



# Engaging Leadership Day Two



Whether you're an emerging leader looking for new skills and experiences to open career doors, or a seasoned manager looking for fresh perspectives and insights, Envision Leadership: Strategic Coaching & Influencing Skills for Leaders program allows you to explore your sphere of influence in your organization and understand how to leverage it to create positive organizational change.

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## About Us

The Envision team has broad experience in facilitation, coaching, mentorship and leadership. In addition to strong credentials and experience, we have the confidence, capability, and presence to deliver high-quality workshops to multiple levels of leadership.

Workshops available for public enrollment are listed on our calendar of events. Alternatively, contact us directly to learn how one, or all of our workshops are customizable for delivery to your organization or group.

Day One we introduced you to several concepts such as:

- Generational Differences and “what the “Y Gen” (Millennials) want
- Leader vs. Boss
- Coaching with VISION
- Who to Coach
- How to listen with Intention

Day one was intended to help you recognize and understand generational differences in the workplace. The difference between a Leader and a Boss and identify what your leadership style is. The final part of the day was around intentional listening, its importance to you as a Leader and the various filters that may get in the way.

Day Two will focus on:

- A review of Day one
- When to Ask vs. Tell
- The Three Forms of Supportive Feedback
- Integrating Feedback into the Six Step VISION Model
- Leading with Influence

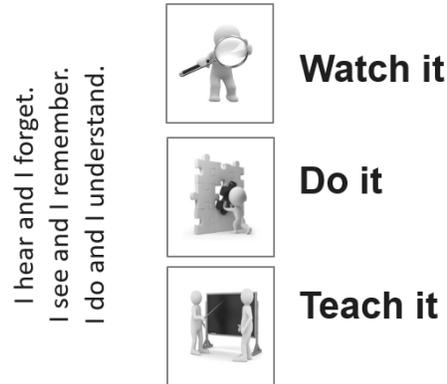


# TABLE OF CONTENTS

<b>Review of Day One</b> .....	6
Train the Trainer.....	6
How well am I doing? .....	6
Coaching Principles.....	7
<b>Day Two</b> .....	12
When to Question vs. Command?.....	12
Exercise: Pros and Cons of Asking vs. Telling.....	13
Effective People Development .....	14
Exercise: Be x Do = Have.....	18
The Identity Iceberg .....	19
Exercise: Group Questions Practice .....	20
The Three Forms of Supportive Feedback .....	20
Exercise: Feedback.....	21
Integrating Feedback into the Six Step Vision Model .....	23
Exercise: Influencing Styles Questionnaire .....	25
Principles of Influential Conversations.....	28
1. Clarify a common agenda.....	28
2. Present your point of view and Highlight Incentives .....	29
3. Confirm Commitment, Give the Recipient Ownership of the Idea .....	30
Conversation Planner .....	31
Course Evaluation Form .....	34
References .....	36



## Review



## Train the Trainer

Assign one or more of the following to each table for review

1. Six Leadership Styles
2. The 5 C's
3. Six principles of Leadership Coaching
4. Six Step of Envision Leadership Model
5. Why do we write things down?

## Leadership Styles (Daniel Goleman)

Six Styles of Leadership

- Commanding
- Visionary
- Affiliative
- Democratic
- Pace-Setting
- Coaching

## How well am I doing?

Understand your Coaching Skills

CLARITY	COMPASSION	CURIOSITY	CONFIRMATION	COMMITMENT
the why of coaching...the agenda	show you have their back	look for the challenge behind the challenge	getting to the "aha" moments that drive confidence	engagement and desire to move forward



## Coaching Principles

### Turning Conversations into Coaching

Principles are more important than techniques. When coaching principles are understood and practiced, it is possible to coach effectively while learning skills and techniques.

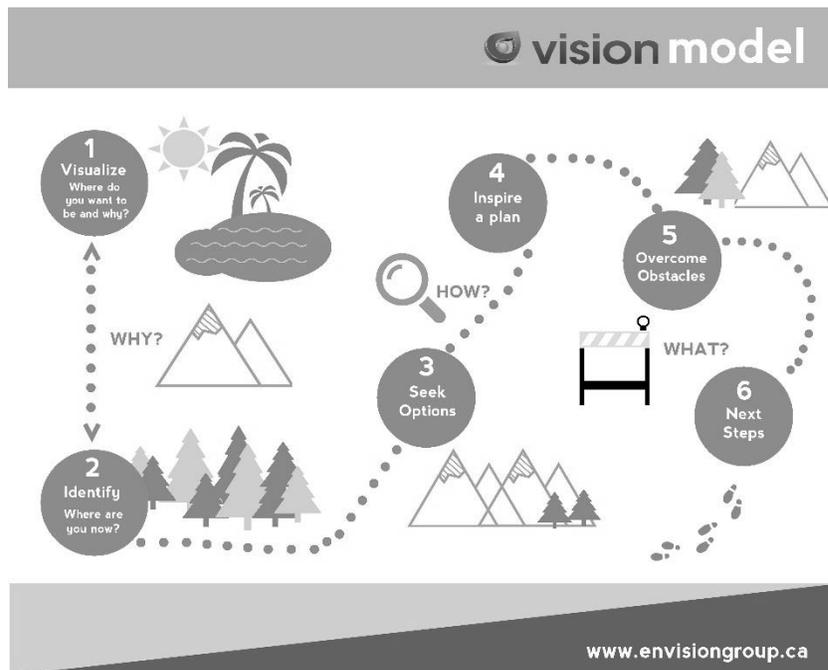
### Six principles of Leadership Coaching

The six ideologies of Leadership Coaching define the coaching interaction and are more important than any specific coaching method. When a leader understands these principles, they can carry on a successful coaching session even if they are inexperienced. A leader who does not recognize these principles will always have difficulties with coaching.

1. **Coaching depends on a trusting and mutually beneficial relationship.** There needs to be enough trust in the association so that there is a willingness to work together. Just as you can't help those that don't help themselves, so can you not coach someone if they do not want to be coached and work with the coach to implement changes.
2. **Coaching centres on the coachee's agenda.** Remember that when coaching someone, you first must work with the coachee to create the agenda, so they make it their own.
3. **Coaching is based on a mutually beneficial form of communication.** When you engage as a collaborative partner in a search for answers, the message becomes one of equality.
4. **Coaching works best when coachee's find their answers.** When you engage and encourage the coachee to find the solution to the issue, they will accept the result and buy-in to it, thus creating a higher chance of success.
5. **Coaching focuses on the coachee doing the work.** This work we refer to is what happens in and after the coaching session. If the coach is doing all the talking in the conversation and walks away with all the work to do afterward, it's probably not a coaching interaction. People work harder when they find their answers; **QUE'GGESTING** allows the coachee not to feel backed into a corner but will enable them to make their own decisions/choices.
6. **Coaching gets people into action;** it's all about moving the coachee forward.

