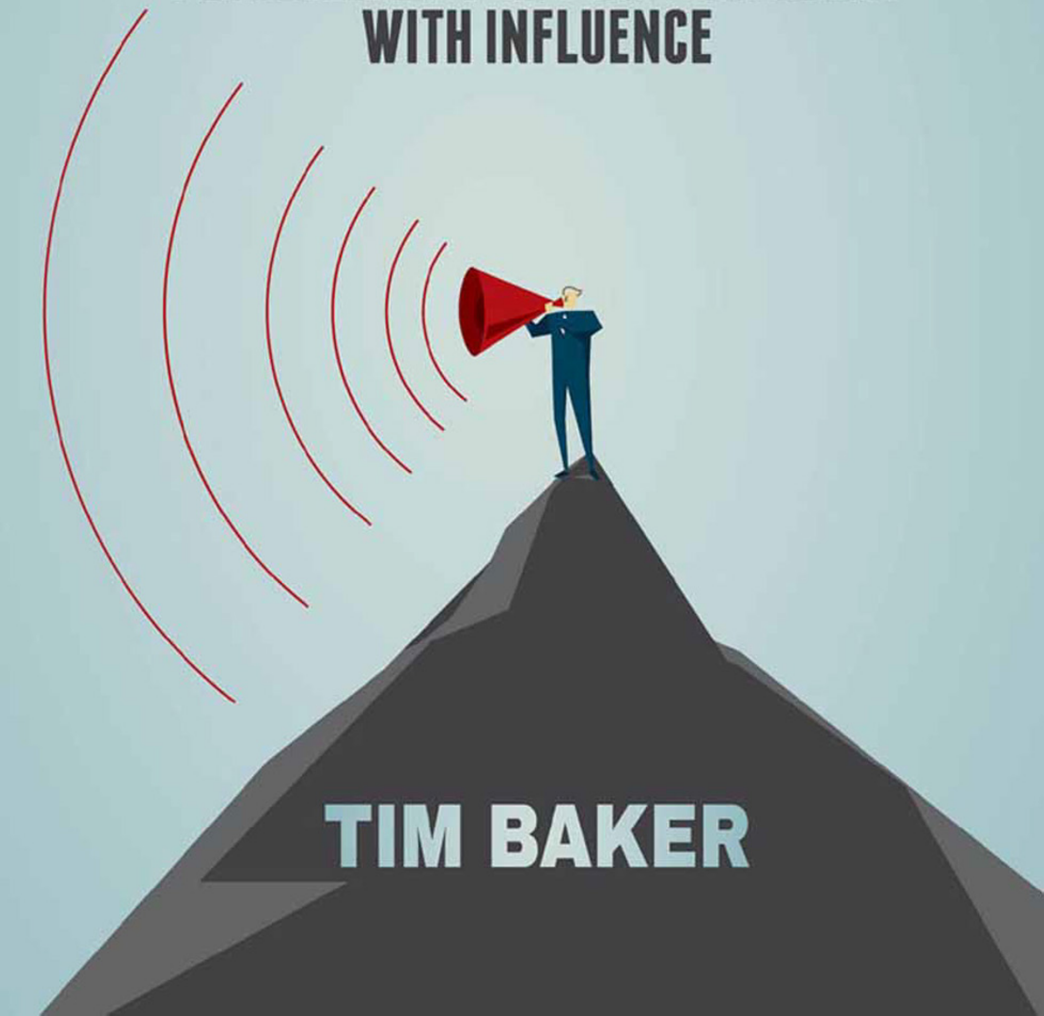
THE NEW INFLUENCING TOOLKIT

CAPABILITIES FOR COMMUNICATING WITH INFLUENCE



TIM BAKER

The New Influencing Toolkit

Dr Tim Baker is an international consultant and Managing Director of WINNERS-at-WORK Pty Ltd, a consultancy that specializes in change and leadership and assists managers to develop productive workplace cultures. Tim has 18 years of experience working with small, medium and large public and private sector enterprises across most industry sectors. Together with being an international consultant, Tim is a successful author, executive coach, master trainer, corporate educator, visiting university lecturer and keynote speaker. In 2013, Tim was voted as one of *The 50 Most Talented Global Training & Development Leaders* by the World HRD Congress which is awarded by a distinguished international panel for professionals "who are doing extraordinary work" in the field of HRD. His international experience has seen him conduct major consulting projects in Saudi Arabia, Finland, Canada, Singapore, India, Hong Kong, Taiwan, Indonesia, the Philippines, New Zealand and Australia. He is the author of *The 8 Values of Highly Productive Companies: Creating Wealth From a New Employment Relationship* (Brisbane, Australian Academic Press), *The End of the Performance Review: A New Approach to Appraising Employee Performance* (London, Palgrave Macmillan) and *Attracting and Retaining Talent: Becoming an Employer of Choice* (London, Palgrave Macmillan). Tim has conducted over 2,430 seminars, workshops and keynote addresses to over 45,000 people in 11 countries across 21 industry groups and regularly writes for HR industry press. Tim has been a Member of the Queensland University of Technology Council since 2010. He is a Fellow of the Australian Human Resource Institute and a Fellow of the Australian Institute of Professional Facilitators.

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THIS BOOK IS DEDICATED TO GEORGIE BAKER, MY OLDEST DAUGHTER; SOMEONE WHO IS DEVELOPING INTO A KIND, GENEROUS AND BEAUTIFUL PERSON.

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Contents

List of Figures, Tables and Case Studies

Figures

Tables

Case Studies

Introduction

I wrote this book because most managers I consult to still struggle with exercising their influence. The days of command and control are over. Traditional power-bases are breaking down. For instance, teachers no longer have the authority in the classroom they once had. Police officers can no longer rely on their uniform to command respect. Managers can't depend exclusively on their hierarchical position to get things done anymore. Learning to influence is now more important than formal status and authority.

The New Influencing Toolkit is a practical book. It provides you, the reader, with 62 tried and proven tools for exerting maximum influence. Most books on the subject of influence are either too "salesy" and relate to people in the sales profession, or too academic, with little useful application. *The New Influencing Toolkit* is written for managers who need to shift the emphasis from command and control to exerting influence with their staff, boss, colleagues and an increasingly complex and growing stakeholder pool. My book is based on a unique influencing model called the *Influencing Capabilities Framework*, consisting of four leading influencing strategies – investigation, calculation, motivation and collaboration – and 16 supporting capabilities. There are surprisingly few comprehensive and easy-to-apply influencing models out there.

Influence, according to *The Oxford English Dictionary*, is the capacity to have an effect on the character, development or behavior of someone or something, or the effect itself. In the context of leadership, influence is about persuading others to think and act differently in ways that benefit themselves, their manager, the organization and ultimately the end user of the product or service – the customer. It certainly does not mean manipulation or trickery. Influencing in my opinion must be done from an ethical standpoint. This is an important theme in *The New Influencing Toolkit*. You will have an opportunity to assess your own influencing capability by completing the influencing capabilities diagnostic and profile yourself accordingly.

The New Influencing Toolkit is broken into four parts. Part I starts the journey with understanding and developing power as an organizational leader. Managers essentially exercise power through their position or personal characteristics. Part I offers 14 tools for developing personal and positional power.

Part II introduces you to the Influencing Capabilities Framework. The new framework is made up of two influencing styles: push and pull. In addition, the framework emphasizes two communication approaches based on logic or emotion. These combinations are distilled into four influencing strategies that managers can and ought to use in their increasingly complex leadership role.

We all naturally favor some strategies over others. This means we overuse some and underuse others. Favoring certain influencing strategies diminishes overall leadership effectiveness. Appropriately using all four influencing strategies when the need arises is another important theme in my book. The use of a strategy ought to depend not on personal preference but the situation and the people we aim to influence. Being multidimensional in approach and style increases the odds of success. In Part II you can assess yourself to gain a better awareness of your influencing preferences. The profile then provides the basis for creating a personal development plan to strengthen your influence by using a broader array of strategies and capabilities.

