

Changemaker

Dr. Jessica Di Bella



Hi, I am Jessica!

- BSc, MSc and PhD in business from Mannheim University
- BSc in psychology from HU Berlin
- Post-Doc at Stanford University
- Professor for innovation and change
- Director digital strategy consulting, director startup center
- Since 2011 self-employed management trainer, workshop facilitator and coach
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Prof. Dr. Jessica Di Bella | Coaching & Workshops | Berlin

5,0 ★★★★★ (20)
Coaching Center

Agenda

Changemaker: How to make a change in the world (immediately)

- I. What is our vision and mission?
- II. Who is our target group?
- III. How can we make a change?
- IV. When do we implement our goals?

Workshop goals

1. Empower you and your community to take effective actions
2. Provide valuable insights into the psychology of decision-making and change

Practice: Imagine this workshop really made a difference for you. What has happened? What has changed?



Mission

Changemaker



Vision

Practice: What is your vision for the world

- in **200 years?**

“It’s the year 2243. No one I personally knew is still alive. Life in 200 years feels like (...). With regard to veganism, the world has changed in a way that (...). Animals are (...). Food and fashion are (...).”

- in **20 years?**

“It’s the year 2043. I am (...) years old. In my private life, I have (...). In my professional life, I am (...). With regard to veganism, the world has changed in a way that (...). Animals are (...). Food and fashion are (...).”



Mission

Practice: Let's talk about your role in realizing your visions!

- What will be your role in the ideal scenario?
- What resources can you bring in?
 - **Internal** resources, e.g. physical and mental characteristics, skills, talents
 - **External** resources: e.g. money, real estate, social resources, network
- What will you be doing as a successful changemaker?



Target Group

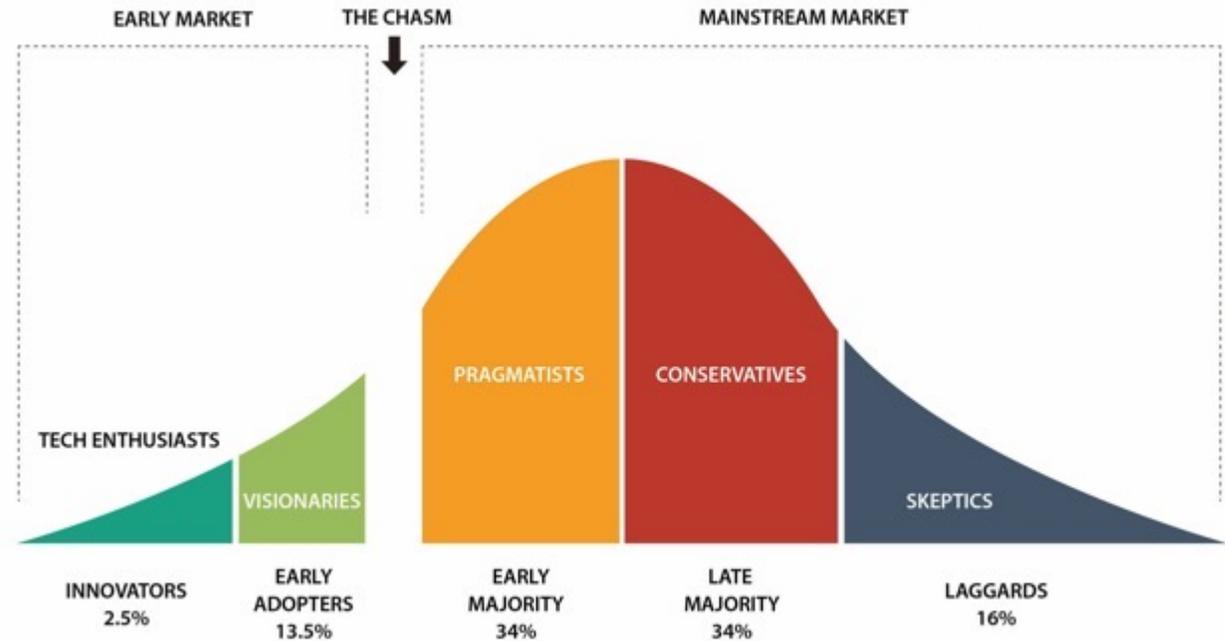
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Veganism as social innovation

“Crossing the Chasm” Rogers, 1962

- Innovators: proactive, curious, enthusiastic
- Early adopters: well-educated, open-minded but wait until there is proof, often opinion-leaders (use: demos, cases, data)
- Early majority: pragmatic approach, need proof, follow behavior of family and friends (use: testimonials, trusted sources)
- Late adopters: conservative, risk-averse, require large evidence
- Laggards: much larger than innovators



Source: Omniplex Learning

Target group

Practice: Who are the people you want to address? Who is likely to resonate with you? What is your niche?

- **Define** your target group(s)
 - >> Who is it? (e.g. GenY, managers, vegetarians)
- **Know** your target group
 - >> What do they have in common?
 - >> What are their needs concerning our field?
- **Empathize** with your target group
 - >> How can I relate? (e.g. mirror and match)
 - >> What is the common ground?
 - >> Where do I have to be extra-tolerant?