 <b>TRUSTING ENVIRONMENT</b>	 <b>COACHEES NEEDS</b>	 <b>2 WAY COMMUNICATION</b>
 <b>COACHEE HAS THE ANSWERS</b>	 <b>COACHEE DOES THE WORK</b>	 <b>COACHING CREATES ACTION</b>

## Six Step VISION Model



1. **“Visualize”** where you want to be. If you don’t know where you are going, any road will get you there. Understanding where you are going with insight and excitement will provide momentum to overcome the challenges that may be facing you today.
  1. “Imagine you’ve just had an ideal week. What three things did you complete?” It’s all about being clear on your priorities.
  2. “How does it suit you to stay exactly as you are?”
  3. “If you could ONLY change ONE THING, what would it be?”
  4. “What do you want MORE of in your life? What EXCITES and INSPIRES you?”
  5. “What do you want LESS of in your life? What are you TOLERATING and putting up with?”
  6. “So, what three things would make the biggest difference?”
  7. “What would a home run look like this week?”
  8. “What’s the problem in a nutshell?”
  9. “In one sentence?”
  10. “So, what’s the problem in one word?”
  11. “If there were just two rules that EVERYONE would have to follow what would they be?”
  12. “If you dared to talk about it, what would you make happen in your career/life?”
  13. “What could you STOP doing? Do LESS of? Do MORE of? CONTINUE doing? START doing?”
  14. “What could you do if you didn’t have to live with the consequences?”
  15. “List the top 10 things in life that give you joy - what makes your heart sing?”
  16. “If you had more time than you needed: What would you do differently and how would you BE different?”
  17. “What, if you got it finished this week, would make you jump for joy?”

2. **“Identify”** where you are now. Acknowledging your current reality may often be difficult and must be met with honesty and determination. Once you recognize the nature of the problem, you are on the road to correct it.
  1. What is happening now (what, who, when, and how often)? What is the effect or result of this?
  2. How is the current situation affecting you or others?
  3. What are the factors you need to consider?
  4. Do we need anyone else’s participation in this conversation?
  5. How urgent is this situation?
  6. How will your success or failure at addressing this affect the rest of the organization?
  7. Who else shares your concerns, dilemma, need to find a solution?
  8. What progress have you made so far?
  9. What is working well right now?
  10. What is required of you?
  11. Why haven’t you reached that goal already?
  12. What do you think is stopping you?
  13. What do you think was happening?
  14. What have you already tried?
  15. What could you do different this time?
  
3. **“Seek”** Options to move you forward. Mind storming or the 20-idea method to evaluate your options. Take any problem or goal that you have and write it at the top of a sheet of paper in the form of a question. Find 20 solutions.
  1. What are your options?
  2. What do you think you need to do next?
  3. What could be your first step?
  4. What do you think you need to do to get a better result (or closer to your goal)?
  5. What else could you do? Who else might be able to help?
  6. What would happen if you did nothing?
  7. What has worked for you already? How could you do more of that?
  8. What is the hardest/most challenging part of that for you?
  9. What’s the best/worst thing about that option?
  10. Which option do you feel ready to act on?
  11. Who do you know who has encountered a similar situation?
  12. If anything was possible, what would you do?
  
4. **“Inspire”** a plan to achieve success. The objective of developing a plan is to **organize your tasks** and **allocate your resources** so that you can make your specified goals within your desired time frame. Planning will help you know where to spend time and energy. When well developed, it will keep you organized in your goal pursuit.
  1. How are going to go about it?
  2. What do you think you need to do right now?
  3. Tell me how you’re going to do that.
  4. How will you know when you have done it?

5. Is there anything else you can do?
  6. On a scale of one to ten, what is the likelihood of your plan succeeding?
  7. What would it take to make it a ten?
  8. Is there anything missing?
  9. How will you know you have been successful?
  10. What support do you need to get that done?
  11. What will happen (or, what is the cost) of you NOT doing this?
  12. What do you need from me/others to help you achieve this?
  13. What are three actions you can take that would make sense this week?
  14. On a scale of one to ten, how committed/motivated are you to doing it?
  15. What would it take to make it a ten?
5. **“Overcome Obstacles”** that may get in your way. When you realize that **obstacles** may be anything or anyone that gets in the way of you reaching your goal makes it easier to plan for and overcome or avoid them.
1. What obstacles are getting in the way of success?
  2. What roadblocks do you expect or require planning?
  3. Are there factors that could get in the way of your plan?
  4. Who might potentially support/oppose the plan?
  5. Do you have all the resources you need?
  6. What else will you need to change to make this possible?
  7. Is it possible to meet the deadlines or projections?
  8. What’s missing?
6. **“Next Steps”** to make progress to the plan. This step is where your goal (vision) gets brought to life in physical reality. When you were establishing your goal, you created the virtual image it in your mind. In the Identify step, you developed the key pillars and principles you need to build your plan. In the Obstacles step, you identified any potential obstacles and planned how to overcome them.
1. Review the plan again, how do you feel about the plan?
  2. What resources can help you?
  3. When are you going to start?
  4. Who needs to do what when?
  5. How will you be held accountable for your plan?

## Listening with Intention

Listeners vary in their sensitivity to speakers' verbal and non-verbal signals. The potential for understanding, trust and effective communication increases as we move through the levels.



**Level 1: Multi-tasking** - occurs when we are looking at the person, or on the phone, but are not hearing a word the person is saying. Think of the noise used on TV to simulate the teacher's voice on any Charlie Brown cartoon. Wa-wa-wa-wa-wa-wa. Yep, that's it. If that's what you're hearing while checking emails, making a list AND listening to a conference call simultaneously, then you're likely in a NON-listening mode. **Multi-tasking listeners tend to:**

- ✓ Talk most of the time
- ✓ Appear disinterested in what is communicated
- ✓ Always interrupt the speaker
- ✓ Want the last word



**Level 2: Selective or Marginal Listening** - occurs when we pay attention to what is being said at first and then are easily distracted. Much like those with a short attention span might do. They listen and then all of a sudden... **squirrel**... and they've left the conversation. Sometimes you can tell. Sometimes you can't, but if you find yourself daydreaming in a discussion and checking back in only to hear "Does that make sense?" you might have just been caught selectively listening.

