Module 5: Brand and Reputation Management in Education

01/10/2020 – 02/10/2020

Day 1

#ourNCEjourney
Welcome

Matt Silver
Sir David Carter
Zoom Conduct:

- Any technical issues, contact your mentors
- Video off in main room and on in break out rooms
- All participants will be muted
- The chat function can be used to share thoughts, ask questions or engage with other participants
- Where necessary, a participant may be unmuted to make a contribution
- Challenge! (But be kind!)
- We are all in this together, let’s share, learn and grow together
Assignment 5 - Deadline 18/12/2020

Learners will write an essay of 3000 words and evidence that they have developed proficient knowledge of;

1. How to apply brand and reputation management theory into practice
2. The external political environment and use of diplomacy with diverse groups of internal & external stakeholders in relation to brand and reputation management
3. Global perspectives; the external environment, social, technological and policy implications upon brand and reputation management
Brand: is a marketing practice in which a company creates a name, symbol or design that is easily identifiable as belonging to the company.

Reputation: the beliefs or opinions that are generally held about someone or something.
Essay Structure

- **Introduction (approx. 500 words)**
  - Tell the reader what you are going to do in the essay:
  - Add your context.
  - Map out the essay's three Learning Obj’s for the reader
  - Define terms

- **Learning Objectives (approx. 600 words per LO)**
  1. How to apply brand and reputation management theory into practice (Session 1 and Sir David Carter's input)
  2. The external political environment and use of diplomacy with diverse groups of internal & external stakeholders in relation to brand and reputation management (Session 2)
  3. Global perspectives; the external environment, social, technological and policy implications upon brand and reputation management (Session 3- Ben Laker and Session 4)

- **Conclusion (approx. 500 words)**
Draw a diagram that links the learning objectives together
15 minute break
Brand and Reputation Management
Knowledge Seminar 1
Reputation matters

67% Executives believe that reputation is a high priority for their company

67% Executives state that reputation has grown in importance over the last few years

36% Only a minority of executives are ready to proactively manage reputation
Harris-Fombrun Reputation Quotient

Charles Fombrun and Harris Interactive research:
• What company do you hold in high regard?
• Now try to explain why you named that company.
Reputation Quotient


- Emotional appeal
- Products and services
- Vision and leadership
- Social responsibility
- Financial performance
- Workplace environment
Story line: Master of reinvention

**Say this…**
“We reinvented ourselves for a changing world”

**…not this**
“We cannibalized our old business”

**Role models:** Amazon, David Bowie  
**Key qualities:** Rediscovery, self-awareness

Story line: Best beats first

**Say this…**
“We did things differently, we saw an opportunity they missed”

**…not this**
“We copied and improved on their idea”

**Role models:** Facebook, Virgin  
**Key qualities:** Novelty, distinctiveness, tackling a challenge

Story line: Serendipitous discovery

**Say this…**
“We were astute enough to see the opportunity when it happened”

**…not this**
“We made a lucky discovery”

**Role models:** Alexander Fleming (penicillin), Art Fry (Post-it Notes)  
**Key qualities:** Surprising connection, curiosity
Story lines

If at first you don’t succeed

Say this…
“We undertook a process of discovery; we pivoted cleverly”

...not this
“We made a lot of mistakes”

Role models: James Dyson, Thomas Edison
Key qualities: Tenacity, diligence

The unreasonable person

Say this…
“She or he had a clear vision and won other over through persistence”

...not this
“She or he was incredibly stubborn”

Role models: Steve Jobs, Elon Musk
Key qualities: Vision, stubbornness, resilience

The winds of change

Say this…
“We saw the confluence of trends; we positioned ourselves accordingly”

...not this
“We were lucky – in the right place at the right time”

Role models: YouTube, Tencent
Key qualities: Timing, going on a journey
Process model: Reputation and Responsibility

1. Mapping the situation
2. Exploring vision and values
3. Engaging with stakeholders
4. Measuring and managing reputation
5. Embedding corporate responsibility
6. Linking reputation and responsibility to strategy

Driving value through management of reputation and corporate responsibility
Schwartz’s (1992) traditional values dimensions
(see also Schwartz et al. 2012)
Actual and espoused values

• In reality companies often do (not) have a strong set of values they live by and are shared by employees