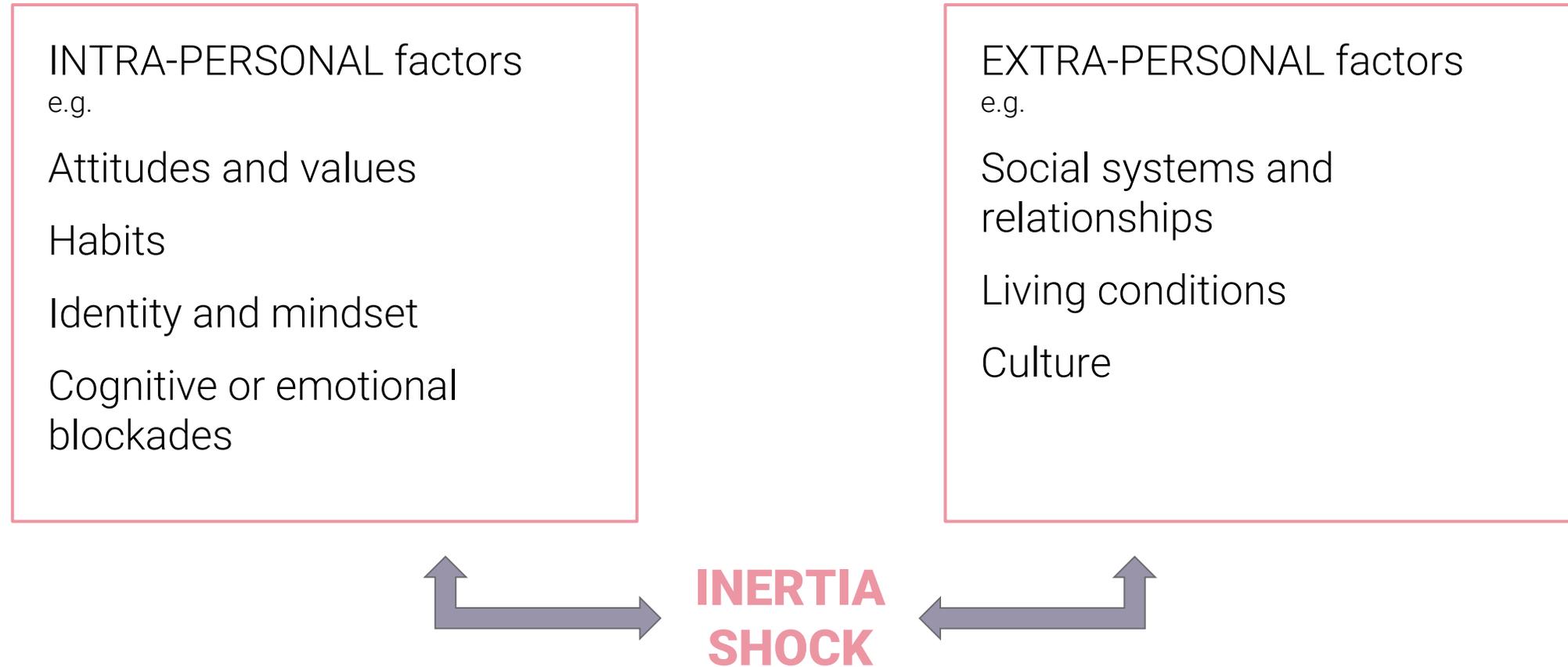


Message

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Resistance to change



Attitudes and change

- Attitudes are **relatively stable** evaluations of people, groups, concepts, or objects
- An attitude can **range from negative to positive**
- Attitudes have a long **personal history** (past experiences, behavior, and emotions)
- Way of attitudinal change depends on the **involvement**
- Attitude change requires **motivation and learning**

Ajzen, 2001

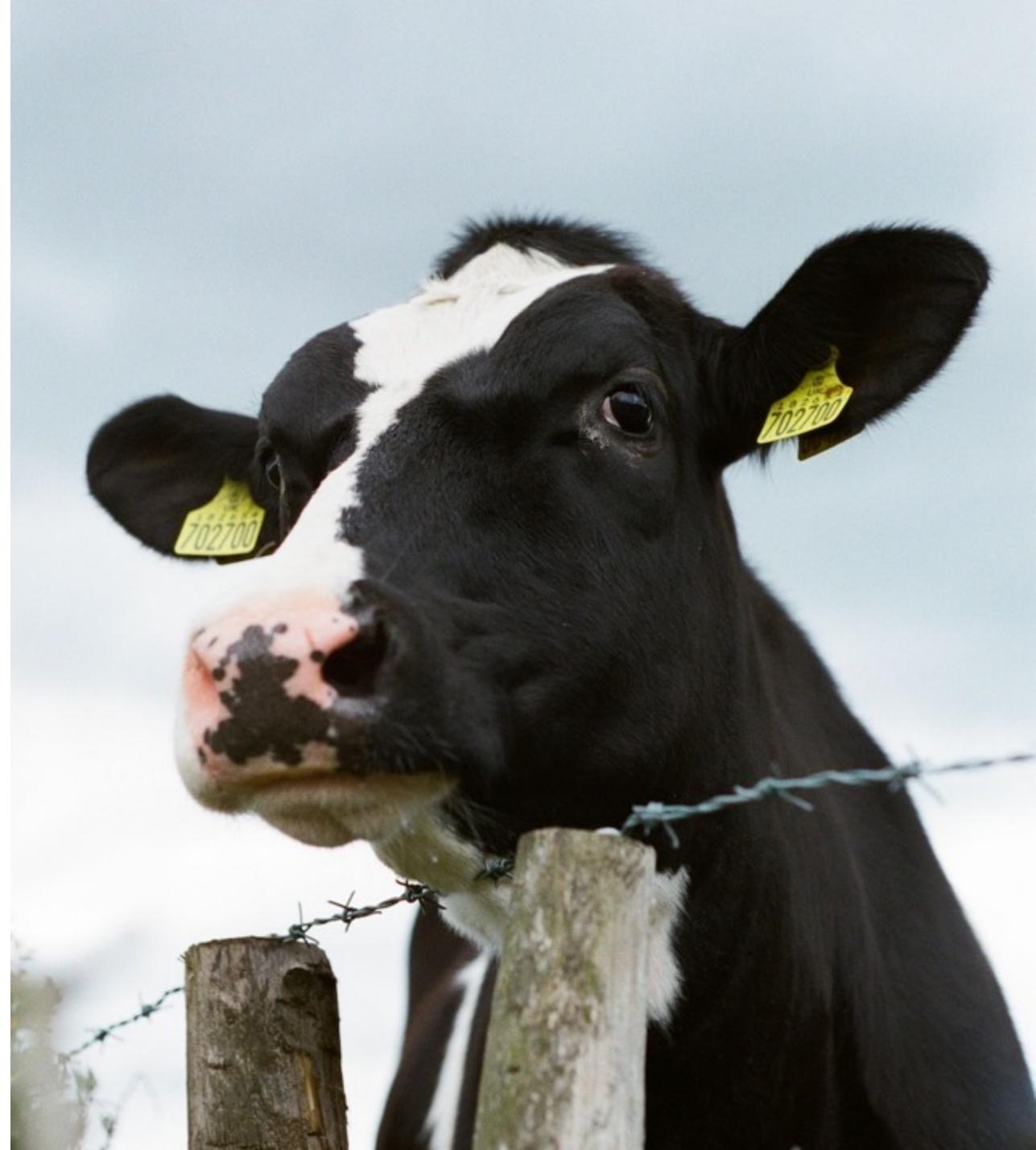


Motivation

- Motivation decides in which direction, how intense and **for how long** we take actions
- Motivation can be **intrinsic** (enjoy the process or outcome) or **extrinsic** (receive reward or avoid negative consequence)
- Intrinsic motivation should **not be rewarded**

