



How to make friends and influence people

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Who am I?

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- Freelance careers and education consultant since August 2021, The Career Doctor Online
- Qualified, experienced careers practitioner in HE, PG Dip CEIGHE
- Qualified secondary teacher, PG Dip Ed
- Researcher experience in Humanities and Geoscience
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- Board of Youth Highland, Personnel Committee British Ecological Society, Volunteer Bumblebee Conservation Trust and Incredible Edible Inverness



A branching scenario game to help university students overcome barriers to networking

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The University of Edinburgh
Careers Service

Introduction

- Networking is one of the most important and powerful skills students can use in successful career development.
- Most fail to realise its full potential, do not understand its purpose, and often actively avoid it.
- Barriers include fear of rejection or "bothering" people, not knowing how to start, beliefs that networking is for business people or "asking for a job".
- The **Networking Game** enables students to experiment with, evaluate and learn networking skills and strategies.

Student Views of Networking

- "Manipulative", "cynical", "insincere", "bragging"
- Networkers are: "charismatic", "extroverted", "bold", "pushy"

"I fear I may come across as insincere, fake, a careerist, which would be awful. I would like reassurance that successful networking doesn't have to involve dishonesty or being like, 'The Apprentices'!" (2nd year Chemistry student)

Students also express significant anxiety about perceived differences in status.

These perceptions and fears are unfortunate - research shows that graduates who are skilled networkers are more successful starting and progressing in their career.^{1,2}

The Networking Game:

- Provides a risk-free environment for students to learn about and experiment with networking.
- Is powered by Labyrinth, a University of Edinburgh online authoring and delivery application for branching case scenarios.
- Contains scenarios designed to address commonly held misconceptions about and challenges encountered during networking.
- Challenges players to guide a final year student, "Sam", through a series of decisions at a career information and networking event.

Playing the Game

Responses to think

- Choose the next choice to be asked
- Ask clarifying questions
- Give thoughtful responses

Ask Dr. Cartwright a question.

Dr Cartwright is a senior lecturer and co-ordinator of a course.

It's possible to have conversations that are not about the content of the chemistry course and also to talk about things that are not related to the course.

Dr Cartwright is a senior lecturer and co-ordinator of a course.

Dr Cartwright is a senior lecturer and co-ordinator of a course.

Thought bubbles help users bridge the 'action-observer' gap - Dr Cartwright might appear bored speaking with students but is just tired - and attempt to address the status anxiety.

• players identify motivation for playing the game

• can track their progress

• decisions about behaviour

• questions to ask

• other situations that arise during the event

Feedback is for Learning

Start to do some research.

Reading the programme, two of the speakers have experience which might be relevant to Sam's aspirations. Dr Elizabeth Cartwright works as a management consultant at an international NGO, the Developing World Forum. Mr Jeffrey Swindon runs a charity which offers mentoring to first time business owners.

By knowing who else is attending an event you can decide whether there is anyone specific that you would like to speak to. Doing your research will also help you think of relevant questions that you might ask.

- personalized feedback is given based on player's choices
- feedback relates to misconceptions and challenges they encountered
- summarises how choices were effective (or not) in helping Sam
- players can see what actions they might have taken to improve their performance

www.careerconnect.ed.ac.uk/networking-game

- decisions have associated learning objective - green feedback boxes are presented to the player after making choices
- this example shows researching topics and people relevant to your interests before an event can help decide who to speak to and what to speak about

- Do your research. The information may help you to better understand and empathise with the other people attending, as well as providing ideas for conversation topics.
 - If you researched the speakers before Sam left for the event, which provided ideas for questions to ask.
- Decide what you would like to get out of an event, and outline the steps required to achieve your goal.
 - If Sam wanted to explore the possibilities available after university by researching the speakers beforehand, you could decide who might be relevant to Sam's interests.
- Collaborative relationships are the most effective type of relationship. People approached by a colleague (observer) may feel taken advantage of and less likely to help in the future.
 - If you missed out on a chance to refer the characters Dr. Cartwright and Mr. Swindon to a new contact.
 - If you avoided asking anyone for a job.

Does it work?

