REPRODUCIBLE
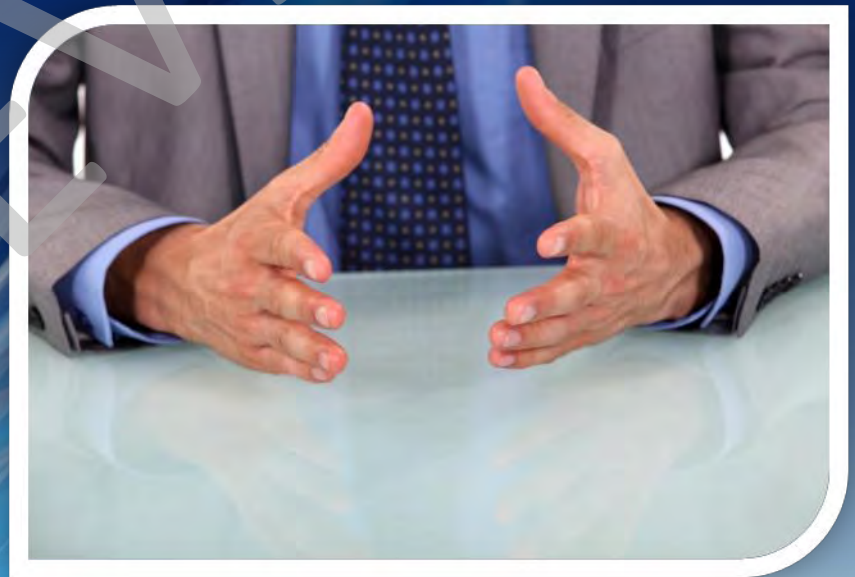# TRAINING LIBRARY
Customizable Soft-Skills Courseware

The Art of Influencing Others

Instructor Guide

Instructional design and learning philosophy

We are committed to providing the best core-skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- Learning objectives — effective tools for managing, monitoring and evaluating training
- Meaningfulness — connects the topic to the students' past, present, and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

Application of Adult Learning Styles

Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions, and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

Contents

Chapter Five: Recipe for Success

Appendix

Course objectives

Successful completion of this course will increase your knowledge and ability to:

◊ Build rapport and develop genuine relationships
◊ Improve communication skills, including verbal and nonverbal messages, to be more effective with others
◊ Recognize common barriers to communication
◊ Understand and use communication styles to tailor your communications
◊ Resolve conflicts

The purpose of this class is to teach people the skills they need so that others will want to grant them the power to affect outcomes. Our approach is to teach someone how to develop and maintain rapport, how to resolve conflicts and handle difficult situations, and how to recognize others' needs and support them in meeting their needs while meeting their own as well ("win-win"). We wrap up by talking about qualities that influential people have and give the participants an opportunity to assess themselves in these areas. This could be the road map that people were looking for to tie the class together.

Provide a road map for the day, using the table of contents and course objectives as a guide.

Ice-breaker activity: Psychic handshake. Tell participants they will be looking for a partner who shakes hands the same number of times as they do: once, twice, or three times. Let them know they will be able to tell if their partner is shaking the same number of times they do. Participants should keep trying out new partners until they find one who matches their handshake. They then should find out one other thing they have in common with their partner.

Chapter **One**

BUILDING RAPPORT

Next, have participants discuss what they want to get out of the training. You may want to jot their comments down on chart paper and review at the training.

Ask participants, "What is influencing? What does it mean to you? How are you going to know when you've influenced someone? How can you measure it?" Participants can jot down their answers in the extra space on this page. Note: Our working definition is on the following page.
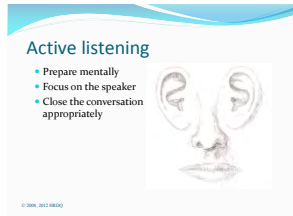

Purpose/main point of course: "The Art of Influencing Others" is based on a philosophy of achieving results without manipulation. That happens when a person truly seeks to know and understand other people—to connect with them by listening carefully, asking questions, and observing nonverbal gestures and behaviors.

Active listening
• Prepare mentally
• Focus on the speaker
• Close the conversation
  appropriately

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As you prepare, suspend any emotions you have about the speaker or the subject.

Avoid distractions: Sit close to the speaker, don't answer the phone (better yet, turn it off), close your door, etc.

Expressing appreciation will build trust and encourage further dialogue.

Demonstrate the wrong way/right way to listen to highlight the differences to participants before they try the activity.

Activity: Tell participants this experience will be unlike anything they usually experience—it's very difficult to be a listener and not say anything (not even prompting questions) for two minutes.