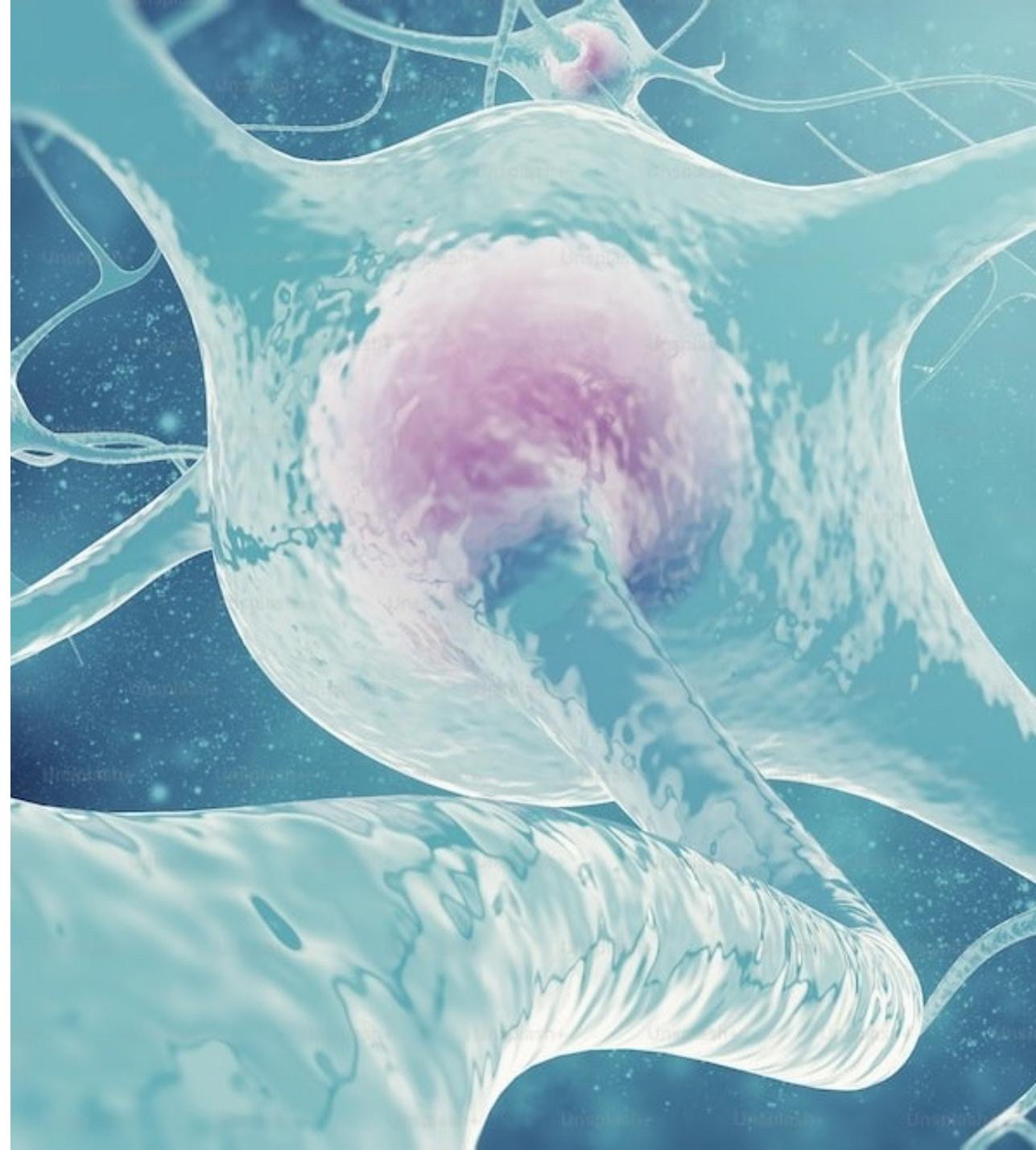
Kanfer et al., 2008; Deci et al., 1999

Practice: What can you do to increase intrinsic motivation of others?



Learning

- Our brain stores experiences in order to **maintain psychobiological health**
- Duality of our brain: **"good" or "bad"**
- Learning via **neuronal plasticity**: "Cells that fire together, wire together" (Hebb, 1949)
- Neural networks encode information at the body level (**emotions**), somatic markers
- Central factor for learning: **reward system** (neurotransmitter dopamine)



Persuasion

1. **Familiarity:** People are more likely to accept information that is already known or that comes from known sources
2. **Authority:** People follow credible experts
3. **Sympathy:** People are more likely to accept information from people they like
4. **Sociability:** People follow the example of others
5. **Reciprocity:** People who receive something, are motivated to provide something in return
6. **Accountability:** People tend to fulfill their obligations
7. **Rarity:** People appreciate (and protect) scarce resources
8. **Efficacy:** People want to feel in control and need to know what to do (alternatively)

Familiarity

People are more likely to accept information

- that is already known (mere-exposure-effect)
>> **repeat** the information
- that comes from known sources
>> **use** sources that are accepted by your target group
- from people who are similar (affiliation)
>> **adapt** to your target group, dress, speak and behave accordingly (mirror and match)

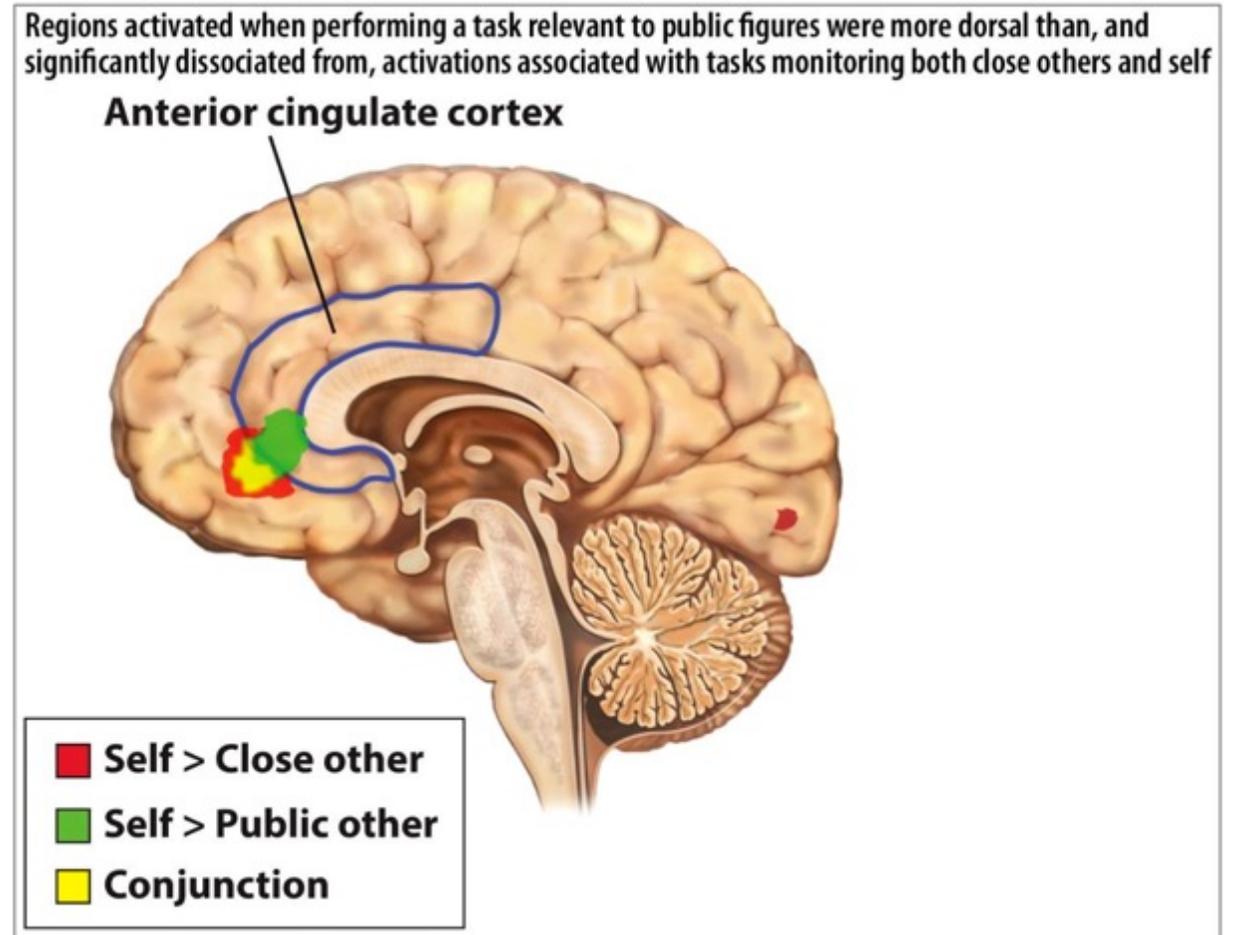


Familiarity

People are more likely to accept information from known sources?