- "I wanted to make a success of the encounter. Sometimes I was nervous when attempting an approach I suspected might not work. When some actions did not have a beneficial effect, I got slightly angry. On the whole, however, I felt people were surprisingly easy to talk to." (1st year Mathematics PhD)
- "I was surprised. I didn't think [professionals] would be flattered by students wanting to talk to them." (1st year Chemistry student)
- "The conversations didn't have to be these big things...you could talk to quite important people about normal things. They might actually find you interesting. Networking seems easier than I thought." (1st year Business student)
- "Since playing the Networking Game, I've gone to lots of employer events. Not because I specifically want to work for that company, just to meet people and get ideas. I don't think I would have done that before playing it." (1st year Chemistry student)

Acknowledgements

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- Grateful appreciation to the students who donated their valuable time for a focus group and individual interviews.
- Many thanks to Stewart Crosser who provided invaluable advice and support, especially on Labyrinth.
- Many thanks also to Hamish Macleod, Fiona Littleton and Rebecca Valentine for helpful and enjoyable discussions on games and networking.

References

1. de Vos, A. et al. (2000) Proactive career behaviours and career success during the early career. *J. Occup. Organ. Psych* 82, 4, 761-777
2. Sturges, J. et al. (2002) A longitudinal study of the relationship between career management and organizational commitment among graduates in the first ten years at work. *J. Org Behav.* 23, 731-748
3. Hulle, B. & Pearce, G. (2001) Attention to Behavioral Events During Interaction: Two Actor-Observer Gaps and Three Attempts to Close Them. *J. Pers. Soc. Psychol.* 81, 2, 278-294.



- Further research & resources
- Information for understanding
- Examples
- Actions to take
- Homework – devise a way forward that’s useful and meaningful for you.

Networking, influencing, negotiating – why all 3?

- They are a Venn diagram
- Recognise when your friend-making is turning into influencing, when your influencing is turning into negotiating
- This might be our only change to explore this together!
- There is homework

Networking, influencing, negotiating

- What do you feel is currently preventing you from networking, influencing, negotiating effectively?
- What are some of your goals in networking, influencing, and negotiating more effectively?
- How will you use what you've learned today to make an action plan that works for you?

HOW TO WIN
FRIENDS AND
INFLUENCE PEOPLE

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*President of the Carnegie Institute of Effective Speaking
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Author of

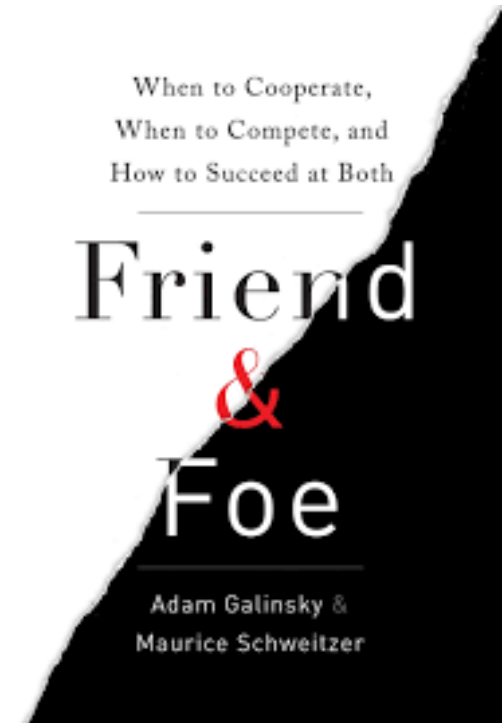
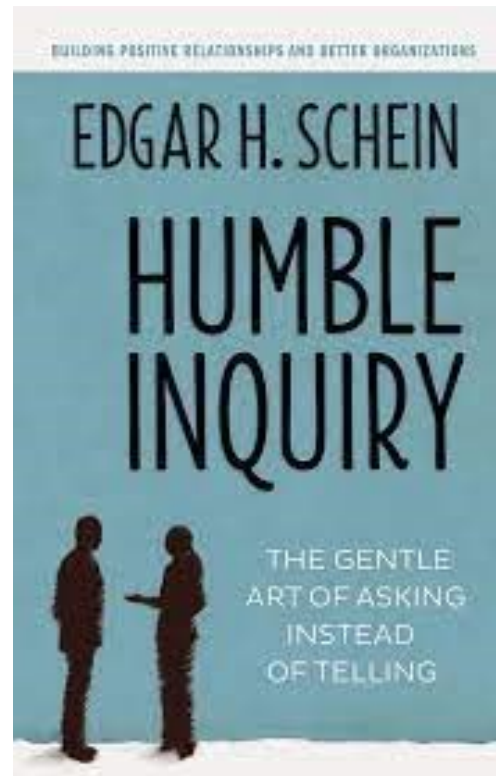
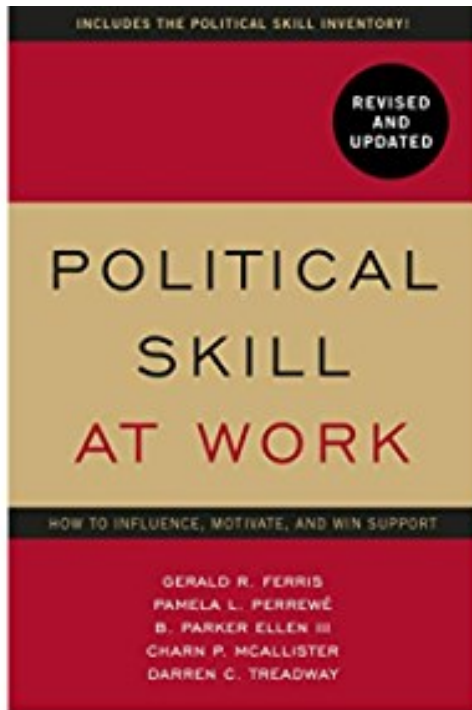
*PUBLIC SPEAKING
AND INFLUENCING MEN IN
BUSINESS,*