In Part III we look at four famous leaders who each exhibit characteristics of the four influencing strategies. Al Gore, climate change campaigner and former vice-president of the United States, favors the investigation strategy. Margaret Thatcher primarily used the calculation strategy when she held office as prime minister of Great Britain. Martin Luther King, the civil rights activist, was noted for using motivation as an influencing force. And Mother Teresa was an outstanding collaborator and used this strategy to serve the poor and needy. Apart from studying these influential leaders, we consider occupations that rely on these four influencing strategies and reflect on situations in the workplace that are suitable and unsuitable for deploying each strategy.

Part IV is dedicated to presenting 48 practical tools and how and when they can be used, based on the 16 supporting capabilities in the framework. Each of these tools is easy to apply and has been tested and used widely. With so many reputable tools, you have the luxury of choosing which ones to take up to bolster your leadership in the workplace. As I said at the outset of this brief introduction, this is a practical book written for you to help enhance your capacity to be more influential and effective as an unstoppable leader.

Enjoy!

Part I
Understanding and Developing Power

chapter 1

The Power of Position

The ability to exercise power and influence fittingly is the lifeblood of management.

As positions go, there doesn't seem to be a more powerful position on the planet than president of the United States. In this position the holder of the office is chief executive officer of the world's only superpower. The US president is in charge of millions of employees – some 2 per cent of the US labor force. The occupier of office is commander-in-chief of the strongest army on earth. Wherever he travels, he is escorted by the tightest security detail. At all times he is accompanied by the so-called "football" – a briefcase containing America's nuclear launch codes. The president negotiates treaties, pardons criminals and can appoint approximately 4000 senior officials with the consent of the Senate. These officials include ambassadors, judges, generals and cabinet ministers. It is hard to imagine a more powerful post in the world today.

What is the relationship between power and influence? Can you have one and not the other? What about personal and positional power: which is more important? I want to explore the association between power and influence in this first chapter of *The New Influencing Toolkit*. Specifically, I want to cover what influence really means for a leader and what it doesn't mean. Then I want to consider the various ways managers exercise power in organizations.

Power is derived either from a set of personal characteristics or hierarchical position, or both. We'll consider both sources of power. How can a manager increase their power? All managers have three spheres of influence they need to exercise in organizations. They need to be able to influence their boss on a pretty regular basis. Managers also need to exercise influence over their colleagues in other departments from time-to-time. And finally, the majority of a manager's time is taken up influencing their employees. The ability to exercise power and influence fittingly is the lifeblood of management.

To understand what exercising appropriate managerial influence means, it might be useful to start with what it shouldn't mean. It is not uncommon to consider influence or power as a form of manipulation. Some may think that by influencing people, we are exploiting them; getting them to do something by being deceptive or cunning, underhanded or tricky. As an extension of this idea, people of influence are oftentimes considered immoral or corrupt. This idea is not what *The New Influencing Toolkit* is about. I want to make that clear from the outset.

Influence is defined in many ways. And the concept of influence has changed throughout the ages.

AT THE COAL FACE... *THE EVOLUTION OF INFLUENCE*

The word "influence" comes from the Medieval Latin word *influential*, stemming from the Latin word *influere*, which means "to flow". In the late fourteenth century, an astrological connection continued with the word being defined as "streaming ethereal power from the stars acting upon character or destiny of men". Later, in the fifteenth century, the word had evolved into a closer version of today's definition: "exercise of personal power by human beings". In the 1580s, the meaning became "exertion of unseen influence by persons". As a point of reference, the term "under the influence", as it relates to being intoxicated, first appeared in 1866!

Today, *The Merriam-Webster Dictionary* defines influence as the power or capacity of causing an effect in indirect or intangible ways. *The Oxford English Dictionary* has a similar definition, stating that influence is the capacity to have an effect on the character, development or behavior of someone or something, or the effect itself.

John C. Maxwell, an author, speaker and internationally recognized leadership expert, is quoted as saying "leadership is influence". Once we expand that quote, we can clearly see how important it is for managers to have the skills and expertise to be effective in eliciting the best from their employees and co-workers.[1]

My definition of influence is: the power to make other people agree with your opinions or get them do what you want, willingly and ethically.[2] It is not about being cunning, manipulative or underhanded. It is undeniable that people who are cunning, manipulative and underhanded do get their way from time-to-time. But people resent this form of influence; it is dishonest and dishonorable. Therefore this deceitful and unethical behavior is usually unsustainable. This is not the type of influence or abuse of power *The New Influencing Toolkit* is based upon.

The key words in my definition are: *power*; *willingly*; and *ethically*. In order to influence anyone about anything, some form of power needs to be exercised. In the context of the workplace, this source of power comes from one of two sources, or a combination of both. Power can be derived from organizational position or personal qualities. We'll explore these two dimensions in Part I.

Like the word "influence", "power" can be, and often is, interpreted negatively. Power makes the world go round. We all exercise it in some way or form. Sometimes we are conscious of the power we wield and sometimes we are not. It is a normal, natural part of life. You can use power morally or immorally; it's our choice. *The New Influencing Toolkit* is about applying power morally or ethically.

The other aspects of my definition are important too. To get someone to do something you want willingly rather than unwillingly is an important distinction. Being manipulative, on the other hand, means getting your way without the other party necessarily being fully aware of all the factors, or distorting the circumstances in some way that is misleading. Manipulation, in other words, means being cunning, tricky or unhanded in some way. A person being influenced according to my definition is prepared to change their thinking or behavior freely and consciously without any devious exploitation.

And finally, to be "ethical" means being fair, decent and just. To influence ethically is using honest and transparent ways and means to change a person's thoughts, feelings or actions. I do not, in any way, subscribe to applying dishonest and unprincipled tactics to get your way with other people.

To influence ethically is using honest and transparent ways and means to change a person's thoughts, feelings or actions.

Throughout *The New Influencing Toolkit* I trust you will clearly recognize these themes of willingness and ethics. The strategies and approaches in this book are based on taking people freely and readily in a different direction, without any deception or dishonesty.

Returning to the concept of power, let's consider the various ways that people, particularly managers, exercise power.

Three positional power-bases are potentially available to managers through their hierarchical status in an organization. I will refer to these as *legitimate*, *coercive* and *reward* power-bases. As well as positional power, a manager can also exercise power by using personal attributes.

The structure of organizations defines some positions as more powerful than others. For example, the CEO has more organizational status than a supervisor. Putting aside organizational status for the moment, some individuals have the capacity to influence others with personal power, such as character traits or personality. This personal power can come from the connections people have, their competence and expertise, their access to important information, or their ability to be respected and liked. Although we will look at positional and personal power separately in the pages ahead, they can, and often do, readily impact each other.

In this chapter I'll cover legitimate, coercive and reward power as characteristics of positional status. Each of these forms of power is normally associated with a manager's organizational rank.

Legitimate power

If you have a certain position or title, you have designated power because of your organizational status. For instance, if you are a head of department, then people working in your department will regularly defer to your judgment by virtue of the position you hold. This is what is referred to as legitimate power. However, legitimate power doesn't carry the same weight as it once did; people generally are not as easily impressed by title or position as they once were. Consider traditional positions of authority in our society. Positions of power such as police officer and teacher, for example, cannot rely on their legitimacy to the same extent they once did.

For instance, members of the public are less inclined to routinely do what a police officer instructs them to do purely on the basis of their law enforcement status. An increasing minority of school students will not necessarily simply bow to a teacher's authority in the classroom. Society still recognizes the legitimacy of these occupations, but a better educated public are more prone to question authority than they once were. People working in vocations that once relied mostly on authority or status now need to use other sources of power to compensate for the breakdown of legitimate power.