**Selective or Marginal listeners tend to:**

- ✓ Have the speakers believe they are being understood and listened to
- ✓ Focus on the facts, rather than the bigger picture

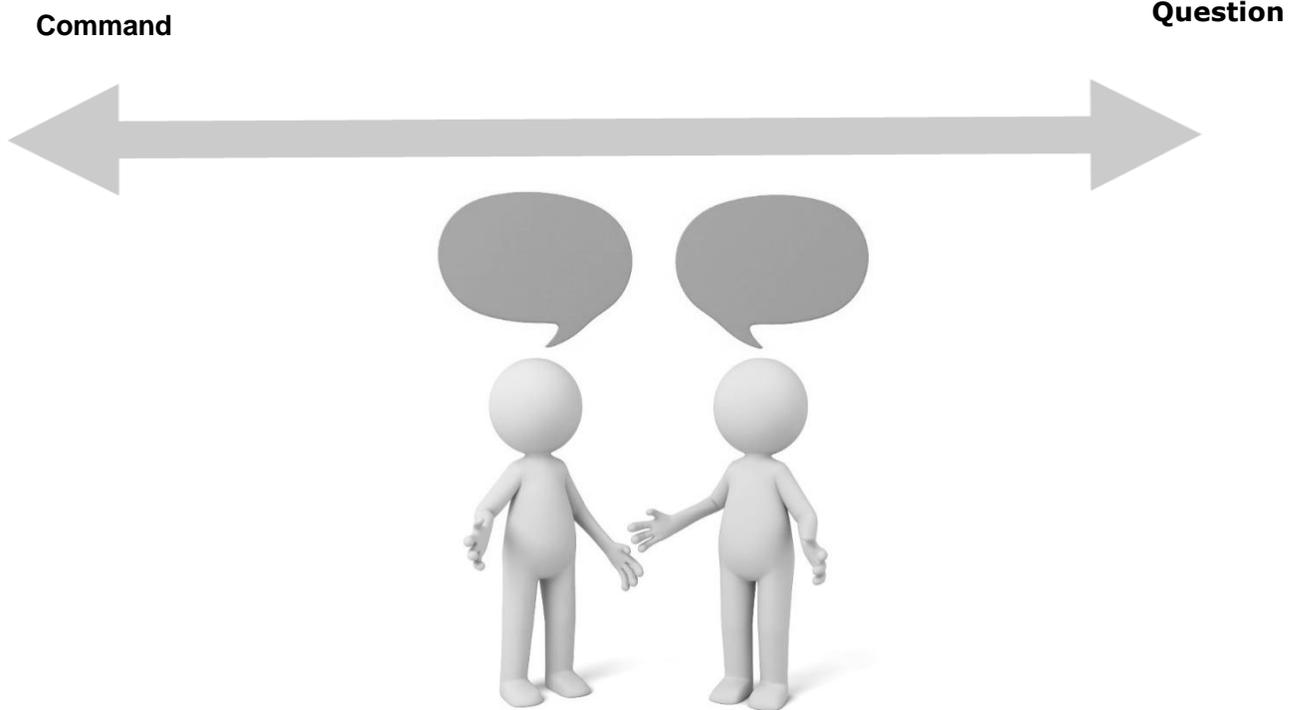


**Level 3: Active Listening** - occurs when someone is already excited about what you have to say. So much so, that they already have data, they wish to share. Often they will counter what the speaker has said or form an argument to be made as soon as you stop talking. They may be evaluating your every word yet crafting a response or rebuttal WHILE you are still talking.

## Day Two

### When to Question vs. Command?

Conversations span the range from telling to asking. The intention will depend on where the conversation sits on the scale.



In your groups, create a list of questions you might use in the following scenario.

Matt has hit a plateau in his career and is struggling, not knowing any other options that are open to him. When he comes to you for help? What do you do?

When does it make sense to tell? What would you tell?

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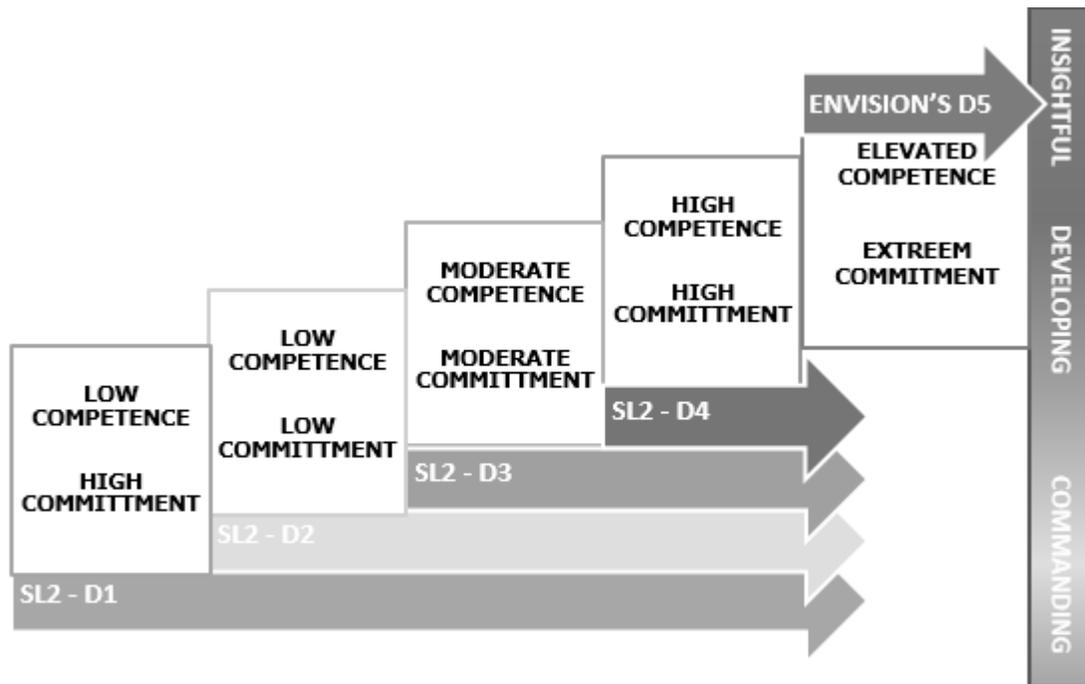
When does it make sense to Question (ask)? What would you ask?

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## Effective People Development



Some people feel that leadership is intuitive; it is easy for them, they act on instinct, and it just works for them. To others, leadership is an unknown; they struggle with all of the different dynamics that are at play and have no idea why people listen to them sometimes or are confused by them at other times.

Leadership is energetic; it changes from moment to moment, day to day and from person to person. This doesn't mean you can't develop leadership mastery if you don't have the gift of natural leadership.

**Level 1—Commanding** is the entry-level or lowest level of leadership. The only influence a commanding leader has is that which comes with the job title. People follow because they have to. This leader is about the rights that were granted by the position and is a poor substitute for inspiration.

