supported by parents of the victims. Winfrey explicitly asked the parents of Roy Pompa's victims whether they suspected anything (Harpo Productions, 2008, p. 12). All three parents' answers again supported the message that pedophiles/online predators may appear "normal". One parent, Vanessa, stated that their families had spent Thanksgiving with the Pompa family a week prior to him being arrested, and noted that their family's trust of Pompa was so high "it was an open-door policy" (Harpo Productions, 2008, p. 12).

The repeated message that sexual predator/pedophiles can appear to be regular was made by young girls who had themselves fallen victim to pedophile/online predator Roy Pompa, and by all three parents of Roy Pompa's victims; likely invoked fear among viewers – again based on the interpretation that perhaps this *could* happen to anyone. These feelings of fear, likely helped influence viewers, persuading them to take action towards passing Bill 1738.

Attempts to invoke inspiration. There were two examples of attempts to invoke inspiration in viewers throughout the duration of the September 15th, 2008 episode of *The Oprah*

Winfrey Show, both observed within the final five minutes of the episode during the explanation of the action plan. The first example of an attempt to invoke inspiration occurred when Winfrey said:

It has nothing to do with your politics. It has everything to do with us putting our money as a nation where our talk has been and doing something, actually putting the funding behind what is necessary to catch these guys. This is a dark evil pervading our country, and we're not going to change it unless we provide the money that is necessary to create, so there's just not one guy sitting in a room in Wyoming trying to do it, but there's a system that says, "This is what we want to do. We want to get these guys and put them in jail". (Harpo Productions, 2008, p. 16)

The second and final time that an attempt was made to invoke feelings of inspiration was when Camille Cooper (working to pass Bill 1738) made her final appeal to viewers, claiming that in order to pass Bill 1738, "They need an army of mothers across this country to on mass, storm the United States Congress and tell the Senate to pass 1738" (Harpo Productions, 2008, p. 17). These noted attempts to invoke inspiration among viewers, likely played a role in helping influence viewers, persuading them to take action towards passing Bill 1738.

Attempts to invoke shock, disgust and fear were observed during the construction of the argument and the description of the proposed solution. Attempts to invoke inspiration did not occur until the very end of the episode during the action plan. Overall, attempts to invoke the combined feelings of shock, disgust, fear, and inspiration likely played a role in helping influence viewers, persuading them to take action in passing Bill 1738. The next section of this chapter analyzes and describes the presence of reciprocity, social proof, liking and scarcity in the September 15, 2008 episode of *The Oprah Winfrey Show*.

The Presence of Reciprocation

Reciprocation was sub-categorized under the persuasive method emotion, as it has been noted to be "a widely shared and strongly held *feeling* [emphasis added] of future obligation"

(Cialdini, 2009, p. 20). As previously noted in this chapter, according to Cialdini, reciprocation is so pervasive, it can be observed in all human societies.

The presence of reciprocation was evident on the September 15th, 2008 episode. When analyzing for the presence of reciprocation, the episode was observed specifically for instances in which Winfrey emphasized her generous nature or ways she has given to the cause. Cialdini (2009) claims that when people are given something, they feel a powerful desire to give back. Although Winfrey may not have given *directly* to the people she was commissioning for help, and the exchange may not be an exchange of similar goods, for the purpose of this analysis the assumption was made that people are more likely to help another person to support a cause to which that same person has given a great deal. In an attempt to analyze the presence of reciprocity, auditory cues were used.

During the September 15th, 2008 episode, Winfrey made a point of noting a previous substantial financial investment she had personally made in support of this cause. "A couple of years ago, I was offering hundred thousand dollar rewards to anybody who could find certain accused child predators in this country" (Harpo Productions, 2008, p. 16). According to *Oprah.com* (2010c), on the October 4th, 2005 episode of *The Oprah Winfrey Show*,

Oprah pledged to the nation that she would do everything in her power to help take child molesters off the streets. "The children of this nation are being stolen, raped, tortured and killed by sexual predators who are walking right into your homes," said Oprah. "I have had *enough*. With every breath in my body, whatever it takes and, most importantly, with you by my side, we are going to move heaven and earth to stop an evil that's been going on for far too long". (para. 1)

The show launched *Oprah's child predator watch list* to which Winfrey referred on the September 15th, 2008 episode. On the October 4th, 2005 episode, Winfrey is quoted as having addressed her viewers saying,

I plan to work with law enforcement officials, and if they tell me that one of you turned in one of these fugitives that we are exposing today, and that information leads to the capture and arrest of one of these men, I will personally give a \$100,000 cash reward. (Oprah.com, 2010c, para. 2)

On the September 15th, 2008 episode, Winfrey made an appeal to her viewers to take action in helping pass Bill 1738. The reminder of Winfrey's previous reward of \$100, 000 to *any viewer* who helped catch fugitives, may have invoked a feeling of indebtedness in some viewers watching on September 15th, 2008. This feeling was likely strengthened when Winfrey said "I don't have enough money to find them all. But we can legislate so there is enough money to begin to do something about it" (Harpo Productions, 2008, p. 16). Essentially, Winfrey reminded viewers that she needed their help, immediately after reminding viewers of her previous personal financial investment (Harpo Productions, 2008). This may have worked to invoke feelings of indebtedness in viewers and a desire to reciprocate by taking action to help pass Bill 1738.

The Presence of Social Proof

Cialdini (2009) notes that people determine how to behave correctly by watching and following the behaviour of the majority. People are most likely to follow the behaviour of people they perceive as *similar* to themselves (Cialdini, 2009, p. 118). On television programs, canned laughter (pre-recorded laughter played during segments which are supposed to be funny) is effective because "we have become so accustomed to taking the humorous reactions of others as evidence of what deserves laughter that we too can be made to respond to the sound, and the substance, of the real thing" (Cialdini, p. 99). Therefore, it is likely that emphasizing other emotions has the potential to induce the same effect in viewers watching at home.

When analyzing for the presence of social proof, the episode was observed to determine whether or not the feelings and reactions of people not included in the episode as formal guests

and speakers were emphasized. Facial expressions, gestures, body language, sound effects, tone of voice or applause, which indicated the feelings and reactions of those people who were not formal guests and speakers, were watched for specifically.

Cialdini's (2009) example of canned laughter is particularly relevant in the analysis of the September 15th, 2008 episode. Although the episode did not use canned laughter, the reactions of studio audience members were emphasized on four occasions ("Internet Predators," 2008). At two points during the episode, studio audience members were shown uncensored images, while viewers watching at home were only shown the censored images due to the highly graphic and inappropriate nature of the images. During these two occasions, the reactions of studio audience members were broadcast. This was likely done to emphasize the disturbing nature of the material being discussed, as well as to elicit similar reactions among viewers watching at home. Towards the end of the episode when Camille Cooper made her final appeal indicating that they need an army of mothers to take action and help pass Bill 1738, studio audience members were again shown, each indicating support for Cooper's message. These shots were likely designed to elicit similar feelings of support among viewers watching at home. Finally, the only point during the episode in which the studio audience applauds was after Winfrey's lengthy, final appeal to viewers to take action in helping to pass 1738. Applause was likely allowed by producers at this point of the episode, to elicit similar feelings of support among viewers watching at home.

The first time studio audience members were shown uncensored images while viewers watching at home could only be shown censored images was when Winfrey described the instruction manual used by pedophiles/online predators. During this section of the show, eleven

studio audience members were shown to viewers watching at home. Winfrey introduced the manual, and made it clear as to exactly what would happen next:

So I have in my hand part of an actual instruction book for how to molest and rape children created by online pedophiles and passed around the internet. You at home are going to see a censored version of this but this audience is actually going to see exactly what I'm looking at. (Harpo Productions, 2008, pp. 2-3)

As Winfrey said "but this audience is actually going to see what I'm looking at" (Harpo Productions, 2008, p. 3), the first person was shown - a woman who sighed deeply in anticipation and bit her lip. As Winfrey said "So I am going to describe it to you" (Harpo Productions, 2008, p. 3), the second person was shown on camera - she appeared nonreactive or calm. As Winfrey went on and described the instruction manual, the reactions of studio audience members became more pronounced. As Winfrey said, "Always apply a lot to your girl and the toys" (Harpo Productions, 2008, p. 3), the third person was shown - a woman with her brows furrowed and her hand was covering her mouth, indicating surprise or shock. As Winfrey said "when you are playing" (Harpo Productions, 2008, p. 3), a fourth person was shown - a woman with her brows furrowed, then raised. As Winfrey said "Get a proper digital camera, the best you can afford" (Harpo Productions, 2008, p. 3), a fifth person was shown - a woman with her mouth open, indicating she was surprised or shocked by what she was seeing and hearing. As Winfrey said "And then it starts with" (Harpo Productions, 2008, p. 3), a sixth person was shown - a woman with her hand covering her mouth indicating surprise or shock, who wiped a tear indicating sadness. As Winfrey said "put it in your baby's blank" (Harpo Productions, 2008, p. 3), a seventh person was shown - a woman who was looking down and rubbing her head. As Winfrey said "and wiggle it around" (Harpo Productions, 2008, p. 3), an eighth person was shown - a woman who closed her eyes and swallowed. As Winfrey said "get the tip of the pencil into her

blank at age three” (Harpo Productions, 2008, p. 3), a ninth person was shown – a woman who closed her eyes, put her head down, plugged her ears and winced. As Winfrey said “and into her blank at age four” (Harpo Productions, 2008, p. 3), a tenth person was shown – a woman who turned her head and looked down, indicating disgust at what she was seeing and hearing. Finally, as Winfrey said “If your girl is older, the pencil goes in deeper” (Harpo Productions, 2008, p. 3), an eleventh person was shown - a woman who put a tissue to her nose, gasped and then lifted her eye glasses to wipe her eyes with the tissue. These reactions were likely shown to viewers watching at home to help elicit similar feelings of support among viewers watching at home.

The second time during the episode that uncensored images were shown to studio audience members was when Winfrey described the animated video used by child predators/pedophiles to train children how to perform sex acts on adults. During this time eight studio audience members were shown. Winfrey introduced the training video, emphasizing its disturbing nature.

So we have an animated training video produced by internet predators -- produced by internet predators that obviously we cannot broadcast, but I can see it with the studio audience and tell you about it. It teaches young girls how to perform sex acts. So, studio audience, if you don't want to see it, shut your eyes. If you do, watch with me. This is how they groom the little girls. Can you describe what we're seeing, Flint? (Harpo Productions, 2008, p. 5)

As Flint said “This is how they” (Harpo Productions, 2008, p. 5), the first person was shown - a woman whose eyes looked away and she had her hand covering her mouth. As Flint said “groom the little girls” (Harpo Productions, 2008, p. 5), the second person was shown - a woman who looked away. As Flint said “how to masturbate an adult male” (Harpo Productions, 2008, p. 6), the third person was shown - a woman whose mouth was open. As Flint said “And these are not the movies that we’re prosecuting” (Harpo Productions, 2008, p. 6), the fourth person was shown - a woman with wide eyes and an open mouth. As Flint said “This is the training material”

(Harpo Productions, 2008, p. 6), the fifth person was shown – a woman plugging her ears. As Flint said “The stuff that we’re prosecuting, all of these depict real infants” (Harpo Productions, 2008, p. 6), the sixth person was shown - a woman who sighed and her eyes looked up. As Flint said “real toddlers in these sex acts” (Harpo Productions, 2008, p. 6), the seventh person was shown - a woman whose head was shaking “no” and sighed. Finally, as Winfrey said “Right” (Harpo Productions, 2008, p. 6), agreeing with what Flint had said, the eighth and final person was shown - a woman who had her hand on her face and was looking away. The emphasis on the reactions of these women was likely made to help elicit similar feelings among viewers watching at home who did not have access to the uncensored materials.

The third occasion during the episode in which the studio audience members reactions were focused on was during Camille Cooper’s appeal to viewers. During this time four studio audience members were shown. The four women were shown as Camille finished her appeal saying “tell the Senate to pass 1738” (Harpo Productions, 2008, p. 17). Three out of the four women shown nodded their head yes as Camille spoke – indicating support. The reactions of these women were likely shown to elicit similar feelings of support among viewers watching at home.

As previously noted, studio audience members applauded only once during the episode. This occurred immediately after Winfrey’s lengthy final appeal to viewers to assist by taking action to help pass Bill 1738 (“Internet Predators,” 2008). This indicated support for Winfrey’s appeal and was likely included to elicit similar feelings of support among viewers watching at home.

It is possible that when viewers watching at home were unable to see the uncensored images, they relied on the reactions of the studio audience members to assess the nature of the

images and reacted in a similar way – namely in shock and disgust, in both instances. The two instances which indicated support (nodding yes as Camille Cooper spoke and applauding after Winfrey’s final appeal) also may have strengthened feelings of support among viewers.

Therefore, it is likely that the presence of social proof in these instances during the episode played a role in helping influence viewers, persuading them to take action towards passing Bill 1738.

The Presence of Liking

According to Cialdini (2009), “few of us would be surprised to learn that, as a rule, we most prefer saying yes to the requests of people we know and like” (p. 142). Several factors increase our likelihood of liking a person: Physical attractiveness, similarity, praise, increased familiarity, and association (Cialdini). Observing for the presence of these factors guided the overall analysis of the presence of liking. At points during the analysis, I relied on my personal and therefore, subjective interpretation of the development of likability. Those individuals included in the analysis were Winfrey, formal guests and speakers, and other people who were included in the construction of the argument (i.e., victims whose stories were briefly touched upon but who did not necessarily speak). Oprah Winfrey’s previous popularity inevitably played a role in many viewers’ decision to support Winfrey’s request. Therefore, background research is provided at the outset of this section of findings in order to give credence to Winfrey’s 22 year history as a talk show host when this episode was aired.