Despite legitimacy being challenged more so these days, organizations are still to some extent hierarchical. Organizational members generally accept the power that is attached to managerial position. For instance, employees concede that an organizational leader has the right to give instructions and to see them followed within the strict limits defined by their organizational role. Positional power, however, is no longer based solely on the idea of "do as I say because I am the boss". An overt use of positional power is not well accepted by an increasingly large number of people.

Power residing in a hierarchical position does nonetheless induce a degree of compliance from subordinates. Generally speaking, employees hold the view that the manager has a right, because of their organizational status, to expect their directives to be accommodated. But employees are less tolerant of managers abusing their positional power. There is an expectation that managers should use their authority appropriately and not dictatorially.

Coercive power

Coercive power is essentially power based on fear. On the surface, it may appear that the execution of coercive power is less than it once was in the modern organization. But if you scratch the surface, fear is still very prevalent in the twenty-first century organization. It is still commonplace in most workplaces. Physical coercion is rarely used by managers today. There are laws in place to prevent a beating, or a threat of a beating, in the workplace. However, some managers will consciously or subconsciously dominate groups by their physical presence. This is a form of coercive power.

For example, Cadbury at one time used tactics that would have been prevalent at the time, such as only recruiting salesmen over six feet tall, so that they could dominate sweetshop proprietors, most of whom were shorter. Although I think it is fair to say that physical threat in the workplace is not as prevalent as it once was.

Perhaps nowadays, psychological coercion has replaced physical threat. Psychological coercion can occur in a variety of ways. The withdrawal, or the threat of withdrawal, of fulfillment of a psychological need is widespread. For example, being ignored by a manager during a team meeting can affect the need for social inclusion. Making someone's position redundant affects their need for security. Threatening someone with close supervision can affect their need for freedom and autonomy. Refusing to promote someone is a form of psychological coercion that negatively affects their need for status. As we know, these situations are not uncommon, and perhaps may even be on the increase. The use of psychological coercion can be powerful, but people on the receiving end usually resent it. It is not a power-base I would advocate using.

Reward power

The opposite of coercive power is reward power. This power source is based on the leader's capacity to offer rewards or incentives to others. The extrinsic rewards relate to salary increases, company cars, promotions, share options, high-status assignments and so on. For employees who want to progress, remuneration and career rewards are a powerful inducement. This source of power is largely derived from the structure and rules of the organization.

Managers in the private sector have more scope to administer these kinds of overt rewards. Managers in the public sector still administer rewards, but perhaps not to the same extent. Seniority will usually dictate the extent and scope of the rewards available to the manager. Nonetheless, the use (or abuse) of rewards are characteristic of positional power.

Recognition is also a form of reward power. The ability to recognize the work of employees is an intrinsic source of reward power used by managers. Managers generally have greater opportunity to use forms of recognition than more formal organizational reward structures. Recognition could range from a simple and genuine thank-you, through to giving an enterprising employee a challenging assignment to undertake. Used fairly, and in the right circumstances, recognition can reinforce appropriate behavior.

It is therefore surprising to see, from my observations, how sparingly this form of reward power is used by many managers.

These three dimensions of positional power can be hugely influential. Positional power is used appropriately and inappropriately, ethically and unethically. It is right for a manager to use their position at times to get what they want or need in an ethically responsible way. For example, in situations where someone is abusing certain privileges or blatantly ignoring organizational policies, it is reasonable for the manager to use their managerial position to pull that person into line. Employees, like everyone else, will from time-to-time respond to certain threats. And under those circumstances, coercive power may need to be exercised by the leader. However, the majority of employees will respond better to fitting rewards and recognition. At any rate, these sources of power result from the leader's formal position in the organization.

In the next chapter, we consider personal power-bases.

The **Top 10** Key Points...

1. Power is derived either from a set of personal characteristics or hierarchical position, or both.
2. Influencing means power to make other people agree with your opinions or to make them do what you want, willingly and ethically.
3. Three bases of power are available to managers solely as a result of their position in the organization: legitimate, coercive and reward power.
4. Legitimate power means that if you have a certain position or title, you have influence because of that status.
5. Legitimate power doesn't carry the same weight as it once did; people generally are not as easily impressed by title or position as they once were.
6. Coercive power is essentially power based on fear.

7 There are two types of coercive power: physical and psychological.

8 The opposite of coercive power is reward power.

9 Recognition is a form of reward power.

10 In particular circumstances, it is reasonable for the manager to use their managerial position to get what they want or need in an ethically responsible way.

chapter 2

Personal Power

> *To be an effective manager, you need to develop high levels of both positional and personal power, particularly personal power.*

In the book, Shackleton's Way: Leadership Lessons from the Great Antarctic Explorer*, Boggon et al explain how Sir Ernest Shackleton was able to use personal power to lead his 27-strong team, stranded in Antarctica with no communication with the outside world. The original goal was to lead a successful expedition to the South Pole. Once he realized that this was not possible, Shackleton's goal shifted to getting all his team home safely, which he did; a remarkable achievement.*

For 15 months, Shackleton was able to maintain order and positive morale in his crew despite being stranded at the bottom of the Earth in harsh weather conditions with little prospect of getting rescued. After 15 months, Shackleton hand-picked a rescue crew of five to search for help. It took several attempts and four months for the rescue to be completed, but all 27 members of the team survived under unbelievable set-backs and hardship.

Although Shackleton was the leader of the expedition and had a legitimate position of power, it was his personal power that led to his success as a leader in this case.

T. Baker, *The New Influencing Toolkit*

Shackleton led his crew by example. Further, he put in place structures for his crew to share duties and food and to look after each other. For example, he instigated a ballot system for food allocation and a roster for sharing responsibilities. Shackleton recognized the contribution of each of the team members, celebrated crew members birthdays and took care of those who were ill. He used his own strength and knowledge to motivate others. Shackleton encouraged the crew to remain independent and resourceful. He was able to keep his team busy and engaged to take their mind off the dire situation they were facing. It was an inspirational story of courage and leadership based the use of personal power.[1]

There are four main avenues available for managers to develop personal power. These are referred to as *connection*, *expertise*, *information* and *referent* power. These power-bases mostly reside with the individual. The impact of each of the four sources of power is dependent on managerial preference, a context and who is being influenced.

Although I am treating positional and personal power separately, they can be interrelated as I indicated in Chapter 1. For instance, a manager, resulting from their position in an organization, cultivates certain connections, develops particular expertise or has access to certain information. In other words, the people they know, the know-how they have and the information they have access to, are attributable to their hierarchical position. It works the other way too. Someone may have the right connections, expertise and information sources and can therefore be promoted to a managerial position. Nevertheless, in the interests of clarity I discuss position and personal power separately.

Let's now look at connection, expertise, information and referent power, and their relationship to influence.

Connection power

The old saying, "it's not what you know, but who you know" is very true. This is the essence of connection power. Influence comes from drawing upon someone else that has power; it is a form of borrowed power.

Typically, the power borrowed is positional or expertise power. To illustrate: "We must have the report by Thursday as the chief executive has told me he needs it before the board meeting." This may be more than "name dropping". It is communicating the thoughts and feelings of someone who holds an influential position in relation to the matter being discussed or considered.

With respect to expertise, natural networkers use a slightly different form of connection power. "I know who we can talk to that has the necessary skills." Or, "Mary in the finance department can help us with this problem." People who are effective networkers have a potentially vast resource-base to draw upon. They know the *right* people. These connections give them influence in particular contexts. This form of power is based on the networker's connections and contacts that have the necessary skills and expertise to solve a particular problem or meet an imminent challenge.

Expertise power

Whereas connection power is drawing on the status or expertise of other people, expertise power is within the manager's personal repertoire. If someone has excellent technical skills and know-how, and others are aware of this, they are likely to have influence in circumstances needing that aptitude. If I am a senior manager in the department of roads and infrastructure who has an outstanding reputation as a problem-solving civil engineer, I will be sought after by others from time-to-time for my input. Your opinion and expertise will carry clout. Employees and managers constantly seek out this expertise to resolve special challenges and complex problems. Our society values people who have certain specialized skills and knowledge. We are willing, for instance, to pay these specialists a lot of money for their advice when we need it.

