

AND NOW FOR SOMETHING ENTIRELY DIFFERENT... MI & PERSUASION

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Prevention Research Institute
- Ray Daugherty
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University of New Mexico



The answer is... 9/12/17

CALL ME FOREST...





WE HAVE ISSUES, BUT NO CONFLICTS



MI & PERSUASION

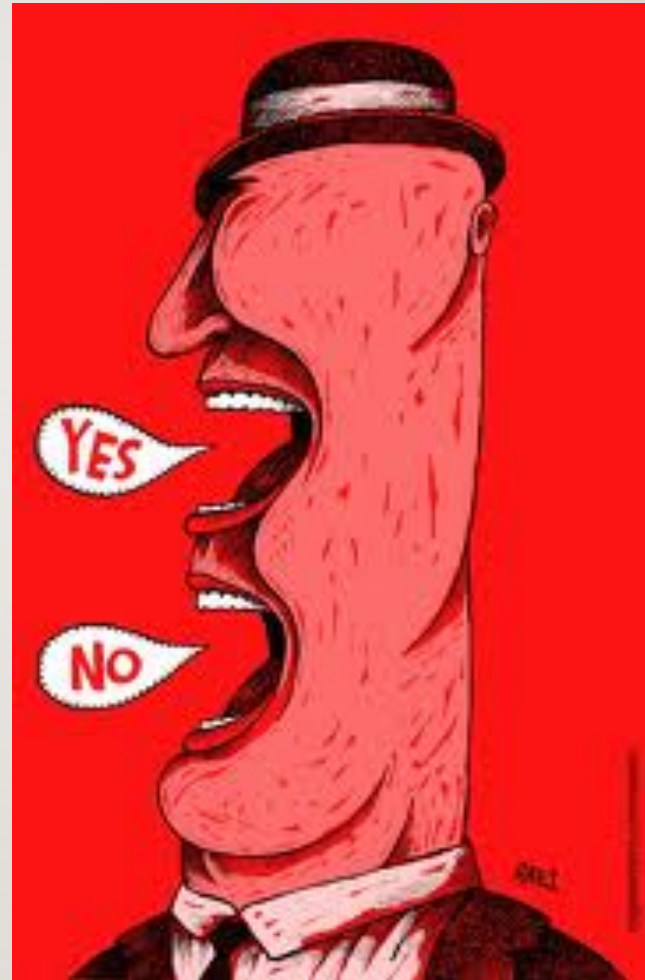


LET'S AGREE ON A FEW IDEAS

CHANGE IS (OFTEN) HARD

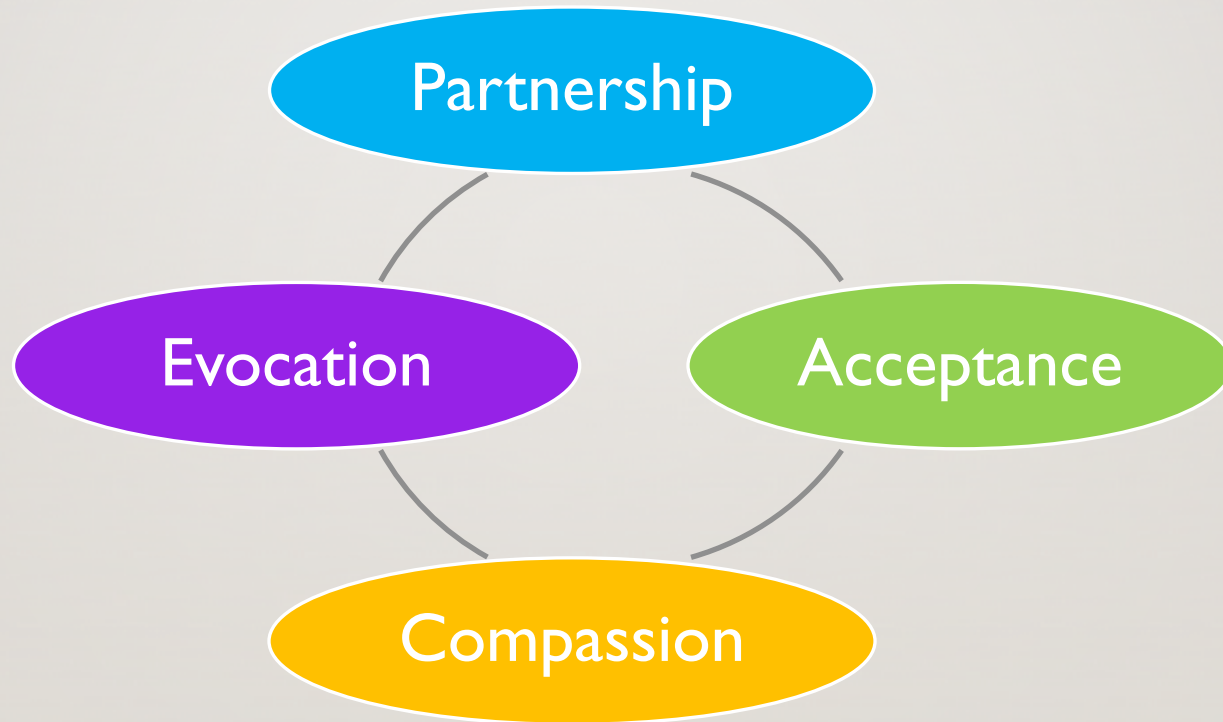


PEOPLE ARE AMBIVALENT





Spirit of MI



THE HOW OF MI: FOUR FUNDAMENTAL PROCESSES



Engaging

Focusing

Evoking

Planning

CHANGE, SUSTAIN TALK & DISCORD



THE HOW OF MI

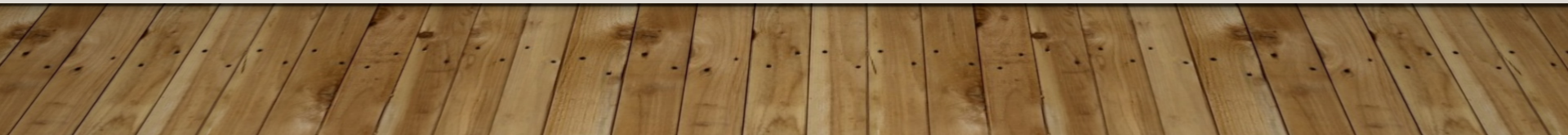
WAX ON



WAX OFF



WHAT DOES MI LOOK LIKE?



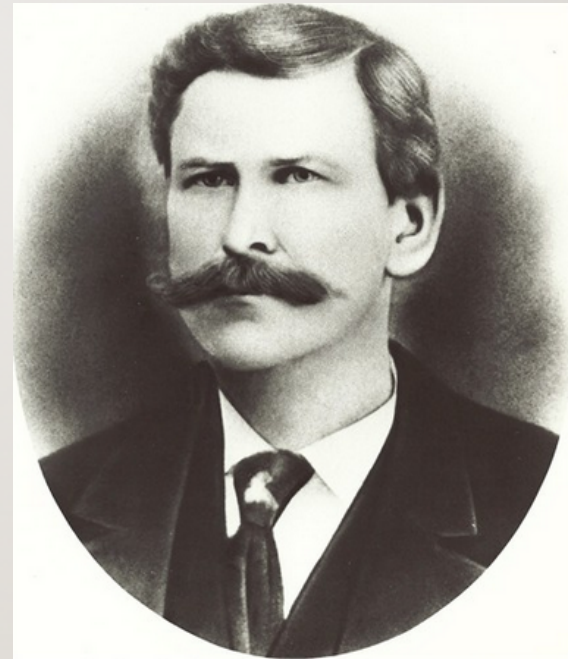
MI AND PERSUASION WHERE DO THEY MEET?

Ray Daugherty
Prevention Research Institute

JUDGE NOAH “SOGGY” SWEAT

If by whiskey you mean...

Speech on the floor of the
Mississippi Legislature, 1952



IF BY PERSUASION YOU MEAN...

- **If by persuasion you mean:**
 - **Talking people into something**
 - **Hard Sell**
 - **Self-Serving**
 - **Disrespectful**
 - **Manipulative**



BUT IF BY PERSUASION YOU MEAN...