Espoused Values
(values they would like or claim to have)

vs

Actual Values
(values they would like or claim to have)

• Values in commercial organisations are power, success and prestige
• Values on visionary companies have ‘humanist’ quality
• Pruzan (2001) disparity between staff (even leaders) and firm values are unhealthy and unsustainable
Actual and espoused values

• In reality companies often do (not) have a strong set of values they live by and are shared by employees

- Espoused Values (values they would like or claim to have)
- Actual Values (values they would like or claim to have)

• Values in commercial organisations are power, success and prestige
• Values on visionary companies have ‘humanist’ quality
• Pruzan (2001) disparity between staff (even leaders) and firm values, unhealthy and unsustainable
Trust and Distrust Matrix

**High trust**
*Characterised by:*
- Hope
- Faith
- Confidence
- Assurance
- Initiative

**Low trust**
*Characterised by:*
- No hope
- No faith
- No confidence
- Passivity
- Hesitance

1. **Low distrust**
   *Characterised by:*
   - No fear
   - Absence of scepticism
   - Absence of cynicism
   - Low monitoring
   - No vigilance

2. **High value congruence**
   - Interdependence promoted
   - Opportunity pursued
   - New initiatives

3. **Undesirable eventualities**
   - Expected and feared
   - Harmful motives assumed
   - Interdependence managed
   - Pre-emption: best offence is a good defence
   - Paranoia

4. **Trust but verify**
   - Relationships highly segmented and bounded
   - Opportunities pursued and down-side risks/vulnerabilities continually monitored

**High-distrust**
*Characterised by:*
- Fear
- Scepticism
- Cynicism
- Wariness and watchfulness
- Vigilance
Relate Framework (1)

Stakeholders being affected by an organisation (through organisational ACTIONS)

Stakeholder experiences and observations of business behaviour
(i.e. how closely aligned are stakeholder experiences and observations of a business to their expectations of a business)

Stakeholders affecting an organisation (through stakeholder REACTIONS)

Stakeholder feelings and behaviours towards business
(i.e. how closely aligned are stakeholder feelings and behaviours to what a business wants from stakeholders)
Pyramid of Corporate Responsibility (Carroll, 1969;1991)

1. **Economic**
   - Be profitable
   - **Required**

2. **Legal**
   - Obey by law
   - **Required**

3. **Ethical**
   - Be ethical
   - **Expected**

4. **Philanthropic**
   - Be a good corporate citizen
   - **Desired**
## Triple Bottom Line (Elkington, 1997)

<table>
<thead>
<tr>
<th><strong>Economic dimension (Profit)</strong></th>
<th><strong>Environmental dimension (Planet)</strong></th>
<th><strong>Social dimension (People)</strong></th>
</tr>
</thead>
</table>
| • Businesses are responsible for supplying society with products and services.  
  • They should also provide employment, knowledge and additional economic benefits. | • Businesses must protect the natural environment along the entire value chain.  
  • They should also use the knowledge and skill to contribute to constant rise in eco-efficiency. | • Businesses should help to safeguard fundamental human rights (employee rights, women’s rights, rights of the disabled, etc) and promote social integration. |
Triple Bottom Line
(Elkington, 1997)
Linking Reputation and Strategy

- Purpose: Why do we exist?
- Steps to the purpose:
- Strategy: How do we achieve our purpose?
- Values: What do we believe?
- Standards: How we behave?
1. Scope Issue and Identify your key stakeholders

2. Identify your vision and values
   - How would you be behaving if you were living your values?
   - What would success look like?

3. Engaging with stakeholders
   - How would stakeholders like your company behave?
   - Qualitative and quantitative measurement of stakeholder experiences, feelings and behaviour towards your company

4. Identifying gaps
   - Identify gaps between what you are doing and what creates support
   - Identify issues that you need to lean on

5. Take strategic action to close gaps
   - Introduce initiatives that are stakeholders relevant and evidence based

6. Measure and communicate
   - How are actions improving support?

Reflect and improve

Money, Hillenbrand, Hunter and Money, 2012
Lunch
Stakeholder Management
Knowledge Seminar 2
The reason strategy execution is often glossed over by even the most astute strategy consultants is because it’s not a strategy challenge. *It’s a human behaviour one.*

Peter Bregman
A caution on use of tools & models...

