

THE ART OF INFLUENCING OTHERS



INSTRUCTOR GUIDE **2-DAY COURSE**

HRDQ[®]

THE ART OF INFLUENCING OTHERS

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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.

Course activities

Chapter One: Building Rapport



Type of Activity	Segment
	Flash cards
	Listening without speaking
	Nonverbal cues
	Rephrase feeling statements
	Self-assessment: Inquiry and advocacy skills
	Paraphrase

Chapter Two: Identifying Common Communication Filters




Type of Activity	Segment
	Crossed or uncrossed communication
	Areas of differences

Course activities (cont.)

Chapter Two: Identifying Common Communication Filters (cont.)

Type of Activity	Segment
	Communication behaviors
	Rephrase gender statements

Chapter Three: Recognizing Communication Styles

Type of Activity	Segment
	Communication styles self-assessment
	Bring your type to life
	Influencing each style



Reading



Written Exercise



Facilitate



Group Activity

Course activities (cont.)

Chapter Four: Avoiding Unnecessary Conflict

Type of Activity	Segment
	Recognizing your hot buttons
	Reframing difficult statements
	Practice: Walk a mile in my shoes



Reading



Written Exercise





Facilitate



Group Activity

Chapter Five: Recipe for Success

Type of Activity	Segment
	Window shopping
	Create your own recipe

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Course objectives

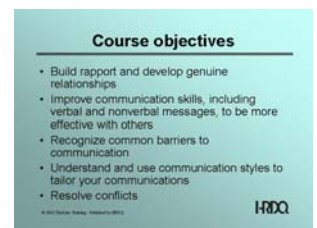
Successful completion of this course will increase your knowledge and ability to:

- 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.

Influencing

- The ability to win others to your way of thinking
- To get people to like you
- To be persuasive
- To be able to change people's minds without resentment

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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.

Rapport and influencing

Successful influencing requires building and maintaining relationships in order to win others to your way of thinking. Critical to this is the ability to build rapport.

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Introduction: Discuss the concept of “influencing with integrity.” Some ideas that should come up include maintaining genuine relationships, being dependable and consistent, avoiding manipulation, etc.—all concepts related to building rapport.

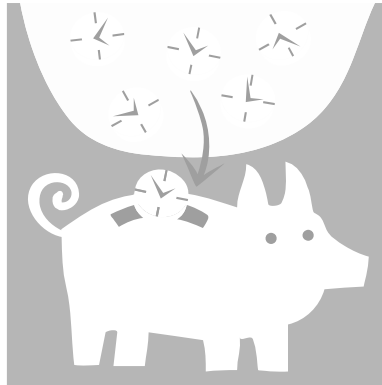
Activity: Flash Cards

Trainer Note: Have participants break into groups of four or five. The person wearing the most colorful outfit will be the team leader. Give each team leader a set of flash cards. The team leader shows the flash cards to the members of the group and has them guess at the correct answer. When someone guesses the correct answer, the team leader should give the flash card to the individual who guessed the correct answer. After all flash cards have been distributed, ask the team members to reiterate the “facts” they are in possession of. Tell participants that the information just revealed is the basis for the first learning module that focuses on building rapport.

Explain the analogy that building rapport is like making deposits in a piggy bank. The more “goodwill” you deposit, the greater the rapport you will have with the other person. Conversely, when you say and do things that detract from rapport, you will make “withdrawals” from your rapport bank.

Definition of influencing

“Influencing” is the ability to win others to your way of thinking, to get people to like you, to be persuasive, to be able to change people’s minds without resentment.



Building rapport

Building rapport is about demonstrating authenticity and integrity. People can tell when you care about them.

A connection is established when people know you care.
Emotional connections override differences of the mind.

Establish common ground

The things we have in common with other people form the basis for connecting, yet they are often overlooked. In order to build bridges across differences and begin building relationships with integrity, you must find common ground.

We tend to rely on automatically learned stereotypes rather than thinking first about what we have in common with someone different. No matter how diverse a work group is, there are always areas of common ground. The obvious similarities are the elements of work itself. For instance, we all have managers, deadlines, goals, etc. We have to remain open and get to know individuals in order to find other areas of commonality.