- **If by persuasion you mean:**
 - **Starting where the person is.**
 - **Being nonjudgmental**
 - **Avoid provoking defenses**
 - **Crafting language to be heard and considered**
 - **Helping people think deeply about the issue**

THE STRUGGLE FOR ME HAS BEEN...

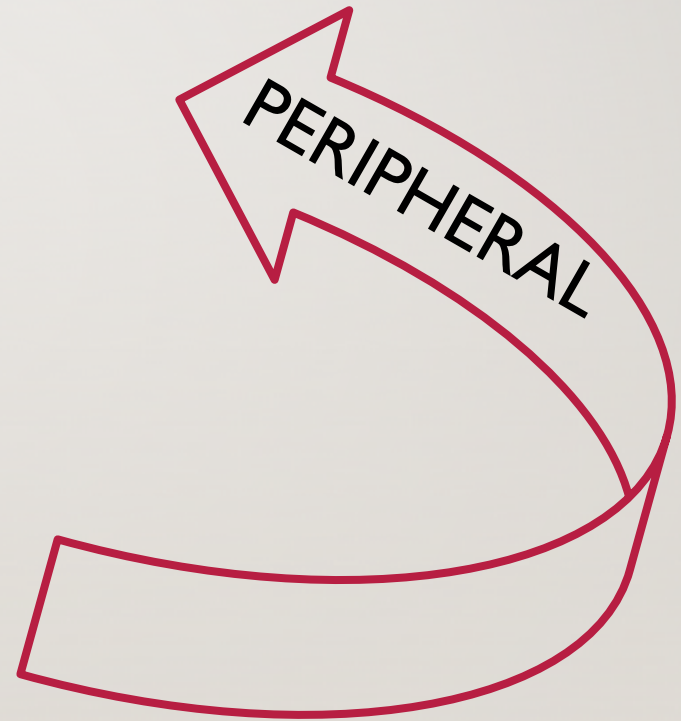
- It seems many in MI consider the first form of persuasion as **being** persuasion,.
- In doing so, we may be limiting our understanding of a rich body of literature that could be helpful to us.

CAN PERSUASION BE...

- Other-Serving
- Non Manipulative
- Non Coercive
- Respectful
- Yet Effective?

TWO ROUTES TO PERSUASION

CHANGE



THE CENTRAL ROUTE:

Some Quotes from Petty & Cacioppo 1986

“(The Central Route describes) change that happens as a person thinks deeply about a subject.”

THE CENTRAL ROUTE:

Some Quotes from Petty & Cacioppo 1986

*“(The Central Route describes) change that happens as a person **thinks deeply** about a subject.”*



Motivational Interviewing—well done—provokes
thinking deeply

THE CENTRAL ROUTE:

Some Quotes from Petty & Cacioppo 1986

Since persuasion in this route happens through deep reflection, they go on to add:

“All persuasion is self-persuasion.”