When a person makes it to level one, they may indeed be a boss, but they are never a leader. They have minions, not team members; they rely on rules, regulations, policies and organizational charts to control their people. Their people will only follow them within the stated boundaries of their authority, and typically just do the bare minimum required in their job and if extra effort or time is needed, rarely do commanding leaders get it.

Commanding leaders usually have difficulty working with volunteers, younger people and the highly educated. Why? Because commanding leaders have no influence, and these types of people tend to be more independent.

**Level 2—Engaging** - Level 2 is based entirely on relationships. On the Engaging level, people follow because they want to, they feel treated well, and that they have value. Because of this the engaging leader influences them, and are trusted. The atmosphere becomes much more positive at home, on the job, at play or while volunteering.

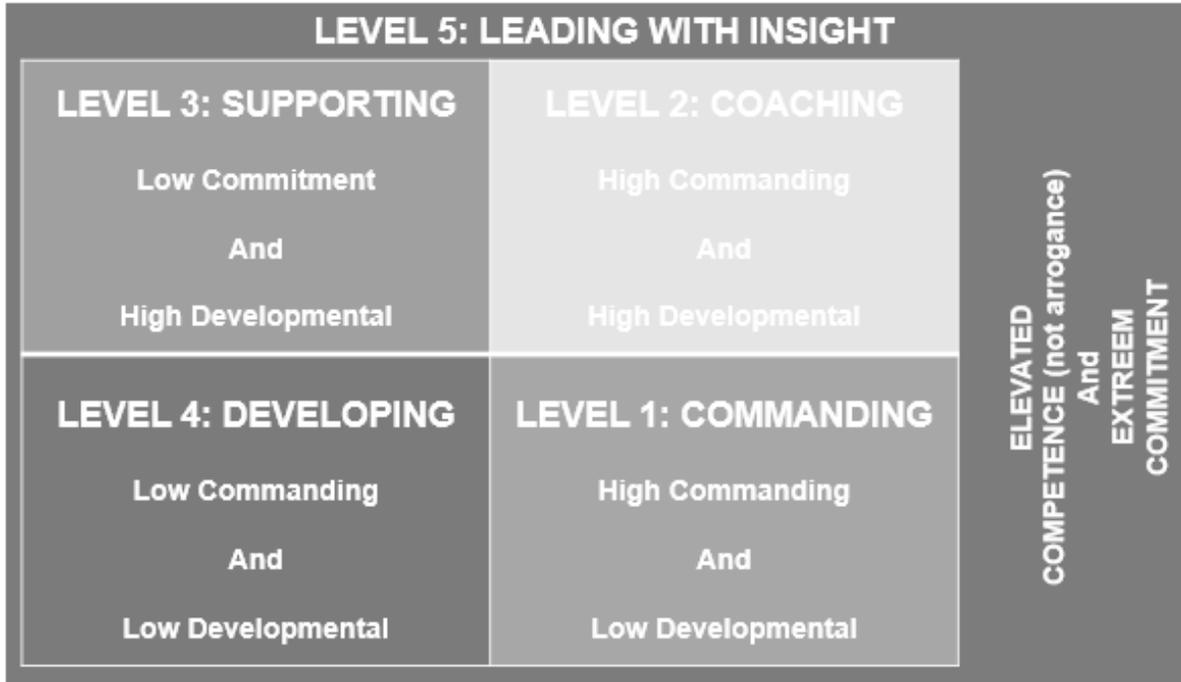
The agenda for leaders on Level 2 isn't about preserving their position. It is about knowing their people and understanding how to get along with them. Leaders find out who their people are. Followers find out who their leaders are. People build stable, lasting relationships.

You can like people without leading them, but you cannot lead people well without liking them.

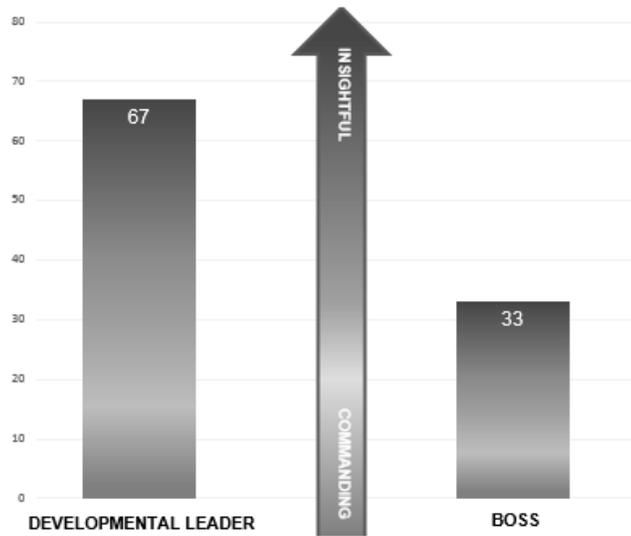
**Level 3—Supporting** - Good leaders don't just create a pleasant working environment, they work to get things done! At this level leaders want results, and the leaders are viewed as credible and have influence over their team, and the team will follow them because of what the leaders have done for the organization.

**Level 4—Developing** - Leaders move from good to great due to their ability to empower others. A level 4 leader will use their position, relationship and productivity to invest in their team and develop them. At level 4 a leader is changing the people they lead, and they often form lifelong relationships.

**Level 5—Insight** – Leading with Insight may be the most challenging level of leadership; it requires a natural talent for leadership. Level 5 leaders develop Level 4 Leaders to become leaders themselves. Level 5 leaders grow to level 5 organizations, they create opportunities that other leaders do not, and they form a legacy in what they do.



**Engaged to Actively Disengaged**



## Questioning the 4 Forms

1. Knowing where to start (clarify)
  - a. At the beginning of the Engaging conversation
  - b. When more facts or information is required
  - c. To expand the data available for decision making
2. To Collect Information
  - a. To know where they are and where they want to be
  - b. To understand hurdles, challenges & timelines
  - c. To understand what truly motivates the coachee
3. To Seek Options
  - a. When wanting to expand the possibilities and opportunity for the coachee
  - b. When exploring new ideas
  - c. When considering the outcome of an idea or decision
4. To Create Accountability & Commitment:
  - a. When planning next steps
  - b. When the coachee must “own” the plan
  - c. When commitment is required from the coachee
  - d. When unleashing the coachee's potential

**How to start an Engaging conversation.**

People often feel if they “DO” the right things, they will "HAVE" what they desire and "BE" the person who deserves those things. That can be related to material achievements, but also regarding relationships, health even emotional states that they wish to experience.