The TRIE: Designer

Designers build in this direction

The TRIE: User

The User learns in this direction

Tools & Rules

Interaction

Experience

Sangeet Paul Choudary
How does change feel?
PESTEL context

Situation Analysis

Macro-environment
PEST(LE)

Internal environment

External Analysis

Internal Analysis

Opportunities

Threats

Strengths

Weaknesses
Measuring levels of power and influence
The Business Model Canvas

What’s missing?!
Stakeholder Groups - defining yours

3 groups: internal, interface, and external stakeholders

Example of a hospital:

1. **Internal stakeholders** - groupings of people who operate entirely within the boundaries of the organisation, e.g. administrators, clerical staff, nurses, food service personnel, housekeeping personnel, etc.

2. **Interface stakeholders** - those who function internally and externally in relation to the organisation. The major categories of interface stakeholders include the board of directors and the medical staff.

3. **External stakeholders** fall into three categories in their relationship to the organisation:
   - Those who provide inputs to the organisation - members or patients, third-party payers, and equipment and material vendors.
   - Those who compete with the organisation for members, patients and resources.
   - Those with a special interest in how the organisation functions – the Chamber of Commerce or economic development organisations.
The Stakeholder Circle (Bourne and Walker 2003)

- This Stakeholder has limited influence but the power to kill the project.
- The project team are close to the project but have limited individual influence.
- The project clients may have limited individual influence and be remote but have a significant influence as a group.
- These stakeholders are relatively remote but influential (e.g., suppliers).
- This is an influential Stakeholder close to the project (e.g., the Project Manager).
- This group of Stakeholders has significant influence and the power to kill the project (e.g., a project board).
Stakeholder power analysis may need to be instigated and steered by a range of professions - as individuals or in groups:

- Independent analysts and evaluators
- Project planners
- Managers of organisations or enterprises
- Lobbyists and activists
- Individual stakeholders
- Groups of stakeholders
- Multi-stakeholder groups
Influence vs. Interest

- High influence and low stake: Handle with care
  - High priority
- High influence and high stake: Top priority
- Low influence and low stake: Low priority
  - Need help to participate
- Low influence and high stake: Low priority

Potential Influence:
- High
- Medium
- Low

Potential Interest:
- Low
- Medium
- High

Action Strategies:
- Involve/Engage
- Consult
- Partner
“You can be very bold as a theoretician. Good theories are like good art. A practitioner has to compromise.”

Warren Bennis
### Risk Management - Assessing stakeholder influence

<table>
<thead>
<tr>
<th>HIGH</th>
<th>MEDIUM</th>
<th>LOW</th>
<th>IMPACT</th>
<th>LOW</th>
<th>MEDIUM</th>
<th>HIGH</th>
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- **PESTLE**
  - Political: Trading, Interest Rate Rise, Buying Access, Consumer Preferences, Employment Law, Ecological
  - Economic: Election, Inflation Rate, Exchange Rates, Patents, Legislation, Management Style
  - Social: Health, Employment Law, Legislation, Management Style
  - Technological: Patents, Legislation, Management Style, Market Value
  - Environmental: Trading, Interest Rate Rise, Buying Access, Consumer Preferences, Employment Law, Ecological
  - Legal: Election, Inflation Rate, Exchange Rates, Consumer Preferences, Employment Law, Legislation
Risk management - continued ... or you might prefer.....

<table>
<thead>
<tr>
<th>STAKEHOLDER POWER</th>
<th>OPPONENTS</th>
<th>FENCE-SITTERS</th>
<th>SUPPORTERS</th>
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</thead>
<tbody>
<tr>
<td>LOW</td>
<td>ACTIVE</td>
<td>PASSIVE</td>
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</table>
Principle #10 - Relationship

- Good relationships improve business
- Isolation is dangerous (48 Laws of Power)
- Relationship assumes accepting different cultures and points of view
- Many times the apparent problems are not necessarily the real problems
Using small wins to build trust

Planning a strategic alliance? - aim for a small win first

Andrew Shipilov is Associate Professor of Strategy and Akzo Nobel Fellow at INSEAD
Leadership skills and attitudes for effective stakeholder power analysis