In Motivational Interviewing we hear,
“All change is self-change.”

THE CENTRAL ROUTE:

Some Quotes from Petty & Cacioppo 1981

“The central route emphasizes the information a person has about the attitude or object under consideration. ...on the information that people generate themselves; ...[or] on the ways in which people integrate or combine the information available to them.

A genius of Motivational Interviewing is the way in which it works with information people already have; perhaps consciously and perhaps not.

*“The central route emphasizes the **information a person has about the attitude or object under consideration.** ...on the information that people generate themselves; ...[or] on the ways in which people integrate or combine the information available to them.*

THE CENTRAL ROUTE

Through reflections, open-ended questions, and summaries the MI practitioner helps clients generate and then integrate the internal information that drives the MI session

*“The central route emphasize the information a person has about the attitude or object under consideration. ...on the **information that people generate themselves; ...[or] on the ways in which people integrate or combine the information available to them.***

THE CENTRAL ROUTE:

Some Quotes from Petty & Cacioppo 1986

*Some [messages] lead to **favorable thoughts**, whereas others lead to **counterarguments**. The person then integrates this into a coherent and reasonable position.”*

In MI we describe the same this as
change talk and sustain talk.

A DEFINITION OF PERSUASION FLOWING FROM THE CENTRAL ROUTE

Persuasion is the art and science of how communication can increase the chance that people will make attitude and/or behavior changes in a desired direction.

- MI and the central route both reflect both an art and a science.
- Both are a form of communication.

A DEFINITION OF PERSUASION FLOWING FROM THE CENTRAL ROUTE

Persuasion is the art and science of how communication can increase the chance that people will make attitude and/or behavior changes in a desired direction.

But does MI attempt to “increase the chance that people will make attitude and/or behavior changes in a **desired direction?**”

I SUGGEST “YES” AND HERE IS WHY...

- I. We evaluate MI by amount of change compared to TAU. If MI was not about changing in a desired direction, it seems it would be evaluated by something else—perhaps the extent to which people resolve ambivalence regardless of other outcomes.

I SUGGEST “YES” AND HERE IS WHY...

2. The name Motivational Interviewing begs the question, “Motivate for what?” The “what” seems answered by the settings in which MI is most commonly used—to help people decide to drink less, use drugs less, follow diabetes treatment protocols more, etc.

I SUGGEST “YES” AND HERE IS WHY...

3. MI teaches the practitioner to skillfully **choose** what to reflect, and to **shape** our language to encourage change talk. The choice of what to reflect and the focus on change talk indicates we have a desired direction. That is the heart of central route persuasive communication.

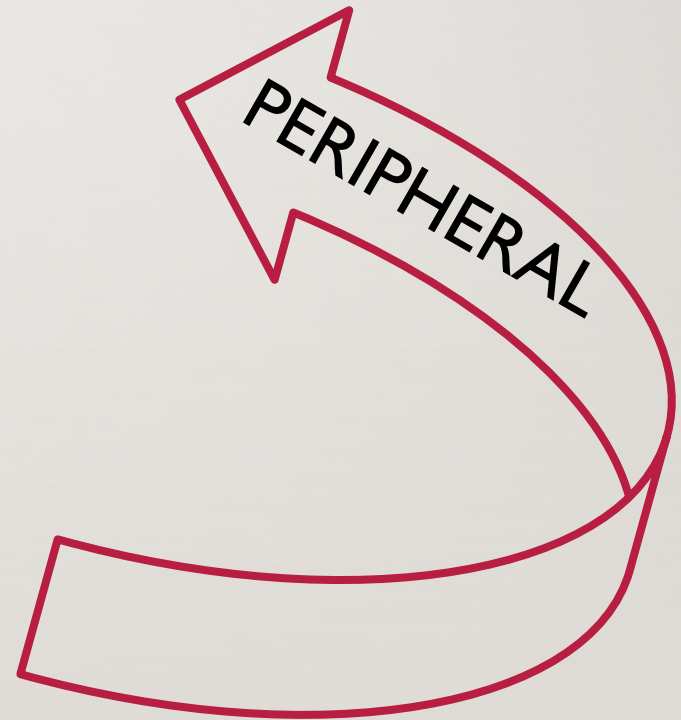
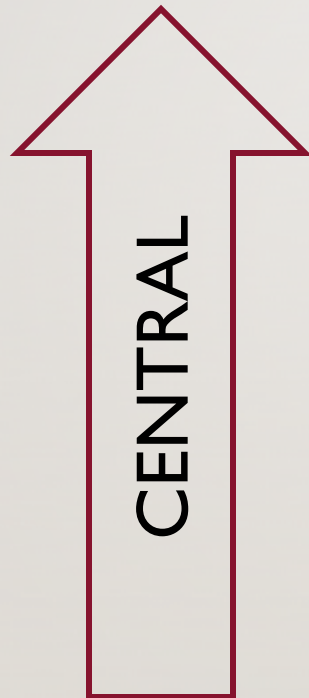
I SUGGEST “YES” AND HERE IS WHY...

4. The fact that we choose not to train sales people in MI skills, implies to me that on some level we know MI is not only a powerful form of communication, but of persuasion. It can be abused.

MI AND PERSUASION

- If Persuasion is the art and science of how communication can bring about change in a desired direction, I believe MI meets all parts of this definition.
- So to me, MI is not just **consistent** with Persuasion, it is a **form** of Persuasion

TWO ROUTES TO PERSUASION



PERIPHERAL ROUTE

- Not a thinking route, more of a feeling route.
- Does not address the issue directly, instead works on "change by association or slogan."
 - Celebrity endorsements
 - "9 out of 10 doctors recommend..."
 - "You're in good hands with..."
 - "On sale!"