To determine what you want to HAVE, and then ask what you have to DO and who you have to BE. Begin to affirm that new Identity in your speech, thoughts, and actions. Develop the skills and environment congruent with that new identity.

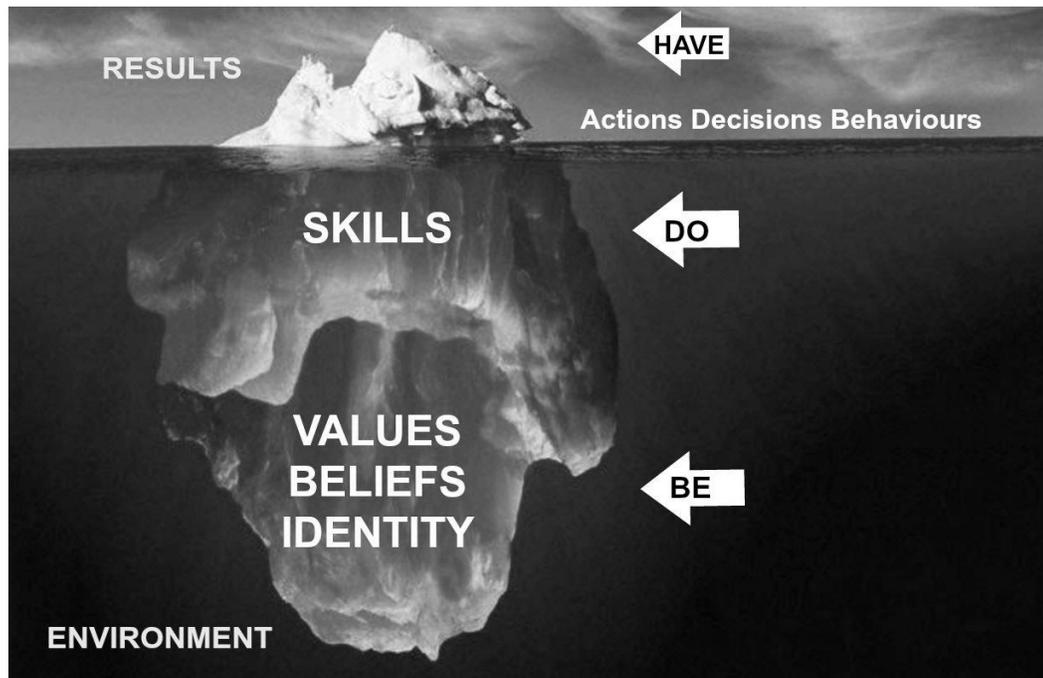
**Exercise: Be x Do = Have**

BE	HAVE
DO	

## Advanced Engaging conversations

10% is the portion of the iceberg that you typically see, the part above water. Compare this to people, what usually is visible in a person? It is their BEHAVIOR, ACTIONS, and DECISIONS, what they DO. When people want to close the gap from where they are today to where they want to be in the future and create a sustained, long-term change, looking below the surface at what produces and drives them to do what they do is a necessary step.

### The Identity Iceberg



**SKILLS, VALUES, BELIEFS AND IDENTITY** are what initially drives **BEHAVIOR**.

**Skills** - If one doesn't know how to do something, they likely won't do it. If they want to change their behaviour, they may need to learn or develop a new skill.

**Values** – People DO what they VALUE. VALUES drive BELIEFS, and BELIEFS drive SKILLS.

**Beliefs** – can be limiting. A limiting belief is a false belief that a person acquires as a result of making an incorrect conclusion about something in life.

**Identity** - is at the very base of the ICEBERG. Identity, or self-concept, is the way people see themselves. If they want to change, it is essential that they start to see themselves as the person that they want to BE.

As human beings, we have the incredible ability to visualize, dream and create our self-concept in our minds. Everything in life has been built twice, first in the mind and then in the physical realm. Professional athletes know that the game is won or lost between the ears. If people can see themselves in a certain way, then they will embrace the values, beliefs, and skills to become that way. The words "I AM" come before the expression of identity. The ultimate manifestation of proactivity is choosing your identity. It is selecting the ENVIRONMENT and thoughts about yourself that will form the IDENTITY, VALUES, BELIEFS and SKILLS that drive the BEHAVIOR, ACTIONS, and DECISIONS that will ultimately produce the RESULTS that you want to HAVE in life.

### **Exercise: Group Questions Practice**

***Matt has entered a challenging time in his career and is unaware of other options available to him and has come to you for help.***

### **The Three Forms of Supportive Feedback**

People, naturally, need to know how they are doing and where they stand. They need this information, feedback, pretty much on a constant basis so they can exercise decisive control over their performance, the ability to achieve their goals and the goals of the organizations. Leaders need to make sure that this feedback is available in ways that will permit constant personal improvement and encourage high performance.

People, respond to autonomy, self-direction is a natural inclination. Everyone has an inner drive. Workplaces can support independence allowing people control over various aspects of their work; whether it's deciding what to work on or when to do it.

People respond to mastery; everyone wants to get better at something. If they feel like they are not getting anywhere, the interest in the situation slows and often time's people give up. A sense of progress, not just in work, but ones' capabilities, contributes to their inner drive.

Employers should look at calibrating what people must do by looking at what they can do. If the must-tasks are too complicated, people will become worried and feel out of their league. If the must-tasks are too easy, they will get bored.

People respond to purpose, those who find meaning in their work unlock the highest level of the motivation game. The goal is what gets you out of bed in the morning and into work without groaning and grumbling.

**Form 1: Positive or effective feedback** should be specific; it tells your employee what they did or did not accomplish, how they completed their tasks and the effectiveness of their actions. Effective feedback is also timely, to reinforce positive actions or provide alternative suggestions early enough that your employee can adjust and enhance their performance. Be genuine find things to acknowledge that have real value. Don't say something is great if you don't believe it to be. Finally, feedback should be balanced, highlighting the both the employee's strengths and areas for improvement.

**Form 2: Corrective feedback** is having those courageous conversations with team members when they make a mistake, their behaviour is inappropriate, or they fail to meet expectations.

**Form 3: Developmental** - looks forward to what "we" can do to improve and create a better picture for the future. Developmental feedback answers the questions, "What can we do better to meet/exceed plan?" or "How can we fix ...?" Development and empowerment occur with developmental Engaging. Developmental feedback helps people identify obstacles they face and reinforces their role in removing the obstacles each day.

### **Exercise: Feedback**

Work with a partner and choose a current issue you are having or a scenario sample from either of the boxes below.

Each partner will have the opportunity to be the coach and recipient.