Expertise is based on experience, skills or knowledge about a particular discipline or topic. Consequently, people are receptive to following an expert's advice because they have – or are perceived to have – a better understanding of a project, situation or circumstance.

Expert power can be cultivated from reputation. For instance, a manager who has handled a difficult situation well in the past, may be called upon to manage a similar scenario in the future. The expert has influence in these circumstances. A human resource manager who has a reputation for their ability to negotiate, may be asked to manage a challenging enterprise agreement. Managers with technical expertise are often called upon to resolve practical issues in the workplace. And in this respect, the manager exercises expertise power.

Information power

Another form of personal power is accessibility to useful information. Knowing something valuable before others can carry weight. For instance, if a manager knows there will be imposed budget cuts for the next financial year, they can influence certain types of behavior in others. The manager may be able to convince others to reconsider expenditure on new equipment by sharing this information with them. Information power is based on the cliché that "knowledge is power".

When someone has information that is potentially important to others, they have an advantage over people who do not have that information. Access, possession and use of timely information can shape opinion or change behavior. We often hear political journalists say such things as, "My sources tell me that ...". This source can potentially generate a headline or change public opinion. But information is powerful to the extent that others perceive it to be valuable. And the perception of value depends on such variables as the source of the information, the credibility of the source, the reliability of the conveyer of the information, and the timing of the information. Sometimes information can carry influence simply because people want to be "in on things".

Expertise and information can go hand-in-hand. As an illustration, Helen is manager of governance and acknowledged as an expert in her field. She attends conferences to maintain her expertise. Helen is knowledge-able of the latest trends in risk management through her professional development. The "cutting edge" information linked with Helen's professional expertise is a powerful combination.

It can work in reverse too; that is, the right connections lead to some important information. For instance, you may, through your connections, have valuable information to share with others. Others may perceive you as an expert on a topic because of this new information. And being considered an expert, people consult you. But in reality, just having some useful information does not necessarily make you an authority on the subject. The perception that you are an expert because of a snippet of valuable information is erroneous. Then again, you might be considered an expert but don't, for some reason, have the latest information about your area of expertise. At any rate, expertise and information are different power sources but can play off one another.

Referent power

Referent power is the ability to control another's behavior because that person wants to identify with that leader. In the workplace, employees may follow their manager because they want to behave, perceive or believe as the manager does. This might occur, for example, because the employee likes the manager personally and therefore tries to do things in the way their manager wants them done. Alternatively, an employee behaves in such a way as to avoid doing anything that would not please their manager.

Another name for referent power is exemplar power. Referent, or exemplar, power is based on the leader's personal traits. These leaders are liked or admired because of their personality. People who hold senior positions and who act as role models that others want to emulate exhibit exemplar power. This means others choose to imitate them in certain ways. This liking, admiration or identification with the leader is another powerful source of influence. At its core, referent power is based on respect and trust.

Whether it is connections or expertise, the information you access, or the example you set, personal power is more about who you are rather than what you do.

Adopting a multidimensional approach

Leaders exercise one or more sources of power at different times and with varying impact. The use of power can be a conscious intention or an unconscious impulse. It is important that a leader doesn't rely too heavily on a single source of power to influence others. This diminishes their capacity to communicate with influence.

To illustrate the point: managers who only depend on legitimate or position power can be undermined by the personal power of other managers. Or, if an employee is promoted to management because of their expertise, which is too often the case, they can't continue to fall back on technical skills to influence the team they now lead. Adopting a multidimensional approach, using a combination of power-bases, strengthens a leader's influence in various contexts and situations.

Using multiple power-bases means recognizing there are a host of varying interests and motivations that need addressing. It also means understanding and appreciating that a range of individuals and teams interpret situations differently. To get things done, leaders ought to feel comfortable exercising their power and changing their style and approach to suit the situation and circumstances they confront. *The New Influencing Toolkit* is essentially about applying a range of strategies and tools to suit a multitude of situations leaders face. Learning to manage with several power-bases helps achieve both the manager's goals and those of the organization.

To get things done, leaders ought to feel comfortable exercising their power and changing their style and approach to suit the situation and circumstances they confront.

AT THE COAL FACE... *A SEAT AT THE HEAD OF THE TABLE*

I remember coaching a newly appointed CEO of a local government authority consisting of 150 employees. We were discussing the way he chaired his meetings with his executive leadership team when I asked where he sat at the executive table. He told me that he never sat at the head of the table. I asked him why and he said, "I don't want to stand out; I want to be seen as one of the team." We discussed this for a while and I then said, "It is important that you assume the position at the head of the table. You are the CEO, you have legitimate power and your executive team expects you to exercise that power when you are chairing these meetings."

A significant part of any leader's job is concerned with managing various forms of power. Using power means juggling tasks and professional working relationships to persuade others to freely and justly follow the manager's lead. In the traditional hierarchical context of organizations, *others* refers to the boss, colleagues and team members.

Of these three dimensions, managing "downward" takes up the majority of a manager's time. Influencing team members draws on various positional and personal power-bases. Effectively managing "upwards" is also critical to any leader's success. Successfully influencing a boss usually involves personal rather than positional power. The final organizational dimension involves influencing peers and outside stakeholders. Similar to upward influence, "lateral" influence is usually dependent on personal power. The use of the various personal power-bases – connection, expertise, information and referent – can be applied in all three dimensions. Positional or legitimate power is generally only useful when influencing in the downward dimension of the organizational hierarchy.

An effective contemporary leader recognizes and applies both positional and personal power, particularly emphasizing personal power-bases. They are able to influence important constituents upward, downward and laterally.

We have now defined power in the contexts of position and person. In the next chapter, I introduce you to five practical tools to strengthen managers' positional power.

The **Top 10** Key Points...

1. There are four main sources of personal power relevant to any manager. They are characterized as connection, expertise, information and referent power.
2. The old saying: "it's not what you know, but who you know" is very true. This is the essence of connection power.
3. With respect to expertise, natural networkers use a slightly different form of connection power: "I know who we can talk to who has the necessary skills."
4. Expertise power is based on excellent technical skills and know-how.
5. Expertise is more likely to be based on experience, skills or knowledge about a particular discipline or topic. Expertise power can be cultivated from reputation.
6. Knowing something before it is common knowledge, can be conceptualized as information power.
7. Expertise and information can go hand-in-hand, but mean different things.
8. Referent power is the ability to control another's behavior because that person wants to identify with that leader.
9. Exemplar power is another name for referent power. Referent or exemplar power is based on the leader's personal traits.
10. Adopting a multidimensional approach to using power means recognizing that there are varying interests in all organizations that require different approaches and responses.

chapter 3

Five Tools to Enhance Organizational Status

It is often a mistake to assume that others understand the part your function plays in organizational success. People know less about what you do than you might think.

Gerry Gleeson has known power at the highest levels. He retired from the chair of the Sydney Harbor Authority in October 2004 after being appointed as the first chair by New South Wales premier, Bob Carr, in 1999. The position gave Gleeson formidable powers as the authority controlled assets worth more than $1.4AUD billion, including Darling Harbor, the Rocks, Circular Quay, Luna Park and the most valuable property portfolio in Australia. But his relationship with powerful people and powerful positions goes back to 1977, when he was picked by the then premier, Neville Wren, to run the premier's department. In this position, Gleeson became the most fearsome figure in the New South Wales public service for more than three decades.