*LINCOLN THE UNKNOWN,
LITTLE KNOWN FACTS
ABOUT WELL KNOWN
PEOPLE.*



SIMON AND SCHUSTER

NEW YORK · 1936



https://www.ted.com/talks/adam_galinsky_how_to_speak_up_for_yourself?language=en – How to speak up for yourself

Networking, influencing, negotiating

“When dealing with people, let us remember we are not dealing with creatures of logic. We are dealing with creatures of emotion, creatures bristling with prejudices and motivated by pride and vanity.”

Key skills – Empathetic imagination, immediacy, active listening

Let’s look at an example: The new PI

Networking, influencing, negotiating

“[T]he only way on earth to influence other people is to talk about what they want and show them how to get it.”

Key skills – Emotional intelligence, self-awareness, assertiveness

“What I am hearing you say...”

“It seems you’re feeling <insert here>...”

“Impossible?” “Non-negotiable?” “Perfect?” “Must?”

Sometimes you have to give to get – examples from negotiating employer engagement

Networking, influencing, negotiating

“If there is any one secret of success, it lies in the ability to get the other person’s point of view and see things from that person’s angle as well as from your own.”

The secret to every successful job interview...

Me in every mock interview: “What’s keeping your potential line manager awake at night? How are you going to help them to sleep better?”

Job interviews – did this successfully – how? Networking beforehand.

Networking, influencing, negotiating

Don't fall into the "action observer gap" (Malle and Pearce, 2001)

"Generally, a person reacts to what he **thinks** the other person is perceiving, feeling, and thinking, in addition to what the other person may be doing (Heider, 1958)"

As actors: our own emotional state but not actions

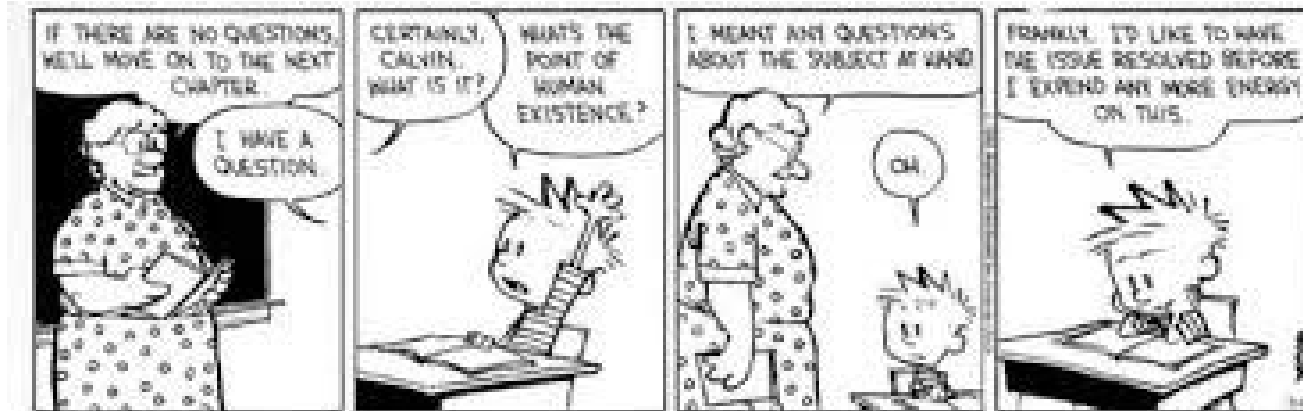
Observants: their actions but not emotions

E.G. – we may believe our facial expressions are clearly communicating our emotional state...

We can find it difficult to infer the internal state of others from actions:

Things aren't always what they seem

why?