As of September 15th, 2008, *The Oprah Winfrey Show* had been on the air 22 years (since 1986) and Winfrey’s popularity had long been noted by journalists, academics and critics. In 1988, Winfrey was named *Peoples’ choice award’s favorite talk show host* (Oprah.com, 2010e).

In an academic anthology entitled *The Oprah Phenomenon*, Harris and Watson (2007) attempt to briefly explain Winfrey's popularity.

Winfrey's ability to create a feeling of intimacy with her audience has long been cited as one of the foundations of her popularity. She has repeatedly made national headlines by engaging and informing her audience with respect to her personal relationships to race, gender, feminism and new age culture. (Book flap)

In a *USA Today* article entitled *The divine Miss Winfrey*, Oldenburg (2006) notes the extent of her popularity.

Love her or loathe her . . . [w]ith 49 million viewers each week in the USA and more in the 122 other countries to which the show is distributed, Winfrey reaches more people in a TV day than most preachers can hope to reach in a lifetime of sermons. (para. 1)

It is likely that Winfrey's highly noted popularity can be equated to likability among viewers.

With Winfrey's clearly established popularity prior to the September 15th, 2008 episode of *The Oprah Winfrey Show*, it is likely that Winfrey's popularity played a role during the episode in helping influence viewers, persuading them to assist in passing Bill 1738.

The next section of findings deals directly with factors associated with increased likability, strictly in terms of their presence on the September 15th, 2008 episode of *The Oprah Winfrey Show*.

The presence of physical attractiveness. Physical attractiveness and the halo effect it produces works just as well with children as it does with adults. "Research on elementary school children shows that adults view aggressive acts as less naughty when performed by an attractive child . . . and that teachers presume good-looking children to be more intelligent than their less attractive classmates" (Cialdini, 2009, p. 148). In order to analyze for the presence of physical attractiveness - although my personal opinion of attractiveness was used - I relied primarily on my instant assessment. As Olsen and Marshuetz (2005) note that facial attractiveness, especially symmetry within the face, is evaluated by humans *instantly* (p. 502).

During the September 15th, 2008 episode of *The Oprah Winfrey Show*, there was only one instance in which the presence of physical attractiveness was observed, and it involved a child. During the following description - “Little Jessica Ray Delatorre, fell victim to a suspected sexual predator in 2005 while staying at her grandmother's home in South Dakota. The eight-year-old was abducted, raped, and murdered by her grandmother's live-in boyfriend, Murray Jones” (Harpo Productions, 2008, p. 11) - three photos of Jessica were shown (“Internet Predators,” 2008). In all three pictures, Jessica appeared to be a very attractive and happy child. Jessica smiled in front of a birthday cake in the first picture, appeared to be laughing and dancing in the second and smiled directly at the camera in the final picture (“Internet Predators”, 2008).

These pictures were likely shown (as her story of being innocently victimized was told) to increase Jessica's likability. Increasing the likability of an innocent victim may have worked to strengthen a viewer's opinion of the extent to which the crimes Jessica endured were wrong. In turn, this may have played a role in influencing viewers, persuading them to take action towards passing Bill 1738.

The presence of similarity. People like those who are similar to them, and “this fact seems to hold true whether the similarity is in the area of opinions, personality traits, background, or lifestyle” (Cialdini, 2009, p. 148). In order to analyze for the presence of similarity, the episode was observed attempting to determine whether an effort was made during the episode to emphasize similar traits and characteristics. Specifically, I observed the episode for body language which indicates agreement (such as nodding); words/vocabulary such as “we” and “us” which emphasize idea of people as a united and homogenous group; as well as words/sounds that indicated agreement (such as “mmm” and “yes”).

During the September 15th, 2008 episode, there were several instances in which Winfrey attempted to emphasize her similarity to others. Why might Winfrey have done this? Winfrey likely did this to increase the extent to which others viewed her in a favourable fashion and to increase her likability. Winfrey attempted to emphasize her similarity to victims, to parents of victims, to viewers, and to experts – each for different reasons which affected her overall likability – throughout the episode. The following findings explored to whom Winfrey was attempting to appear similar.

Winfrey's similarity to victims and to the parents of victims. Winfrey attempted to emphasize her similarity to victims and to the parents of victims in two different ways during the episode. The most blatant way in which Winfrey attempted to emphasize her similarity to a victim occurred with Amanda. When Amanda said “It was kind of funny, because I don’t drink water, and --- I don’t like water. And one night” (Harpo Productions, 2008, p. 9). Winfrey interrupted Amanda at this point, mid-sentence to say “Me, neither” (Harpo Productions, 2008, p. 9). The exchange between Winfrey and Amanda about their similar dislike for water continued.

AMANDA: Okay. I don't like it. OPRAH WINFREY: I know. It's just so hard getting it down, isn't it? AMANDA: I don't like it. (laugh) OPRAH WINFREY: Yeah, yeah, yeah. We need it, but okay. AMANDA: Yeah, I don't like it, though. (Harpo Productions, 2008, p. 10)

This emphasis by Winfrey of her similarity to Amanda likely increased the extent to which Amanda liked Winfrey. It also likely made Winfrey appear empathetic to viewers, which likely increased their own feelings of likability towards Winfrey.

The second and more general way by which Winfrey attempted to emphasize her similarity to victims, and to the parents of victims, was by indicating agreement with what the

victims and the parents of victims were saying. Winfrey indicated her agreement by saying “mmm hmmm”; “yeah”; “okay” or “right” while victims, or the parents of victims, told their stories (“Internet Predators,” 2008). During the interviews with victims (Ally, Jasmine and Amanda), and the parents of victims (Kelly, Vanessa and Tom), Winfrey said “mmm hmmm” on twelve occasions; said “yeah” on eleven occasions; said “okay” on two occasions; and said “right” on one occasion, as these individuals spoke. It is possible that Winfrey did this to show support to the victims, and to the parents of victims, as well as to create a united front by agreeing with the victims, and the parents of victims. Winfrey likely realized the vulnerability that the victims, and/or the parents of the victims, may have been experiencing as they told their personal stories. It is also possible that what the victims, and the parents of victims were saying, resonated with Winfrey and she indicated this by saying “mmm hmmm” etc. Regardless as to why Winfrey indicated agreement, this emphasized her agreement with victims, and with the parents of victims, and likely increased Winfrey’s overall likability. The victims, and the parents of the victims, likely felt supported by Winfrey, and in turn felt an increase in positive feelings towards her. Viewers likely perceived Winfrey as empathetic and supportive, and in turn, felt an increase in positive feelings towards Winfrey. It is likely that Winfrey’s increased likability played a role in helping to influence viewers, persuading them to take action towards passing Bill 1738.

Winfrey’s similarity to viewers. During the episode, Winfrey made several attempts to emphasize her similarity to the viewers. The most obvious way by which Winfrey emphasized that she was similar to viewers, was by using inclusive vocabulary, referring to herself and the viewers as one. Examples of inclusive vocabulary include “us”, “our”, “we”, “most of us”, and “you and I” (“Internet Predators,” 2008). Throughout the entire episode, Winfrey used inclusive

vocabulary, referring to her and the viewers as one, a total of 37 times. An example which clearly demonstrates Winfrey's use of inclusive vocabulary, referring to her and the viewers as one, is:

There's really something *we* [emphasis added] can do and *we* [emphasis added] have only a few days to make some changes. So as *we've* [emphasis added] been seeing, the internet is the wild, wild west. *We've* [emphasis added] heard this for years . . . I don't think that *most of us* [emphasis added] really have a clue. (Harpo Productions, 2008, p. 3)

By speaking to the viewers as though she was one of them, Winfrey emphasized the extent to which she feels she is similar to the viewers. Winfrey demonstrated humility by grouping herself in the same category as viewers. It is possible that this in turn, increased Winfrey's likability. Viewers likely appreciated being spoken to as though they were equals, and in turn, this may have increased their positive feelings towards her.

Winfrey's similarity to experts. Throughout the duration of the episode, Winfrey emphasized her similarity to expert Flint Waters at various points. Specifically, Winfrey emphasized the similarity of her own knowledge to expert Flint Waters' knowledge, who "commands the Wyoming internet sex crimes against children task force" (Harpo Productions, 2008, p. 3), and who developed the software that can track child predators. Winfrey did so by seeking confirmation from Waters regarding facts and information she shared with the audience ("Internet Predators," 2008). An example of this was seen when Winfrey noted: "Some guys are just watching it and masturbating or doing whatever, *right* [emphasis added]" (Harpo Productions, 2008, p. 5)? Winfrey was informing the audience at the same time as seeking confirmation from Flint, who responded, "That's correct, yeah" (Harpo Productions, 2008, p. 5). Another example was seen when Winfrey said, "Yeah, because what I want everybody to know is is that usually it's not going to be some big thing that happened, because what these guys do, *as Flint can attest to* [emphasis added] is that they groom the kids. [. . .] *Is that not true, Flint*

[emphasis added]” (Harpo Productions, 2008, pp. 14–15)? Flint confirmed Winfrey’s knowledge as truth when he said, “Oh yes, we’ve seen that time and time again” (Harpo Productions, 2008, p. 15). Upon confirmation, Winfrey likely was perceived as a reliable source of information, since the information she was sharing was similar to the information experts were able to offer. Winfrey may have done this to validate what she was saying as truth and in turn, allowing her be perceived as knowledgeable as experts. Winfrey may have sought confirmation from experts to ensure she was giving reliable information to viewers. Viewers likely appreciated Winfrey’s attempt to seek confirmation, thus ensuring her information was reliable. Whatever Winfrey’s motivation, once Winfrey’s confirmation of her knowledge had been granted, she was likely viewed as possessing similar information as experts. This likely increased Winfrey’s likability by viewers.

It is likely that Winfrey’s effort during the episode to emphasize her similarity to victims and the parents of victims, to viewers, and to experts, positively affected her likability. Winfrey’s emphasis on her similarity to victims and the parents of victims demonstrated compassion and empathy. Winfrey’s emphasis of her similarity to viewers demonstrated a sense of humility. Winfrey’s emphasis on her similarity to experts demonstrated an effort to provide reliable information. All of these attempts to emphasize her similarity to others likely made Winfrey more likable in the eyes of her viewers. This in turn, likely helped influence viewers, persuading them to take action towards passing Bill 1738.

The presence of praise. Cialdini (2009) notes, “we tend, as a rule, to believe praise and to like those who provide it” (p. 151). This, in turn, makes people more willing to comply with the requests of individuals who offer praise (Cialdini). In order to analyze for the presence of

praise, the episode was observed to determine whether compliments were given and whether applause occurred at any point.

During the episode, there were several examples of the presence of praise. In one instance, Tom, father of a victim, praised the victims for their bravery. “But these girls are so strong. They sat in that courtroom and they looked him right in the eye and stared him down. They got their power back” (Harpo Productions, 2008, p. 13). Tom’s praise of the victims likely made him more likable to all viewers and all guests and speakers. This is also apparent when addressing *The presence of association* - all formal guests on the show were working towards the same goal: To influence viewers, persuading them to take action towards passing Bill 1738. As such, Tom’s increased likability may have helped the overall attempt to influence viewers, persuading them to take action towards passing Bill 1738.

Winfrey also used praise during the episode. She praised Flint Waters on several occasions during the episode, and praised the viewers. Examples of Winfrey’s praise of Waters include:

Flint developed a *revolutionary* [emphasis added] program” (Harpo Productions, 2008, p. 3); and “we were just saying *Flint’s a genius* [emphasis added], because he’s created the software that really has moved us forward in being able to catch these people in a way that we never have up until the invention of this software. (Harpo Productions, 2008, p. 17)

Winfrey praised the viewers when she said to the camera, “I respect you if you're a Democrat, I respect you if you're Republican. I respect you if you're independent” (Harpo Productions, 2008, p. 17). These instances in which Winfrey flattered Flint and the viewers, likely had a positive effect on Winfrey’s likability. Viewers likely viewed Winfrey in a more favourable light after this praise was given. This in turn, may have played a role in helping influence viewers, persuading them to take action towards passing Bill 1738.

The presence of increased familiarity. There is “an unconscious way [in which] familiarity affects liking” (Cialdini, 2009, p. 152), and generally, “we are more favourably disposed toward the things we have had contact with” (p. 152). It is further noted that *cooperation* toward the same goal, also increases liking (Cialdini). In order to determine the presence of increased familiarity, the number of times certain formal guests or speakers were shown or spoke was counted. The time, including the minutes and seconds, throughout the episode in which formal guests or speakers are shown or speak are also included, since increased familiarity likely works best in a one-hour time frame when it occurs throughout the entire hour, rather than in one short time frame during the show.