The real power in the early 1970s in the public sector was with the Treasury and the Public Service Board, which appointed all departmental heads. These bodies wanted a weak premier's office so that their own power-bases could be maintained. Gerry Gleeson, however, made the premier's department the coordinated center of government in New South Wales. He was a man of high intellect, and he commanded enormous respect, not

T. Baker, *The New Influencing Toolkit*

just from public servants but also from ministers of the government. It was not unknown for ministers to be summoned to his office and have to wait outside his office until Gleeson was ready to see them.[1]

In this chapter we explore five tools for improving the positional power of managers. These tactics will increase a manager's organizational legitimacy. Each tool is easy to apply. They can be implemented when working with colleagues, employees and, to a lesser extent, managing upwards. I will cover managing upwards as a separate topic, since this is often the most challenging form of influence. It is obviously very important that managers can communicate to influence their boss. For this reason, we'll treat this as its own topic.

To recap, positional power is based on the formal authority and legitimacy of a manager's position in the organizational hierarchy. Although positional power is primarily exercised when interacting with employees, it can be used in other ways too. Positional power should not be taken for granted. It can be enhanced when a manager responds quickly and effectively to an urgent and important organizational crisis. This improves organizational status on two counts. First, by responding speedily and competently to an emergency, the manager displays their organizational worth beyond the bounds of their day-to-day role. Second, by cooperating constructively and swiftly with their peers, managers increase their sphere of influence with colleagues across the organization beyond their functionality. Positional power can be expanded cross-functionally as well as functionally.

Here are some tangible ways managers can develop their positional power-base.

Tool 1 – Centralizing your role

Centralizing your role means acquiring a more significant position in the flow of work and decision-making processes in an organization. The more other organizational members rely on a particular manager to complete their own work, the more clout that leader has. Although putting yourself at the center of the work flow is a double-edged sword. The more you put yourself at the heart of an organization's operations, the more work you will be called upon to do. On the other hand, centralizing your role elevates your influencing capacity.

There are several ways managers can increase their functional and strategic relevance. First and foremost, make sure you are in the loop on the flow of important information. By being aware of what's going on across the organization, you can potentially contribute to the decision-making process.

How do you do this?

Developing valuable connections expands your informal communication network. An informal communication network consists of useful contacts and alliances within and beyond the organization. This builds your authority. Why? Cultivating new – and maintaining established – connections inevitably increases the flow of information to you. You are more likely to be "kept in the loop". These informal communication channels open up opportunities for more involvement in organizational dialogue. I am not referring here to gossip. Building alliances across the organization informally centralizes a manager's role.

A more explicit way of centralizing a manager's positional power is to move offices. All things being equal, if you get the opportunity to move to a more central office, take it. This inevitably helps to increase your positional power. Specifically, if you have the opportunity to move from a regional to corporate office or from an isolated office on another floor to the hub of activity, take the opportunity. It brings you closer to the action geographically. This literally boosts centrality and improves your visibility in the business.

Tool 2 – Increasing your flexibility

The more unique a role in an organization, the more discretionary power the incumbent has at their disposal. A specialized role means the manager generally has more autonomy to pick and choose how they spend their time and what priorities they focus on. For instance, when a new role is created in an organization that is a one-off, the occupant can choose how to shape the role. But what if your role is not unique?

Wherever possible, try to mold your role away from routine tasks and towards exclusive and strategic functions. This recasting furthers organizational legitimacy. Of course this only works if these specialized functions are critically important to overall organizational success and in demand from colleagues.

For example, if you are the organization's chief information officer, you have some freedom to decide your priorities. By selectively attending other meetings across the organization, you can position yourself to proactively solve the communication challenges of others. At the same time you build valuable connections. These departments will perceive you as an important problem-solver rather than a reactive "firefighter".

In keeping with being viewed as a useful problem-solver, initiating new approaches to deal with established tasks can also build relevance. The new methods proposed need to be an improvement on standard approaches. If these new processes are widely accepted and endorsed across the organization, due to increased efficiency and effectiveness, you will have inevitably elevated your organizational authority.

For example, if you are in accounts and initiate an idea to reduce the amount of time it takes to process requests, this will certainly be well received across the organization. If there are three forms to fill out for a leave request and you can replace that with one form without affecting the same level of accountability, people will happily comply, particularly if it leads to reduced approval time. Your influence subsequently expands to other areas due to this time-saving initiative.

Even though most managers are all frightfully busy, volunteering for new cross-functional project work amplifies the distinctiveness of your role. Getting involved in the early and influential stages of a significant project amplifies managerial influence. This type of initiative broadens the scope of a manager's position. And it is worth considering this: by investing some time volunteering and consequently building organizational influence, you may get a return on the time invested. How? It may take you less time to influence others on routine matters as a result of the goodwill and usefulness you have generated.

Tool 3 – Repositioning your role

Unique roles are difficult to evaluate; there is nothing to compare these roles with. It therefore becomes challenging to judge the role-holder's organizational contribution. The uniqueness of a role means that others rely heavily on the advice and service that manager provides. Colleagues are less inclined to question the manager's recommendations. Repositioning your role can be done in a variety of ways to build influence. Consider the way you label the service you provide and the language you use to explain what you do. This adds to the inimitable nature of the work you do.

For example, if you do a job associated with risk management, such as auditing or governance, you can accurately re-label these roles as *quality assurance* or upholding *ethical standards*. Both descriptions still explain the role, but in a more constructive light. Or, instead of the human resources department, the manager-in-charge may change the name to *people and culture*, as some are now doing. These sorts of labels can change the way others view your role and what you have to offer them as an internal service provider.

Another way of repositioning your role is to bring a new expertise to your current role. This can create more organizational legitimacy. Being an authority in an important area means people are drawn to you for advice. Developing new know-how can be achieved through reading, education or membership and involvement in professional associations.

For instance, learning about a new piece of legislation and how it impacts on the way your department deals with certain matters makes you a potentially sought-after authority. Members of that department will inexorably seek you out for advice and input on certain matters relating to the new laws and their application.

Briefly, redefining what you do in benefit language and upgrading your expertise are two ways of repositioning your current role. These strategies strengthen your organizational position.

Tool 4 – Promoting your successes

Suitably increasing the visibility of performance can legitimize a manager's contribution. This is often referred to in a derogatory sense as "blowing your own trumpet". You can, like everything else, overdo promoting your successes. Actually, it is counterproductive if you are always promoting your successes. However, I find the opposite is often the case: managers are too reluctant to communicate their success stories. And therefore their influence is unjustly diminished.

Managers can promote their achievements in a variety of fitting ways. If you're a middle manager, build connections with members of the executive team. Doing this develops awareness of your organizational contribution. Offer to give a short presentation to groups across the organization at regular staff meetings. You can communicate what you do and how you can assist others in the organization. What are the latest trends in the industry you belong too? As I suggested earlier, when the opportunity arises, participate in problem-solving taskforces. Create an internal newsletter as a communication tool. These strategies help to validate your organizational input.

Tool 5 – Linking you relevance to organizational success

Very often I hear unfair criticism of other functions in organizations. This disapproval is usually about the perceived lack of contribution to organization success. "What does HR do all day?", "We'd be better off without all those pen pushers in admin" and "Marketing has got their head in the clouds" are common catch cries I hear frequently. An important and often overlooked part of the role of a manager is to act as an ambassador for their functional area. In other words, leaders are responsible for communicating the relevance of what their team does, both to the team, and beyond the team. It can be a costly mistake to assume colleagues across the business understand the role your function plays. Organizational members outside your team structure know less about what you do than you may think.

There are many ways managers can communicate their role and its relevance to the organization. For example, you could offer to coordinate internal projects when the opportunity arises. Through this coordinating task, you can build alliances and allegiances and communicate what you do in your functional role. Go out of your way to offer valuable information to other sections and departments before being asked. Ask questions. Find out how other functions operate and the key challenges they face. Offer to train and mentor new recruits. All of these activities help others understand your position and its relevance.

Legitimizing the role of a manager is critical to success. Don't assume that others implicitly understand the role you play. Briefly, you can promote your role by being central, flexible and unique. Don't be afraid to communicate your success and link its relevance to the business. Applying these five tools appropriately elevates the status of your position and thereby increases your positional power.

Now let's turn our attention to some practical tools to build personal power in the next chapter.