#### **Corrective Feedback**

- Calls out sick and rides the time off policies to the very edge.
- Does the absolute minimum work expected, but just enough to fly under the radar.
- Testing and criticizing the office policies in place.
- Gossiping, but not to where it is seen in the office.
- Backstabs fellow employees.
- Controls a situation by using negativity.
- Has a bad attitude.
- Conducts themselves poorly.

#### **Developmental Feedback**

- Needs to develop presentation skills.
- Has many great ideas or solutions but doesn't express them in front of upper management.
- Is reluctant to delegate work that would help other team members develop.
- Does not take advantage of new learning opportunities.
- Is not clear about long-term career goals.
- Needs to manage time more effectively.
- Is a role model and would benefit the team by taking the lead in an upcoming change effort.
- Is a leader within the team but is unknown outside of the department.

## Form 4: Offering a Different Point of View

“I’m stuck”

“What should I do?”

“What would you do in my place?”

“Where do I start?”

As a Coach, we are tempted to answer these questions because they are quick and easy. They provide an opportunity to give our advice, offer suggestions or tell someone what to do. To respond in this way can seem contrary to the Coaching principle that Coaching works best when people provide their own answers.



The Coach's perspective does belong in a coaching conversation when appropriate.

Here are some ways to share perspective.

- **Informing:** when there is information, the recipient must have.

This form of telling is the direct opposite of asking questions to collect data. In this case, data transferred from the coach to the recipient. When something is fixed or non-negotiable, rather than wasting time asking questions it makes sense to state the facts.

- **Sharing personal experience or advice:** When the coach has prior knowledge or experience of the situation that would add value to the recipient or has a point of view, opinion, or piece of advice that might be useful to share.



This form of telling is the flip side of asking questions to stimulate awareness. In this case, the coach is sharing stories, ideas, or opinions that support a shift in the recipient's consciousness. In some situations, a recipient may benefit from hearing a coaches personal experience or perspective or may appreciate receiving a direct piece of advice.

- **Requesting:** When offering a goal, a challenge or a stretch request to the recipient.

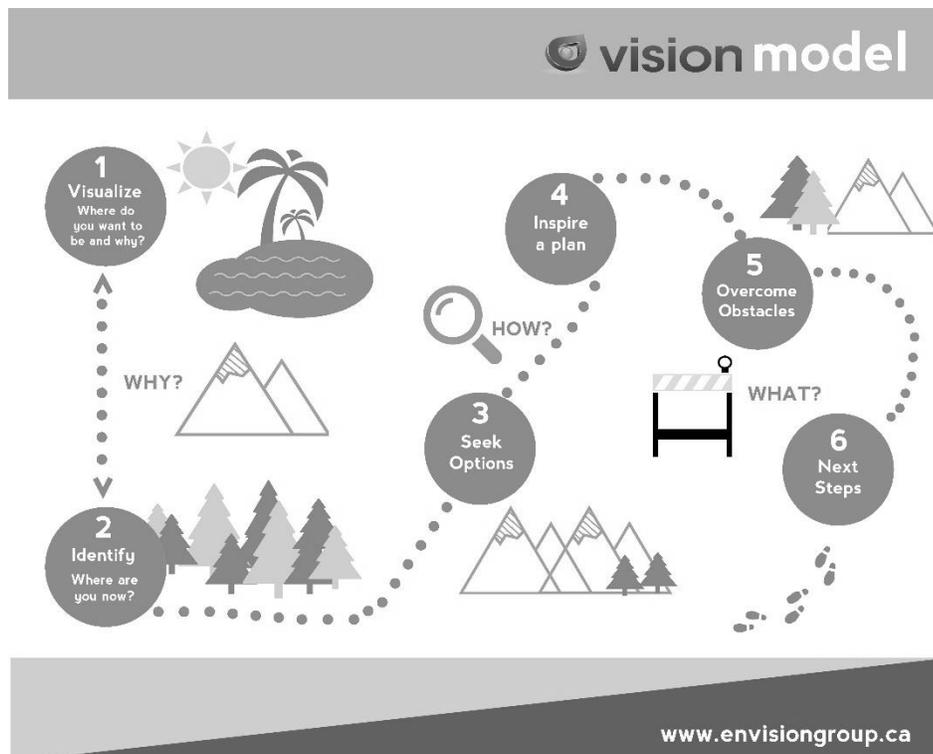
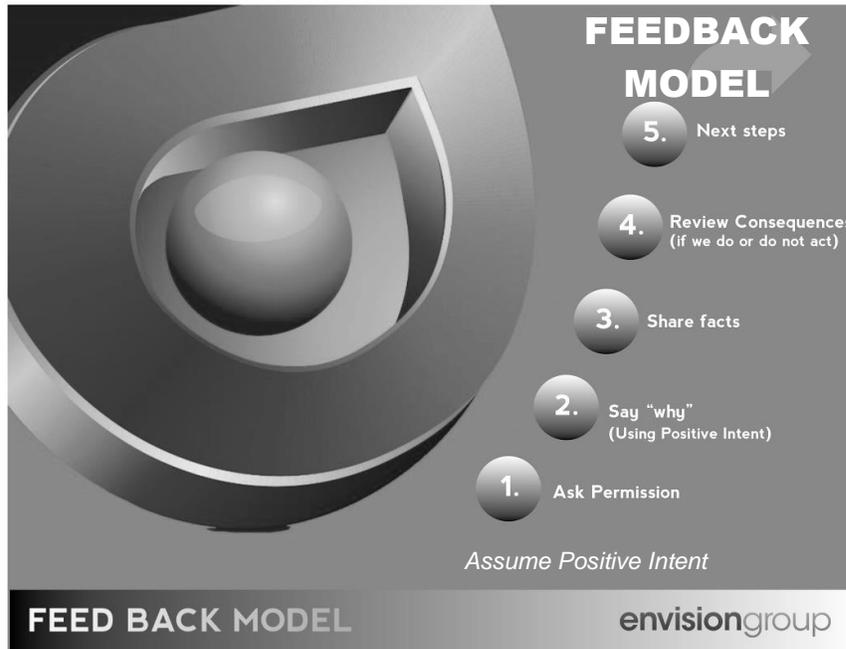
This form of telling is the flip side of asking questions to promote responsibility. In this case, the coach is making a request or offering a challenge that prompts the recipient to go beyond what they have considered so far or to respond more powerfully.

Tips:

- Be Brief
- Keep the advice simple, clear and pertinent
- Look for an opening to use the vision conversation model.



## Integrating Feedback into the Six Step Vision Model



## Introduction to Influential Leadership

Any person at any level of an organization may assume a leadership role. If you can do what needs to be done without being told, think outside of the box and influence others, and participate in forward thinking and think potential and not obstacles; you are a leader, specifically an influential leader.