Prior to describing the presence of increased familiarity during the episode, it must be noted that many viewers watching on September 15th, 2008, had the potential of seeing Winfrey thousands of times prior to the September 15th, 2008 episode. *The Oprah Winfrey Show* originated and entered national syndication in 1986 (Oprah.com, 2010d). The one-hour daily talk show aired Monday through Friday for a total of approximately 260 times per year. Winfrey also appeared at various points in other sources of media such as books, award shows, newspaper articles, magazine articles, special television interviews, etc. (Oprah.com, 2010d). Therefore, it is likely that repeated contact with Oprah Winfrey *prior* to the September 15th, 2008 episode affected the extent to which viewers liked Winfrey *during* the September 15th, 2008 episode in which she made her appeal to viewers. Although Cialdini (2009) acknowledges that when repeated contact occurs in negative conditions, it creates the opposite effect on likability – dislike - it is likely that most viewers *choosing* to watch *The Oprah Winfrey Show* that day were fans of Winfrey already.

The presence of increased familiarity was observed during the episode with guest Flint Waters, mainly through repeated exposure to Flint throughout the duration of the show. Throughout the episode, Flint Waters spoke on four occasions, and was shown, but did not speak, on three different occasions. The minute and second when Waters spoke during the episode has been included to emphasize that Waters' "appearances" were spread out throughout the entire hour.

On the first occasion (at 10 minutes, 36 seconds into the episode) Flint spoke, it was during a pre-recorded video of Waters at his current place of work – *Wyoming's internet crimes against children task force*. The very first thing that Waters said in this pre-recorded video illustrated his long-standing cooperation with law authorities. "I'd been in law enforcement a long time. I was a midnight cop and I got hired on this computer crime team" (Harpo Productions, 2008, p. 3). The second time that Waters spoke during the episode (at 12 minutes, 14 seconds into the episode), he appeared as a guest on the show and spoke as an authority on the topic and described the problem in greater detail. This was Waters' main appearance on the show. He and Winfrey were the focus of this section of the episode when discussed the issue for approximately five minutes (concluding at 17 minutes, 16 seconds) until the episode's second commercial break ("Internet Predators," 2008). The third time that Waters spoke (at 40 minutes, 37 seconds), he was sitting in the front row of the studio audience. Waters was asked by Winfrey to describe how the software he developed had helped to save the three victims Winfrey was presently interviewing, and had put the aggressor, Roy Pompa behind bars ("Internet Predators," 2008). Flint responded,

We're able to scan the folks that are trading in this material. We're able to see the child sexual abuse movies as they're being offered to everyone in the world, and we document how many times we see a single person, a single household. So we focus in on that one.

The top offenders, we do a court process, we do a search warrant, and we get in the house. (Harpo Productions, 2008, p. 13)

This again emphasized Waters' cooperation with law officials, while also helping to heroize Waters. The fourth time that Waters spoke during the episode (at 43 minutes, 54 seconds), he was asked to confirm Winfrey's explanation of the role of grooming. Waters spoke as an expert confirming Winfrey's explanation, "Oh yes, we've seen that" (Harpo Productions, 2008, p. 15). The "we" Waters used again emphasized his cooperation with law officials.

The three occasions in which Waters was shown but did not speak, were each after the four occasions that he spoke and were towards the end of the hour ("Internet Predators," 2008). The first time Flint Waters was shown but did not speak (at 50 minutes, 39 seconds), was when Winfrey emphasized the need to pass Bill 1738, so that more than just Flint could work towards catching pedophiles/child predators: "we're not going to change it unless we provide the money that is necessary to create, *so there's not just one guy sitting in a room in Wyoming trying to do it* [emphasis added], but there's a system" (Harpo Productions, 2008, p. 16). The "one guy" Winfrey was referring to, and heroizing, was Waters. This was clarified to viewers, by showing Waters at the exact moment Winfrey said "so there's not just one guy sitting in a room in Wyoming trying to do it" (Harpo Productions, 2008, p. 16; The Oprah Winfrey Show, 2008, *Internet predators: How bad is it?*). The second time Waters was shown but did not speak (at 52 minutes, 9 seconds), he was shown nodding "yes" in support of Camille Cooper's description of Bill 1738.

A billion dollars of resources for law enforcement, for more cops, more boots on the ground, to protect children, to rescue these children from these predators, interdict these predators and put them behind bars for a very long time -- which is where they belong. (Harpo Productions, 2008, p. 17)

As Cooper said “which is where they belong” (Harpo Productions, 2008, p. 17), Waters was shown emphatically nodding “yes” (“Internet Predators,” 2008). This illustrated Waters’ support for the cause, as well as his cooperation in working with Cooper. The final time that Waters was shown but did not speak (at 58 minutes, 49 seconds) was when Winfrey said “And Flint Waters, we were just saying *Flint’s a genius* [emphasis added]” (Harpo Productions, 2008, p. 17). Flint was shown for the last time (the seventh time) as Winfrey said “Flint’s a genius” (Harpo Productions, 2008, p. 17). This emphasized the positive feelings Winfrey had toward Waters.

Cooperation through working towards a common goal increases one’s likability on the part of those cooperating with them (Cialdini, 2009). Clearly, by the end of the episode, Winfrey and Cooper liked Waters due to his willingness to cooperate with them in helping pass Bill 1738. It becomes clear in the next section that Winfrey liking Waters, likely made him more likable to many, due to her willingness to associate with him. Familiarity, through repeated contact, also increases likability (Cialdini). Waters being shown seven times throughout the duration of the one hour episode familiarized viewers with him. By the end of the episode, Waters had been presented as an expert, hero, and genius, working in cooperation with law officials, Winfrey and Cooper to help pass Bill 1738. It is likely that as viewers became more familiar with Waters, they grew to like him more and more. It is also likely that viewers’ increased likability of Waters helped the overall attempt to influence viewers, persuading them to take action towards passing of Bill 1738.

The presence of association. According to Cialdini (2009), “If we can surround ourselves with success that we are connected with in even a superficial way (for example, place of residence), our public prestige will rise” (p. 167). Therefore, according to Cialdini, simply associating ourselves with people, products, or things, that are generally perceived as positive,

increases our own likability. During analysis, the episode was observed to determine whether Winfrey emphasized her partnerships with other key people (such as law officials), which would, in turn, possibly raise Winfrey's status, thereby help Winfrey reap the benefits of positive feelings people may have had towards those key people. Situations in which Winfrey sought confirmation from experts were also included in this part of the analysis, as confirmation associated Winfrey's opinions with those of experts, thus raising her status closer to that of expert at the same time as emphasizing an association with viewers.

At several points during the episode, Winfrey emphasized her partnerships with other people. Winfrey emphasized her partnership with law officials when she mentioned her past involvement with *Oprah's child predator watch list* in which she worked with law officials and the public to help capture wanted child predators in the United States (Oprah.com, 2010c). Winfrey also emphasized her partnership with Ed Smart (Elizabeth Smart's father) when she mentioned that Ed Smart had recently been a guest on her show speaking about Bill 1738 ("Internet Predators," 2008). Ed Smart had appeared on *The Oprah Winfrey Show* on September 10th, 2008 (Oprah.com, 2010d). Since his daughter's safe return after being abducted by a child predator, Ed Smart dedicates his life to helping stop child predators. "When 14-year-old Elizabeth Smart miraculously returned home after being held captive for 9 months, her father Ed quit his job in real estate to work full time as a child safety advocate" (Oprah.com, 2010f). By associating herself with the experts Waters and Cooper, law officials and Ed Smart – all cooperating in a battle to protect children from child predators - Winfrey likely increased her own likability. It is also likely that Winfrey's increased likability played a role in helping influence viewers, persuading them to take action towards passing Bill 1738.

In this section, *The Presence of Liking*, five factors affecting likability were discussed: Physical attractiveness, similarity, praise, increased familiarity, and association (Cialdini, 2009). The findings have indicated that there is evidence supporting the presence of each of these factors during the September 15th, 2008 episode of *The Oprah Winfrey Show*. As such, it is likely that the combination of the presence of all of these factors discussed in this section increased the likability of Winfrey and others. As noted by Cialdini (2009), people tend to comply with the requests of others whom they know and like. Therefore, it follows that it is likely that the increased likability of Winfrey and others, aided in Winfrey's overall attempt to influence viewers, persuading them to take action towards passing Bill 1738.

The Presence of Scarcity

Opportunities take on more value in peoples' minds, when the opportunities seem less available, or more scarce (Cialdini, 2009). In order to determine the presence of scarcity, the episode was analyzed by focusing on vocabulary which puts pressure on viewers to act quickly, thereby, creating a sense of urgency.

In the September 15th, 2008 episode, the presence of the scarcity principle is evident three times. The scarcity principle was likely used during the episode to help motivate viewers to take action *quickly* in passing Bill 1738. The first instance in which Winfrey emphasized the need to take action quickly was after she acknowledged to viewers that she understood how difficult it was to listen to the information she was providing. However, she was going to tell them what they could do to help at the end of the show, and hoped they would "stay with [her]" (Harpo Productions, 2008, p. 3). Winfrey added, "There's really something we can do and *we have only a few days* [emphasis added] to make some changes" (Harpo Productions, 2008, p. 3). The

second time the scarcity principle was observed was when Winfrey made her final appeals to the viewers. Winfrey said “You only have a few days” (Harpo Productions, 2008, p. 16). The final point during the episode when Winfrey stressed the need to take action quickly was at the very end of the episode when she said “time is of the essence to get the Protect Our Children Act on the U.S. Senate floor and passed before they all break” (Harpo Productions, 2008, pp. 17 – 18). Each of these instances focused on a limited amount of, or a scarcity of, time. This likely made viewers feel as though there was a sense of urgency to take action. Consequently, this feeling of urgency in viewers likely played a role in the successful passing of Bill 1738.

Chapter Summary

This chapter analyzed the September 15th, 2008 episode of *The Oprah Winfrey Show* and described the extent to which emotion, including reciprocation, social proof, liking and scarcity were present. This chapter also explored the extent to which the presence of emotion, including reciprocation, social proof, liking and scarcity, played a role in helping influence viewers, persuading them to assist in passing Bill 1738. The findings indicated there was evidence of emotion – mainly attempts to evoke feelings of shock, disgust, fear, and inspiration. The findings also indicated the presence of reciprocation, namely through Winfrey’s emphasis of her past financial investment in *Oprah’s child predator watch list*. The findings also revealed the presence of social proof. The reactions of studio audience members were shown to viewers watching at home. Liking was also present during the episode, including all five factors associated with increasing one’s likability: Physical attractiveness, similarity, praise, increased familiarity and association. Winfrey’s long-standing popularity likely played a role in her ability to influence viewers, persuading them to take action towards passing Bill 1738. It is likely that the combined presence of all five factors which increase likability, assisted in influencing

viewers, persuading them to take action towards passing Bill 1738. Finally, the findings revealed the presence of scarcity. Each time the principle of scarcity was used, it was likely done to motivate viewers to act quickly in taking action towards passing Bill 1738. The presence of the principle of scarcity likely played a role in the successful passing of Bill 1738. To conclude, the presence of emotion, including reciprocation, social proof, liking and scarcity likely played a role in helping influence viewers, persuading them to take action towards passing Bill 1738.

The next chapter discusses key findings, making connections with literature central to the understanding of this thesis. Practical suggestions are made regarding ways leaders can incorporate influence strategies, noted to be effective in Chapters Five through Seven, into their own attempts to create measurable change.

Chapter Eight: Discussion

The purpose of this analysis was to answer the question: What strategies can leaders use to successfully influence others, thereby creating *measurable change*? In order to answer this question the September 15th, 2008 episode of *The Oprah Winfrey Show* was analyzed and described, identifying various influence strategies present during the episode which likely played a role in helping Winfrey's overall attempt to influence viewers, persuading them to take action towards the successful passing of Bill 1738. This chapter first analyzes key findings from Chapters Five through Seven, making connections to the literature; then offers insight into how leaders might use these influence strategies in their own attempts to create change.

Influence Strategies

At the outset of this study, it was not known whether influence or persuasion was more important in the process of leading measurable change, therefore, the conceptualization used in this analysis combined both types of strategies. It has been noted that the most effective way of influencing change is to combine a number of strategies (Whelan-Barry & Sommerville, 2010; Grenny, Maxfield & Shinberg, 2008) as no two individuals will be influenced in the same way (Perkins, 2008). The conceptualization of influence strategies (refer to *Figure 2*) used in this study combined three methods of persuasion (logic; speaker credibility; and emotion), with six principles of influence (commitment and consistency, authority, reciprocity, social proof, liking, and scarcity), thereby providing a conceptualization of influence which addresses the most encompassing understanding of strategies an individual leader can (and should) employ to create measurable change in others.

The next section uses data and analysis from previous chapters to make explicit the importance of incorporating a variety of influence strategies into attempts to create measurable change. Although there is no specific *how to* formula that will work every time (Norton & Smythe, 2007), patterns and trends have been recognized by researchers as being effective in helping influence others with the purpose of creating change. Leaders are wise to make use of these. Leading change is a complicated process. "Leading change requires the use of a diverse set of communication techniques to deliver appropriate messages, solicit feedback, create readiness for change along with a sense of urgency, and motivate recipients to act" (Gilley et al., 2009, p. 79). Therefore, it makes sense that leaders incorporate as many strategies as possible. Hackman and Johnson (2004) note "striking a balance between logic and emotion is safer than making one more important than the other. When it comes to leadership, both are essential" (p. 26), however my contention is that striking a balance among all influence strategies available to a leader will prove even safer. Therefore, practical ways leaders can apply all influence strategies used in this analysis, in their own attempts to create measurable change, are included in each section of the discussion. This discussion follows the same order as the findings chapters: Logic, including commitment and consistency; speaker credibility, including authority; and emotion, including reciprocation, social proof, liking and scarcity.