- **Systemic structures** and inertia may hinder attitude change
- But: close-others feel **empathy** when we are affected (e.g. by negative emotions)
- **Same brain region** activated for close-others and self
- Communicate **emotionally** what animal or nature abuse makes with you

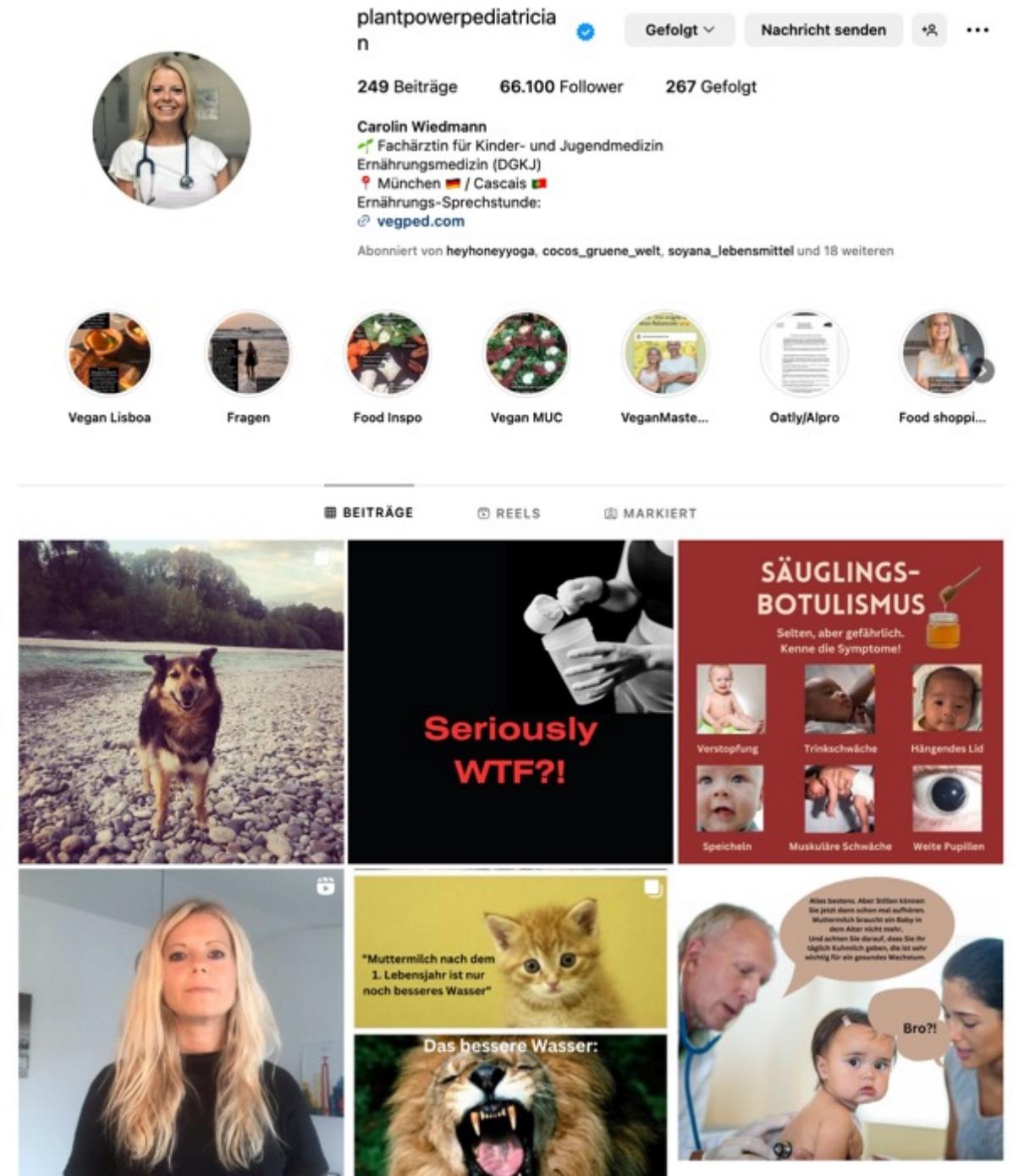
Murray et al., 2012



Authority

People follow the advice of credible experts:

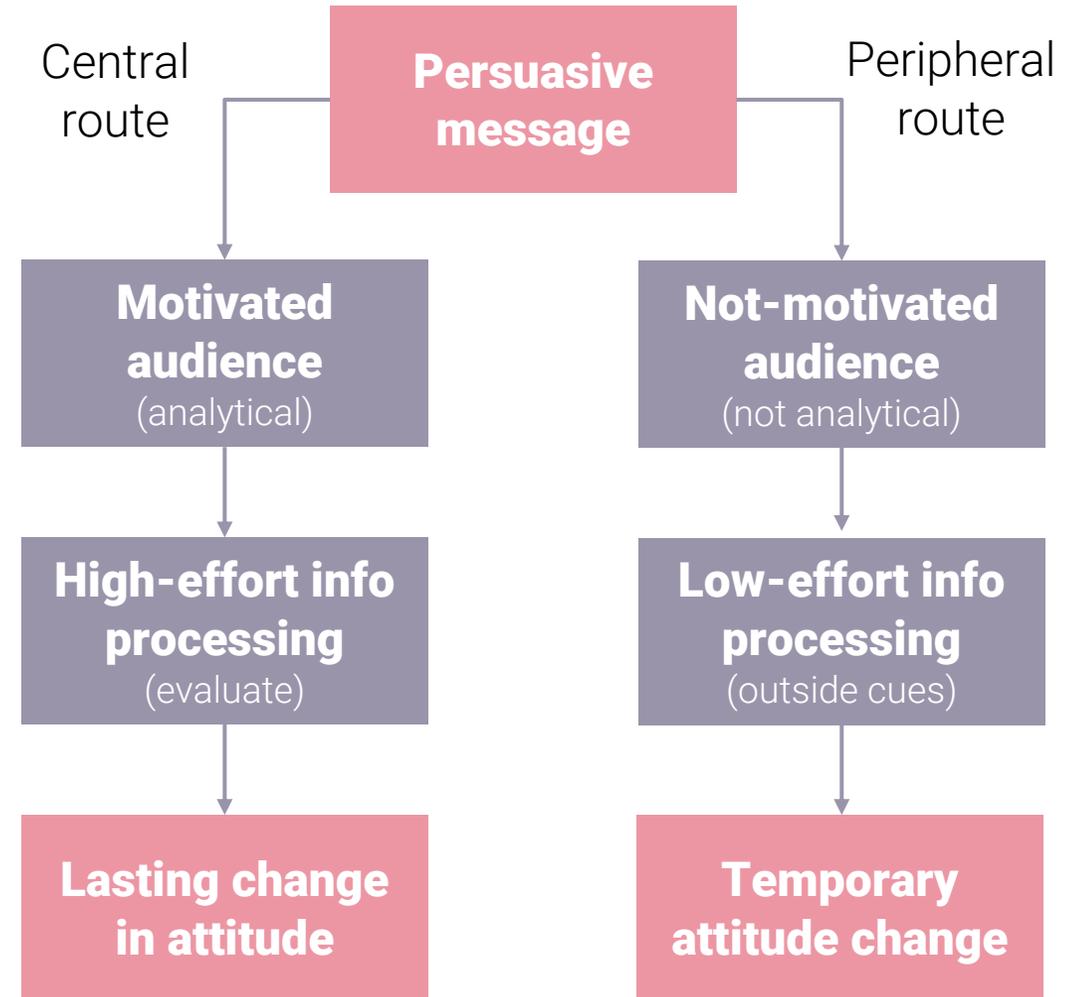
- **Health:** medical and nutrition experts (esp. vegan child nutrition)
>> use information and data (numbers!) from credible sources in your work
- **Lifestyle:** food, sports and fashion influencers
>> provide peer role models for your target group
- **Job:** vegan entrepreneurs and leaders
>> expand the area of veganism at work



Authority

- **High involvement:**
 - In-depth information processing: information is proved regarding relevance and validity
 - Quality of information important
 - **Sender (expert source) not decisive**
- **Low involvement:**
 - Superficial information processing: information is used that is easy to access
 - Strong arguments not decisive
 - **Sender (expert source) decisive**