By training yourself to focus on common ground, you will build a bridge that brings the differences closer. When we bridge our differences, we create an inclusive atmosphere. Inclusion is an important part of overcoming differences and establishing a positive environment. Inclusion involves welcoming and supporting others.

Reiterate our concept of influencing as building and maintaining relationships in order to win others to your way of thinking. Critical to this is the ability to build rapport.

This slide provides an overview of the elements that contribute to building rapport.



The first and most important way to build rapport and connect to others is by listening actively.



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?"

Tune in to emotions and moods

Put aside your own “emotional agenda.”

Be attentive to cues.

When making important decisions, people in good moods think more positively and comprehensively.

When people in bad moods are making decisions, they recall negative issues, are overly cautious, and their emotions cause them to make decisions based on fear.

Read nonverbal communication cues

Nonverbal messages that can build rapport involve physically mirroring how a person sits, stands, and uses his/her body.

Match the other person’s rate of speech.

Watch interruption gaps. An interruption gap is the amount of silence after asking a question or making a statement. Two typical Japanese people in a 20-minute conversation will experience two full minutes of silence. Two typical people in the United States will probably allow 20 seconds of silence.

Uncover hidden messages.

Watch the other person’s gestures and body language to see if they’re consistent or inconsistent with his or her spoken words.

In general, consistency between verbal and nonverbal behavior confirms that what the speaker is saying is true or sincere, while inconsistency suggests what the speaker is saying is untrue or insincere.

Other:

Ways to build rapport nonverbally: Gestures, tone of voice, rate of speech, use of silence. Remember rapport is not mimicking – be careful when physically mirroring people. Mirror their overall demeanor, i.e., relaxed versus formal rather than specific gestures.

Tune in: Recognize your own bias. When in a bad mood, people notice others’ bad moods more readily than others’ good moods. Good moods actually enhance the ability to think and problem solve. The point: Figure out the other person’s mood when you’re approaching them, especially if you’re looking for their approval. It may vary simply depending on their mood.

Put aside your own feelings: When you have your own “emotional agenda,” it interferes with your ability to read other people’s feelings.

Be attentive to cues: Tell people what you notice and ask for confirmation of what you’re sensing. It’s especially effective to say, “If it were me, I might be feeling . . .” rather than saying, “You must be feeling . . .”

Nonverbal communication cues:


Rate of speech: People from the South in the United States tend to speak more slowly than people from other parts of the United States.

Interruption gap: Don’t walk over a pause thinking it is a period.

Other: Physical space/ distance between you and other person.

Read nonverbal clues

- Rate of speech
- Interruption gaps
- Are gestures and body language consistent with words?

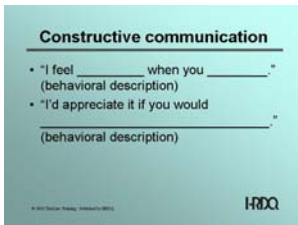


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Why use self-disclosure? To take responsibility for your feelings, and to help others figure out how to articulate their feelings without escalating the conversation.

Feeling statements: If you can substitute "think" or "believe" for "feel," then it's not really a feeling statement. Similarly, if you can substitute "as though I have been" for "feel," it's not a true feeling statement. You can also make feeling statements without saying "I feel," for example, "I was disappointed when you . . ." "I'm uncomfortable when . . ." This can be useful when dealing with someone who doesn't like discussing "feelings" at work.

Have participants brainstorm feeling words for a moment. Then, refer participants to the list of emotions in the appendix to help them find appropriate words to express, but not dramatize, their feelings.



Activity: Rephrase the statements listed. Possible answers: 1. "I felt betrayed by the way he talked to other team members about me behind my back." 2. "I feel nervous about making the presentation alone." 3. "I feel frustrated when you ignore me." 4. "I feel concerned that we're making a bad decision."

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."

Additional activity if time permits: Charades. Have participants write down an emotion on a slip of paper. Collect the slips, and then have each participant take one. Working with a partner, have them act out their emotion without using words and have their partner guess what it is.

Skills to improve understanding

Give and take	
As the listener . . .	As the speaker . . .
Listen to understand the other person's point of view.	Share your assumptions, perceptions, and conclusions.
Acknowledge the other person's thoughts and feelings .	Clearly state your own reasoning.
Ask questions to clarify.	Ask the other person to consider your views.
Reflect on the other person's comments.	Build on the other person's comments.