The **Top 10** Key Points...

1. Positional power is based on the formal authority and legitimacy of a manager's position in the organizational hierarchy.
2. Apart from being relevant, the positional power of managers is improved when they respond quickly to urgent and important organizational needs.
3. Centralizing your role means acquiring a more central role in the work flow and decision-making processes of an organization. The

more others rely on you to complete their own work, the more clout you have.

4 Increasing your connection power is about building informal networks or alliances. By actively doing this you build authority.

5 The more unique a role in the organization, the more discretionary power the incumbent is likely to have at their disposal.

6 Wherever possible, molding and shaping your current organizational role away from routine tasks and towards important but unique and varied functions will further your organizational legitimacy.

7 The more unique a manager's organizational role, the more challenging it is for others to evaluate their contribution. The uniqueness of a role means that others rely considerably on the advice and service a manager gives.

8 Suitably increasing the visibility of performance, can legitimize a manager's contribution.

9 An important and often overlooked part of a manager's role is to be an ambassador for their functional area.

10 Legitimizing your role within your organization is critical to your success. Don't assume that others understand the relevance of your organizational function.

chapter 4

Nine Tools to Build Personal Power

It is important for managers to widen and strengthen their networks within and outside the organization.

Maintaining good relations with your boss is absolutely crucial, as has been demonstrated by the unfair dismissal case in Melbourne, Australia, where Bruce Guthrie, the former editor-in-chief of the Herald Sun*, sued News Limited for sacking him 15 months before his three-year contract was due to expire.*

One of the reasons for his dismissal was the alleged poisonous relationship he had with his boss, Peter Blunden, the managing director of the Herald and Weekly Times, with whom he is said to have clashed from day one.

According to The Sydney Morning Herald*, even though Guthrie argued that the problem was no more than the usual difficulty of newspaper people in high positions, he did tell the court that he had been warned to "never go up against" Blunden. Even though Guthrie won the case and was awarded $580,808 plus costs, the case demonstrates the impact that a negative relationship between a manager and his boss can have on one's career.*[1]

Personal power comes mainly from a leader's own characteristics. It doesn't necessarily come from their position within the organization. As I covered in Chapter 1, personal power results from the contacts a manager has, the expertise they possess, the privileged information they receive, or the respect and attraction people have towards them personality. Each of these traits can make a significant impact on the manager's ability to communicate with influence.

Although to some extent a manager's position can impact on their personal power. A director general or chief executive officer for example is probably going to have access to many more useful contacts than a middle manager due to the prestige attached to the title. The occupant of a powerful position will be sought after by others due to the clout associated with the role. Senior managers will, because of their position, have access to confidential and privileged information. So to some degree, as I mentioned earlier in Chapter 1, personal and positional power are intertwined.

The opposite is true too: a manager's personal power can influence their legitimacy in an organizational setting. For example, a manager may radiate charm, respect and charisma – characteristics of referent power. The force of personality can elevate the status and power of a manager beyond their hierarchical station. A manager's persona can positively or negatively have a decisive bearing on their organizational power and influence.

This brings us to the question: what can a leader do to build personal power? To reiterate, personal power comes from four sources: the connections people have; the expertise they possess; the information they can access; or their personal magnetism. The following nine tools assist with strengthening these dimensions of personal power.

Tool 6 – Who you know and what they know

As I have explained several times, it is essential for managers to widen and strengthen their networks within and outside their place of work. Networking builds connections and connections are a helpful source of power. This notion is going to be challenging for time-poor managers. Building connections does take time. The other challenge is that introvert managers may find this idea even more challenging; we are not all natural networkers.

If you don't have a natural inclination towards networking, then try to allocate sufficient time in your diary to building connections; make it a priority. In practice, this means taking opportunities in social and semi-social situations to get to know the various members of the senior management team. It also means building alliances with your colleagues in other departments. By doing this, you are expanding your resource-base. Making networking a priority means you will have valuable contacts to call upon when you need assistance in the future.

Linked to connection power is information power. People who have lots of connections are often well informed on a range of matters. In other words, the more people a manager knows, the more they will probably be "kept in the loop" with useful information (not to mention some useless information too!). So there is a further incentive for you to prioritize building alliances across – and beyond – the organization.

If you are not comfortable building connections, how should you go about doing this? I think the best way to commence this influence-building task is to sit down with a pen and paper or pull out the organizational chart. Consider all the people you rely on inside and outside your organization to get your job done. Write their names down or circle them on the org chart. These are the people who are vital for your success as a manager; you rely on them professionally.

Once you have exhausted your list, rate each person or stakeholder on a scale of one to five (one being low and five being high) in terms of their relevance to your role. The higher the rating, the more reliant you are on them. As an obvious starter, your boss is a "five". The next step is this: plan to build up a better working relationship with as many of these people as possible. This should be done slowly, but deliberatively. It can be done in a variety of ways.

I have found the best way is to simply call the "fives" up and suggest that you meet with them briefly once or twice a month to discuss progress on matters-at-hand. Meet them on their turf. Go out of your way to do favors for them, wherever possible. Thank them when and where appropriate. Copy them in on important correspondence. Make it a priority to build constructive working relationships with these key influencers.

Once you have done these kinds of things, you will definitely have improved these working relationships in your sphere of influence. Then start working on the "fours" and then the "threes" and so on. Pretty soon you will have comprehensively and systematically strengthened your important connections. I should point out: even though this is a deliberate and methodical exercise, it ought to be done genuinely and authentically.

Tool 7 – Develop your knowledge and expertise

Your knowledge and expertise should be continually developed; it's a continuous process and necessary requirement for everyone. By not doing so, means you will undoubtedly "get left behind". In other words, if your know-how is not frequently upgraded, it becomes redundant. Expertise generally comes from education and training. Managers who embark on courses and study are building their skills-set and knowledge. Joining and actively participating in professional bodies and associations is another useful way of upgrading your expertise.

The other dimension to growing your expertise is to communicate this new-found expertise to those who might find these capabilities useful. If people are not aware of your expertise then – in their mind at least – you don't possess it. Building and promoting your knowledge and expertise is an important source of personal power.

Tool 8 – Building trust and rapport

Referent power is the capacity to influence others because they like and trust you. There are many factors that determine trust and likeability. Equally, there are many things a manager can do (or not do) that will quickly erode their trust and appeal. The simplest, yet surprisingly uncommon way of building trust, is to deliver on your promises. And if you are not sure you can deliver on a promise, don't promise it in the first place. Get use to "under promising and over delivering". Maintain constructive professional working relationships with the people you work with at all times. Return favors. Respect confidences. Build a reputation as someone who is fair and impartial. Be noted as a hard worker. People who demonstrate sincere hard work are generally respected. All of these factors build referent power.

Personal power comes from having the right connections within and without the organization. In addition, having a unique skills-set that others know about and can call upon elevates a manager's personal power. Both of these traits can help the manager stay in touch with a wide circle of work colleagues. Having lots of contacts means having access to critical information before others. This information can sometimes be used to influence thinking and behavior. When connections and expertise are combined with personal respect, it culminates in tremendous personal power.

Many managers I work with would like more upward influence. So, let me spend a moment discussing managing upwards, or more specifically, influencing your boss. As I indicated in Chapter 1, you are obviously limited in your use of positional power when managing upwards. The only power you can exercise to any great extent in this situation is personal power.

There are several ways a manager can influence their boss. It is clearly very important you have some capacity to communicate influentially with your manager. Without their support, it is very hard for you to achieve success in your role. I would suggest you try as many of the following approaches as possible.

Tool 9 – Be logical and rational

Using a logical and factual approach to influence your boss is a preferred starting point. Do your homework. Gather your facts. Spend time researching the situation and communicate your findings in a brief, logical, coherent manner. People are often impressed with arguments that are well researched and based on credible analysis.