Petty & Cacioppo, 1986; Petty et al., 1981



Sympathy

People are more likely to accept information from people they like

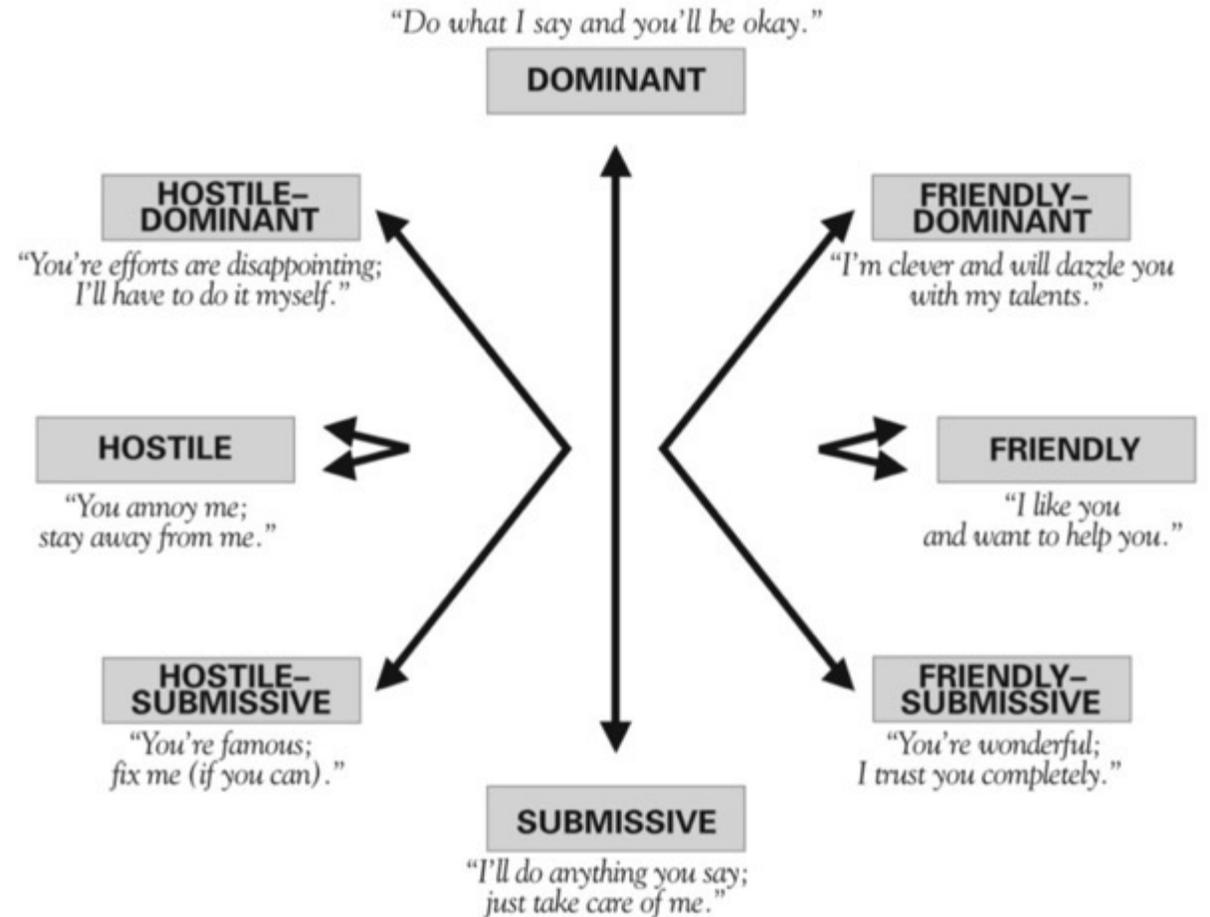
- Let's be **extra-friendly**
>> communicate with people in a friendly way and show kindness
- Let's try to be **empathetic**
>> approach people with empathy and understanding for their situation
- Let's **mirror and match**
>> create a good rapport by mirroring their lifestyle and fashion (in a vegan way)



Sympathy

- Kiesler-Circle: Instrument for explaining and managing communication
- Hostility leads to hostility
- Kindness is rewarded with kindness
- Dominance leads to submissiveness and vice versa
- Learning: We should communicate friendly and bring the most important arguments at the beginning (primacy effect)

Kiesler, 1982



Source: Kiesler, 1993

Sympathy

- Let's use open-ended questions instead of answers (provokes deeper thoughts)
- Let's use "we" instead of "you", also "me" when talking about own experiences
- Let's send emotional or rational messages – depending on the person; shocking material only at own choice
- We may include defensiveness, e.g. "This is not against you, it is for them."
- When insulted: let's take a loooooong break until we answer



Sociability

People follow the example of others

- Lead as an example
- Affiliation: we want to belong (need for belonging) – also to outgroups
- Form and promote attractiveness of group, so people want to belong
- Example: PETA requirements for being active

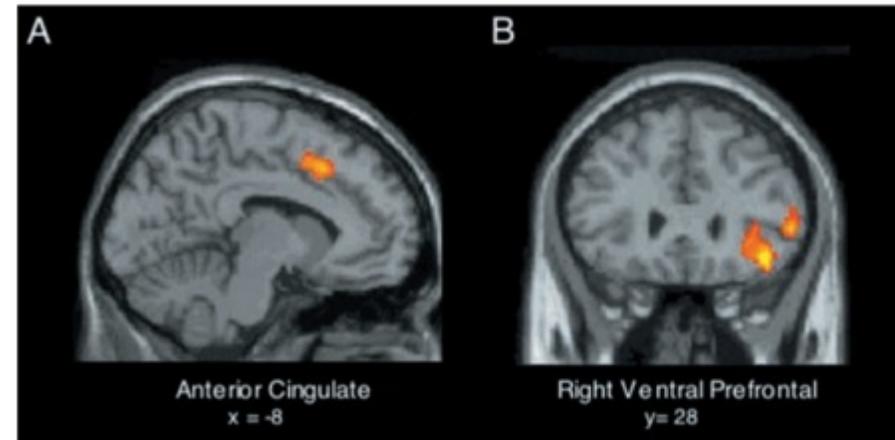


Fig. 1. (A) Increased activity in anterior cingulate cortex (ACC) during exclusion relative to inclusion. (B) Increased activity in right ventral prefrontal cortex (RVVPC) during exclusion relative to inclusion.