- Improves your research/teaching
- Improves your research/teaching profile – people need to be told it's good
- Collaboration is a key part of grants and job descriptions
- Your well-being

“Many people wait for the ideal job to fall into their lap.

We can assure them, that won’t happen.”

Dr Peter Hawkins and Associates, occupational psychologists

More interviews and more job offers.

Proactive personality (does NOT mean extrovert!!) – develops job goals, does research into careers/jobs/sectors, puts effort into exploration (talking to people, work-shadowing, volunteering), increases self- awareness (values, priorities).

Not just about getting the job– but social support in job hunting

Son-Tung Le & Shang-Ping Lin (2023) Proactive personality and the job search outcomes: the mediating role of networking behaviour, British Journal of Guidance & Counselling, 51:1, 29-45, DOI: [10.1080/03069885.2021.1998362](https://doi.org/10.1080/03069885.2021.1998362)

I would argue that this applies to career progression as well as career or job change – I meet experienced researchers who know very little about progression processes or criteria because they haven't done the research or had the conversations.

How?

A top-down view of a rustic wooden table set with an assortment of baked goods. In the upper center, a chocolate cake with white cream layers and fresh raspberries sits on a glass plate. To its right, a white oval platter holds several golden-brown croissants dusted with powdered sugar. In the upper left, a small white scalloped-edged dish contains three cupcakes: one with yellow frosting and gold sprinkles, one with pink frosting and a white flower, and one with white frosting and a pink flower. In the lower center, a white oval platter displays five cupcakes with white frosting and a single blueberry on top. In the lower left, another small white scalloped-edged dish contains two cupcakes with white frosting and pink flowers. In the lower right, a small white vase holds a bouquet of white flowers. The text 'The Key to Effective Networking?' and 'Cake' is overlaid on the left side of the image.

The Key to Effective Networking?

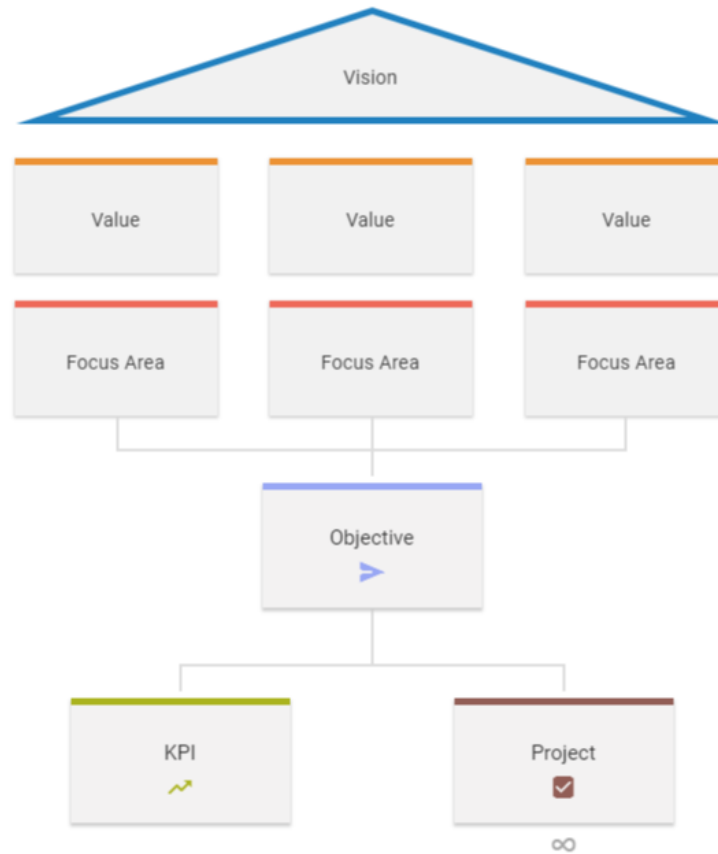
Cake

Plan and prepare



Cascade Strategy Model

For networking



Cascade Strategy Model

For networking

Vision: (why do I want to network?) I want to “increase my chances of securing X fellowship”

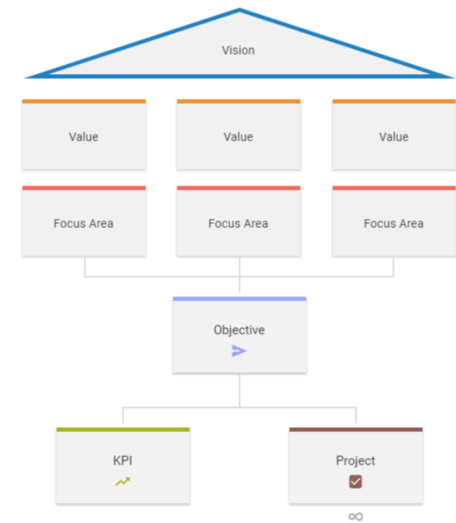
Values: Trust, Authenticity, Empathy

Focus Areas: My university, Learned Societies, Other disciplinary networks, Conferences, Social media...(choose most impactful)

Objective: Gather enough information to evaluate is X realistic, if so, how do I maximise a successful outcome?