For example, if you need to persuade your boss to purchase a new piece of equipment for the department, do a cost–benefit analysis (see

Chapter 17, p. 177 for more details on this method). Demonstrate on paper how the team or department would benefit from the new equipment. Do the sums. Put figures down on paper. Make it compelling, but not long-winded. You will have a better chance of influencing your manager by thoroughly investigating the matter.

Tool 10 – Build alliances

If your opinion is supported by many people in the organization, that can be more persuasive. Although time consuming, consulting with several colleagues about your proposal can carry weight. Sound people out. What do they think? If you can demonstrate that you have the support of key personnel in the organization, the boss will possibly be more receptive to your idea. This is a form of connection power. In other words, talk to a wide variety of stakeholders across the business about your proposal and use these connections to mount a persuasive argument.

Tool 11 – Build rapport

It is obviously important for any organizational member to do what they can to develop and maintain a productive working relationship with their manager. I understand this is not always possible. Establishing good rapport with your manager is arguably more important to you than them. That means building rapport with your boss ought to be viewed as your responsibility. Let's be clear about this. It is your responsibility to build this working relationship in the first instance. Why? Because it is very much in your interests to do so. Be agreeable, pleasant, honest, hard-working and reliable. These traits will go a long way to building a constructive working relationship with your boss.

Tool 12 – Be a valued asset

The work a manager does ultimately impacts on the work their manager does. All things being equal, the more useful you are, the more valued you will be in the eyes of your boss. Conceptualize your boss as a customer. Always consider the question: how can I help my manager do his or her job more effectively? Try to anticipate your boss's needs. Be flexible. Offer to do things your manager asked of you, willingly and as a priority. Keep him or her informed. Understand the agenda your boss is pursuing. With this attitude, they will possibly support you with your initiatives and ideas.

Tool 13 – Assertively persuade

Having a helpful attitude does not mean a manager being passive and subservient to their boss's every impulse. You can still be direct and assertive. Being direct and assertive does not mean the same thing as aggressive and disrespectful. People generally appreciate people that are straightforward and self-assured. This is particularly the case if they behave respectfully and empathetically. Being assertively persuasive means advancing your point with confidence and enthusiasm. This means being open and honest (see Chapter 15 for methods to be more assertively persuasive).

Tool 14 – Be upwardly appealing

It can be helpful for a manager to build good working relationships with their boss's colleagues. You need to do this sensitively and tactfully. Having good working relationships with the level of management above you in the hierarchy is important. It builds clout. Go out of your way to assist them when and where you can. Understand and appreciate their role in the organization. Be perceived as a team player. Become politically aware. If you are well regarded by your manager's colleagues it can carry considerable influence. This is particularly the case when your boss needs to garner their support for your proposal or initiative.

That brings us to the end of Part I. You now have 14 tools to put into practice to develop your positional and personal power. In Part II we unpack the influencing capabilities framework. We explore the range of influencing styles and approaches and their implications for communicating with influence. Once you have a good working grasp of the framework, I invite you to complete the influencing capabilities profile. You can go straight to Chapter 7 if you are impatient. However, you will then need to revisit Chapters 5 and 6 to understand the descriptors attached to the profile and their implications.

The **Top 10** Key Points...

1. Personal power comes mainly from a leader's own characteristics. It doesn't necessarily come from their position within the organization.
2. It is essential for managers to widen and strengthen their networks within and outside their place of work. Networking builds connections and connections are a helpful source of power.
3. Your knowledge and expertise should be continually developed; it's a continuous process and necessary requirement.
4. Referent power is the capacity to influence others because they like and trust you.
5. Using a logical and factual approach to influence your boss is a preferred starting point.
6. If your opinion is supported by many people in the organization, that can be persuasive. Although time-consuming, consulting with several colleagues about your proposal can carry weight.
7. Building rapport with your manager is largely your responsibility.
8. All things being equal, the more useful you are, the more valued you will be in the eyes of your boss.
9. Being assertively persuasive means advancing your point with confidence and enthusiasm. This means being open and honest.
10. People generally appreciate people that are straightforward and self-assured. This is particularly the case if they behave respectfully and empathetically.

Part II

The Framework

chapter 5

Influencing Capabilities Framework

The influencing capabilities framework offers a comprehensive model for assessing, developing and interpreting key strategies, capabilities and elements involved in communicating with influence.

Mary, a quality control engineer with a reserved personality, is headhunted to join a leading engineering firm that produces electrical components. She joins the team as quality control manager, and settles in quickly. She develops good working relationships all round. But she becomes increasingly frustrated with her colleagues after a while. Mary observes her peers making too many rash decisions without careful consideration of alternative options.

There is a clash of styles. Mary sees herself as more quietly determined and practical in her approach. In her view, her colleagues are more opinionated, energetic and tough-minded. In short, Mary thinks her approach is more logical and practical and her team's approach more emotional and relational.

Not surprisingly, her 360-degree feedback report is not so positive. Her peers have a collective view that Mary doesn't take the time to build working relationships and is too task-focused. She is disappointed with the feedback.

Perhaps this ordinarily wouldn't matter to Mary. But she is the quality control engineer. She needs to be able to influence her colleagues; that's her job.

Jodie, her manager decides to call a meeting with her. As manager, Jodie needs to influence the new quality control engineer to change her style. Mary's boss knows that a lecture is not going to work. Jodie has to persuade her to adopt a new approach; one that is more centered on building good working relations with her colleagues.

"Mary, I am very happy with the quality of your technical work. I think the high standards you bring to this business are first-class", Jodie begins confidently and positively.

"On a scale of one to five, five being high, how do you rate your working relationships with your team", Jodie asks, appealing to Mary's analytical nature. "Well, according to my 360-degree feedback, I would say maybe a two", Mary retorts.

"Does that rating bother you?" Jodie asks. "Yes, it does a bit", comes Mary's honest reply. "Why aren't you happy with this situation?" Jodie probes.

"I am finding it hard to get people to do what I want", came her quick reply. "Can you give me an example?" asks Jodie.

"The other day I explained the quality standards as logically and practically as I possibly could and even though I thought it was a good presentation, none of the engineers adopted the approach I wanted", said Mary.

"How could you have approached that situation differently in hindsight?"

"I know I have to be more patient and listen to their concerns and build better working relationships up with the guys, but ..."

"Go on."

"Isn't it their responsibility to see the sense in what I was saying?" Mary challenges.

"Is your approach working Mary?" Jodie asked, again appealing to Mary's logical side.

"No it isn't!"

"Maybe then it is time for a plan B?" Jodie suggests.

Before launching ahead and completing your influencing capabilities profile in Chapter 7, it will be beneficial to understand the influencing capabilities framework. This chapter introduces you to the four influencing dimensions of the framework. The framework is a convenient way of categorizing and understanding the range of influencing styles and communication approaches.

Specifically, the influencing capabilities framework offers a comprehensive model for assessing, developing and interpreting key strategies, capabilities and elements involved in communicating with influence. Before profiling your influencing capabilities, it would be helpful to understand the key elements of the framework (see Table 5.1).

You will notice that the influencing framework in Table 5.1 below consists of four quadrants represented by four different shades of grey. These dimensions represent the four influencing strategies. They are: *Investigation*, *Calculation*, *Motivation* and *Collaboration*. I explain these four strategies later in the next chapter. Specifically, I'll describe the four capabilities supporting each of the four strategies. Before I do so, it is helpful to familiarize yourself with the two influencing styles in the two columns: *Push* and *Pull*. On the right-hand side of the framework are the two influencing approaches: *Logical* and *Emotional*. In combination, these two styles and two approaches produce four dimensions or influencing strategies. We cover these in this chapter.

TABLE 5.1 The influencing framework

Push style	*Pull style*	
Investigation	Calculation	*Logical approach*
Motivation	Collaboration	*Emotional approach*

We will start by defining the two influencing styles in the two columns of Table 5.1.