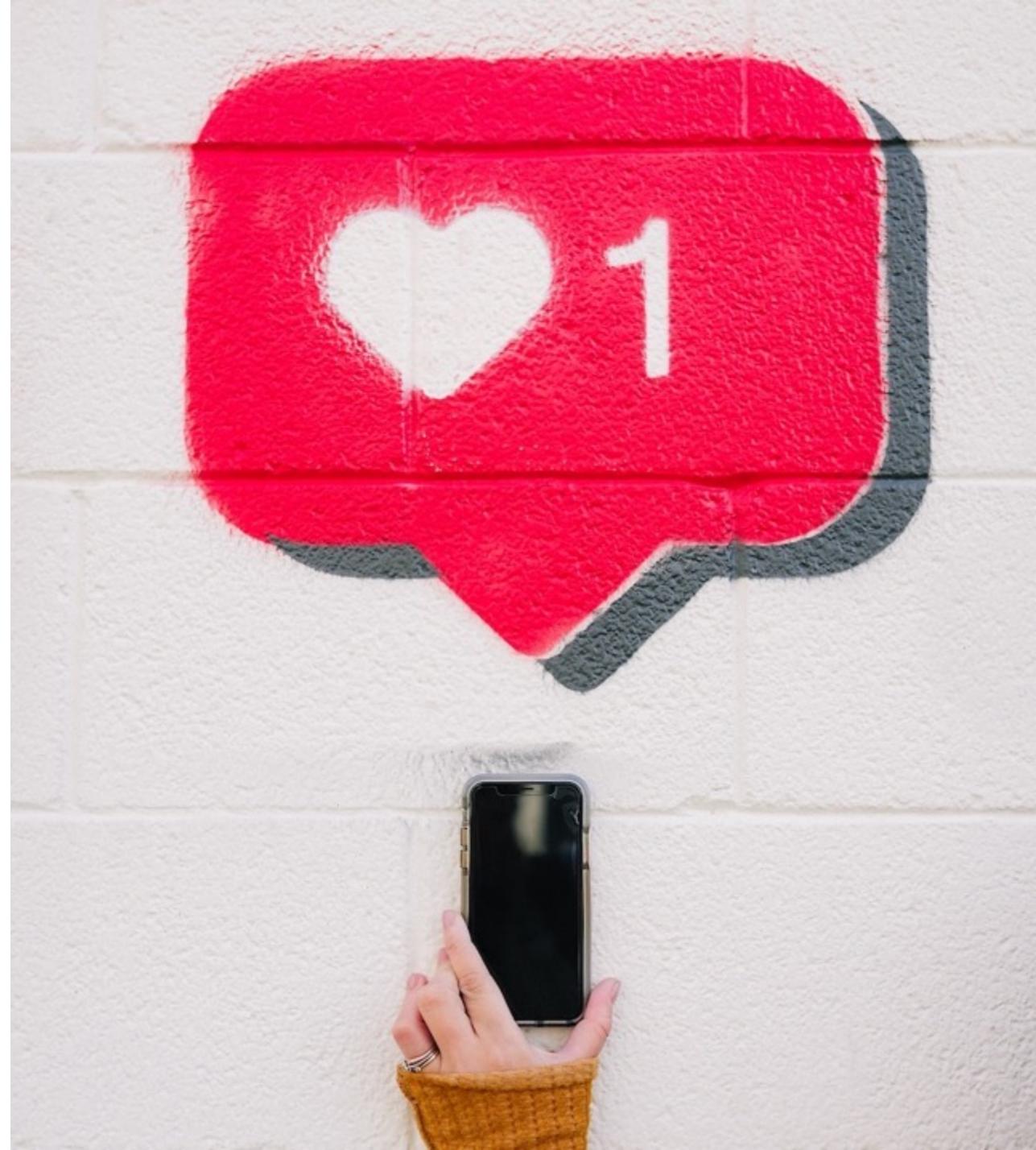
Eisenberger et al., 2003

“This study suggests that **social pain** is analogous in its neurocognitive function to physical pain (...).”

People want to belong and rejection results in pain. This result also remains stable when groups are taken into account where we cognitively don't want to belong.

Other factors

- **Reciprocity:**
 - a) People who received something, are motivated to provide something in return
 - b) when people do a favor for you they develop a more positive attitude
- **Accountability:** People tend to fulfill their obligations (what are there obligations? When do they receive reward?)
- **Rarity:** People tend to appreciate scarce resources, taking something “away” from them is probably the wrong approach vs. adding vegan food/lifestyle is an add-on



Efficacy

People want to feel in control and need to know what to do (alternatively)

- People are more likely to implement their **own ideas** (ask questions!)
- Never leave a conversation without a **call-to-action** or to do (no prohibitions)
- Propose (small) goals that are **achievable**:
 - Omnivores: e.g. don't waste meat, eat less meat, veggie days, go veggie
 - Vegetarians: e.g. no dairy, vegan days or weeks, go vegan



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Emotions

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Emotions

- Emotions are reactions to **personally relevant events**
- Emotions include a physiological component and **influence behavior**
- Emotions differ depending on the **individual evaluation** (appraisal):
 1. Is it new?
 2. Is it pleasant?
 3. Is it relevant for me?
 4. Can I cope with it?
 5. Is it legitimate?



Emotions

Positive-negative asymmetry:

- One of the most fundamental psychological principles: **negative stimuli carry more weight than positive ones** e.g. bad feelings, bad feedback, bad news
- Our brain processes bad stimuli in more detail than good ones in order to **avoid negative effects for the self**
- Negative impressions and stereotypes of others **stick longer**

Baumeister et al., 2001

Bad Is Stronger Than Good

Roy F. Baumeister and Ellen Bratslavsky
Case Western Reserve University

Catrin Finkenauer
Free University of Amsterdam

Kathleen D. Vohs
Case Western Reserve University

The greater power of bad events over good ones is found in everyday events, major life events (e.g., trauma), close relationship outcomes, social network patterns, interpersonal interactions, and learning processes. Bad emotions, bad parents, and bad feedback have more impact than good ones, and bad information is processed more thoroughly than good. The self is more motivated to avoid bad self-definitions than to pursue good ones. Bad impressions and bad stereotypes are quicker to form and more resistant to disconfirmation than good ones. Various explanations such as diagnosticity and salience help explain some findings, but the greater power of bad events is still found when such variables are controlled. Hardly any exceptions (indicating greater power of good) can be found. Taken together, these findings suggest that bad is stronger than good, as a general principle across a broad range of psychological phenomena.

Centuries of literary efforts and religious thought have depicted human life in terms of a struggle between good and bad forces. At the metaphysical level, evil gods or devils are the opponents of the divine forces of creation and harmony. At the individual level, temptation and destructive instincts battle against strivings for virtue, altruism, and fulfillment. "Good" and "bad" are among the first words and concepts learned by children (and even by house pets), and most people can readily characterize almost any experience, emotion, or outcome as good or bad.

What form does this eternal conflict take in psychology? The purpose of this article is to review evidence pertaining to the general hy-

pothesis that bad is stronger than good (see also Rozin & Royzman, in press). That is, events that are negatively valenced (e.g., losing money, being abandoned by friends, and receiving criticism) will have a greater impact on the individual than positively valenced events of the same type (e.g., winning money, gaining friends, and receiving praise). This is not to say that bad will always triumph over good, spelling doom and misery for the human race. Rather, good may prevail over bad by superior force of numbers: Many good events can overcome the psychological effects of a single bad one. When equal measures of good and bad are present, however, the psychological effects of bad ones outweigh those of the good ones. This may in fact be a general principle or law of psychological phenomena, possibly reflecting the innate predispositions of the psyche or at least reflecting the almost inevitable adaptation of each individual to the exigencies of daily life.

This pattern has already been recognized in certain research domains. This is probably most true in the field of impression formation, in which the *positive-negative asymmetry effect* has been repeatedly confirmed (e.g., Anderson, 1965; Peeters & Czapinski, 1990; Skowronski & Carlston, 1989). In general, and apart from a few carefully crafted exceptions, negative information receives more processing and contrib-

Roy F. Baumeister, Ellen Bratslavsky, and Kathleen D. Vohs, Department of Psychology, Case Western Reserve University; Catrin Finkenauer, Department of Psychology, Free University of Amsterdam, Amsterdam, the Netherlands. Ellen Bratslavsky is now at the Department of Psychology, Ohio State University.

We thank the many people who have contributed helpful comments and references. This work is dedicated to the memory of Warren.

Correspondence concerning this article should be addressed to Roy F. Baumeister or Kathleen D. Vohs, Department of Psychology, Case Western Reserve University, 10900 Euclid Avenue, Cleveland, Ohio 44106-7123. Electronic mail may be sent to either rfb2@po.cwru.edu or kdvs3@po.cwru.edu.

