Influence Without Authority

High Impact Online Skills Workshop

The Reality of Building Influence

Influence happens by plan, not by chance. As a result, each participant will pick one or two work-related situations where they want more influence, and create a plan of application and implementation steps during the two-day class.

Creating the Plan

The class revolves around a tool we call the Learning Log. In it, each participant lists the real situations where they want more influence. During the class (or in-between each module) they make notes regarding actions they might take to utilize that content in real-world situations, thus creating the plan. The final page of the Learning Log is a "Do List" where ideas can be recorded that either: 1) Apply outside of the situations they are working on, or 2) Apply outside of work!

Seminar Process

Highly interactive with exercises, case studies, role plays, plus large and small group discussions and whiteboarding.

Overall Objective

Influence Without Authority is a two-day program which focuses on improving your ability to have your recommendations accepted and successfully implemented by:

- ***Being more persuasive*** *(in the short- and long-term)*
- ***Using the tools of influence to sway others*** *(in the long- and short-term)*
- ***Dealing with differences gracefully—part 1*** *(by flexing your behavior to others and getting others to flex to you*
- ***Dealing with differences gracefully****— part 2 (via effective negotiating)*
- ***Building skills and transferring them to daily, real-world situations***

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Pre-Work

One of the two behavioral profiles built-in to the class. Understanding one's wiring is a key component of influence.

Seminar Content—Day One

Introduction—Influence is everywhere! Real-world examples are sited; participants introduce themselves to the group.

Defining influence and persuasion—understand the overlap between them as well as the differences between the two (*large group exercise*). Identify one or two real-world (work related) situations where each participant wants more influence. (*Individual activity*.)

Persuasion in the short term—Participants take part in a *one-on-one role play* where persuasion is the path through a life or death situation. 30% of the time, an optimal outcome is created; 70% of the time there is death – but it's only role-play death! Key learnings here:

» *Putting what you want in the framework of the other person's priorities makes you more persuasive*

» *Persuasion is NOT a speaking exercise!*

Update Individual Learning Log

Persuasion in the long term—Introduces the concept we call the *Persuasion Equation.* There are two sides to the equation, but most often, we only focus on half, reducing our effectiveness in getting others to commit.

But there's more! Particularly when we want people to commit long-term, we have to realize that the probability that they will do so increases dramatically when the idea is theirs, not ours. We introduce two major concepts in the module:

» *The size of their need controls the urgency to act*

» *A process for leveraging the size of the need, and how to make it the other person's idea*

Update Individual Learning Log

Building Influence in the long term—is based on how credible you are in the eyes of others (*group exercise* defines credibility). The tool you use, every time you're one-to-one or one-to-group, which results in increase credibility is rapport (*defined in a group exercise*).

So, if your goal is more influence, one must master rapport-building skills. How do you do that? Networking, being known, valued and trusted. (*Three group exercises* yield strategies to be more known, more valued and more trusted.) While we frequently think of our network as the "people we know," that's only half-right. Our network is also made up of those we have currency with.

Update Individual Learning Log

Building Influence in the short term—while there are hundreds of ways to influence in-the-moment, we'll focus (in *small and large group discussions*) on six of the most common: contrast, reciprocity, commitment and consistency, social proof, authority and scarcity.

Update Individual Learning Log

INTRODUCTION TO DEALING WITH DIFFERENCES GRACEFULLY—PART 1

We explain some of the history of the Myers-Briggs Type Indicator (MBTI). Then, in an individual exercise, each participant guesses their four-letter type. We then provide a report outlining the outcome from the responses they gave as pre-work for the class. Two evening assignments come next:

» *Consulting the reference section we provide (with a full page write up of each of the 16 types), each participant determines their accurate type, which can be their guess or what the assessment tool says, or any other of the 16 combinations. Each page of the reference section identifies strengths and pitfalls. Participants determine which of the pitfalls is the biggest issue for them, and what they will do about it. (Individual exercise.)*

» *Each participant picks two people they work with: one that they have challenges communicating with; one they want more influence with. Using information we provide, they figure out the other's four-letter type and a flexing strategy. (Individual exercise.)*

Seminar Content—Day Two

I Learned / Remembered

In a *group exercise*, we brainstorm with the group about key skills they took from Day One of the class.

MBTI Debrief

In part-one of this exercise, we review the individual learnings. Each participant describes:

- *Their guess*
- *What the tool says*
- *Which is right*
- *Which pitfall is the biggest issue for them*
- *What they will do about it*

Questions are asked and insights provided by the instructor (*group exercise*).

In part-two of this exercise, we get a sampling of colleagues assessed:

- *Your style*
- *Your guess at the other person's*
- *Friction point between you two*
- *Action Plan*

Questions are asked and insights provided by the instructor (*group exercise*).

Update Individual Learning Log

DEALING WITH DIFFERENCES GRACEFULLY—PART 2

We start our journey through key concepts of negotiating with a *one-on-one role* play between a boss and a subordinate stuck in a conflict. We post the results of the role play, then debrief the outcomes (which fall into five different "buckets").

After that debrief, we examine the six-part Stages in a Negotiation, a process that can be used in any negotiation, professional or personal. What changes from event-to-event is how much time one spends in each of the stages.

Individual assessment #2 of the class is administered next, the Negotiation Style Profile, which gives each participant a score in five different negotiating styles. After describing each of the five (the most potent of which is Collaboration), each participant answers two questions:

1. *Are these score descriptive of you when negotiating (or doing problem resolution or creating problem solving)?*
2. *What if anything should you do differently in the future?*

Update Individual Learning Log

Interpersonal Skills—identifies four more tools for each participant's toolbox:

» *The "Golden Rule" When People Step On Your Toes—a way of being self-expressed*

» *Listening (Individual exercise)*

» *Creating Synergy (Individual and group exercise)*

» *Giving peer feedback (one-on-one exercise)*

Update Individual Learning Log

Program Wrap-Up / Job Aids—After a brief wrap-up, each participant leaves the class with:

» *Their Learning Log, containing the strategy built over the two-days to create influence in one or two work-related situations*

» *Two behavioral skills assessments as part of their action plan for change*

» *Contract for Change, listing the top three tools they will take from the class and implement back on the job—we use this to reinforce key concepts from the class at the 30-, 60- and 90-day marks after the class*