Instructions: Break into pairs. One person will listen, and the other will speak for about two minutes. The speaker should describe an event or situation and the feelings associated with it. The listener should not interrupt or ask questions. Switch so that each person has an opportunity to be the listener. If speakers have trouble coming up with a topic, suggest they talk about how they came to be doing the job they currently have.

Listen actively

◊ Prepare mentally
  – Review what you know about the subject
  – Set aside your prejudices and opinions
  – Acknowledge any emotional state, yours or theirs
◊ Focus on the speaker
  – Let the other person go first and keep going until they feel heard
  – Avoid distractions
  – Be actively involved: show interest with your words and body language
  – Paraphrase speaker's thoughts and feelings without agreeing or disagreeing; let the speaker direct the flow of the conversation
◊ Close the conversation appropriately
  – Summarize key points to confirm your understanding
  – Propose future actions if necessary
  – Express appreciation to the speaker for sharing

Listening practice #1

Instructions: Break into pairs. One person will listen, and the other will speak for two minutes. The speaker should describe an event or situation and the feelings associated with it. The listener should not interrupt, ask questions or say anything.

_____

_____

_____

_____

_____

_____

Debrief by asking, "How did it feel to be the speaker? Did you feel listened to?" "How did it feel to be the listener?" "What did you learn from this experience?"

4

Constructive communication

I feel _____ when you _____
(behavioral description).
I'd appreciate it if you'd _____ (behavioral description).

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Use self-disclosure

◊ Take responsibility for your feelings, as opposed to giving others that power.
◊ Express yourself clearly: "Here's the situation we need to address."
◊ Use "I" language: "I have observed . . ."
◊ Use "feeling" statements.
  – "I feel [emotion] when you [description of behavior]."

Instructions: Rewrite the following "fake" feeling statements into true feeling statements.

"Fake" feeling statement: "I feel that was a rotten thing to do."
Real feeling statement: "I feel disappointed that she talked to others about me when there was a problem. I would prefer that she come to me directly in the future."

1. "I feel stabbed in the back."
   _____

2. "I feel that making the presentation alone isn't a good idea."
   _____

3. "I feel you are ignoring me."
   _____

4. "I feel that we're making a bad decision."
   _____

Areas of differences

Defining filters

Filters, by definition, separate. Communication filters affect how we think about our communication with others and how we interpret what others say to us. For example, age is a communication filter. The conditions and events of life, particularly in youth, provide a perspective that people assume is "normal," regardless of how history interprets their era. Additionally, as people age, the accumulation of life experiences continually teaches people and affects their perspective about themselves and their world.

Self-assessment

Instructions: Under the "You" column, write a brief description of what is true for you. Under the "Your filters/hot buttons" column, write down examples that cause you to make snap judgments or be less than objective when communicating with someone who fits that description. An example is provided.

Note: This activity is for private self-reflection. It is an opportunity for you to examine who you are and identify your filters or hot buttons that may make it more difficult to hear and understand others.

Cues	You	Your filters/hot buttons
Age	*Baby Boomer*	*Gen Xers who believe they should get the best positions right out of college without paying any dues.*
Transportation		
Hairstyle		
Family make-up		
Music		

Another filter that affects our communication is what we think/feel/assume about certain communication behaviors. We tend to think our way is the "right" way and any other way is wrong, rude, or strange. Then we make judgments or jump to conclusions about someone based on their communication behaviors and not based on any "real" evidence.

Communication behaviors
- Animation
- Gestures
- Volume
- Directness of Q&A
- Directness of eye contact
- Handshake
- Touching
- Closeness when standing
- Individualism versus group identity
- Long-term history important
- Concern with clock time

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Activity: In triads, ask participants to take turns speaking briefly on any topic. Listeners help each speaker assess whether they fall on the low, medium, or high end of the scale on any observable characteristic. Shake hands and discuss those items that are not observable. Finally, participants can take turns "trying on" or matching one or two aspects of each other's styles. Remind participants that they don't have to try to match everything; they can just pick one or two to match.

During the debrief, note that some behaviors are personal while others are cultural. Lead a brief discussion about the need to avoid making stereotypes or judgments about a certain group of people based on your experience with one person from that group.

Communication behaviors

We tend to think we do things naturally (i.e., the "right" way) and others are rude or strange. Filling in this chart will help you examine your filters, as well as the actions of others and, hopefully, view behaviors not as inappropriate or wrong but different. Not only recognizing but also matching others' behaviors increases your ability to be effective with them.