1. Two-way communication – getting views across, and listening to those of others
2. Respect of, and for, other stakeholders
3. Cultural and gender awareness,
4. Chairing of meetings and workshops
5. Facilitation of processes involving several stakeholders
6. Trust and consensus building, and conflict management
7. Developing enthusiasm, transparency and commitment
8. Patience – it takes time for stakeholders to consult with their own constituencies
Strategic Planning - Key Actions:

1. Allow stakeholders to assist in I.D. of other stakeholders
2. Ensure that stakeholders trust the ‘lead’
3. Enable dialogue- not one-way info feed
4. Ensure parties are sufficiently prepared and briefed to have well-informed opinions and decisions
5. Involve stakeholders in defining the terms of engagement
6. Allow stakeholders to voice their views without restriction and fear of penalty
7. Include a public disclosure and feedback process
“The strategist’s method is very simply to challenge the prevailing assumptions with a single question: Why? And to put the same question relentlessly to those responsible for the current way of doing things until they are sick of it.”

Kenichi Ohmae
Implementation plan - some key questions to ask:

1. Who are potential beneficiaries?
2. Who might be adversely affected?
3. Who has existing rights?
4. Who is likely to be voiceless?
5. Who is likely to resent change/ mobilise resistance against it?
6. Who is responsible for intended plans?
7. Who has money, skills or key information?
8. Whose behaviour has to change for success?

James Mayers- Stakeholder power analysis
March 2005, International Institute for Environment & Development
# Implementation plan
- external influencing & impact assessment

<table>
<thead>
<tr>
<th>Types of Influencing</th>
<th>Where to influence (channels)</th>
<th>Outcomes (what to measure)</th>
<th>How to measure (tools)</th>
</tr>
</thead>
</table>
| Evidence and advice          | National and international policy discourses/debates  
                              | Formal and informal meetings                                                                              | Outputs                                                         | Evaluating research reports, policy briefs and websites         |
|                              |                                                                                                | Uptake and use                                                  | Logs; new areas for citation analysis; user surveys              |
|                              |                                                                                                | Influence                                                       | RAPID outcome assessment; episode studies; most significant change |
| Public campaigns and advocacy| Public and political debates  
                              | Public meetings, speeches, presentations                                                                      | Target audience attitudes, behaviours                           | Surveys, focus groups, direct responses                          |
|                              | Television, newspapers, radio and other media                                                                 | Media attention                                                 | Media tracking logs, media assessment                            |
|                              |                                                                                                | Media framing and influence                                     | Framing analysis, coverage                                      |
| Lobbying and negotiation      | Formal meetings  
                              | Semi-formal and informal channels  
                              | Membership and participation in boards and committees         | Actors; relationships; policy processes and institutions         | Recording meetings; tracking people; interviewing key informants; probing influence |

Roadmap - next steps

1. DEFINE your imperative for strategic change - WHY?
2. DEFINE your stakeholders.
3. Analyse your context - PESTEL.
4. Analyse influence, impact and proactive/mitigating actions you will take - consider small wins and communication.
5. Complete your strategy and implementation plan - consider your leadership role in this.
Change Project: Next Steps
Ammendments? Stay on after the plenary if you have any questions.
Referencing Methodological Approaches. 
An example:

The study is real world practice (Robson, 2011) conducted as an inside researcher. This suits an interpretivist ontology believing that we cannot separate ourselves from what we know and that ‘reality is socially constructed’ (Mertens, 2014, p.12).

Recognising my own values as part of the findings of real experiences (Denscombe, 2010).
Referencing Methodological Approaches. 
An example:

The pragmatic approach also aligns with the values assigned to meaning and mastery, and this is true of my own alignment towards them from both experience and research (Cherryholmes, 1992), recognising that goals can change over time and development. That my position as a head is one of power dismisses Mertens’ (2014) challenge that external influence will over-rule the values of the researcher, although the model is designed to still meet the requirements of some policy. This is why an inductive approach is taken (Cohen et al., 2007). Qualitative data has a role in this study as it seeks to provide a deeper and more detailed picture than the current agenda prescribed and provided by the systems current outcomes of value (Creswell, 2009).
Plenary and Close
Assignment 5 - Deadline 18/12/2020

Learners will write an essay of 3000 words and evidence that they have developed proficient knowledge of;

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3. Global perspectives; the external environment, social, technological and policy implications upon brand and reputation management
Brand and Reputation in Education Management

Day 2
Welcome

Sir David Carter

#ourNCEjourney
Organisational Structures
Knowledge Seminar 3
NORMAL NEW
In this session...