KPI: Complete at least 2x informational interviews with people who “obtained X research fellowship” (or whatever your objective)

Project: Action Plan – how you will achieve your KPI and meet your objective? – we’ll talk tactics in a minute



Negotiation Lifecycle



- Identify the issue
- Define the problem
- Decide whether to negotiate, dominate, acquiesce or avoid

- Understand the problem
- Define goals
- Build relationships
- People/roles
- Use standards
- Define your BATNA & improve it
- Define their BATNA & worsen it

- Generate alternatives
- Evaluate alternatives
- Select
- Reiterate agreements
- Capture agreements in writing
- Create an action plan & timeline

- Congratulate the other parties (never gloat)
- Follow up to assure the action plan is implemented
- Carry out the agreed upon solution

- Nurture relationships
- Check compliance (build this into the agreement!)

See also: Mehdi Hasan *How to Win Every Argument*

(...or at least get your point across)

Negotiation with Compassion

with Kwame Christian

Director of the American Negotiation
Institute and host of Negotiate Anything



First – negotiate with yourself

3-step process to negotiate with compassion

- Acknowledge emotions
- Be compassionately curious
- Joint problem-solving

<https://theconversationfactory.com/podcast/negotiation-with-compassion-kwame-christian>

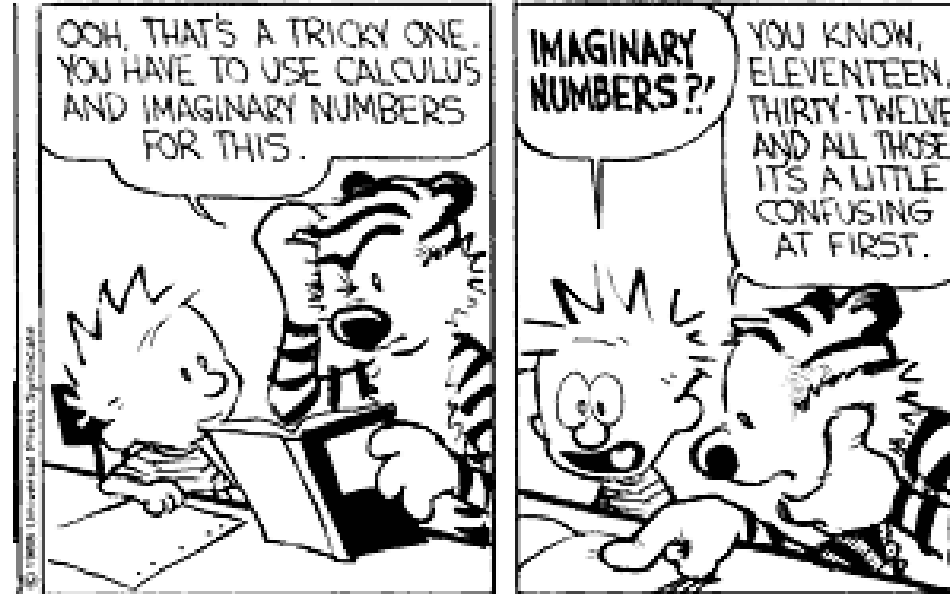
<https://www.youtube.com/watch?v=GI9CCwFvz4Q> Negotiating confidently

Unconditional positive regard (Rogers, 1951)

Accepting person for who they are, not who we want them to be – NOT liking them, but acknowledging they are an individual with free will