Influential leaders are leaders that depend on influence vs intimidation. People that follow these leaders want to do so vs having to comply.

The following are some faces of influential leadership.

- Influential leaders demonstrate a passion that rallies motivates, inspires, and influences people.
- Influential leaders have an enthusiasm that drives people to accomplish unbelievable things.
- Influential leaders produce energy whereby individuals caught up in their influence take action, bond and connect with others, enroll and participate, and naturally deliver.
- Influential leaders value:
  - Integrity by consistently being honest, forthright, and ethical by doing what they say and saying what they do. They walk their talk.
  - Believe in humility by acknowledging that they do not know everything and are open to learning from others.
  - Want to be of value to others, contribute to the benefit of others, from their employees, their organizations, their industry, their family, or their peers.
  - Understand the power of excellent communication and understand the art of listening and engaging in dialogue.

Influencing others is a critical skill that can help us to achieve success in the things that we do. By using appropriate communication and behavioural styles, we will gain the best outcomes and maintain a positive relationship.

Complete the following questionnaire which will help you identify your own dominant or preferred style, and then look at some alternatives and different ways they can be used to best effect.

**Exercise: Influencing Styles Questionnaire**

Think of some recent examples of when you have tried to influence other people. Importantly, consider carefully what you did, rather than what you would like to do. Then rate each of the statements, by putting a tick in the appropriate box, **where five is most like you, and one is least like you.**

		1	2	3	4	5
1	I like the logic of my argument to speak for itself.					
2	I am comfortable with stating my needs and being explicit about what I want.					
3	My body language tends to be expressive and expansive when I get going.					
4	I am happy to disclose information about my thoughts and feelings.					
5	I like to highlight the common ground that exists between the other people I am talking with and me.					
6	I remain calm and composed and relatively unemotional.					
7	I like to use my physical presence to back up what I am saying.					
8	Before launching in with my options, I like to explore what other people are thinking and feeling.					
9	I like to get carried away with the excitement of my subject.					
10	I am not afraid to appear forceful in pushing my point across.					
11	I like to point out evidence that supports my argument.					

12	I like to keep my voice crisp and firm so that people know I am serious about what I am saying.					
13	I like to listen actively to what other people are saying.					
14	I like to get the "big picture" across to other people and paint pictures of the possibilities.					
15	I like my body language and tone of voice to display concern and empathy.					
16	I like to keep an even and measured tone of voice like a newscaster.					
17	I like to make people aware of the rewards and consequences of agreeing (or not) with my suggestions.					
18	I find it easy to give others prompt feedback to guide their behaviour.					
19	I like to structure my argument and label the points I am making a...b...c..., 1...2...3..., etc.					
20	I like to phrase my case in language that is concise, unemotional and business-like.					
21	When I have a vision of what could be achieved, I like to gather people around and share it with them.					
22	I like the pitch and intonation of my voice to convey the excitement of what I am saying and feeling.					
23	I like to keep flexible and open-minded in my discussions with others.					
24	I find it easy to remain calm and focus on the 'here and now' of one-to-one conversations.					

## Scoring the Influencing Styles Questionnaire

Add up your scores as follows:

Questions 1, 6, 11, 16, 19 and 20 \_\_\_\_\_

This represents the strength of your **Persuasive** influencing style.

Questions: 2, 7, 10, 12, 17 and 18 \_\_\_\_\_

This represents the strength of your **Directive** influencing style.

Questions: 4, 8, 13, 15, 23 and 24 \_\_\_\_\_

This represents the strength of you **Collaborative** influencing style.

Questions: 3, 5, 9, 14, 21 and 22 \_\_\_\_\_

This represents the strength of your **Visionary** influencing style.

The style with the highest score is likely to be your dominant influencing style.

If you have scored less than 20 in any of the styles, you may need to develop your skills in this area to maximize your influencing abilities.

If you have scored more than 28 in any of the styles, you may be overdoing this particular approach and may need to develop your skills in some of the other influencing styles.

If your scores are evenly spread across the four areas, you probably utilize a broad range of influencing styles. It could be, however, that you do not use the full power of each particular style.

You can become a much more effective influencer by expanding your current techniques.

## Influencing Methods

There are two fundamental methods used to influence others:

- The Push Method (Tell)
  - Push behaviours are asserting and persuading
- The Pull Method (Ask)
  - Pull behaviours are bridging and attracting

*There is one further influencing behaviour - Moving Away - a neutral stance of disengagement which can be used to significant effect in some circumstances*

## Principles of Influential Conversations

I could use your help on...	Tell me more about that...
Here's my intention ...	That makes sense...
So you believe that....	What do you think about...?
I can understand why...	Your opinion is important to me...
Help me understand...	I have felt that way too...
If I were you, I might be feeling...	It sounds as though...

### 1. Clarify a common agenda

You may find yourself challenged with the task of making a presentation to a group with varying levels of understanding of the subject, different perspectives or mixed expectations. When crafting and delivering your message, it's your job to focus on the needs of your recipient, and that can be a bit tricky when the needs of each listener are not the same.

Questions to Consider:

- ✓ What is your intention towards this person? Do you view yourself as an ally or an adversary?
- ✓ How could you communicate to them that you are, at least on some level, an ally?
- ✓ What values are relevant to this person?
- ✓ What are this person's goals?
- ✓ How interested are you in their concerns? What do you think those concerns are? If you don't know, what could you ask to find out?
- ✓ What underlying interests to you have in common with this person? How will you discover what they are?
- ✓ What value do you see for them in supporting your agenda?
- ✓ What ways can you see for both of you to win?
- ✓ What advantages will accrue for all parties if you are successful?

#### Words to use:

How do you see the situation?	What is most important to you?
What ideas do you have?	How is this affecting you?
What do you think about?	What do you think about...?
It's important to me that...	What is the real issue for you?
How important is it to you?	Let me check my understanding...
I think we are on the same page...	To summarize, your primary concerns are...

## 2. Present your point of view and Highlight Incentives

Understand your story and their story. Educate rather than blame or accuse. Assume the person has positive intent, and try to help them to live up to that assumption. Communicate your hopes and goals and stay interested, remember everything you experience is filtered through your perception. There are no guarantees; you may not get your point across, you can, however, remain respectful, interested, and purposeful.