Logic

Perhaps the most useful finding in this study was that Winfrey did not approach her attempt to influence others, persuading them to take action towards passing Bill 1738 haphazardly. Strategic planning was highly evident, particularly exemplified in the logical format or sequence of events the episode followed, which ultimately helped structure a logically

sound argument within the one-hour time limits of the episode. Recall that logical arguments are those in which “evidence and reasoning are required” (Perkins, 2008, p. 145).

Although the planning portion of leadership is least observed by others, it quite arguably is also the most important. “To lead is to go into the silence and let the thinking come. It is to ponder, to dream, to vision, to strategize” (Norton & Smythe, 2007, p. 78). Spending time observing, listening, and reflecting about the people one aims to involve in the leadership process is very worthwhile. A leader’s sense of direction stems from the leader’s ability to reflect about the thoughts of those they are leading (Dewan & Myatt, 2008). From there, a leader can begin to strategize the most effective construction of a logically sound argument – the foundation of effectively leading any change. In this case study, there was obviously a plan in place prior to the episode, as booked guests and speakers were all included in the logical development of the argument during the episode. For instance, Flint Waters appeared on the episode several times, and it was the technology that he had invented which was proposed to be used upon receipt of increased funding resulting from the passage of Bill 1738.

Instructional communication is “the process by which teachers and students simulate meanings in the minds of each other using verbal and nonverbal messages” (McCroskey, Mottet & Richmond, 2006, p. 5). Teaching however, is not limited to teachers and students in the classroom (McCroskey et al., 2006); leadership involves educating. In order to create change in any group or organization, a leader needs to educate the group as to *why* the change is needed or beneficial to the group or organization. In this case study, the problem was constructed around its prevalence, brutality, damaging effects, and worsening nature. All were addressed in order to help viewers fully understand the reasons why Bill 1738 was needed. By logically constructing

an argument, leaders must educate those they are leading about a problem, thereby making the problem meaningful to those they are leading. Winfrey used various strategies to educate viewers about the problem. The nature and extent of the problem was visually represented using both visual aids and partially censored images. Graphic descriptions of the heinous nature of the crimes against children, and descriptions of training tools created by pedophiles to train other pedophiles were provided. Finally, personalized accounts from victims of child pornography and their families were provided, detailing the negative effect the crimes had on real people. Through the visual representations and verbal descriptions of the problem, Winfrey effectively created a shared understanding among viewers as to the extent and disturbing nature of the problem.

Part of the construction of a logically sound argument involves providing a potential solution to the problem (Collins, 2009). The solution included a description of the existing and effective technology Waters invented which is able to track pedophiles trading images of child pornography, as well as examples when Waters' technology helped justice be served. A need for more funding was created by emphasizing the number of cases that go unaddressed due to lack of funding enabling law officials to handle the large number of cases.

Some change initiatives involve a pre-established action plan, while others are open to suggestions in developing an action plan. Leaders often gain the trust of those they are leading by engaging them in the leadership process. Distributed leadership emphasizes the notion and benefit of the involvement of many (Harris, 2004). Context is important in understanding when a leader might involve the group in this process. While Harris (2004) notes "a variety of studies have also found clear evidence of the positive effect of distributed leadership on teachers' self-efficacy and levels of morale" (p. 15), in situations involving time constraints such as the one in

this case study, it is important that leaders have pre-established methods by which to effect change. In this case study Winfrey had a pre-established plan of action, which again emphasizes the importance of planning in leading a change. The action plan was outlined in detail, including a thorough description of how a viewer could use tools and resources provided on *Oprah.com* to take action in helping pass Bill 1738.

Commitment and consistency. Included in the logical creation of sound arguments, is commitment and consistency. In this case study, both were observed. Winfrey made a point during the episode to emphasize her previous commitment to the issue of child predators/pedophiles. This likely helped viewers perceive Winfrey as a logical person who acts in accordance (with consistency) with her previous commitments. Winfrey likely reaped the rewards awarded to those who act with consistency and was perceived more positively. Throughout the episode, the way in which Winfrey and other key guests spoke about the issues being discussed, was extremely consistent and clarified the following message: *“Stranger danger” is not the most prevalent form of child predation and sexual abuse, rather pedophiles and child sex offenders usually “groom” children they know, and after gaining the trust of those children/teens, victimize them. Most often, until caught, pedophiles and sex offenders are perceived as “normal” or “average guys” by victims and their families, as well as others who know them.* Consistency in the way in which issues on the episode were discussed, likely helped solidify the construction of a logically sound argument, and in turn, likely played a role in helping influence viewers, persuading them to take action in passing Bill 1738.

Although commitment and consistency was observed in this case study, it is not evident whether Winfrey *deliberately* incorporated commitment and consistency into the construction of a logically sound argument. With information so easily accessible, privacy is limited among

leaders whether they are on or off duty (Bennis, Goleman & O'Toole, 2008). This places an increasing need for leaders to act with consistency after committing to a change. This again emphasizes the importance of acting consciously and being reflective of the way in which one's behaviour is being perceived as "no leader, however influential, is ever free from scrutiny" (Norton & Smythe, 2007, p. 71).

Application of logic. Regardless of the inclusion of various other influence strategies, without a logically sound argument, many will not listen to what a leader is saying. Arguments which are not structured in a logical way do not make sense and, therefore, will be dismissed immediately by many. Making an effort to consciously seek to understand those they are aiming to involve in a change initiative will prove beneficial to leaders as leaders can then modify their approach to appeal to their audience. Most change initiatives, regardless of context, begin with a pitch, whether this occurs via a staff meeting, a school assembly, a speech, a television broadcast, a memo, or an email. Logically constructing a sound argument prior to making this pitch helps ensure all components of a logically sound argument will be heard. Stating one's intention at the outset of the pitch is useful in a logically structured argument as it allows people to mentally prepare for what is to come. Winfrey did this within the first two minutes of the episode, helping prepare viewers for what was to come. As all people learn differently, it is helpful to draw upon various resources to visually represent the problem as well as verbally describe the problem, when educating those they are leading about the problem. Evidence is needed to support the construction of a logically sound argument. Use of video clips, graphs, diagrams, pictures, statistics, expert opinions, detailed descriptions etc., all help provide context to an issue. Personalizing the problem, through case studies or storytelling, provides context and often makes the problem more meaningful to many. Further, knowing the audience will help a

leader choose the most effective variety of resources to use because a group of teachers might require quite different forms of evidence than a group of academics, a group of skilled labourers or the general public. From a logical standpoint, the solution should be presented after the problem has been made meaningful. Openness to feedback leaders receive from those they are leading in terms of body language, facial expressions etc., will help guide a leader's next steps. Feedback can be written or verbal; can take the form of a specific questionnaire which can be codified and interpreted, or can take the form of informal open-ended questioning which the leader could then interpret and reflect upon. Knowing those one is leading will help the leader choose the most appropriate form of feedback.

Application of commitment and consistency. As commitment is noted to increase one's likelihood of following through with that commitment, especially when the commitment is made (Cialdini, 2009), leaders might consider asking for commitment (whether through a show of hands or a sign up sheet) from those who agree a problem exists. Leaders might again ask for commitment from those who would like to be a part of solving that problem. From there, clearly describing the solution would likely be invited and welcomed. According to the tenets of the principle of consistency, acting consistently is highly desired, and leaders who behave in consistent ways will be perceived as strong, intelligent, logical, rational, stable and honest (Cialdini, 2009). Therefore, behaving consistently offers the reward of a leader having an increased ability to influence others, making it in a leader's best interest to do so. As consistency strengthens logical persuasive appeals, leaders might also consider planning to emphasize their commitment to others. This could occur before, during and/or after the pitch. A leader could verbally state their belief in supporting the problem; could have like-minded people (perhaps

experts) join them in presenting the pitch stating the same message; could provide examples/case studies which demonstrate the same message.

Speaker Credibility

Strategic planning to establish and emphasize speaker credibility was highly evident in this case study. Like logic, speaker credibility is equally necessary among leaders actively seeking to influence others with the purpose of creating measurable change. Recall, speaker credibility refers to a listeners' interpretation of how reliable the person who is speaking is. Developing speaker credibility, like developing a sound argument, involves thinking and reflecting. Just as the formation of a logically sound argument can be planned in advance, emphasis of speaker credibility can be a planned component of one's pitch.

Establishing speaker credibility often involves the use of other people – often experts – as it did in this case study. Web 2.0 (the interactive component of the internet) forever changed the nature of information. Web 2.0 allows user-feedback, therefore, anyone can contribute to knowledge available online. This has given rise to scepticism among many, challenging the notion of expert (Dziuban, Lorenzo & Oblinger, 2007). As some people might discredit anything a speaker has to say based their perception that the speaker is unreliable, misinformed, untrustworthy, unlikable etc., being conscientious about emphasizing one's credibility as a speaker about a certain issue is becoming increasingly important. In this analysis, evidence suggests there was a pre-meditated attempt to emphasize speaker credibility. Specifically, speakers were granted credibility (both orally and visually, in written captions) based on positional authority within an organization, job title, or the nature of their first-hand experience. Winfrey may have also been granted speaker credibility based on her own previous, first-hand

experience with sexual abuse. Although Winfrey never referred to her history of sexual abuse *during the episode*, Winfrey had previously spoken openly about her own sexual abuse. In 2005, Winfrey released *The Oprah Winfrey Show: 20th Anniversary Collection* DVD set, highlighting significant moments during her career as a talk show host. In one segment, upon reflecting about an episode in which Winfrey interviewed a victim of sexual abuse in 1990, Winfrey noted “I couldn’t speak” and elaborated “I had just gotten comfortable with the idea myself, *with my own abuse* [emphasis added]” (“Heartprints: Trudy Chase,” 2005). Harris and Watson (2007) note that Winfrey used her “on air confession in 1986 of being sexually abused. . . [to] famously [transform] this personal trauma into an opportunity for raising public awareness, producing *Scared Silent: Exposing and Ending Child Abuse* (1992)” (p. 6). As many viewers watching on September 15th, 2008 were likely Winfrey fans, it is likely that many viewers were aware of Winfrey’s personal experience with sexual abuse.

Speaker credibility requires transparency. Bennis, Goleman and O’Toole (2008) use the term *transparency* to encompass “integrity, honesty, ethics, clarity, full disclosure” (p. vii), as well as number of other things involved in treating people fairly. Bennis et al. claim transparency is an absolute must for leaders given the technological world leaders are working in (p. vii). If leaders want to be trusted, transparency is a must. “Trust and transparency are always linked. Without transparency, people don’t believe what their leaders say” (Bennis et al., p. viii). In this case study, Winfrey demonstrated transparency when she made a distinct effort to clarify that her intention was not “about politics” (Harpo Productions, 2008, p. 17). Winfrey made an effort to assess potential doubt any viewers might have and fully disclosed her intentions, making an effort to demonstrate she was acting with integrity, honesty and good ethics. This likely made

Winfrey more trustworthy as a leader, an attribute noted to affect a leader's ability to influence (Bennis et al., 2008; Covey, 2006).

Intention is at the pinnacle of speaker credibility, because people trust those whose intentions they believe are good (Covey, 2006). While it is impossible to know Winfrey's true intentions, Winfrey likely believed she was acting in the best interest of those she was leading, by empowering victims, their parents and viewers to join her quest to help stop further victimization. Further, Winfrey likely believed educating viewers regarding the truth about pedophiles/child predators was in the best interest of the viewers. From an ethical standpoint, arguably, Winfrey's overall attempt to influence viewers was in the best interest of most members of society, as pedophiles/child predators are a danger to the safety of children. It is highly likely that viewers assessed Winfrey's intention in attempting to influence them, as followers constantly watch for insincerity in leaders (Hackman & Johnson, 2009, p. 21). It is likely that viewers detected sincerity and that this played a role in helping pass Bill 1738. Further, it is likely that Winfrey *was* acting with sincerity, and was successful in presenting herself as such, as most often people aim to manage an impression of themselves which is consistent with their self-concept (Hackman & Johnson, 2009, p. 32).

Authority. Due to Web 2.0 changing the nature of information available online, and the consequent rise in scepticism among many (Dziuban, Lorenzo & Oblinger, 2007), a new need exists for leaders to deliberately emphasize their authority, as it qualifies them as a credible speaker to many (Perkins, 2008). Three symbols of authority often grant people speaker credibility: titles, clothes, and trappings (Cialdini, 2009). In this case study, the findings revealed the presence of authority, including evidence of the presence of all three symbols of authority.

Although three symbols of authority were observed in this case study, it is not evident whether this was done *deliberately*. Emphasizing authority, using the aforementioned three symbols of authority, is becoming increasingly worthwhile and necessary for leaders to qualify themselves as credible speakers. This again emphasizes the importance of acting consciously and being reflective of the way in which one is being perceived.

Application of speaker credibility. Credibility is the key to getting people to listen to you – to even bother to consider listening to you; you need to be considered credible. Collins (2009) suggests that speakers share their credentials during persuasive messages as “they won’t do any good if no one knows about them” (p. 51). Making an effort to build credibility is also worthwhile. Gass and Seider (2007) offer suggestions to improve one’s credibility: Be prepared; cite evidence and give sources; share your credentials; build trust and display goodwill; and engage the help of an already trusted source. Intentionally building these suggestions into persuasive messages is likely to increase success.