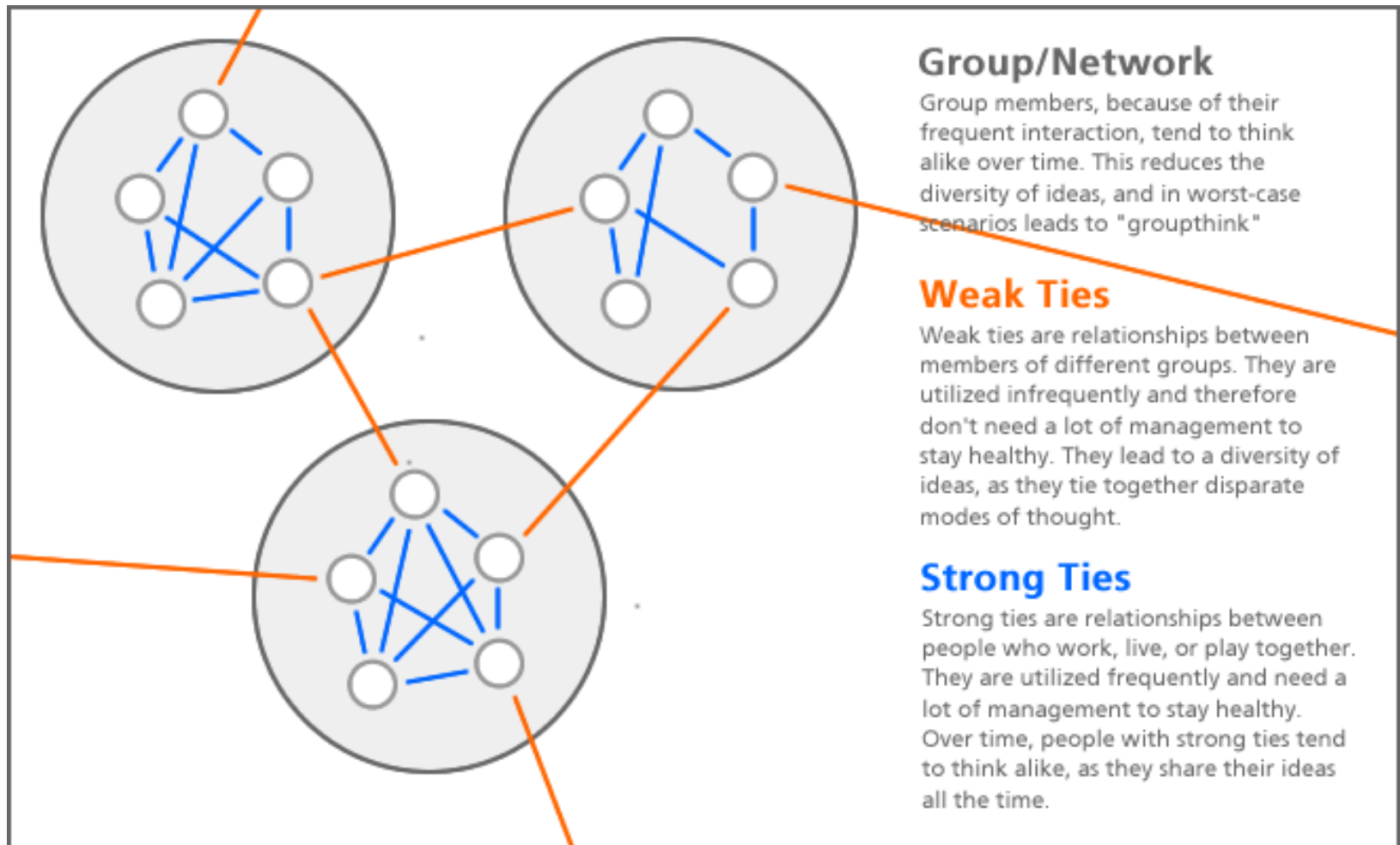
- See wholeness of person
- Recognise there are unknown unknowns
- Separate behaviour from person
- Call out with compassion

How much networking do we need to do?