Laker, B., Patel, C., Cobb, D. and Malik, A. (2020) How the world’s best firms are innovating remotely: and how you can learn their five steps. MIT Sloan Management Review. ISSN 1532-9194 (In Press)
Within some firms, the pace of innovation is actually accelerating...

**NETFLIX**
- 16 million new subscribers

**amazon**
- $11,000 of orders every second

**FACEBOOK**
- 15% more traffic

**twitter**
- Allowed employees to work from home forever

**Apple**
- decided to become entirely carbon neutral
Why is there such duality?
• These firms struggled to adapt to the ‘new normal’ because the global pandemic triggered feelings of loss and void within them: many of their workers are consequently experiencing high rates of depression (53 percent), anxiety (55 percent), and even PTSD (32 percent), associated with loneliness, isolation, and low distress tolerance.

• For these reasons, 87 percent of Mourners focus primarily on what they can control - firstly, recreating, and repurposing their offices. And secondly, expending enormous cognitive load, pontificating about what work used to be and what it may become.

• These classic symptoms of decision paralysis have arisen because many of their societal norms changed too fast to be grasped and integrated into a coherent view of the world. Less than 10 percent of Mourners even consider external innovation: and rather worryingly, more than 90 percent no longer know how to.

• Our second cluster adopted a radically progressive approach. They include the world’s best innovators, including Twitter and Amazon, whose agile transition to the ‘new normal’ expedited innovations, including a radical subscription-based service and a grocery that expanded delivery capacity by 160 percent, increased sales by 40 percent, and profits by 100 percent.

• These two firms epitomize the Stormer profile, 98 percent of whom operate a platform-based business model - in which users interchange from being buyers and sellers, readers, and writers, consumers, and creators - prosumers.

• We discovered that this business model exists symbiotically with Rendanheyi, a Stormer philosophy meaning ‘employee and customer become one.’ Within these firms, distance is not literal - it refers to the regularity of interactions with their prosumers and the amplification of influence that connects them to new consumers - future prosumers.
Step one: Define a schedule and stick to it
Step two:

Introduce Service Culture
Step three:

Turn Leaders into Stewards
Step four:
Together, reduce customer proximity
Step five:

Let employees’ own customer relationships
Step six: Gamify
Break – 15 minutes
Apprenticeship Standards - Gap Filling
Nick Heard and Debbie Goodman
Reviewing your Gap Analysis

Seen on OneFile in Progress Tab -> Gap Analysis -> Click on *Apply* with all boxes checked and “Not completed” checked.

- Most MBA learners already have one piece of secondary evidence for all S and B
- Most on 50%+ progress on Onefile
- K should be covered by Assignments 5, 6 and Change Project – if not, can be covered by PDs or Q&A later in Year 2 with Debby/Gareth
Reviewing your Gap Analysis

S and B – options to fill gaps:

• Covered by Tasks already set on OneFile (Task 3: Talent Management and Task 4: Finance – ppts attached). Lots of learners are working in these and have/will upload evidence to OneFile

• Alternative Product Evidence around Finance and Talent Management – TBA with Debby when they speak

• Other Primary evidence: Observations, Product Evidence, Witness statement, Project – again TBA with Debby
Product Evidence that has been produced over summer/since start of term that learners could upload.
Catch up time:

Collate what product evidence you have to fill the gaps.

Can a witness help?

Email Debby to organise a date/time
Lunch
Influencing your Brand and Reputation

Knowledge Seminar 4
“We’re all sales people now.”
Daniel Pink

“Playing the “Because I’m the boss” card is out. Even if it weren’t demoralizing for all concerned, it would be out of place in a world where cross-functional teams, joint ventures, and intercompany partnerships have blurred the lines of authority.”
Robert Cialdini
Negotiating versus Influencing

- Influencing is a part of negotiating
- Negotiating is not necessarily a part of influencing
- Negotiating implies that both parties are willing to make concessions in order to find a solution that is acceptable
- Successful negotiators work for a win : win outcome
- Influencing is more of a one-way approach where you are trying to change the attitude or behaviours of the other person to get them to do something
Distributive versus integrative negotiation

• Distributive negotiation is what people traditionally consider negotiation to be: both sides fight over something to be attained e.g. price of goods/services and they try to hide their real positions in order to gain an advantage.