Developing speaker credibility is not only important with those with whom a leader works, but also with everyone. Reputations can be shattered instantly in today’s highly technological society (Bennis et al., 2008). Recall in recent news, highly respected among politicians as well as the journalism industry as a whole, 89-year-old journalist Helen Thomas, lost that respect along with her journalism career, immediately

when asked last week by a rabbi during a Jewish heritage month celebration if she had any comments to make about Israel [responded]: “Tell them to get the hell out of Palestine. Remember, these people are occupied, and it’s their land; it’s not German, it’s not Poland’s . . . They should go home. To Poland, Germany . . . and America and everywhere else”. (Thestar.com, 2010, para. 1)

Despite some defending Thomas' saying she was set up, this comment - captured on camera - was enough to entirely discredit Thomas and end her "career spanning 10 presidencies and nearly half a century" (Thestar.com, 2010, para. 2).

Application of authority. It is becoming increasingly worthwhile and necessary for leaders to emphasize authority, as it qualifies them as credible speakers. Likewise, incorporating the three symbols of authority – titles, clothes and trappings, with authenticity is becoming increasingly beneficial for leaders. Titles such as doctor, professor, principal, CEO etc. emphasized by leaders help them to become more influential. Likewise, combining appropriate clothing for the situation, which emphasizes authority (such as a uniform or a business suit) and trappings will also increase a leader's ability to influence. Therefore, leaders seeking to influence change are wise to incorporate them.

Emotion

Just as logic and speaker credibility are important in influencing measurable change, many individuals are motivated to change their behaviour based on their emotions (Collins, 2009; Perkins, 2008; Plutchik, 2007). In this case study, there was a heavy presence of emotion during the episode, particularly observed through attempts to invoke feelings of shock, disgust, fear and inspiration.

Knowing those you are attempting to persuade and catering the persuasive appeal to that group, is noted to be crucial in successfully persuading people (Collins, 2009). The demographic of *The Oprah Winfrey Show* viewership is predominantly female (Kay, 2007), many of whom are likely mothers (and/or grandmothers and/or aunts). Further, Camille Cooper called on "an army of mothers" to help pass Bill 1738 – thereby making an assumption as to the viewership that day.

As many women would likely be motivated to act out of fear that their children or other children in their lives could be in danger, it is possible that Winfrey did know her audience and catered her persuasive appeal in acknowledgement of that. Attempts to invoke shock and fear were often observed simultaneously during the construction of the problem. Upon reflection and analysis of the findings, I wondered whether these attempts had been planned ahead of time, and if so why?

Affective learning is a term which emphasizes the importance of emotion in the learning process, as emotion is directly related to a person's motivation. McCroskey, Mottet and Richmond (2006) note "addressing, changing, or reinforcing [followers'] attitudes, beliefs, values, and underlying emotions or feelings as they relate to the knowledge and skills they are acquiring is the domain of affective learning" (p. 8). Reinforcing the importance of thinking in this process, McCroskey et al. (2006) emphasize that effective leaders are able to help those they are leading reach the point of affective learning, by adapting their persuasive messages to match the attitudes, beliefs and values of those they are leading. Using this knowledge, one might speculate that appeals to invoke shock were made to help convince viewers how extremely problematic the extent to which pedophiles/online predators exchanging pornographic images of children truly was. Likewise, appeals to invoke disgust may have been made to help viewers understand the disturbing and heinous nature of the crimes that pedophiles/online predators exchanging pornographic images of children online engage in. It is quite possible these attempts were pre-meditated as they served a very worthwhile purpose in the overall construction of the problem, through the process of affective learning (McCroskey et al., 2006)

Along the same line of speculation, attempts to invoke fear were possibly made to convince viewers that *any person* could become a victim of a pedophile/online predator – a realization which likely would have highly motivated the demographic of Winfrey's viewers to

take action to stop them. This message was sent consistently throughout the episode by Winfrey herself; three victims of the crime; three parents of victims of the crimes; one person working with *Protect*, an organization working to pass Bill 1738; as well as through three case studies. It is likely that educating viewers regarding the truth of this message reflected Winfrey's knowledge of her audience, and helped Winfrey's overall attempt to influence viewers to take action towards passing Bill 1738. Finally, along the same line of speculation, appeals to invoke inspiration were likely made to help motivate viewers to take action towards passing Bill 1738, thus putting a stop to pedophiles/online predators abusing children and exchanging pornographic images of children online.

Reciprocation. This particular attempt to influence did not lend itself well to the principle of reciprocation, although, the findings did indicate the presence of reciprocation, namely through Winfrey's emphasis of her past financial investment in *Oprah's child predator watch list*. It is quite possible that reciprocation works much better in different contexts (person-to-person, rather than via media outlets) just as the nature of relationships between two people affects the effectiveness of the principle of reciprocation (Clark, Mills & Powell, 1986; Tjosvold, Andrews & Struthers, 1992). Without interviewing Winfrey or her staff, it was not possible to explore whether reciprocation was used in any other capacity.

Social proof. Due to the use of censoring in the episode, social proof was particularly effective in this attempt to influence. Recall that social proof refers to people's tendency to determine correct behaviour by observing the behaviour of others (Cialdini, 2009). During the episode, there were two occasions in which studio audience members' reactions were highly focused on. During both of those occasions, censoring (of images and descriptions) was being used. Censorship has a similar effect on people as other scarcity tactics (such as limited time

offers etc.), making people more interested in that which is unavailable for them to view (Cialdini, 2009). It is possible that use of censorship was effective in getting people's attention, and that the reactions of studio audience members to that censored information, was effective in motivating viewers to take action.

Liking. In Chapter Seven it was noted that Winfrey's long-standing popularity likely played a role in her ability to influence viewers, persuading them to take action towards passing Bill 1738. While this does not take away from the likelihood that influence strategies observed during the episode (and described in Chapters Five through Seven) also played a role in the successful passing of Bill 1738, Winfrey popularity's may have played a much greater role than will ever be measurable. Yukl (1998), notes that feelings of loyalty play a role in influence. Even if many viewers watching that day were long-standing fans, many of whom idolize Winfrey and, therefore, might be more willing to help Winfrey attain her goals, Winfrey did not rely on this. There was a clear attempt to establish likability and amicable feelings towards her, as well as towards other key guests, during the one-hour episode. Liking, including all five factors associated with increasing one's likability, was present in the episode.

As the episode topic dealt with pedophiles/child predators, physical attractiveness was not overly effective, and was observed on only one occasion. Emphasizing similarity with others was beneficial to Winfrey's overall likability: Winfrey appeared humble when she emphasized her similarity to viewers; appeared empathetic when she emphasized her similarity to victims/parents of victims; and appeared more reliable when she emphasized the similarity of her knowledge to the knowledge of experts. Praise toward Flint Waters likely increased Waters' likability – which perhaps was more necessary than increasing Winfrey's likability - as Waters,

who played a focal role in this episode, was unfamiliar to guests at the beginning of the episode. Perhaps for these same reasons, Waters was the person with whom increased familiarity was observed. However, it is also possible that there was another reason. It is possible that due to the fact that Waters is a male who has dedicated his life to helping eradicate the spread of child pornography - and in the process spent spending numerous hours scanning pornographic images of children during investigation - some viewers may have been suspicious of his intentions. Therefore, due to viewers' unfamiliarity with key guest Waters, and the potential among viewers to be suspicious of his intentions, it was imperative that Waters be well-liked. Repeated positive contact with Flint Waters throughout the episode increased familiarity, and likely increased likability. By the end of the episode, Waters had been presented as an expert, a hero, and a genius, working in cooperation with law officials, Winfrey and Cooper to help pass Bill 1738, likely counter-acting any previous assumptions which may have existed. In the *Affect-Based Hedonistic Fluency Model*, Fang, Singh and Ahulwailia (2007), note that after repeated exposure to a person, they seem less harmful, simply due to easier processing in the human brain.

Association was also observed and was likely quite effective due the political nature of this episode. While Winfrey did emphasize her partnerships with law officials and others, as noted in Chapter Seven, Winfrey was already highly liked (Oldenburg, 2006); therefore, it is possible that association worked in an entirely different way than was described in the findings. As noted in Chapter Two, CNBC's documentary *The Oprah Effect* notes Winfrey's unprecedented power to positively affect those products/business owners/people with whom she affiliates herself (cnbc.com, 2010). The benefit of associating oneself with Winfrey is again highlighted by Cialdini (2009) when he uses the example he called "Obamprah" (Barack Obama associating himself with Oprah Winfrey, in order to increase his approval ratings during the 2009

United States presidential campaign) (p. 164), to illustrate the benefits of association. This is significant because it indicates the extent to which Winfrey's popularity outside of this individual episode is widely understood and accepted in North American culture. It is therefore possible that while Winfrey did emphasize her partnerships with law officials etc., the benefit of association had a stronger effect on Winfrey's guests and speakers (being associated with Winfrey as a guest on her show) than it did for Winfrey. Perhaps the sub-conscious, automatic "click whirr" (Cialdini, 2009) effect in viewers was "if Oprah says they are ok, then they must be ok"; rather than "if Oprah is working with law officials, then she must be ok". However, this will never be known. Regardless the presence of liking was highly observed and therefore likely played a substantial role in helping pass Bill 1738.

Scarcity. Scarcity motivates people to act quickly (Cialdini, 2009). Due to senate recessing September 26th, 2008 (Harpo Productions, 2008) - very shortly after the episode aired on September 15th, 2008 - the principle of scarcity was particularly important in this case study. In this case study, scarcity was observed on three occasions, always in attempt to motivate people to take action quickly.

Application of emotion. As emotional appeals are noted to be highly effective with large numbers of people (Collins, 2009; Perkins 2008; Plutchik, 2007), carefully constructing persuasive messages to include efforts to invoke emotion(s) proves beneficial to leaders. A leader's ability to invoke emotion relies on their ability to speak comfortably about emotional issues concerning the topic. As such, knowing oneself well and aiming to present oneself in a way that is fitting with the image one wants others to see, might distinguish an effective leader from an ineffective leader. The process of thinking is again emphasized in this process. Prior to

initiating a change, reflecting on personal values, beliefs, and motives and eventually moving towards why one believes the change is beneficial will help ensure a leader will be projecting a sincere image publicly. Since “followers continually watch for inconsistencies and often ‘see through’ insincere performances of leaders” (Hackman & Johnson, 2009, p. 21), any leader’s dreams, visions and goals for the group need to be sincere. This is especially true with emerging technologies limiting privacy of leaders. Strategic planning is again emphasized in terms of which emotions will be most effective given the issues being discussed. Laughter is rarely beneficial when discussing grave or serious issues (Collins, 2009).

Application of reciprocation. Reciprocation might be something leaders work into their lifestyle, rather than incorporate into an attempt to influence a specific change, as it might be perceived as manipulative. Generosity under day-to-day conditions is likely to be perceived as genuine, and therefore, more likely to improve a leader’s ability to influence at a later time, whereas generosity at the exact time a leader is asking for help in creating an organizational change may seem contrived.

Application of social proof. Social proof is extremely useful and has become much more accessible due to technological advances, and therefore, is very worthwhile for leaders to consider using. For example, during a pitch to get students to join a school-wide campaign for cancer, a leader might include testimonies of students from another school (who share similarities) who have participated in a successful campaign, speaking of their positive experiences – via Skype. Drawing again on the school community for another example of a way social proof could be applied on a day-to-day level, a school principal might consider keeping a collection of letters and cards of praise received from parents, teachers, students and community

members as well as awards of recognition on display in their office. Others coming into their office seeing these examples would see that several others have recognized this person as successful and perceive them in the same way.

Application of liking. The benefits of being well-liked make it worthwhile for leaders to not only aim to become more likable, but also work to repair damaged relationships. Tjosvold et al. (1992) note “the prior relationship between leader and subordinate appears to affect the success of influence” (p. 46). The principle of liking is highly complex and involves focus by the leader at all times. Leaders may or may not be physically attractive, as Cialdini (2009) notes most people are average looking. Regardless, the combination of more than one factor, likely makes an individual more likable. Therefore, focusing on increasing one’s likability using all of these factors is worthwhile for leaders – even those who are attractive. Becoming conscious about emphasizing similarities (large or small) which are shared between a leader and those they are leading is one way a leader could become more likable. Using similar language/vocabulary and a similar tone of voice when speaking with someone, as well as making an attempt to model one’s mood after the person’s mood with whom they are communicating are both helpful in increasing a leader’s likelihood of successfully influencing another person. Sincere praise given as often as possible, to as many people as possible, is also helpful. To make effective use of association thereby increasing one’s likability, leaders can deliberately associate with people who are highly respected in their profession, and avoid associating with people who are not respected. Working on teams with respected individuals raises one’s status simply due to association, therefore it makes sense that leaders strive to do this. Finally, aiming to *be present* and interact with many people, as often as possible, increases one’s likability, and therefore is worthwhile for leaders to consider trying.

Application of scarcity. The final principle - the principle of scarcity – is also beneficial for leaders to use in appropriate situations. This principle, when used in situations that require change to be created quickly, is highly advantageous to leaders, due its noted ability to expedite change.

Chapter Summary

This chapter synthesized findings described in Chapters Five through Seven, and pertinent literature which applies to this thesis. Clear emphasis was made regarding the importance of incorporating a variety of influence strategies when attempting to create measurable change. Suggestions were made regarding ways leaders can apply influence strategies which were confirmed to be effective in this case study, practically in their own unique contexts. In the following chapter, the research problem is revisited, contributions to theory, as well as contributions to policy and practice are discussed, and finally limitations and suggestions for future research are discussed. The following chapter concludes by offering suggestions for future research.