Communication behavior	Degree to which style is exhibited		
	Low	Medium	High
Animation/energy			
Gestures			
Volume of speech			
Directness of questions and answers			
Directness of eye contact			
Firm, long handshaking			
Touching			
Closeness when standing			
Individualism higher priority than group identity			
Long-term history with the other person is important			
Punctuality/concern with clock time			

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Understanding communication styles

Focus on relationships

Connecting

Creating

1
2
3
4
5

Go slow

1 2 3 4 5 6 7 8 9 10

Go fast

———
A

7

Computing

Commanding

8

9

10

Focus on tasks

———
D
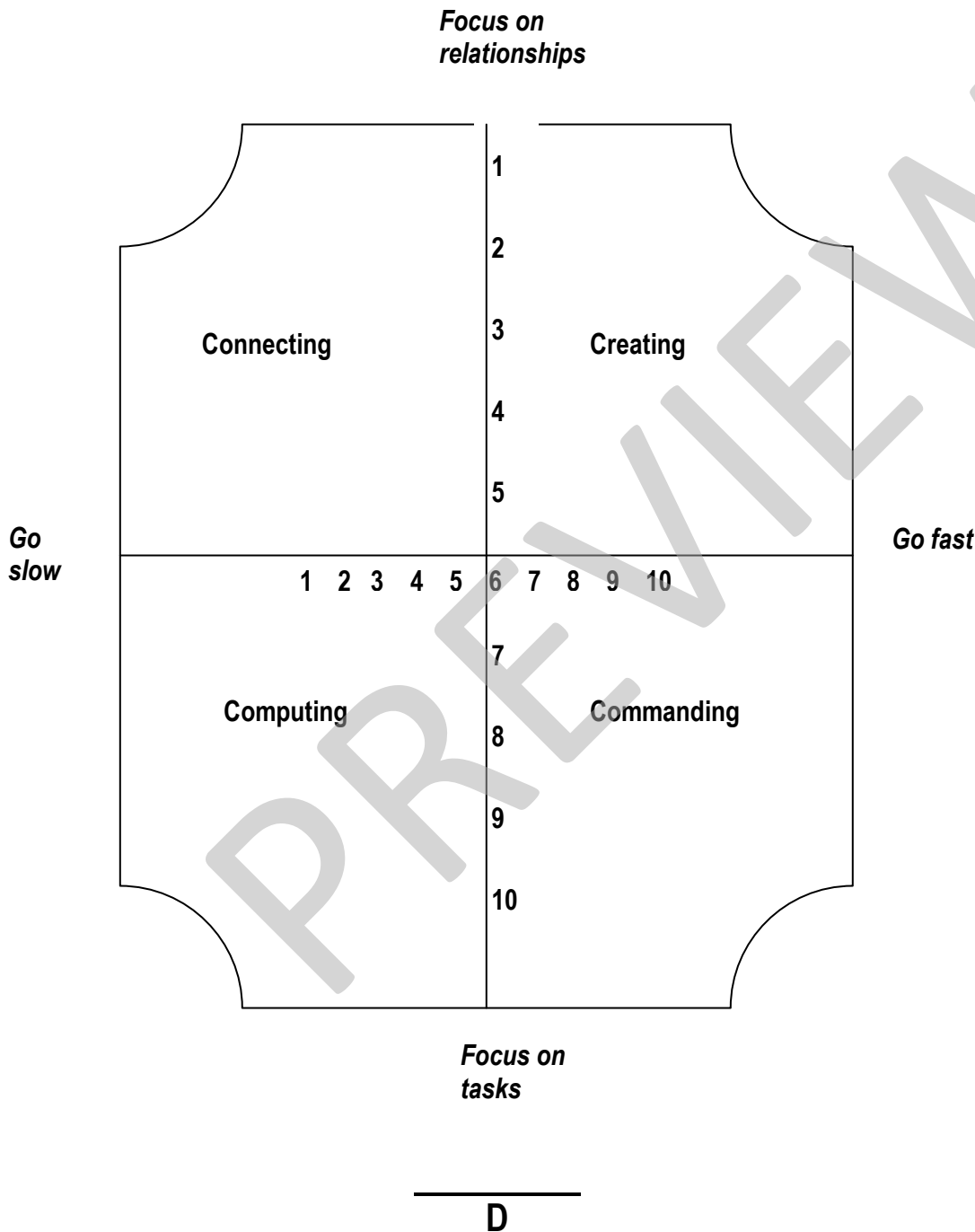
Elements that affect communication:

- Focusing on relationships versus ideas

- Tendency to go slow versus to go fast

Emphasize that anyone can fall into any quadrant at any time because this analysis is based on observable behaviors, not inherent personality types. In fact, it's useful to use the phrase, "What mode are they in?" when trying to identify someone's style.

The goal: To figure out where someone is so you can meet them there.
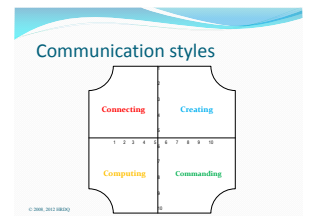
Note: This is roughly based on the DISC model. Refer to the Trainer Supplement for additional information.