PERIPHERAL ROUTE

- It also can include:
 - How a person is introduced at a conference
 - How we appear
 - Diplomas and certifications
 - The expertise clients believe we have...

PERIPHERAL ROUTE

We may not seek to use the peripheral route, yet, if we do our job well, we may not be able to avoid it. It will happen whether we “believe in it” or not.

IN CLOSING (FOR MY PART...)

The question, “Are MI and Persuasion consistent?” may be the wrong question.

A better question might be, “What types of persuasion are MI consistent?”

If we accept the overlap, we may open up a whole other body of research and theory to deepen our practice and understanding.

CHANGE IS HARD, BUT ELM IS HARDER... HOW DO VARIABLES INFLUENCE OUR DECISIONS?

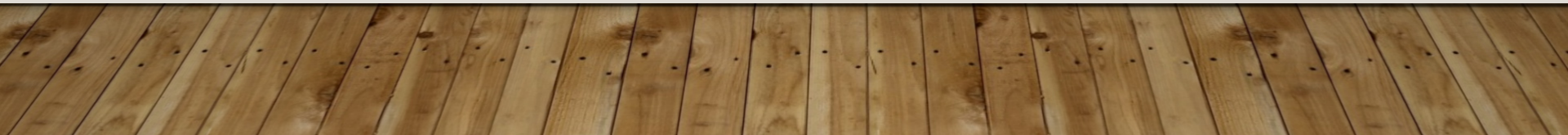


THE MESSAGE

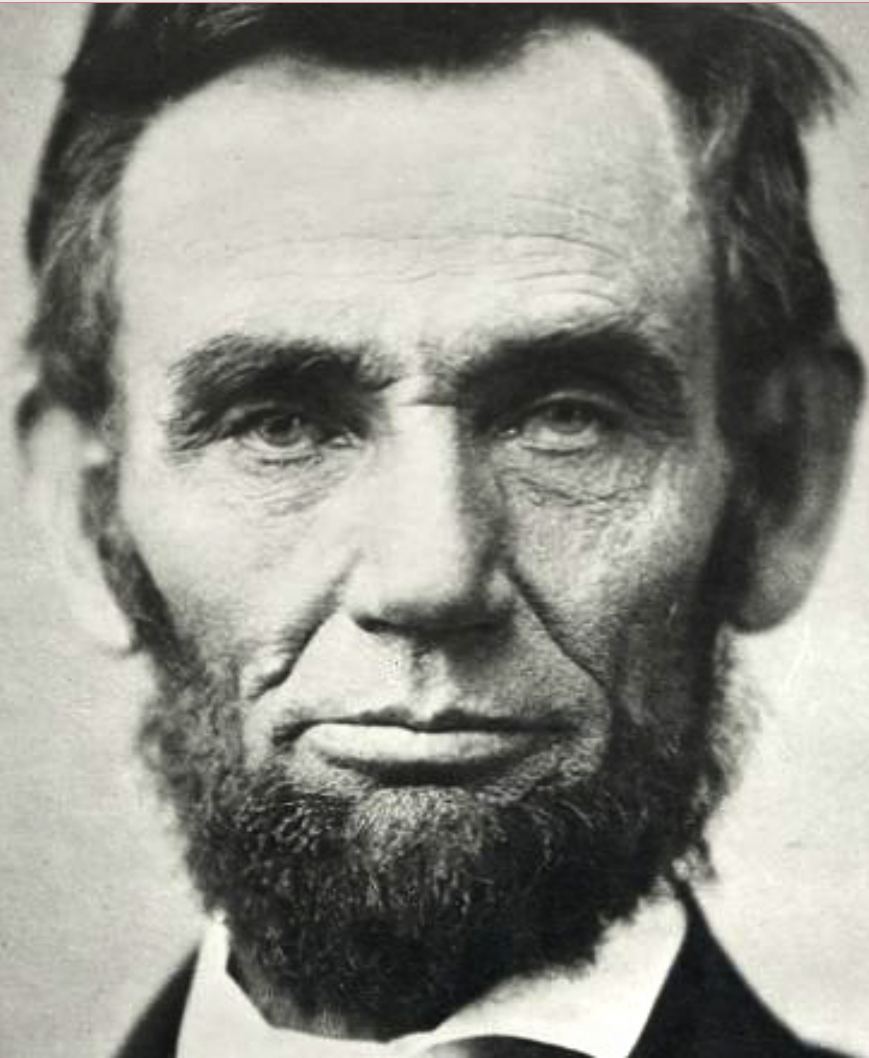
“Knowledge speaks,
but wisdom listens”



THE SOURCE



THE SOURCE



16.