Chapter Nine: Conclusion

The purpose of this study was to explore the strategies by which leaders successfully influence others with the purpose of creating measurable change. In this chapter, I outline the research problem, highlighting the motivation behind this particular case study. I then discuss contributions to theory, as well as contributions to policy and practice. Limitations of this research are discussed, and lastly, this thesis concludes by making suggestions for areas of future research.

Research Problem

CHANGE. It is happening all around us – in our personal lives, our organizations and our world. The current rate of technological change has created an environment that is incapable of remaining still. Change has become just about the only constant. (Vales, 2007, p. 27)

The vital nature of change in today's global climate has created new conditions in which leaders are working (Gilley, Gilley & McMillan, 2009, p. 90). Leaders today need to be capable of influencing change within their organizations while acknowledging that the days when leaders had the unquestioned final word are gone. Leaders cannot simply lead by dictating what needs to be done as today's employees are "the most autonomous and empowered group of workers ever" (Tucker, Vao & Verma, 2005, p. 20). Emerging technologies have given rise to an information revolution, whereby information is easily accessible by many through the use of technology. As such, it is no longer taken for granted that leaders are perceived by employees as the most informed, educated or knowledgeable expert in their organizations. Leaders hoping to create change in the 21st century, increasingly need to use various strategies to be able to effectively influence change within their organization. Empowered employees want leaders who are capable

of leading them through the changes happening in their organizations. Further, a lack of change in organizations is detrimental to organizational culture, leading to disengaged employees and employee attrition (Haudan, 2002; Tucker, Vao & Verma, 2005; Vermeulen, Puranam & Gulati, 2010). Therefore, leaders today need to learn strategies which will help them influence employees thereby creating measurable change in their organizations.

Contributions to Theory

This research contributes to leadership theory by building upon the long-standing recognition of the highly complex nature of leadership, and by demonstrating that leadership no longer stems solely from those occupying formal leadership positions, or those who bear formal leadership titles. This research contributes to influence theory by moving beyond principles of influence in the attempt to explore strategies an individual might use to influence others, thereby creating measurable change. Including persuasion methods in this attempt to explore strategies an individual might use to influence others, thereby creating measurable change, allowed for contributions to theory in the areas of influence and change, which may not have otherwise been as apparent.

Today, more than ever due to globalization, technological advances, changes in demands of consumers, changes among competitors, new laws and regulations (Whelan-Barry & Sommerville, 2010), leadership is becoming even more complex. Change is happening more quickly than ever in history (By, 2005) and can be seen in each of the three themes commonly observed in leadership theory: The individual leader and their ability to influence others; the group context in which leadership occurs; and the societal or global context in which leadership occurs – making the interconnectedness between these themes even more prominent (refer to *Figure 1*).

The complexity of leadership is observed within organizations. Change is becoming a constant in organizations throughout the world (Vales, 2007). New research in the area of organizational behaviour indicates that change, even when unnecessary, is beneficial to the overall organizational culture (Vermeulen, Puranam & Gulati, 2010). This has created a new discourse which holds that change, especially when combined with supportive leadership, can improve employee self-efficacy (Bandura, 1994). Due to these changes in the societal or global context in which leadership occurs, the group context in which leadership occurs has changed. At the organizational level, there is a push for employees to develop new skills and grow in their jobs, as having a positive organizational culture is noted to be the new “edge” one organization can have over another (Rogers & Meehan, 2008). Further, empowered employees today may themselves, begin to initiate change. As a result of these changes, individual leaders within that organization require a new set of skills. Those leaders need to be capable of influencing others, thereby creating change and when change initiatives which have began bottom-up are beneficial to the overall organization, leaders need to know how to play a role in building capacity among employees, thereby helping employees create that change (Fullan, 2009b; 2010).

The information revolution has made information accessible to many, therefore eradicating the acceptance of a previously dominant discourse that held leaders as the most informed or knowledgeable people working in an organization. As employees today are more empowered and autonomous than ever before (Tucker, Vao & Verma, 2005) - partly due to changes in dominant discourse surrounding leadership - leadership at the individual level has become less about position and power (Fritz, Brown, Lunde & Banset, 2005). Many empowered employees will no longer stand for conditions in which they will be treated poorly by their leaders. Therefore, at the individual level leadership today is about *a responsibility to influence*;

facilitating and motivating others to change in ways that will improve their self-efficacy as “a strong sense of efficacy enhances human accomplishment and personal well-being in many ways” (Bandura, 1994, para. 2) and satisfied employees benefit the overall organizational culture (Vermeulen et al., 2010).

This thesis extends upon existing understandings of leadership as a complex phenomenon by providing one example in which an informal leader created concrete political change, thereby demonstrating that leadership no longer stems solely from those in formal leadership positions or those with formal leadership titles. In this case study, Oprah Winfrey – a media mogul – set out to influence large-scale political change using her talk show as a forum, and succeeded. This was the second occasion on which Winfrey – most known for her talk show *The Oprah Winfrey Show* – created political change. In 1991, the *National child protection act* was initiated by Oprah Winfrey and in 1993, President Bill Clinton signed “The Oprah Bill” into law (Oprah.com, 2010i).

Creating political change is something which has been studied by leadership scholars for centuries and very clearly embodies what many traditionally and within less-traditional conceptualizations, understand to be the domain of leadership. Due to technological advances and due to empowered members of society resulting from technological advances, *leadership* as it was defined in this study, *an individual’s ability to influence others with the purpose of creating measurable change*, is commonly observed outside the confines of any formal organizational setting. Further, the term *leader*, as it was defined for the purpose of this study, *any individual capable of influencing others with the purpose of creating change*, no longer applies solely to those working in organizational contexts. This thesis contributes to leadership theory by revealing the quickly expanding, non-traditional arenas in which leadership is now

being observed, as well as by revealing the quickly expanding, non-traditional people who are now empowered and consciously aiming to create change in various regards. These revelations demonstrate that influence is becoming increasingly important in understanding the phenomenon of leadership.

This research focused on strategies leaders can use to influence others, thereby creating measurable change. One way to organize the findings would have been to use Cialdini's (2009) six principles of influence. But the findings of this study went beyond these categories, including Perkins' (2008) three methods of persuasion, as persuasion is at the core of any individual's ability to influence. The six principles of influence are each noted to elicit subconscious compliance (Cialdini). However, the three methods of persuasion provided by Perkins, appeal to decisions made at a conscious level. Exploring the role that the six principles of influence *and* the three methods of persuasion played in the successful attempt to influence outlined in this research, extended current understandings of influence by providing a rich example of the necessity of incorporating as many strategies as possible in one's attempt to create measurable change. Moving beyond the six principles of influence allowed for contributions to theory in the areas of influence and change, which might otherwise not have been as apparent.

Contributions to Policy and Practice

Times change; not only does theory surrounding leadership, but more importantly, the practice of leadership needs to evolve in reflection of these changes (Leithwood, Jantzi & Steinbach, 1999). Synergy between theory and practice only occurs when a concerted effort is made; therefore leadership preparation programs, as well as professional development for current leaders, need to adapt in recognition of current changes.

Within Ontario's education system, the current *Leadership framework for principals and vice principals and for supervisory officers* policy document, printed in August of 2008, emphasizes that leaders should be *capable of strategizing* and *capable of creating change*. There is also an emphasis on *skills* which leaders should develop and eventually demonstrate. For example, in order to build relationships and develop people, one skill "the principal is able to [do is] challenge, influence and motivate others to attain high goals" (Ontario: The Institute for Educational Leadership, 2008, p. 10). This policy document, meant to both describe the leadership framework, as well as, guide school and system leaders toward putting the framework into action notes,

the framework is not intended as a job description for the leader, nor as a checklist against which to assess performance. Rather it provides a framework for growth, which is sufficiently detailed to describe good leadership, but broad enough to be applicable in various contexts in which school and system leaders function throughout their careers. (Ontario: The Institute for Educational Leadership, 2008, p. 6)

There is clear recognition within this policy, of the fact that good leaders are skilled in creating change and influencing others. Yet due to the need to keep this document "broad enough to be applicable in various contexts" (Ontario: The institute for educational leadership, 2008, p. 6), a very large void remains: Many leaders within the education system might find themselves asking how?

In Ontario's *Principal's qualifications program 2009* document, the program vision again emphasizes the importance of principals being able to influence: "The Principal's Qualification Program (PQP) explores with candidates one of the most influential roles in our educational system" (Ontario College of Teachers, 2009, p. 1). In the description of content of the PQP program, provided in the *Principal's development course guideline* (2005) however, there is no mention in any of the 3 core components (legal issues; curriculum; and human resources), or in

any of the elective components, of the word influence. Granted, the elective choice list provided in this document is noted as “not exhaustive and is intended as a guide only” (Ontario College of Teachers, 2005, p. 4), there seems to exist an obvious gap between the expectations of principals and the training they are required to have before entering the profession. Specifically PQP programs do not explicitly teach principals about influence strategies which will help them lead change – as they are expected to do in their role. It does not seem surprising, therefore, that Fullan (2009b) reports that the majority – as many as 91% in one study (p. 57) – of principals do not believe they can effectively fulfil all responsibilities a principal is expected to fulfil.

This research aimed to offer new insight into strategies which leaders can use to successfully influence others with the purpose of creating measurable change, as clearly a need exists for leaders to become more effective agents of change. In this global economy and climate, leaders need to call on all resources, combining a multitude of influence strategies in order to successfully influence others. Leadership can no longer be approached haphazardly: “At no time does strategic leadership seem more important than during periods of major change” (Denis, Langley & Cazale, 1996, p. 673). Presently organizational change initiatives fail up to 80 percent of the time (Vales, 2007). This is problematic and reflective of a larger and more general disconnect which often exists between policy and practice. Leadership training programs and professional development opportunities for current leaders need to teach strategies leaders can use to influence others, with the purpose of creating measurable change in their organizations. For example, principal training programs in Ontario would benefit from having a course dedicated towards influence, since the current policy which outlines the leadership framework notes that leaders should be capable of influencing. Topics which could be included in this course might be: Strategies to help logically structure staff meetings; strategies to help get staff

to meet deadlines; strategies to help engage staff in school-wide initiatives; strategies to develop your credibility with staff members; strategies to become more likable whilst maintaining professional standards; strategies to help create measurable change etc.

This case study offers invaluable information about influence – with the goal of creating measurable change - which is highly useful to present and aspiring leaders by providing a description of one example in which a leader effectively employed a variety of influence strategies, thereby creating measurable change. In this case study, measurable change was created. Enough viewers were influenced by Winfrey to act specifically as she requested them to, taking action towards helping successfully pass Bill 1738. Findings indicate that every method of persuasion, as well as every principle of influence provided in the conceptual framework was present during the episode. It is likely that the combined presence of these influence strategies helped influence American viewers, persuading them to take action towards the measurable change Winfrey aimed to create. It can be induced logically that another leader, hoping to create measurable change, would improve their likelihood of success by similarly combining all influence strategies. Therefore, this case study and the strategies outlined within it, could inform leadership preparation programs and professional development opportunities for present leaders.

Returning to the example of the education system, I would highly recommend that teacher training programs include courses and professional development opportunities to educate future teachers about strategies that will help them influence their future students. By equipping future teachers with a wide range of influence strategies, teaching training programs would be preparing their graduates for the ever-advancing and diversifying contexts in which they will teach.

While this work will likely be aimed at informing leadership practice within the realms of education, its applicability on a broad scale has extreme potential. This case study could inform practice more generally. For example, social workers working in addictions counselling might be able to apply various influence strategies to inform their approaches to helping rehabilitate their patients. Dependent on a patient's stage in the rehabilitation process, influence strategies could be used to inspire patients to want to maintain the positive changes they have created in their lives. Jaco (2002) notes

Casework with individuals refers to a method of social work intervention in which the worker intentionally creates a helping relationship with a client that enables dialogue, interaction, and *influence to occur, with the purpose of effecting positive changes* [emphasis added] in client thought, feeling or action, or in the social environment he or she inhabits. (p. 257)

Therefore, this and other similar research might be worthwhile to include in their education and training. Likewise, parenting classes could equally benefit from this and other similar research. Alexandre (2007) notes that mothers are the first leaders in any person's life, therefore, the application of this research could be used by parents in their unique leadership role, to influence children in positive ways.

While a great deal of influence and persuasion research naturally attracts those working in sales professions, in this thesis influence and persuasion theory was applied to leadership positions. Influence and persuasion scholars have the potential to inform the practices of various professions in extremely meaningful ways. As so many professional and personal endeavours involve influence and persuasion in some capacity, the opportunities for influence and persuasion scholars to inform policy and practice to help people become more effective seem limitless.

Limitations

Some might point out that Winfrey appeared on a television program and argue that behaviour observed during the September 15th, 2008 episode of *The Oprah Winfrey Show* was presumably highly edited, and therefore, not representative of conditions in which most leaders attempt to influence change. While examining the process involved in creating the final product of the episode would have proven insightful, a lack of access to Harpo Studios prevented this from being a focus of this study. Further, because this research takes the form of a case study, analyzing and describing one instance in which Oprah Winfrey, a media icon, created measurable change, this research was meant to offer insight into the ways by which leaders are able to influence change.