Emotions

Different ways of emotion regulation:

- **Situation:** People avoid situations in which they get negative emotions
- **Attention:** People deflect and suppress unwanted thoughts
- **Valuation:** People change the cognitive assessment and valence of the event (re-appraisal)
- **Response:** People respond in a certain way to unwanted content or events (e.g. aggression, negation)

Gross et al., 2007

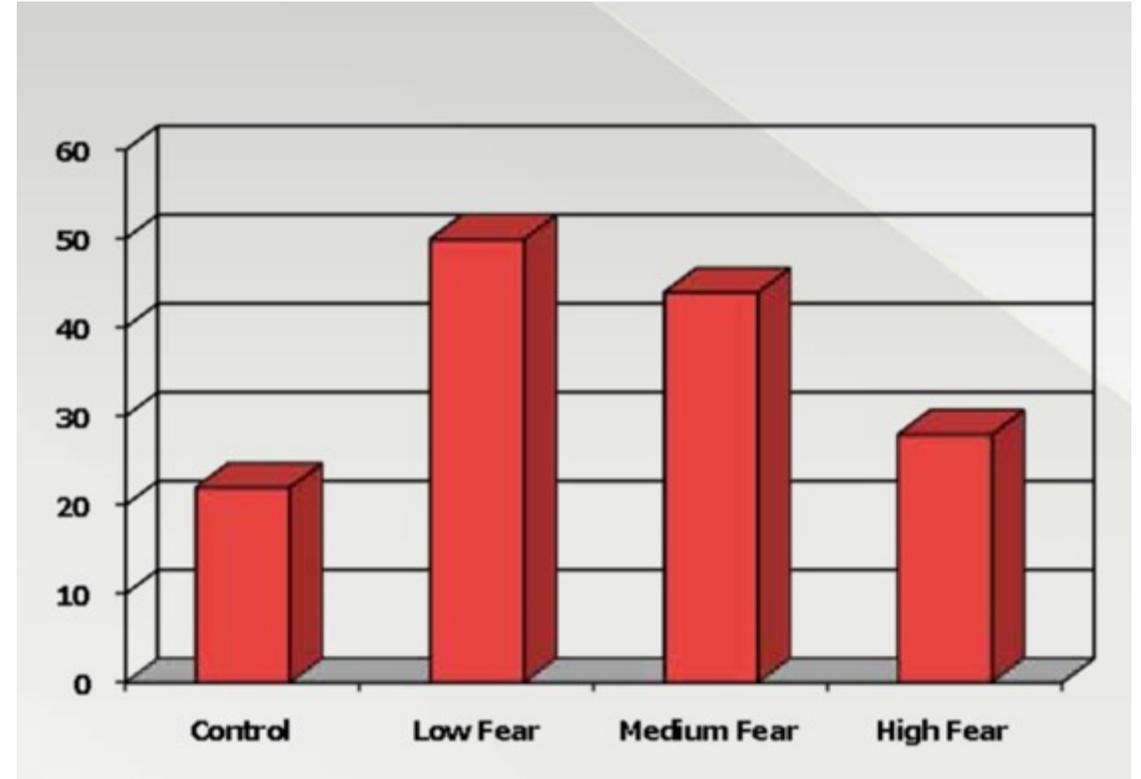


Emotions

Attitude change through fear:

- Three messages about effects of bad dental care: low fear had largest impact; high fear leads to suppression
- Same for cigarettes or climate change: fear has a negative effect on self-efficacy, but no effect on donation behavior
- When evoking fear, satisfy the need for reassurance and/or efficacy (high-fear only with high-efficacy)

Janis & Feshbach, 1953; Rogers & Thistlethwaite, 1970; Palosaari, 2023



% of participants showing more dental hygiene

Emotions

The role of **hope** in communication:

- Hope can uplift fear appeals
- Hope has an **emotion coping function**, but seems not to increase collective action
- Consider the role of hope in fear-based persuasive messages
- And combine it with messages that **motivate action** (e.g. concrete call-to-actions)

Nabi & Myrick, 2019; van Zomeren et al., 2019



The Truth About PETA | Do They Really Eat Tasty Animals? (ft. Ashl...

698 Aufrufe • vor 3 Wochen

Source: <https://www.youtube.com/watch?v=woY4vqkrKEA>

Tools

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How to make a change (immediately)

1. **Mission:** have a clear mission, define feasible goals, communicate it
2. **Resources:** build on your strengths, use your space
3. **Target group:** know your target group, empathize, mirror and match
4. **Message:** add some extra-friendliness in your approach
5. **Inspire:** lead as an example, showcase lifestyle

6. **Comment:** make friendly and target-group oriented comments (ads, emails) and ratings (Google)
7. **Ask:** create awareness by asking questions (online and retail stores, gastro)
8. **Connect:** use your power to impact people you don't know yet (increase involvement)
9. **Socialize:** build social resources and trust the attractiveness of your in-group
10. **Self-care:** chill, celebrate small wins

Strategy

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Goals

Practice: Define SMART goals that support your vision

- **Specific:** What exactly do you contribute?
- **Measurable:** How do you realize you are making progress?
- **Achievable:** Can you achieve this goal by yourself?
- **Relevant:** Which of your values does this goal reflect?
- **Time:** What are the milestones and what is the timeframe?



Roadmap

Practice: Make an action plan for the upcoming months and years!

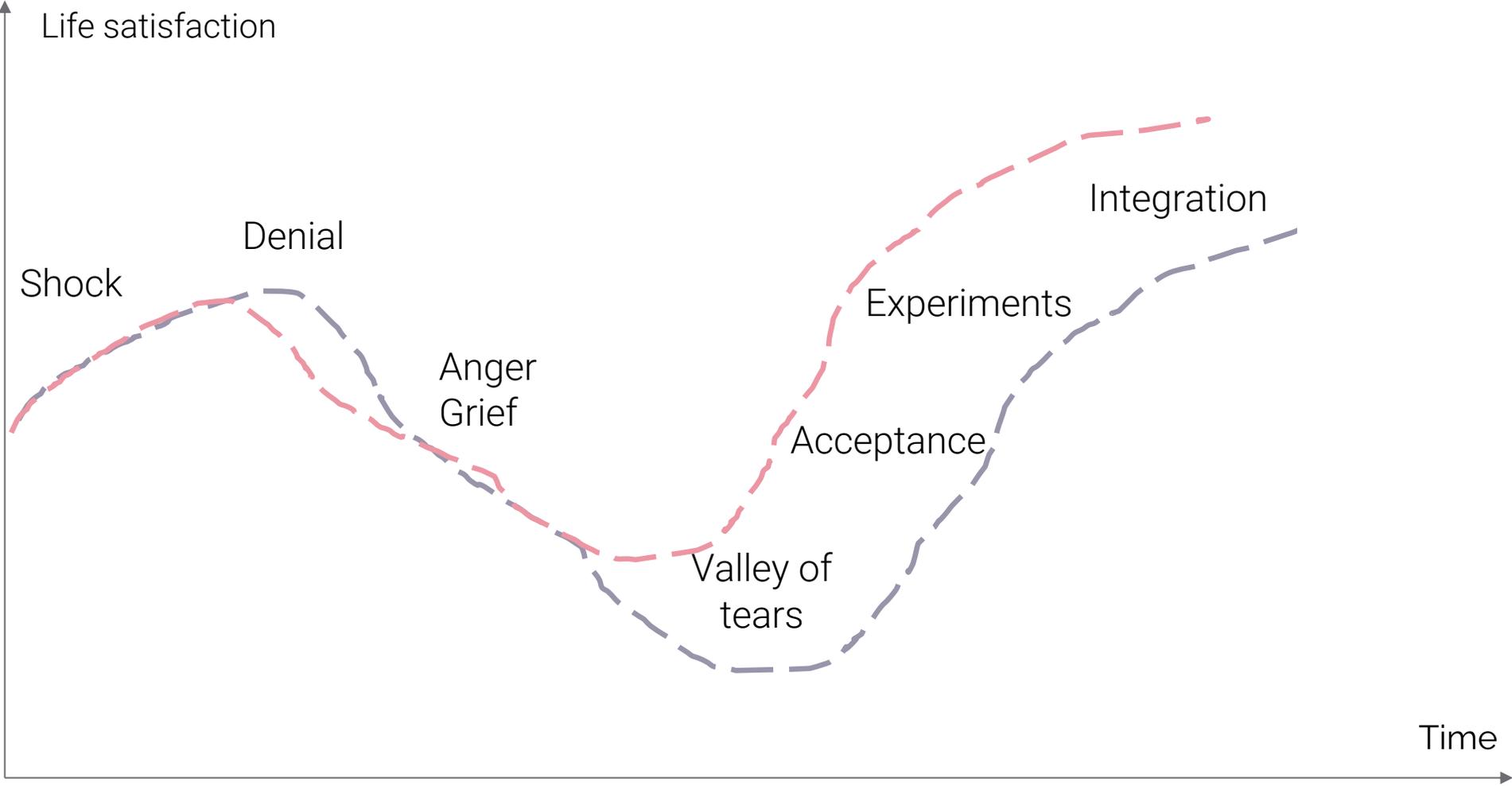
- Which goals or projects do you have?
- How do you prioritize the different actions?
- What are the milestones for each project?
- Until when will you achieve them?