• Integrative negotiation uses more creative thinking and more of a win : win mindset. Integrative outcomes satisfy the negotiation parties’ most important interests (by trading off less important for more important issues).

• It is possible for all parties negotiating in either style to be satisfied with the final outcome. Which then to use when? Consider whether you will ever deal with the other party again and whether the other party can join you with creative solutions to the problem you are facing.
Lewicki and Hiam’s Negotiation Matrix

<table>
<thead>
<tr>
<th>Importance of Outcome</th>
<th>Importance of Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competing</td>
<td>Accommodating</td>
</tr>
<tr>
<td>Competing</td>
<td></td>
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<tr>
<td>Avoiding</td>
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<tr>
<td>Compromising</td>
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</table>

- Accommodating
- Collaborating
- Avoiding
- Competing
- Compromising
Lewicki and Hiam’s Negotiation Matrix

- Accommodating
- Collaborating
- Compromising
- Competing

Importance of Outcome

Importance of Relationship
Lewicki and Hiam’s Negotiation Matrix

- Accommodating
- Collaborating
- Avoiding
- Competing

Importance of Relationship vs. Importance of Outcome

Compromising

Accommodating

Collaborating

Avoiding

Competing
Lewicki and Hiam’s Negotiation Matrix

Accommodating
Avoiding
Compromising
Competing

Importance of Outcome
Importance of Relationship
Lewicki and Hiam’s Negotiation Matrix

- Accommodating
- Collaborating
- Avoiding
- Competing

Importance of Outcome

Importance of Relationship

Compromising
Integrative negotiation – collaborating

• There are a number of ways you can collaborate successfully. Do be clear that there is mutual benefit to be gained from working together as opposed to working separately
  – Grow the pie
  – Find new solutions
  – Split the primary issue to achieve a highly preferred solution
  – Match compensation
  – Minimise the cost of compliance

• Integrative negotiation doesn’t always involve money and can be applied to many school situations e.g. marking and feedback policies

• Integrative negotiations win : win (collaborating) approach supports on going relationship building and creative problem solving. Trust and building rapport important – share openly your goals, you’ll build trust and create bonds

Stockli & Tanner (2014) Are integrative or distributive outcomes more satisfactory? The effects of interest-based versus value-based issues on negotiator satisfaction
Understand the Pie

- **North School** can afford to purchase 100 computer software licenses
- **South School** can afford to purchase 200 computer software licenses

- If you were South School how many of the “free” extra 600 licenses would you negotiate to receive?
- What is a fair division of the total number of software licenses now available to them if they collaborate?

Coming together for the same amount of money they can purchase 900 software computer licenses
Negotiating from a principled position
Negotiating from a principled position
The Art of Influencing

- Hard sell – schools deal in people and so sales techniques do not apply
- Daniel Pink, Mills & Ridley argue we all can learn from sales techniques to use in non-sales roles because we look to influence on a daily basis
- Use of human psychology to understand how people respond to certain questions or actions is useful to developing influencing skills
Cialdini’s Six Fundamental Principles of Persuasion

<table>
<thead>
<tr>
<th>Principle</th>
<th>Description</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liking</td>
<td>People like those who like them</td>
<td>Uncover real similarities and offer genuine praise</td>
</tr>
<tr>
<td>Reciprocity</td>
<td>People repay in kind</td>
<td>Give what you want to receive</td>
</tr>
<tr>
<td>Social Proof</td>
<td>People follow the lead of similar others</td>
<td>Use peer power whenever it’s available</td>
</tr>
<tr>
<td>Consistency</td>
<td>People align with their clear commitments</td>
<td>Make their commitments active, public and voluntary</td>
</tr>
<tr>
<td>Authority</td>
<td>People defer to experts</td>
<td>Expose your expertise; don’t assume it’s self evident</td>
</tr>
<tr>
<td>Scarcity</td>
<td>People want more of what they can have less of</td>
<td>Highlight unique benefits</td>
</tr>
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The new ABC according to Daniel Pink