Suggestions for Future Research

Although Winfrey did not single-handedly influence viewers, persuading them to take action towards helping pass Bill 1738, the conceptualization of leadership in this study focused on the individual and their ability to influence others, thereby creating measurable change. Many would note this to be a weakness of my research; however, it is not possible to focus on everything within the confines of one study. Therefore, Yukl's (1998) "coalition tactics" whereby "the agent seeks the support of others" (p. 208) to help influence change, as well as, Fullan's (2010) "all systems go" whereby "every vital part of the whole system . . . contributes individually and in concert to forward movement and success" (p. 3), might prove worthwhile to include in conceptual frameworks used in future research. These strategies were observed in this case study, and likely played a role in the successful passing of Bill 1738, but unfortunately – due to time restraints and due to the scope of the study - were not included in analysis, findings or discussion.

Despite this research taking the form of a case study and, therefore, not qualifying as generalizable; it is my belief that a great deal of insight is offered through this analysis which can potentially inform those individuals aiming to create measurable change in their own contexts. It would be worthwhile to use the same conceptual framework to explore other situations in which leaders have successfully influenced others. Barack Obama's recent presidential candidacy would be an example of another instance in which Obama successfully influenced the American population, persuading millions to vote for him as president of the United States. If results of such a study (or of several studies) indicated similar findings, the validity of this study would be strengthened.

On another note, although this thesis provides a valuable depiction of influence strategies an individual leader can employ to create measurable change, further research is needed in the role that communication plays in these influence strategies. Many leadership studies have found that a leader's ability to communicate effectively is fundamental to their ability to lead (Bennis, Goleman and O'Toole, 2008; Dewan and Myatt, 2008; Gilley, Gilley and McMillan, 2009; Hackman and Johnson, 2004, 2009; Klenke, 2002; McCroskey, Mottet and Richmond, 2006; Phanalp, 1999; Ryan, 2005; Teal, 1996; Wentz, 1998). If a leader is to become effective at coordinating the achievement of group goals through persuasive messages, they must develop effective communication skills. Persuasive messages should both educate and motivate the people being led. As such, it is important to discuss the role of communication in educating and motivating. Communication is the vehicle by which persuasive messages are sent, therefore, it is important that leaders understand how they could potentially use communication to educate and motivate those they are leading.

Communication has clearly evolved with the introduction of the internet, cell phones and the media in its various shapes and forms. As such, the role of Information Communication Technology (ICT) in leadership with the purpose of creating measurable change also warrants further investigation. There is a growing need for leaders today to recognize the importance of ICT in the communicative process, and to understand the absolutely vital role ICT will play in the lives of leaders in order to remain competitive as we move into the future: “Once we understand the newer technologies, become familiar with them, and appreciate their ever-changing nature, we can truly evolve with them and stay competitive in our global society” (Gooding & Morris, 2008, p. 51).

The ways in which we learn, acquire information and gain knowledge are changing as a result of ICT. “We are leaving the Information Age and entering the Recommendation Age. Today information is ridiculously easy to get; you practically trip over it in the street” (Dziuban, Lorenzo & Oblinger, 2007, p. 10). In fact, one’s exposure to information is overwhelming. By simply turning on the television or computer,

we can select what information to receive (via RSS, for example) and it comes to us – we don’t even have to seek it out. More than ever before, we can choose what, when, and where to [get and] use information. (Dziuban, et al., 2007, p. 6)

Further, Web 2.0 has forever changed the nature of information. Web 2.0 provides “ubiquitous access to data, an architecture of participation, and distributed independent developers ‘playing well together’. Most importantly, everything is ‘always in beta’ --- that is constantly open for improvement by user feed-back” (Gooding & Morris, 2008, p. 45). Information is therefore no longer created solely by experts – nor is information solely accessible by the elite, the experts, or the leaders (Dziuban, et al., 2007).

The nature of organizations has changed as a result: "Today we are in the era of the *knowledge organization*, a place where generating, sharing and storing knowledge is a valued part of the organizational culture" (Santo, 2005, p. 42). These changes directly affect all people working within organizations, leaders included. As such, these changes need to be reflected in the ways in which leaders are trained, and the ways in which leaders do their jobs. Pratt (2009) believes it is necessary for leaders to consider how

technologies are changing us as individuals and as a society. Today that means managing workers and customers who demand constant connections, mobility and flexibility; who often prefer electronic networking over in-person contact; and who multitask with ease but may not have the same thinking process as previous generations. (p. 24)

Interestingly, "researchers are finding differences in the brains of those who grew up wired, with tests showing that the neurons in the brains of younger people fire differently than in those of older generations" (Pratt, 2009, p. 27). Therefore, leaders would benefit from incorporating various forms of technology in their leadership as looking forward, "the one who will be best is the one best integrated with the technology" (Pratt, 2009, p. 27).

Chapter Summary

This chapter outlined the research problem, noting a newly arising need for leaders to be able to influence others. This chapter discussed contributions to theory, as well as contributions to policy and practice; noting that both need to evolve in reflection of growing demands being put on leaders, namely to be able to influence others with the purpose of creating change.

Limitations of this research were discussed, and addressed where possible. Finally, this chapter concluded by making suggestions for areas of future research, particularly noting that communication, including ICT, and the role each plays in the process of influencing others with the purpose of creating measurable change, are areas which warrant further investigation.

The purpose of this study was to explore the strategies by which leaders successfully influence others with the purpose of creating measurable change. Individuals will not necessarily be influenced by the same influence strategies (Perkins, 2008), therefore, a leader stands the best chance of influencing large numbers of people by including every influence strategy available to them (Grenny, Maxfield & Shinberg, 2008; Whelan-Barry & Sommerville, 2010). This thesis offered insight into influence strategies present and future leaders might consider including in their own efforts to create measurable change. Without speaking to Winfrey, it will never be known whether a concerted effort was made to incorporate these influence strategies. The presence of these influence strategies however, was observed regardless. It is likely that the combined presence of these influence strategies, helped influence American viewers, persuading them to take action towards creating the measurable change Winfrey aimed to create. It can be logically induced that another leader, hoping to create measurable change, would improve their likelihood of success by similarly combining all influence strategies. My hope is that these strategies do prove useful to many and that this thesis inspires present and aspiring leaders to create positive change in their own unique situations.

References

- Aguinis, H., Nesler, M., Hosoda, M., & Tedeschi, J. (1994). The use of influence tactics in persuasion. *Journal of Social Psychology, 134*(4), 429-438.
- Alexandre, L. (2007). Chapter 9, Leadership: Gender excluded yet embraced. In R. Couto's (Ed), *Reflections on leadership* (pp. 95 – 104). London, United Kingdom: University Press of America Inc.
- Allison, D. (2003). Chapter 3, The gentleman with the lamp. In E. A. Samier & K. Mihailova's (Ed), *Ethical foundations for educational administration: Essays in honour of Christopher Hodgkinson* (pp. 38 – 70). New York, NY: RoutledgeFalmer.
- Anderson, K. (1996). *Sociology: A critical introduction*. Scarborough, Ontario: Nelson Canada.
- Aune, R. K., & Basil, M. C. (1994). A relational obligations approach to the foot-in-the-mouth effect. *Journal of Applied Social Psychology, 24*(5), 546-556.
- Baker, S. & Martinson, D. (2001). The TARES test: Five principles for ethical persuasion. *Journal of Mass Media Ethics, 16*(2&3), 148-175.
- Bandura, A. (1994). Self-efficacy. *Encyclopedia of Human Behaviour, 4*, 71-81. Retrieved July 1, 2010 from <http://www.des.emory.edu/mfp/BanEncy.html>
- Bennis, W., Goleman, D., & O'Toole, J. (2008). *Transparency: How leaders create a culture of candor*. San Francisco, CA: Jossey-Bass.
- Bennis, W., & Nanus, B. (2003). *Leaders: Strategies for taking charge* (2nd ed.). New York, NY: HarperBusiness Essentials.
- Blackmore, J. (1999). *Troubling women: Feminism, leadership and educational change*. Buckingham: Open University Press.
- Bruce, L. (1997). Power, responsibility, leadership and learning: New thinking for the new millennium. *Management Research News, 20*(2/3), 77.
- Burger, J. M., Messian, N., Patel, S., del Prado, A., & Anderson, C. (2004) What a coincidence! The effects of incidental similarity on compliance. *Personality and Social Psychology Bulletin, 30*(1), 35-43.
- Burns, J.M. (1978). *Leadership*. New York, NY: Harper Colophon Books.

- Buss, D. M. (2005). *The murderer next door: Why the mind is designed to kill*. New York, NY: Penguin Press.
- By, R. (2005) Organizational change management: A critical review. *Journal of Change Management*, 5(4), 369–380.
- Cialdini, R. B. (2009). *Influence: Science and practice* (5th ed.). United States of America: Pearson Education.
- Clark, M. S., Mills, J. R., & Powell, M. (1986). Keeping track of needs in communal and exchange relationships. *Journal of Personality and Social Psychology*, 51, 333-338.
- Cnbc.com. (2010). *The Oprah effect*. Retrieved June 26, 2010 from <http://www.cnbc.com/id/15840232?video=1139135218&play=1>
- Collins, S. D. (2009). *Persuasion* (2nd ed.). Mason, OH : South-Western Cengage Learning.
- Covey, M. R. (2006). *The speed of trust: The one thing that changes everything*. New York, NY: Free Press.
- Covey, S. R. (1989). *The seven habits of highly effective people: Restoring the character ethic*. New York, NY: Simon and Schuster.
- Denis, J., Langley, A., & CaZale, L. (1996). Leadership and strategic change under ambiguity. *Organization Studies*, 17(4), 673-699.
- Dewan, T., & Myatt, D. (2008). The qualities of leadership: Direction, communication, and obfuscation. *The American Political Science Review*, 102(3), 351-368.
- Dixon, J., Durrheim, K., & Tredoux, C. (2005). Beyond the optimal contact strategy: A reality check for the contact hypothesis. *American Psychologist*, 60(7), 697-711.
- Donahue, P. (2010). *The 2010 Time 100: Artists*. Retrieved May 9, 2010 from http://www.time.com/time/specials/packages/article/0,28804,1984685_1984940_1985540,00.html
- Donaldson, S. (1995). Peer influence on adolescent drug use: A perspective from the trenches of experimental evaluation research. *American Psychologist*, 50(9), 801-802.
- Dziuban, C., Lorenzo, G., & Oblinger, D. (2007). How choice, co-creation and culture are changing what it means to be net savvy. *EDUCAUSE Quarterly*, 30(1), 6-12.
- Editors of Life. (2010). *Life: 100 people who have changed the world*. New York, NY: Time Inc.
- Evancarmichael.com. (n.d.). *Lesson #3: Take advantage of new technologies*. Retrieved May 17, 2010 from <http://www.evancarmichael.com/Famous-Entrepreneurs/514/summary.php>

- Fang, X., Singh, S., & Ahulwailia, R. (2007). An examination of different explanations for the mere exposure effect. *Journal of Consumer Research*, 34(1), 97-103.
- Fenigstein, A., Schheier, M. F., & Buss A. H. (1975). Public and private self-consciousness: Assessment and theory. *Journal of Consulting and Clinical Psychology*, 43, 522-527.
- Fink, E., Cai, D., Kaplowitz, S., Sungeun, C., Van Dyke, M., & Jeong-Nam Kim, M. (2003). The semantics of social influence: Threats vs. persuasion. *Communication Monographs*, 70(4), 295-316.
- Fritz, S., Brown, F. W., Lunde, J. P., & Banset, E. A. (2005). *Interpersonal skills for leadership*. Upper Sadle River, NJ: Pearson Prentice Hall.
- Fullan, M. (2009a). Large scale reform comes of age. *Journal of Educational Change*, 10(2-3), 101-113.
- Fullan, M. (2009b). Chapter 6, The principal and change. In M. Fullan's Ed. *The challenge of change: Start school improvement now* (2nd ed., pp. 55-69)! Thousand Oaks, CA: Corwin.
- Fullan, M. (2010). *All systems go: The change imperative for whole system reform*. Thousand Oaks, CA: Corwin.
- Fullan, M., Cuttress, C., & Kilcher, A. (2009). Chapter 2, 8 forces of for leaders of change. In M. Fullan's (Ed) *The challenge of change: Start school improvement now* (2nd ed., pp. 9-20)! Thousand Oaks, CA: Corwin.
- Gass, R. H., & Seidler, J. S. (2007). *Persuasion, social influence and compliance gaining* (3rd Edition). Boston, MA: Pearson Education, Inc.
- Gilley, A., Gilley, J.W., & McMillan, S. (2009). Organizational change: Motivation, communication, and leadership effectiveness. *Performance Improvement Quarterly*, 21(4), 75-94.
- Glesne, C., & Peshkin, A. (1992). *Becoming qualitative researchers: An introduction*. White Plains, NY: Longman.
- Gold, M. (1999). *The complete social scientist: A Kurt Lewin reader*. Washington, DC: American Psychological Association.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York, NY: Bantam Books.
- Good, D. J., & Sharma, G. (2010). A little more rigidity: Firming the construct of leader flexibility. *Journal of Change Management*, 10(2), 155-174.