THE TRUE
SOURCE

CONTEXT



RECIPIENT



ALL FOUR IMPACT ATTITUDES TOWARDS CHANGE





THE MAGNIFICENT 7
(7 POSTULATES OF
ELM)



(7 POSTULATES OF ELM)

- Correctness
- Elaboration
- Multiple Roles
- Objective processing
- Biased processing
- Trade-off
- Attitude strength



ELABORATION CONTINUUM

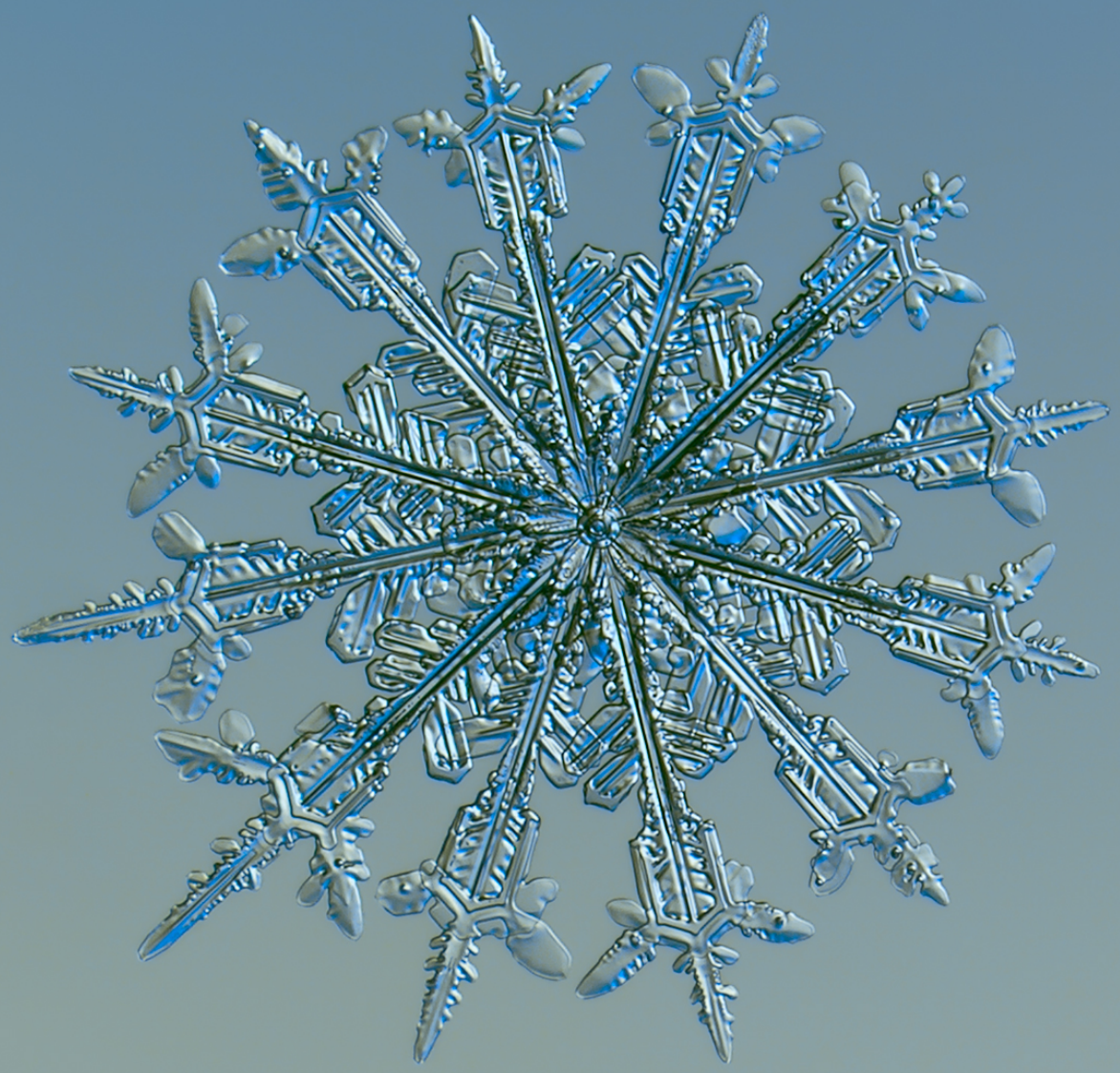
ELM EXPLAINS...