Probing: "Tell me about . . ."

Confirming: "So, from what you've said, I'm assuming . . ."

Acknowledging: "I sense you're feeling overwhelmed by . . ."

Encouraging: "Uh-huh, tell me more."

Building: "That's a good point. I'd also suggest that . . ."

Listening practice #2

Instructions: Break into pairs. One person will listen, and the other will speak. The listener should use all the skills of active listening but avoid problem solving. The speaker will give feedback to the listener on how well he/she did.

Throughout this program we are emphasizing the importance of understanding others as a foundation to influencing without manipulation. Understanding can deepen both as a listener (left-hand column) and a speaker (right-hand column). Review the information on this page with participants.



Listening activity #2: Think of a conflict or problem. Use active listening (not conversational listening) to reflect their thoughts and feelings back to them; match behavior but avoid problem solving. Give feedback to the listener on how well they did. Note: Include a discussion on how this interaction might change if it occurs over the phone.

In order to paraphrase effectively, you must listen for feelings, intentions, and needs. Note that often these are unspoken. Have participants brainstorm some basic needs, then refer to the appendix for a list of basic needs.

Emphasize that paraphrasing is NOT parroting. Remind participants that if they say something that doesn't quite reflect what the speaker meant, he/she will correct them—it doesn't have to be perfect as long as they are sincerely trying.

Activity: Work in pairs or small groups to write paraphrasing statements. Possible answers: (Note: There are many possible and reasonable responses.)

1. Sounds like you're feeling frustrated. Do you want some help figuring out a solution?
2. So, are you concerned about what might be happening at this time?
3. Sound like you're really overwhelmed.
4. You seem really concerned about not meeting your promises.
5. So you have some ideas about how to improve the way the work is done, and you want to know that someone is actually hearing your input?
6. I understand you have a question about perceived lack of equity.
7. Indeed, it must be frustrating to rely on a machine to complete your work, and then not have it work.
8. It must feel discouraging to be misunderstood.

Paraphrasing statements

Paraphrasing or reflecting statements summarize the content (intentions and/or needs) and the feelings of what a speaker has said. Such a statement doesn't move the conversation along as much as it confirms what has been expressed. Most people in American culture are good at "probing" or questioning but poor at reflecting.

Activity

Instructions: Work with a partner to create reflecting statements for the following sentences.

1. This part is so messed up, I just don't know what to do.

2. She said she'd give it to me, and I still don't have it. She doesn't usually miss deadlines.

3. If he gives the team one more project, I think we will collapse.

4. They did such a good job at marketing, I don't know if we can keep up with delivery.

5. Just once I wish people around here would listen to the people who do the work.

6. It's unfair that some of the employees have Wednesday off and others of us don't.

7. I get so frustrated with this machine I could throw it out the window.

8. I keep trying to talk to her, but she just gets mad when I do.

Active listening assessments

Instructions: Work in pairs. The listener should listen for feelings, intentions, and needs while still using all the skills practiced in activity #2 plus the nonverbal skills from activity #1.

Next, use the following template to rate yourself on how often you demonstrated active listening skills. Use the following scale: 1 = rarely; 2 = occasionally; 3 = fairly often; 4 = frequently. Your partner can give you input.

Skill	Frequency of use
Focus on the speaker, eliminate distractions, put aside your own agenda.	1 2 3 4
Don't interrupt.	1 2 3 4
Match nonverbal communication cues—rate of speech, body language, distance.	1 2 3 4
Show you're listening with appropriate words and gestures.	1 2 3 4
Ask questions without problem solving or leading the discussion.	1 2 3 4
Listen for feelings, needs, and intentions and reflect them back to the speaker.	1 2 3 4
Make appropriate paraphrasing statements.	1 2 3 4

Listening activity #3: In pairs, listen for feelings, intentions, and needs while still using all the skills practiced in activity #2 plus the nonverbal skills from activity #1.

To help participants better understand basic needs, refer to the list in the appendix on page 62.



Complete the self-assessment. Place a star next to the highest-rated skill(s) and circle the one(s) that are areas for improvement.

Refer participants to the action plan at the end of the manual. Encourage participants to create a plan to use more active listening, especially those ranked as 1 and 2 in this assessment.