150

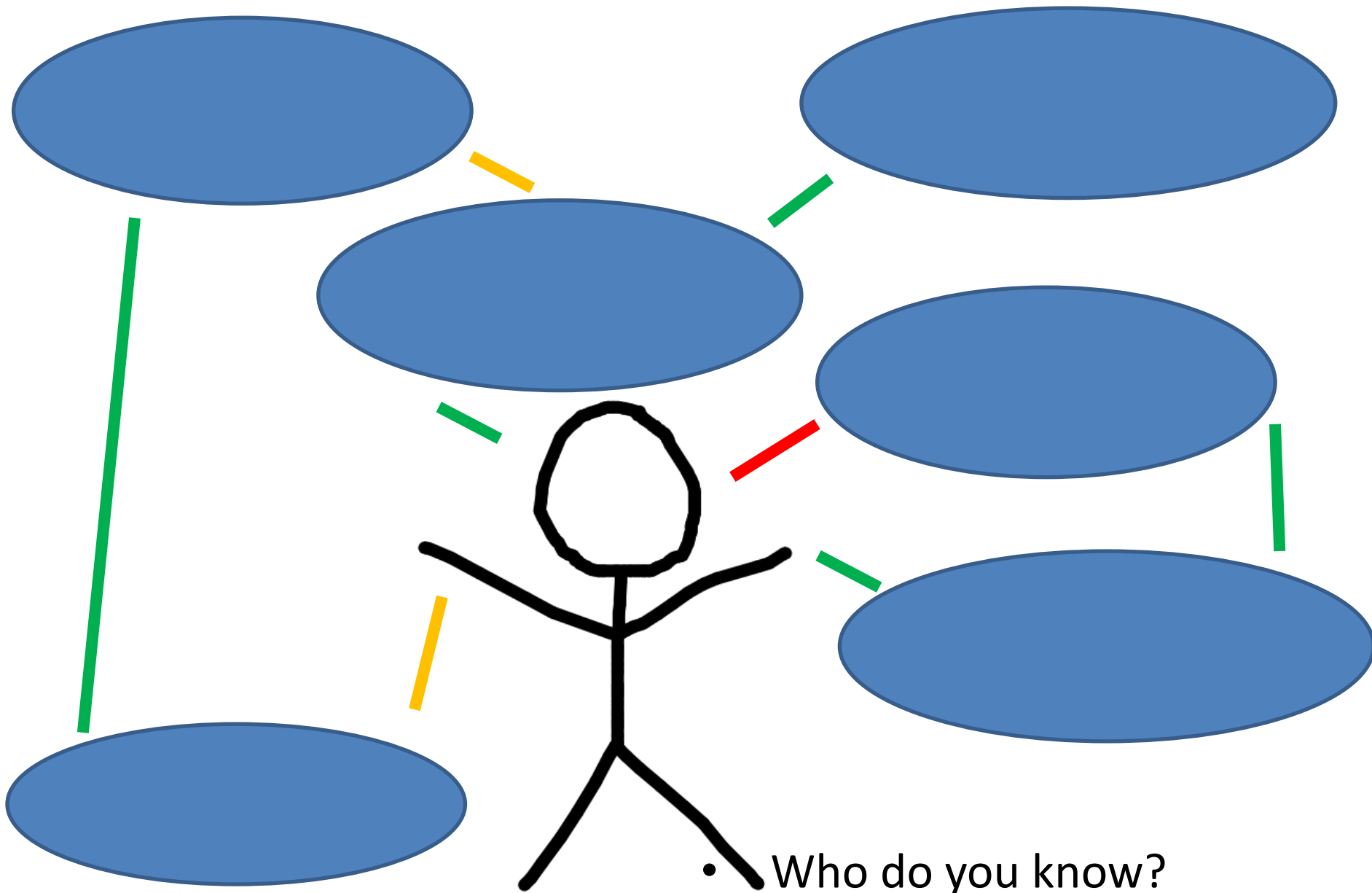
<https://www.theatlantic.com/family/archive/2021/05/robin-dunbar-explains-circles-friendship-dunbars-number/618931/> (sign in for limited no of 3 articles)



Networking

Homework – Map your Network





- Who do you know?
- Who do they know?
- Who do you need to know?

Networking

Think about your current network

- Who are the people in your immediate network?
- What is their relationship to you?
- What do they do?

- Think about your current situation.
- What do you need to be able to do or know –
 - **as part of your current work?**
 - **to help you develop your career?**

Be strategic – there are only so many hours in the day

Networking

Reflect on the diversity of your network

- Stage of career (starting out, in the middle, senior, retired...)
- Area of expertise – also – what career support are the best able to give (e.g., fellowship applications, CVs, interview prep, coaching, life experience, career and family, career and health...)
- Geographical location
- Remember your weak ties. Diverse enough? Are you getting new ideas? Exposed to new thinking? If you find Bluesky/FB/Linkedin boring – link to new people?

Networking

Are you engaging your network?