### Questions to Consider

- ✓ What kind of evidence (facts, data) are you able to provide to support your ideas?
- ✓ To what authorities or influential third parties can you refer?
- ✓ What kind of social examples can you provide (evidence that others are in alignment)?
- ✓ What is the logic behind your ideas?
- ✓ How could you give them an opportunity to experience your idea?
- ✓ How could you present your ideas in ways that are memorable (e.g. telling a story, using a metaphor, doing something unusual)?
- ✓ How can you summarize the options?
- ✓ How do the options support your common purpose/agenda?
- ✓ What kind of benefits could you offer in advance of this conversation?
- ✓ How might you explain short and long-term gains or advantages that would accrue for both sides?
- ✓ What additional incentives might you offer?
- ✓ What are the implications or consequences of taking action or not taking action in this context?
- ✓ What natural consequences might you want to highlight for non-action?
- ✓ What consequences might you be prepared to present for non-action?

### Words to use:

This is what I think is possible...

If you agree to this, I will...

I suggest...

In exchange, I will...

The facts are that....

You should be aware that if you don't...then...

This could help you achieve...

If ... doesn't happen, then the consequence will be....

Let's look at the evidence...

I need to make you aware of the consequences...

Here are the options as I see them...

If ... doesn't happen, then I may find it necessary to.....

### 3. Confirm Commitment, Give the Recipient Ownership of the Idea

- ✓ How will you summarize the conversation?
- ✓ How will you determine the other person's level of interest or agreement?
- ✓ What kind of commitments are you seeking?
- ✓ How will you ask for a commitment?
- ✓ What will you do if an agreement or commitment is not possible?

#### Words to use:

Let's summarize where we are...

What feels right to you?

What do you want to do?

May I count on your support?

Where do we go from here?

Are we able to agree to....?

What do you see as next steps?

Are you willing to start now or wait until..?

What are you prepared to commit to?

It's time for a decision

Are you willing to give this a try?

## Conversation Planner

Step One: Clarify your Intention - Think About		
What do you want to achieve in this conversation?		
How will you know if the outcome has been achieved?		
Why is it important?		
How do you think the other person is feeling?		
What Interpersonal Skills will you use?		
Step 2: Present your point of view and Highlight Incentives		
<b>During the conversation</b> 	<b>Your notes, ideas, questions examples</b> 	<input checked="" type="checkbox"/> <b>Interpersonal skills you will need to demonstrate</b> 
<b>Goal</b> <ul style="list-style-type: none"> <li>• What do you need to achieve?</li> <li>• Importance</li> <li>• How do you want the other person to go away feeling?</li> <li>• What might the other person be expecting from this meeting?</li> </ul>		<input type="checkbox"/> Acknowledge others <input type="checkbox"/> Listen and Empathise <input type="checkbox"/> Share <input type="checkbox"/> Seek involvement <input type="checkbox"/> Encourage responsibility
<b>Options</b> <ul style="list-style-type: none"> <li>• What messages do you need to get across?</li> <li>• Invite Suggestions</li> <li>• Generate ideas and options</li> <li>• Explore benefits &amp; disadvantages of options</li> </ul>		<input type="checkbox"/> Acknowledge others <input type="checkbox"/> Listen and Empathise <input type="checkbox"/> Share <input type="checkbox"/> Seek involvement <input type="checkbox"/> Encourage responsibility
Step 3: Confirm Commitment, Give the Recipient Ownership of the Idea		
<b>Way Forward</b> <ul style="list-style-type: none"> <li>• Agree and record action plan</li> <li>• Support and resources</li> <li>• How to measure progress</li> <li>• Check for the confidence level</li> <li>• Plan next meeting</li> </ul>		<input type="checkbox"/> Acknowledge others <input type="checkbox"/> Listen and Empathise <input type="checkbox"/> Share <input type="checkbox"/> Seek involvement <input type="checkbox"/> Encourage responsibility
<b>Notes:</b>		

Leading people often requires you to deliver unwanted or unforeseen messages. While giving this type of feedback is never easy, understanding how to relay the message will help you maintain a positive and productive relationship with the person impacted.

Achieve positive outcomes by preparing for these conversations. ***By thinking ahead, you can ensure that every part of the discussion is directed at those positive outcomes.***

Consider strategies for dealing with the emotions and behaviours that difficult conversations can trigger.

### Behaviour Strategies

Behaviour	Strategies
<b>Person passively agrees to everything you say or decide</b>	<ul style="list-style-type: none"> <li>• Allow some time to develop a relaxed atmosphere.</li> <li>• Ensure that they do some of their thinking. Question them on their thoughts, rationale or feelings.</li> <li>• Ask them for their own conclusions.</li> <li>• Don't be afraid of silence, give time to think.</li> <li>• State your rationale clearly and check their understanding.</li> <li>• Keep to the facts.</li> <li>• Actively seek and constructively include their comments.</li> </ul>
<b>The person will not agree to evidence</b>	<ul style="list-style-type: none"> <li>• Ask for their reasons.</li> <li>• Listen with an open mind.</li> <li>• Acknowledge their right to a viewpoint.</li> <li>• Be determined by your facts.</li> <li>• Restate your decision.</li> <li>• Explore possibilities and potential.</li> </ul>
<b>Person defends, blames or attacks</b>	<ul style="list-style-type: none"> <li>• Listen.</li> <li>• Identify the source of frustration.</li> <li>• Don't defend, blame or attack in return.</li> <li>• Restate the objective of the interview.</li> <li>• Don't dismiss complaints but agree to discuss their implications at another time and close the meeting.</li> </ul>
<b>A person is impatient or tries to side-track the meeting</b>	<ul style="list-style-type: none"> <li>• Clarify the agenda for the meeting.</li> <li>• Listen and note points to address later.</li> <li>• Don't get side-tracked yourself.</li> <li>• Refine choices or options.</li> <li>• Make a firm commitment to discuss the priority issue for the individual later.</li> </ul>
<b>Person talks too much</b>	<ul style="list-style-type: none"> <li>• Allow enough time.</li> <li>• Don't respond too quickly – allow them time to talk.</li> <li>• Restate the purpose of the meeting and the agenda.</li> <li>• Keep them to the agenda by referring to what they have said and asking relevant questions.</li> <li>• Narrow down choices and focus them.</li> </ul>



## Course Evaluation Form

**Course Name:** \_\_\_\_\_

Instructor Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please indicate your impressions of the items listed below:

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>					
1. The training met my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
2. I will be able to apply the knowledge learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
3. The training objectives for each topic were identified and followed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
4. The content was organized and easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
5. The materials distributed were pertinent and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
6. The trainer was knowledgeable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
7. The quality of instruction was good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
8. The trainer met the training objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
9. Class participation and interaction were encouraged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
10. Adequate time was provided for questions and discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
11. On a scale of 1 – 10 with one being poor and ten being excellent, how do you rate the training overall? Circle one										
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

12. What is the one essential learning that you are taking away from this course?

13. Did you decide to attend today's seminar, or did your employer decide for you?

14. Would you **recommend** this course to a colleague?

**Additional Comments or suggestions:**



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