**Attunement**
- consider others’ perspectives
- attune to their body language and words

**Buoyancy**
- build your resilience: consider what to do before, during and after an encounter

**Clarity**
- less about access to information; more about how you can curate it – be a ‘problem finder’ rather than a ‘problem solver’
Large Scale and inter-organisational influencing and negotiating strategies
Large scale and inter-organisational perspective

• The more senior your leadership the greater number of people who are impacted by your work, and the greater number of people who can influence it
• Large scale projects e.g. across MATs – differing perspectives of multiple stakeholders presents a challenge
• Stakeholder analysis is a useful tool enabling you to identify, prioritise and understand your stakeholders and support better stakeholder management
• The power-interest grid enables you to identify and analyse positions and interests of stakeholders
Stakeholder Analysis

Adapted from Mendelow (1981) Environmental scanning – The impact of the stakeholder concept
https://aisel.aisnet.org/cgi/viewcontent.cgi?article=1009&context=icis1981
Influence Mapping

• An influence map is a visual model showing the people who influence and make decisions about your area of responsibility/project. It extends your stakeholder analysis to consider the inter-relationships the different parties have with each other, not just you.

• Three main considerations
  – The importance of a stakeholder’s overall influence (represent by the size of the circle)
  – The relationship between stakeholders (lines between them)
  – Amount of influence (heaviness of the line drawn between them)

• Remember: influence is not static. Mapping tools can help you uncover the underlying relationships and influence that stakeholders can have, and who you need to influence. This happens fairly organically with small teams but is something to actively do for larger scale and inter-organisational initiatives.
Being better prepared – on every level

• “Every battle is won before it’s fought” Sun Tzu
• Become an analytic observer of the people around you
• Draw on research into negotiating, influencing and social psychology, just as you draw on neuroscience to inform your pedagogical practices in school, to improve your influencing skills
• Move from ‘upselling’ to ‘upserving’ Daniel Pink
Break
Is the learner handbook in front of you?
Assignment 5 - Deadline 18/12/2020

Learners will write an essay of 3000 words and evidence that they have developed proficient knowledge of;

1. How to apply brand and reputation management theory into practice (Session 1 and Sir David Carter's input)

2. The external political environment and use of diplomacy with diverse groups of internal & external stakeholders in relation to brand and reputation management (Session 2)

3. Global perspectives; the external environment, social, technological and policy implications upon brand and reputation management (Session 3- Ben Laker and Session 4)
Essay Structure

• **Introduction (approx. 500 words)**
  - Tell the reader what you are going to do in the essay:
  - Add your context.
  - Map out the essay's three Learning Obj’s for the reader
  - Define terms

• **Learning Objectives (approx. 600 words per LO)**
  1. How to apply brand and reputation management theory into practice (Session 1 and Sir David Carter's input)
  2. The external political environment and use of diplomacy with diverse groups of internal & external stakeholders in relation to brand and reputation management (Session 2)
  3. Global perspectives; the external environment, social, technological and policy implications upon brand and reputation management (Session 3- Ben Laker and Session 4)

• **Conclusion (approx. 500 words)**
Structure of marking rubric (6 strands)

- Development of ideas & synthesis: Conceptual depth (20%)
- Critical analysis: examination & explanation of key concepts (20%)
- Use of source materials: academic credibility (10%)
- Critical evaluation: Intellectual depth & academically robust assessment of concepts presented (20%)
- Structure & organisation: scholarly conventions & expression (10%)
- Personal engagement & reflection (20%)
Critical Analysis

• Demonstrates exceptional ability to analyse critically and appraise key issues with originality and creative flair.

• Fluent and highly persuasive synthesis of complex information that challenges established knowledge
Critical evaluation: Intellectual depth & academically robust assessment of concepts presented (20%)

- Work displays exceptional intellectual depth through detailed evaluation of the central issues, complex problem-solving skills and a balanced assessment of arguments and counter-arguments.

- Demonstrates personal interpretation and independent judgement based on rigorous critical evaluation of valid evidence and academically robust research.

- Shows clear ability to theorise and propose concepts that take the field forward and could be developed in to further decorate-level study.
Linking Sessions to the Essay Question