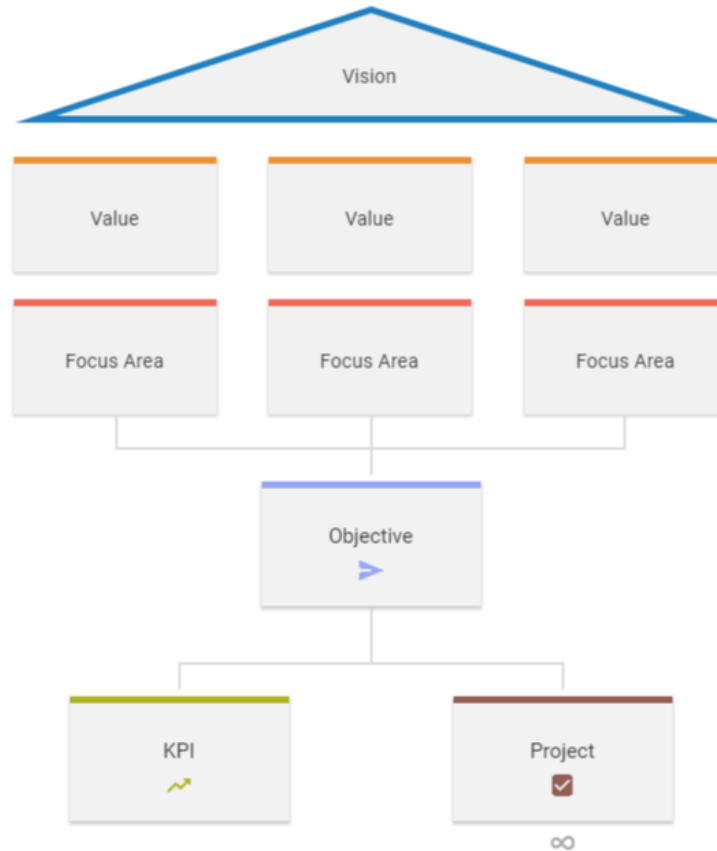
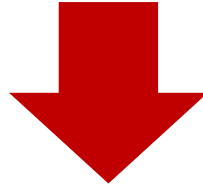
- Close triangles – can you introduce people to each other (you do need a clear reason!) – my example: “narrative CVs”
- Share your work through social networks – online and offline
- Convene – get people together
- Using your network to support your learning? Are you actually ever **asking people** stuff?!
- Are you supporting other people’s learning?

Networking

After today...where are the gaps?

- Who do you need to know to support your research and your career?
- Find them and invite them into your network.

Don't forget to take action



“That’s all very well but...”



“...I hate talking to strangers.”

Figure out why

Shy?

Anxious?

Introvert?

Previous bad experience?

Language?

Pressure?

Feels artificial?

Something else?



“Interactants must process what others are saying and doing, infer what they are feeling and thinking, and predict impending actions. All the while, they must plan their own utterances, monitor their actions, and confront the vast inner landscape of their thoughts, feelings, and bodily states.”

“Social interactions can be taxing on people’s attention.”

Dealing with rudeness and rejection

95% of the time – it's them, not you

The other 5% - use it as a learning experience. It's still not YOU. It's your behaviour – you can change that.



A script for networking outside of academia:

Questions and approaches may alter country to country

<https://www.ed.ac.uk/careers/students/undergraduates/discover-what-s-out-there/find-out-about-types-of-jobs-and-employers/informational-interviews>

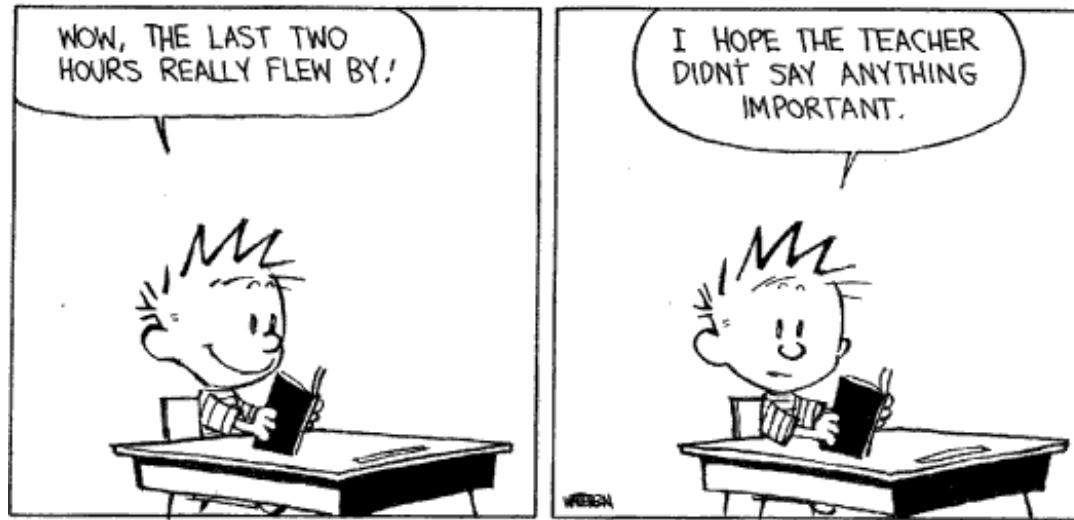
Do your own research

For example...

<https://eucalls.net/blog/how-to-network-for-eu-projects>

<https://link.springer.com/article/10.1007/s11192-022-04526-z> “Formal and informal networkedness among German Academics”: exploring the role of conferences and co-publications in scientific performance

Plenary



Thank you!