- Ways
- When
- Consequences

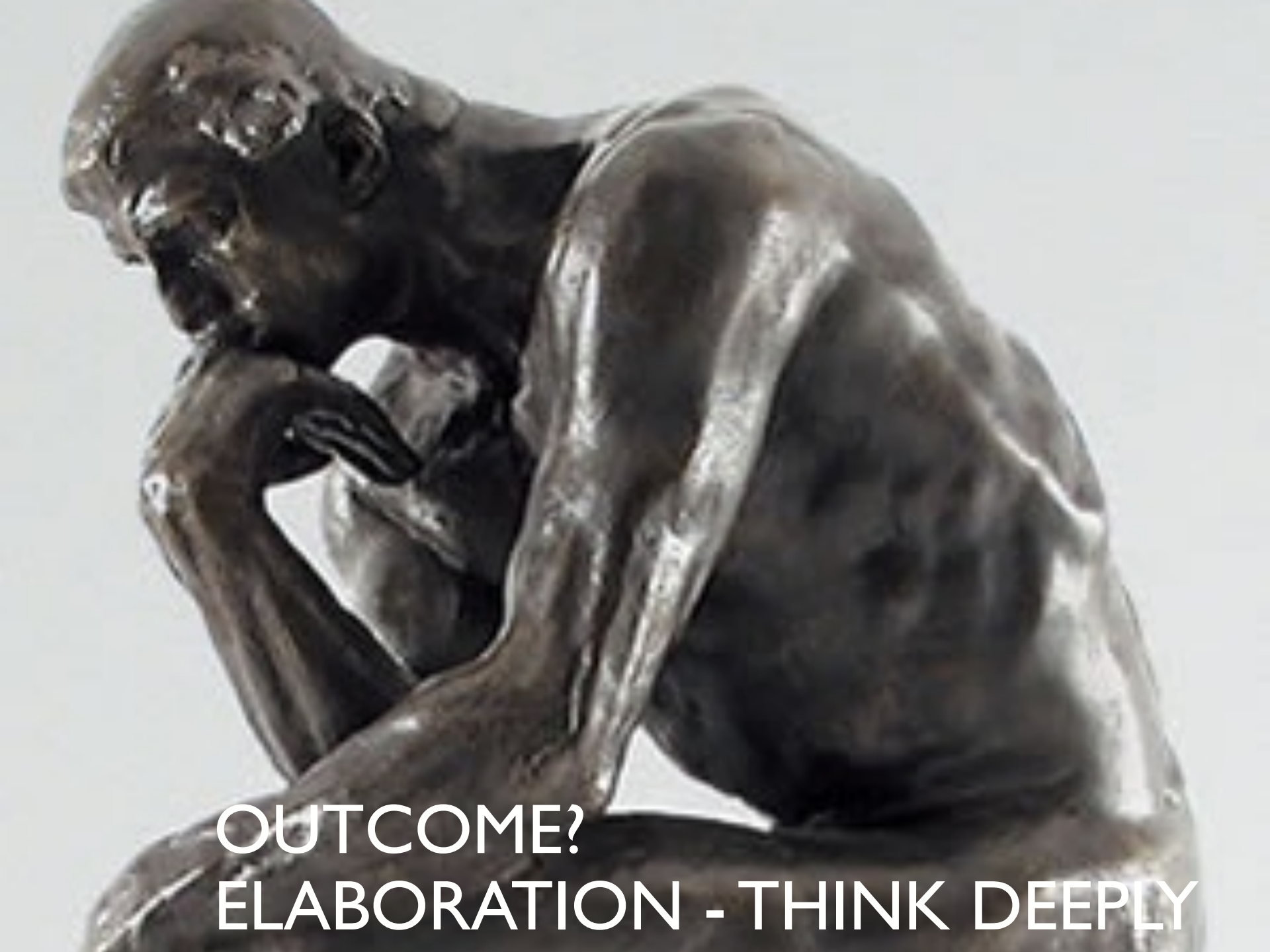


PRECIPITATION







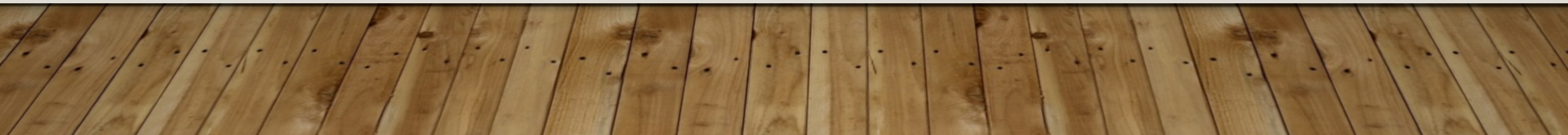


OUTCOME?
ELABORATION - THINK DEEPLY

THIS IS MAKING MY HEAD HURT...
AND MI FITS HOW?

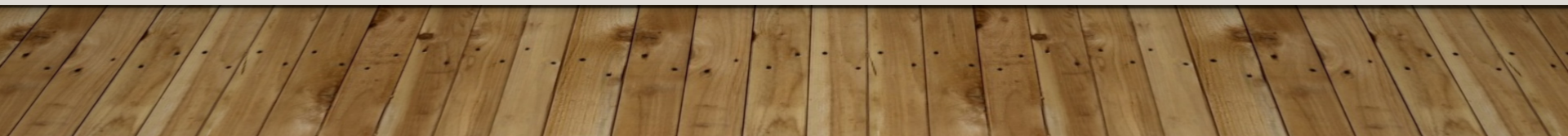


CIALDINI'S 7 DIRECT ROUTES TO PERSUASION



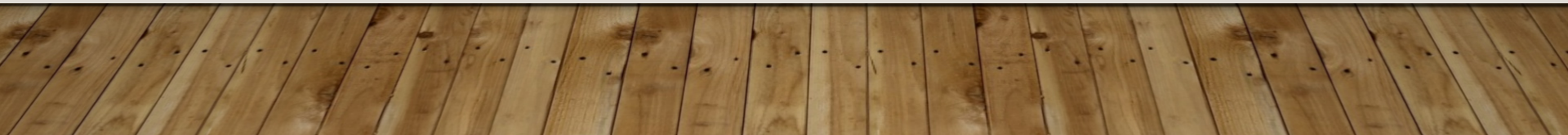


RECIPROCATATION





LIKING



A large crowd of people is shown at night, with many individuals holding up their smartphones to take photos or videos. The scene is dimly lit, with the primary light sources being the screens of the phones and some blurred background lights. The overall atmosphere is one of a public event or gathering where social media is being used extensively.

SOCIAL PROOF

A close-up photograph of a wooden gavel resting on a wooden surface, likely a courtroom. The gavel is positioned diagonally, with the head on the left and the handle extending towards the right. The background is a blurred courtroom interior with large windows and wooden paneling. A semi-transparent black rectangular box is overlaid on the lower right portion of the image, containing the word "AUTHORITY" in white, uppercase letters. A thin red horizontal line is positioned below the text.