A personal roadmap leads to increased clarity, motivation and commitment.

Let's change the world – together!



Change curves



Take away

- Have a great long-term vision, and define achievable goals for the short run
- Know your mission and build on your strengths to use them for your cause
- Create a pull-effect through attractiveness of yourself, your lifestyle and your in-group
- Friendliness and kindness are the most important ingredient of effective changemaking communication
- Be aware of the importance of the first impression (and be prepared for it)



Thank you!

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Personality and change

- Our personality is **stable** over a long period of time and determines behavior
- About 50% of personality differences between people are **genetic**
- Vegans and vegetarians have higher scores in **openness** and **agreeableness**
- Adult vegetarians had a higher childhood IQ than omnivores

Chmiel et al., 2017; Tan et al., 2021; Gale et al., 2007

Practice: Reflect about vegan and non-vegan personalities in your network.



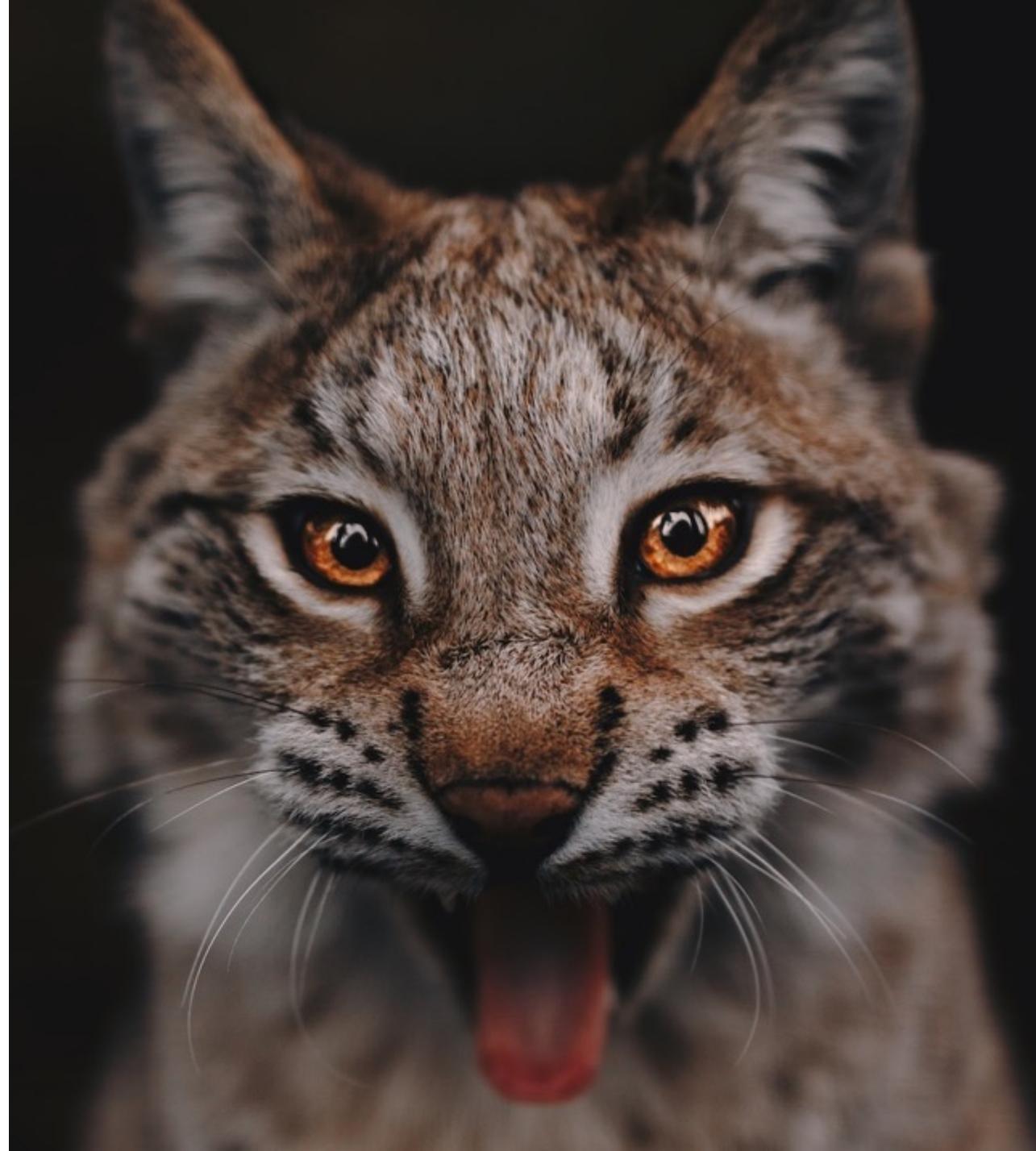
Biases and change

Primacy effect:

- **First impressions** shape perceptions often for a long time to come

Confirmation bias:

- Attributions are **change-resistant**, i.e. first impressions are usually not corrected even with additional information
e.g. psychiatrists persist in a diagnosis despite new contradictory information (Mendel et al., 2011)
- Danger of self-fulfilling prophecies



Biases and change

- Group judgments are **more extreme** than individual judgments
(group members in the minority assume the opinion of the majority; members of the majority take a more extreme position)
- Decisive factor is the **original opinion of the majority**
- Groupthink:
 - Overestimation of the moral legitimacy of the group
 - Increased pressure for uniformity, conformity, and self-censorship
 - Reinforcement of stereotypes



Biases and change

Defensive attributions:

- Believing in a fair world: beings get what they deserve (e.g. "bad things only happen to bad people")
- Studies: "blaming the victim" (e.g. rape victims are blamed for fate themselves)
- Higher probability of correct judgments if we are motivated to judge correctly (e.g. if we have contact with specific people or species, or if we are aware of possible biases)



Attributions

It is recommended to use a two-step attribution process when judging people (and their behavior):

Step 1: Internal attribution = behavior is up to the person themselves

Step 2: External attribution = inclusion of the situation

Both steps increase fairness in communication. False attributions can still happen and are a learning experience!