Connecting Communicator

Prefers indirect approach, people-driven

Strengths	Under pressure
Warm and likable	Can be a pushover
Good listener	Lets others take the initiative
Eager to please and help others	"Goes along" for convenience
Cooperative and easygoing	Avoids conflict or confrontation
Able to see all sides of an issue	Unwilling to take a stand
Loyal	Unable to say no
Rarely tries to manipulate others	Weak in planning or leading
Highly intuitive	Values feelings above facts
Gets along well with others	Takes things personally
Great team player	Tends to over commit
Nice to work with	Can be overly passive
Provides nurturing work environment	Quietly resentful at times

Seven ways to tailor your message to Connecting Communicators:

1. Build rapport by chitchatting

2. Assure confidentiality and talk in private

3. Express your care and concern

4. Show the benefits first, and then outline your plan

5. Talk about your concern for people

6. Slow down

7. Don't make them feel rejected

Each communication style exhibits certain strengths and shortcomings. We have included this information for participants to see. Discuss and review with participants.

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When you are emotionally flooded and struggling to keep your composure, build in breathing room. Ideally, this includes silence, solitude, and sitting still. Sometimes, you may only be able to achieve one of the three elements.

Maintaining your composure
- Silence
- Solitude
- Sitting still

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Activity: Recognize your "hot buttons." Ask participants to spend a few minutes thinking about what pushes their buttons—people or situations that result in their feeling sorry or annoyed. After sharing hot buttons, have participants decide on a response for each of their hot buttons that will allow them to maintain their composure. An example is listed.

Reframing: Sometimes, despite our best intentions, either we say something rash or the other person does. In that case, we need to de-escalate the situation. The most effective way to do that is to paraphrase by restating both the feeling and the underlying intention, while using matching skills to build rapport. Try to figure out the speaker's true reasons for saying what they are saying.

Reframing difficult situations
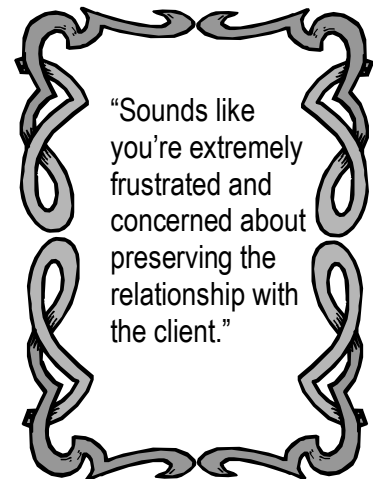Restating both the feeling and the underlying need, while using matching skills to build rapport.

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Maintaining your composure

Know your "hot buttons" and how to respond appropriately

My personal "hot button" diary	
What makes me angry	How I can respond appropriately
Not feeling listened to	*Ask for what I need*

Reframing difficult situations

◊ Step back and focus on what's productive.
◊ Restate both the feeling and the intention.
◊ Use matching skills to build rapport.

"He's an absolute idiot. He ruined the project, and the client will never work with us again."

"Sounds like you're extremely frustrated and concerned about preserving the relationship with the client."

Example: Ask participants what the feeling and intention is (e.g., feeling frustrated, intention is to find someone who is easier to work with).

The art of influencing others

The five elements listed below are the most important qualities for building relationships and influencing with integrity.

Likeability

Having qualities that inspire liking

◊ Think of people that you like. What are the first characteristics that come to mind when you think of them?

Reciprocity

State of mutual exchange or dependence

◊ What do you do in relationships to make them feel reciprocal?

Credibility

Trustworthiness; say what you mean and mean what you say

◊ What gives people credibility?

Composure

Sense of self-possession and poise

◊ How do you maintain your composure even in difficult situations?

Commitment

Dedication to a long-term course of action

◊ How do you recognize when someone has it? Why is it important?

Course review

1. List three common communication filters.

   _____

   _____

   _____

2. Which of the following is NOT a part of the inquiry process?

   a. Sharing your assumptions
   b. Encouraging further dialogue
   c. Acknowledging speakers' thoughts and feelings
   d. Asking questions to clarify

3. List the four communication styles.

   _____

   _____

   _____

   _____

4. Someone with a Computing communication style is more likely to:

   a. Focus on just one aspect of a conflict
   b. See the conflict in context

5. Someone with a Creating communication style is more likely to:

   a. Want a detailed explanation
   b. Want a short and to-the-point explanation

1. Age, culture/race/ethnicity, gender

2. a

3. Commanding, Connecting, Creating, Computing

4. a

5. b

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