AUTHORITY



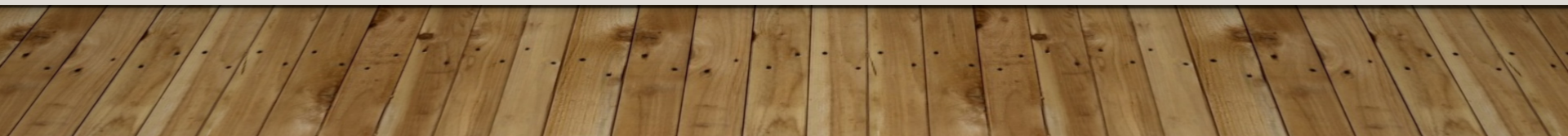
SCARCITY



CONSISTENCY



**UNITY:
BEING TOGETHER**



A large crowd of people, many wearing pink hats, gathered for a Women's March rally. Several individuals in the crowd are raising their hands in a 'V' sign. The scene is filled with people of various ages and ethnicities, all participating in the event. A semi-transparent dark purple banner is overlaid on the lower half of the image, containing the text 'UNITY: ACTING TOGETHER' in white, uppercase letters. A thin red horizontal line is positioned below the text.

UNITY:
ACTING TOGETHER

NEIDERT'S CORE MODEL OF SOCIAL INFLUENCE

- Cultivating a positive association
- Reducing uncertainty
- Motivating Action
- Reciprocity
- Liking
- Social proof
- Authority
- Consistency
- Scarcity

SOUNDS A LITTLE LIKE...

- Cultivating a positive association
- Engaging
- Reducing uncertainty
- Focusing
- Motivating Action
- Evoking

BUT WAIT... CIALDINI (2016) HAS MORE.

- Privileged moments
- Attention is important
- What's focal is causal
- Some things command our attention more than others
- Biased memory searches
- Not necessarily best information but what's been brought to mind
- Paying attention leads us to overestimate what's important
- We don't tend to recognize the effects



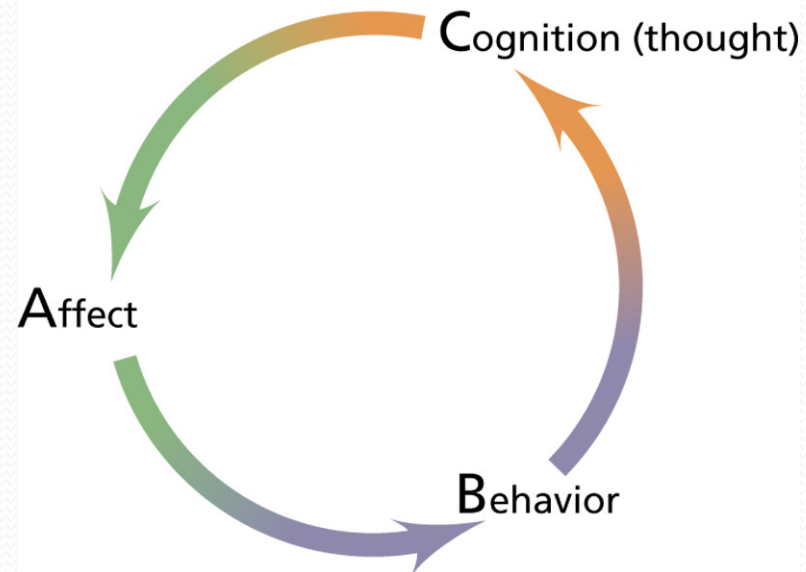
ICMI 5
Philadelphia, PA, USA
June 21, 2015

What's the Problem with Persuasion?

Allan Zuckoff, PhD
Director of Training, Vital Decisions, LLC

Persuasion

- Intentionally attempting to lastingly change **attitudes** through transmission of a message
 - Stable evaluative response toward a person, thing, event, or issue
 - Rooted in beliefs
 - Exhibited in feelings
 - Result in an inclination to act



Persuasion

- Intentionally attempting to lastingly change attitudes through transmission of a message
 - How does attempting to change a person's evaluation of a behavior, decision, or situation, by communicating a message designed to influence that evaluation, fit with our understanding of MI?

Autonomy Support

- Autonomy
 - Greek: *autos* (self), *nomos* (law)
 - To be “self-governing”
- Autonomy Support in MI3
 - A component or manifestation of Acceptance
 - “...honoring and respecting each person’s ... irrevocable right and capacity of self-direction” (p. 18)

Reasons for Autonomy Support in MI

- MI3 (p. 19): “The opposite of autonomy support is the attempt to *make* people do things, to coerce and control.”
- “Control” elicits discord
 - Reactance
 - A threat to a freedom triggers a drive to restore that freedom
- Control interferes with strengthening motivation and commitment to change

Reasons for Autonomy Support in MI

- MITI 3.1.1 Revised Global Scales
 - Autonomy Support = 4
 - Clinician is accepting and supportive of client autonomy.
 - Autonomy Support = 5
 - Clinician adds significantly to the feeling and meaning of client's expression of autonomy, in such a way as to *markedly expand client's experience of own control and choice.* [italics in the original]

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 - Autonomy Support = 5
 - Clinician adds significantly to the feeling and meaning of client's expression of autonomy, in such a way as to *markedly expand client's experience of own control and choice*. [italics in the original]
 - How are they different? Why does it matter?