- Gooding, J., & Morris, R. (2008). Web 2.0: A vehicle for transforming education. *International Journal of Information and Communication Technology Education*, 4(2), 44-53.
- Grenny, J., Maxfield, D., & Shimberg, A. (2008). How to Have Influence. *MIT Sloan Management Review*, 50(1), 47-52.
- Guerin, B. (1995). Social influence in one-to-one and group situations: Predicting influence tactics from basic group processes. *Journal of Social Psychology*, 135(3), 371-385.
- Hackman, M., & Johnson, C. (2004). *Leadership: A communication perspective* (4th ed.). Long Grove: Waveland Press.
- Hackman, M., & Johnson, C. (2009). *Leadership: A communication perspective* (5th ed.). Long Grove: Waveland Press.
- Hannon, J., & Bretag, T. (2010). Negotiating contested discourses of learning technologies in higher education. *Educational Technology & Society*, 13 (1), 106–120.
- Harpo Productions. (n.d.). *Transcript of "Internet predators: How bad is it?"* (9/15/2008). Retrieved from <http://oprahstore.oprah.com/p-2014-internet-predators-how-bad-is-it-09152008.aspx>
- Harris, A. (2004). Distributed leadership and school improvement: Leading or misleading? *Educational Management and Administration leadership*, 32 (1), 11–24.
- Harris, J., & Watson, E. (2007). *The Oprah phenomenon*. United States of America: The United Press of Kentucky.
- Haudan, J. (2002). 'E' is for engagement: Transforming your business by transforming your people. *Journal of Change Management*, 2(3), 255-265.
- Heartprints: Trudy Chase. [DVD Video]. (2005). In *The Oprah Winfrey show 20th anniversary collection*. Chicago, IL: Harpo Productions.
- Holloway, M., Holloway, G., Witte, J., & Zuker, J. M. (2003). *Individuals and families in a diverse society*. Toronto, Ontario: McGraw-Hill Ryerson.
- Howard, D. J., Genler, C., & Jain, A. (1995). What's in a name? A complimentary means of persuasion. *Journal of Consumer Research*, 22(2), 200-211.
- Internet predators: How bad is it? [Television series episode]. (2008). In *The Oprah Winfrey show*. Chicago, IL: Harpo Productions.
- Jaco, R. M. (2002). Chapter 22, Individual treatment. In F. J. Turner's Ed. *Social work practice: A Canadian perspective* (pp. 255-269). Toronto, Ontario: Prentice Hall.

- Jensen, R., & Kiley, T. (2004). *Teaching, leading, and learning in pre K-8 settings: Strategies for success* (2nd ed.). Pennsylvania: Houghton Mifflin.
- Kenrick, D. T., Neuberg, S. L., & Cialdini, R. B. (2010). *Social psychology: Goals in interaction* (5th ed.). Boston, MA: Allyn & Bacon of Pearson.
- Klenke, K. (2002). Cinderella stories of women leaders: connecting leadership contexts and competencies. *Journal of Leadership & Organizational Studies*, 9(2), 18 - 28.
- Krieg, S. (2010). Identity and knowledge work in a university tutorial. *Higher Education Research & Development*, 29(4), 433-446.
- Kruglanski, A., & Thompson, E. (1999). Persuasion by a single route: A view from the unimodel. *Psychological Inquiry*, 10(2), 83-109.
- Latane, B., & Darley, J. (1970). *The unresponsive bystander: Why doesn't he help?* New York, NY: Appleton-Century Crofts.
- Leithwood, K., Jantzi, D., & Steinbech, R. (1999). *Changing leadership for changing times*. Buckingham: Open University Press.
- Levin, B. (2009). IN CANADA: Build a relationship between research and practice. *Phi Delta Kappan*, 90(7), 528-529.
- Mandela, N. (2007). Oprah Winfrey. *Time magazine*. Retrieved March 14, 2009 from http://www.time.com/time/specials/2007/time100/article/0,28804,1595326_1615754_1616833,00.html
- McCroskey, J., Mottet, T., & Richmond, V. (2006). *Handbook of instructional communication: Rhetorical & relational perspectives*. United States of America: Pearson Education.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass, Inc.
- Milgram, S. (1963). Behavioural study of obedience. *Journal of Abnormal and Social Psychology*, 67(4), 371-378.
- Norton, A., & Smythe, E. (2007). Thinking as leadership/leadership as thinking. *Leadership*, 3(1), 65-90.
- Nytimes.com. (2009). Barack Obama's inaugural address. *The New York times*. Retrieved July 1, 2010 from http://www.nytimes.com/2009/01/20/us/politics/20text-obama.html?pagewanted=1&_r=1

- Obama, M. (2008). Oprah Winfrey. *Time magazine*. Retrieved March 13, 2009 from http://www.time.com/time/specials/2007/article/0,28804,1733748_1733756_1735241,00.html
- Oldenburg, A. (2006). The divine Miss Winfrey: Deifying Oprah. *USA today*. Retrieved February 14, 2010 from http://www.usatoday.com/life/people/2006-05-10-oprah_x.htm
- Olson, I. R., & Marcshuetz, C. (2005). Facial attractiveness is appraised at a glance. *Emotion*, 5, 498–502.
- Ontario College of Teachers. (2005). *Principal's development course guideline*. Retrieved July 20, 2010 from http://www.oct.ca/additional_qualifications/principals_development/pdf/principals_development_course_e.pdf
- Ontario College of Teachers. (2009). *Principal's qualification program 2009*. Retrieved July 20, 2010 from http://www.oct.ca/additional_qualifications/principals_qualification/pdf/principals_qualification_program_e.pdf
- Ontario: The institute for educational leadership. (2008). *Putting Ontario's leadership framework into action: A guide for school & system leaders*. Retrieved July 20, 2010 from <http://www.education-leadership-ontario.ca/files/FrameworkAction.pdf>
- Oprah.com. (2009a). *Oprah calls on viewers to demand action against child predators*. Retrieved October 20, 2009 from http://www.oprah.com/article/pressroom/pressrelease/20080912_orig_predators
- Oprah.com (2009b). *Help pass senate bill 1738—The protect our children act*. Retrieved October 20, 2009 from http://www.oprah.com/article/oprahshow/20080911_tows_predators
- Oprah.com. (2010a). *Oprah Winfrey's biography: Philanthropist*. Retrieved May 13, 2010 from http://www.oprah.com/article/pressroom/oprahbio/20080602_orig_oprahbio/6
- Oprah.com. (2010b). *Oprah Winfrey's biography: Television pioneer*. Retrieved May 13, 2010 from http://www.oprah.com/article/pressroom/oprahbio/20080602_orig_oprahbio/2
- Oprah.com (2010c). *Accused child molesters caught*. Retrieved May 13, 2010 from http://www.oprah.com/world/Accused-Child-Molesters-Caught_1
- Oprah.com. (2010d). *Elizabeth Smart: 6 years later*. Retrieved February 21, 2010 from <http://www.oprah.com/oprahshow/Elizabeth-Smart-6-Years-Later>
- Oprah.com. (2010e). *Oprah: Life and Times*. Retrieved May 13, 2010 from <http://static.oprah.com/popups/otimeline.html>

- Oprah.com. (2010f). *What Ed Smart wants you to know*. Retrieved February 21, 2010 from <http://www.oprah.com/oprahshow/Child-Protection-Resources>
- Oprah.com (2010g). *Oprah Winfrey's official biography: Online leader*. Retrieved July 15, 2010 from <http://www.oprah.com/pressroom/Oprah-Winfreys-Official-Biography/5>
- Oprah.com (2010h). *Oprah Winfrey's official biography: Magazine founder and editorial director*. Retrieved July 15, 2010 from <http://www.oprah.com/pressroom/Oprah-Winfreys-Official-Biography/3>
- Oprah.com (2010i). *Oprah Winfrey's official biography: Philanthropist*. Retrieved July 15, 2010 from <http://www.oprah.com/pressroom/Oprah-Winfreys-Official-Biography/6>
- Oprah.com (2010j). *Message boards*. Retrieved July 17, 2010 from http://www.oprah.com/community/mb_list_landing.jspa
- Perkins, P. S. (2008). *The art and science of communication*. Hoboken, New Jersey, NY: John Wiley & Sons.
- Phanalp, S. (1999). *Communicating emotion: Social, moral and cultural processes*. United States of America: Cambridge University Press.
- Plutchik, R. (2003). *Emotions and life: Perspectives from psychology, biology, and evolution*. Washington, DC: American Psychological Association.
- Poitier, S. (2004) Oprah Winfrey: Talk show inspiration. *Time magazine*. Retrieved March 13, 2009 from <http://www.time.com/time/subscriber/2004/time100/heroes/100oprah.html>
- Pratt, M. (2009). Are computers TRANSFORMING humanity? *Computerworld*, 43(19), 21-27.
- Rice, C. (2006). Oprah Winfrey. *Time magazine*. Retrieved March 13, 2009 from <http://www.time.com/time/magazine/article/0,9171,1187226,00.html>
- Richmon, M. (2000). *Toward a conceptual framework for leadership inquiry*. Canada: University of Western Ontario.
- Richmon, M. & Allison, D. (2003). *Toward a conceptual framework for leadership inquiry*. London, United Kingdom: SAGE Publications.
- Rogers, P., & Meehan, P. (2007). Building a winning culture. *Business Strategy Series*, 8(4), 254-261.
- Rottman, C. (2007). Leadership and change for social justice: Mapping the conceptual terrain. *Journal of Educational Administration and Foundations*, 18(1&2), 52 – 91.

- Ryan, J. (2005). What is leadership? In W. Hare & J. P. Portelli (Eds.), *Key questions for educators* (pp. 22-24). Edphil Books.
- Sacken, D. (1994). No more principals! *Phi Delta Kappan*, 75(9), 664–670.
- Santo, S. (2005). Knowledge management: An imperative for schools of education. *Techtrends*, 49(6), 42 – 49.
- Sawyer, D. (2009). *The 2009 Time 100: Heroes and Icons*. Retrieved December 21, 2009 from http://www.time.com/time/specials/packages/article/0,28804,1894410_1894289_1894286,00.html
- Schultz, P. W. (1999). Changing behaviour with normative feedback interventions: A field experiment on curbside recycling. *Basic and Applied Social Psychology*, 21, 25-36.
- Service, R. (2009). The leadership quotient: Measuring toward improve. *Business Renaissance Quarterly*, 4(1), 125-157.
- Stahelski, A., & Paynton, C. (1995). The effects of status cues on choices of social power and influence strategies. *Journal of Social Psychology*, 135(5), 553-560.
- Steinem, G. (2005). Oprah Winfrey: How America got with the program. *Time magazine*. Retrieved March 13, 2009 from <http://www.time.com/time/subscriber/2005/time100/heroes/100winfrey.html>
- Tannen, D. (1997). Oprah Winfrey: She didn't create the talk show format. But the compassion and intimacy she put into it have created a new way for us to talk to one another. *Time magazine*. Retrieved March 14, 2009 from <http://www.time.com/time/time100/artists/profile/winfrey.html>
- Teal, T. (1996). The human side of management. *Harvard Business Review on Leadership* (pp. 147 – 169). Boston, MA: The Harvard Business School Publishing.
- Thestar.com. (2010). Talking points: Helen Thomson, political roadkill. *The Toronto star*. Retrieved July 4, 2010 from <http://www.thestar.com/news/insight/article/821963--talking-points-helen-thomas-political-roadkill>
- Thoms, P. (2005). *Finding the best and brightest: A guide to recruiting, selecting and retaining effective leaders*. United States of America: Praegar Publishers.
- Tjosvold, D., Andrews, I., & Struthers, J. (1992). Leadership influence: Goal interdependence and power. *Journal of Social Psychology*, 132(1), 39-50.

- Tucker, E., Kao, T., & Verma, N. (2005). Next-generation talent management: Insights on how workforce trends are changing the face of talent management. *Business Credit*, 106(7), 20-27. Retrieved June 29, 2010 from Business Source Complete database.
- Vales, E. (2007) Employees CAN make a difference! Involving employees in change at Allstate Insurance, *Organization Development Journal*, 25(4), 27-31.
- Vand, E. (2009). System theory: Another perspective on leadership communication. *FBI Law Enforcement Bulletin*, 78(4). 15.
- Vermeulen, F., Puranam, P., & Gulati, R. (2010). Change for change's sake. *Harvard Business Review*, 88(6), 70-76.
- Warr, P., & Clapperton, G. (2010). *The joy of work? Jobs, happiness and you*. New York, NY: Routledge.
- Wentz, P. (1998). Successful communications for school leaders. *National Association of Secondary School Principals*, 82(601), 112-115.
- West, P.T. & Armstrong, J. (1980). Follow the Gleam: Charisma – Studying Its Elusive Nature. *NASSP*, 64(438), 70-77.
- West, S. G. (1975). Increasing the attractiveness of college cafeteria food: A reactance theory perspective. *Journal of Applied Psychology*, 60(5), 656-658.
- Whelan-Berry, K. S., & Somerville, K. A. (2010). Linking change drivers and the organizational change process: A review and synthesis. *Journal of Change Management*, 10(2), 175-193.
- Wilke, R. L. (2005). *Improving teaching and learning: What's your relationship quotient?* Lanham, MD: Scarecrow Education.
- Yukl, G. A. (1998). *Leadership in organizations* (4th ed.). Englewood Cliffs, NJ: Prentice Hall.
- Zaleznik, A. (1998). Chapter 3, Managers and leaders: Are they different? In Harvard Business School Press' *Harvard business review on leadership* (pp. 61 – 88). Boston, Massachusetts: Harvard Business School Publishing