The Rogerian Foundation

- MI3 (p. 18-19): “Rogers (1962) sought to offer people ‘complete freedom to be and to choose’ (p. 93)”
- For Rogers, this was not just a strategic (pragmatic) action, but a foundational principle

Rogers' Theory of the Person

- The “organismic” (embodied) valuing process and the actualizing tendency
 - Our own evaluations are trustworthy
 - We are nascently “autonomous” from the start
- The development of the Self through others' valuing of us and the need for “positive regard” from others and from ourselves
 - The need for approval is more powerful than our tendency to trust our own evaluations

Rogers' Theory of the Person

- Conditions of worth and development of defenses against accurate self-awareness
 - We distort our own experience to avoid threats to feeling worthwhile
 - We no longer trust our own evaluations, but are governed by others' views of us
- Incongruence, anxiety, and instability
 - Loss of autonomy (mistrust of our own evaluations and resulting self-alienation) leaves us rigid, vulnerable, and anxious

The Extension of Rogers' Theory by Self-Determination Theory

- **Autonomy as a core psychological need**
 - Experiencing oneself as the origin or source of one's own behavior is essential for ongoing psychological growth, integrity, and well-being
- **Autonomous (vs. Controlled) Action**
 - Action experienced as chosen freely, based on its intrinsic value to the self, is associated with increased interest, confidence, performance, creativity

Self-Evaluation in SDT

- Kernis (1989, 2000): Unstable Self-esteem
 - Fluctuations in self-esteem with the outcomes of self-relevant events
 - Positive self-esteem is fragile
 - Events as are excessively perceived as having implications for self-worth
 - Reactions to threats to self-esteem are extreme
 - Demoralization
 - Attack on source or credibility of the threat

Self-Evaluation in SDT

- Deci & Ryan (1995): Contingent self-esteem
 - Positive evaluations of the self resulting from living up to external or introjected expectations
 - Requires continual self-evaluation
 - Relies on defensive and distorting processes
 - Selective information processing
 - Self-serving attributions of behavior
 - False consensus, False uniqueness
 - Social comparisons (“Better-than-average effect”)

Self-Evaluation in SDT

- Deci & Ryan (1995): True self-esteem
 - Positive evaluations of elements of the self that are intrinsic or integrated into the self
 - Social contexts in which socializing agents are genuinely related to and autonomy-supportive of the individual facilitate the development of true self-esteem. [This]... means valuing the other for who he or she is and taking that other's frame of reference... It is precisely the acceptance of *self*—first by others and then by oneself—that supports the development and maintenance of true self-esteem. By acting from one's true self... one will feel a sense of personal integrity and agency. One will experience true self-esteem.” (p. 46)

Returning to Rogers

- Core conditions of genuineness, empathy, and unconditional positive regard for all the person's (denied and distorted) experience restore well-being by increasing unconditional positive self-regard
- Open to experience (self-aware and self-accepting), trusting in our own evaluations (autonomous), and open to change (existential, flexible)

Autonomy and Self-Evaluation in MI

- Autonomy and Positive Self-Regard (true/stable self-esteem) are intertwined
 - We cannot govern ourselves if we don't trust our own evaluations of the choices we face
 - We cannot trust our own evaluations if our choices are made in order to obtain (external or introjected) others' approval

Autonomy and Self-Evaluation in MI

- Negative judgment is a form of control
 - Threats to positive regard create pressure to act in ways that ward off these threats
- Affirmation is a form of Autonomy Support
 - If offered non-contingently and focused on the person rather than the behavior
 - Highlights why differentiating affirmation from approval is crucial
 - Approval is also a form of control

Autonomy and Self-Evaluation in MI

- Autonomy support itself facilitates change
 - Values Card Sort
 - Articulating values (one's own evaluations that are more stable and fundamental than attitudes—Rokeach, 1973), even absent development of discrepancy, promotes resolution of ambivalence
 - And increases openness to information discrepant with preferred self-views by generating self-affirmation, thus reducing the threat to self-esteem—McQueen & Klein, 2006

Persuasion

- Intentionally attempting to lastingly change attitudes through transmission of a message
 - Elaboration Likelihood model (ELM)
 - Central Route
 - Influence derives from strength and quality of the argument(s) included in the message
 - Peripheral Route
 - Influence derives from cues irrelevant to the content or quality of the message

Elaboration Likelihood Model

- ELM is a descriptive model of influences on persuasion
 - It makes no judgments about the ethical status of various methods of promoting persuasion
 - It does not concern itself with the impact of various methods of promoting persuasion on the audience (“target”) of persuasive messages
- What is the impact of persuasion as described by the ELM on self-governance and self-trust?

Persuasion per ELM

- Deploy Peripheral Cues
 - Be likable
 - Convey similarity of attitudes, personality, background, interests, or appearance
 - Convey a liking for the client
 - Be credible
 - Establish expertise: speak confidently and say things the client agrees with
 - Establish trustworthiness: look the client in the eye, talk fast, argue against your own interests, and convey that you're not trying to persuade
 - Promote a good mood

Persuasion per ELM

- Increase Motivation to Process the Message
 - Be a credible and likeable messenger
 - Increases “involvement”
 - Generates biased information processing, leading to self-generation of arguments in favor of the message
 - Personalize the message
 - Personal relevance increases motivation
 - Promote strong feelings
 - Increases perceived importance of the message

Persuasion per ELM

- Offer a Convincing Message
 - Present the message skillfully
 - Match cognitive demand to cognitive ability
 - Offer two-sided messages to the skeptical and one-sided messages to the less knowledgeable or involved
 - Include strong arguments in favor of the message

MI, Persuasion, and Autonomy

- Are there potentially two forms of MI?
- How much of the way we usually do, and teach, MI partakes of persuasive techniques?
- How does use of these techniques impact the intention to help people resolve ambivalence in favor of healthy change by strengthening their trust in their own evaluation of their choices and helping them access their intrinsic motivations, integrated values, and capacity for autonomous action?