Influencing styles

The push style is illustrated in the first column in Table 5.2 and the pull style in the second column. What is the difference between push and pull styles? Broadly, the push style is a direct, assertive style of influencing, whereas the pull style is an indirect, less assertive style. Table 5.2 highlights the main distinctions between the two styles.

I will briefly review each of these labels in Table 5.2 to sharpen the distinction between the two influencing styles of push and pull.

Pushing emphasizes *driving* and pulling stresses *enabling*. Driving in this case means the influencer is attempting to take others on a path he or she has specifically clearly laid out. Enabling is more about the influencer facilitating a process so that others are persuaded to find their own path to a broad destination. For example, showing someone the proven steps in the sales process and inspiring them to follow these steps is driving. Alternatively, an example of enabling is supporting the same salesperson after their first unsuccessful attempt at selling. From the salesperson's feedback, the influencer reinforces the steps in the process. Driving is a more upfront directive approach and enabling is a more experiential approach, based on dialogue and feedback.

Proposing and *Testing understanding* are two more characteristics of the respective push/pull dichotomy. Proposing entails the influencer offering

TABLE 5.2 Push/pull influencing styles

Push	Pull
Driving	Enabling
Proposing	Testing understanding
Giving information	Seeking information
Blocking/shutting out	Building/opening up
Taking the idea to the person	Getting the person to come to the idea

suggestions based on their own experience or vision. Testing understanding on the other hand is evaluating an incident and facilitating course corrections in a collaborative fashion. For example, when faced with a workplace dilemma, an experienced and respected manager offers a solution and positively persuades the team member of the benefits of implementing it. Another approach is to ask the team to consider the problem from a variety of angles. By testing their understanding of the situation, the leader guides or pulls the team member in a certain desirable direction. Proposing has more to do with exercising the leader's experience and knowledge, and testing understanding draws upon the follower's experience and knowledge.

Giving information is characteristic of the pushing style. *Seeking information* from followers is consistent with a pull style. Giving information is informing and inspiring a group so they may be better equipped to undertake a task. Seeking information is testing the group's understanding of a task and adjusting an approach based on teamwork. If a leader presents a new strategic plan supported by their research or understanding and inspires the group to embrace this new direction they are applying a push influencing style. On the other hand, if the same leader decides to facilitate a process that draws on the follower's perception and subsequently creates a cooperative plan-of-action, this is more in line with using the pull style. The first method persuades the followers from the leader's strong argument or inspirational message and the second marshals the collective resources of a group to arrive at a mutually agreed upon destination.

Blocking/shutting out is characteristic of the push style. *Building/opening up* is a trait of the pull style. Blocking and shutting out is based on asserting a position on an issue in a compelling way that effectively eliminates other possibilities. Building and opening up is the reverse approach: it is about exploring a range of possibilities and then reaching agreement. For example, if a manager is clear about the team's priorities and communicates to the team in a believable manner this is consistent with pushing their point. And at the same time, the leader deflects lower level priorities to other functions in the business; they are blocking and shutting out unnecessary distractions. An example of pulling is when a manager discusses the lessons learnt at the conclusion of a project, building on the ideas of the project team members. Briefly, blocking and shutting out is characteristic of convergent thinking, and building and opening up is promoting divergent thinking.

Taking the idea to the person is exercising a push style of influence. *Getting the person to come to the idea* is a pull style of influence. When a leader decides to sell an idea to their team, this is a more directive style of influence. Conversely, when the leader encourages the team to talk through an approach and get agreement on a way forward, they are adopting a pull style of influence. For example, if a manager is trying to persuade the marketing team to focus its attention toward a new market, such as *Gen X*, the leader can approach this in a couple of ways. The manager can use market research or link the change of direction to the business's strategic direction. This is an illustration of taking the idea to the person(s). If the manager wants a team member to develop better stakeholder relationships across the business, they may start by asking them to identify an area they need developing. Assuming that the team member recognizes that building stakeholder relationships is an opportunity for growth, the manager facilitates a discussion on ways this could be achieved. This is an example of getting the person to come to the idea. Taking the idea to the person is a more direct approach where the leader sets the agenda. Getting the person to come to the idea is a more indirect approach of persuasion, where the leader's team collaboratively develops the agenda.

What is the rationale for using each influencing style? And what are some important factors that need consideration when deciding which style to adopt?

The rationale of using the push style is that people are influenced by compelling proposals, well supported by factual argument or a clear and motivating vision of the future. This implies a more direct and systematic manner of influencing. While the rationale of using the pull style is that people are influenced more readily when their needs, motives, aspirations and concerns are uncovered and catered for. This is based on the idea that the more someone is involved in a proposal, concept or idea, the more likely they are to buy into it. This involves a more personal and collaborative leadership style before the more authoritative and one-way push style.

Generally speaking, if there are no vested interests in maintaining the *status quo* in a team that a manager is trying to influence, the push style is a more suitable style, notwithstanding other factors. In other words, if the people being influenced do not feel particularly threatened by a new proposal, the push style can work. People are then in a position, without feeling overtly threatened, to hear a logical, coherent or inspiring argument or vision.

The push style may also work when the legitimacy of the influencer's power-base is recognized. The manager's authority could be derived from either their expertise or hierarchical position – power-bases we covered in Part I. But legitimacy doesn't always guarantee success. For instance, if the leader pushing their ideas is not trusted, then expertise and position could easily be nullified. Legitimacy without trust, or a fair degree of referent power, is unlikely to work.

Then again, if a group of people harbor strongly held opinions and views about an issue, the pull style may be a better option. Strident views and perspectives need surfacing and validating, otherwise they become further entrenched. The vehicle to do this is dialogue, rather than an assertive and direct style.

Establishing long-term commitment to a change, idea or proposal can be more sustainably achieved using a pull style. This style, being more collaborative, promotes trust and engenders shared ownership. But it does take more time. With limited time, the push style may be the best way forward, all things being equal. And finally, as a fallback position, if the push style is ineffectual, the leader can change and adopt the more mutually inclusive pull style. But shifting from a pull to push style can be problematic.

Establishing long-term commitment to a change, idea or proposal can be more sustainably achieved using a pull style.

Influencing approaches

Referring to Table 5.3 below, the column on the left illustrates the characteristics of the logical approach and the right-hand column covers the elements of the emotional approach. Briefly, a logical influencing approach is concerned with the issues linked with the proposal, the questions the proposal raises, topics to be considered, task concerns and problems. This dimension emphasizes the rationality of the situation or circumstance. The emotional approach links the proposal to the bigger picture. This means creating a common and gripping vision of the future. Team members feel an emotional attachment to each other, and to the vision inspired by the leader.

Similar to the dichotomy between the push and pull styles, I will briefly review each of the descriptors in Table 5.3 to formulate an understandable distinction between the logical and emotional influencing approaches.

The logical approach is concerned with the *facts* and the emotional approach emphasizes *feelings*. Facts refer to using supporting evidence to mount a strong case. Feelings are associated with the emotional connection one has toward the influencer's pitch or the circumstances surrounding it. For example, if a leader wants to appeal to the team to reduce business overheads, they could use financial figures to illustrate reductions in revenue and increases in costs over time to make the case. Alternatively, the leader may tell the team a heart-felt story of a customer who benefited from the company's products or services and how this changed their lives for the better. This could motivate the team to continually strive for high

TABLE 5.3 Logical/emotional influencing approaches

Logical	Emotional
Facts	Feelings
Evidence	Perceptions
Rational	Values
Structure	Flexibility
Measurement	Morale

standards. A decision on which approach to adopt depends on a variety of factors.

Evidence is an important characteristic of logic and *perceptions* are generally attributes based on emotion. The provision of proof can be the basis of a convincing argument. Then again, perceptions – although not necessarily fact-based – are nevertheless reality in the mind of the perceiver. If a manager dismisses an employee for fraud, evidence is needed to make this decision and convince others of its validity. Inviting an employee at a team meeting to explain their position on an issue may change the perceptions of colleagues present. The perceptions people have, and the evidence they are exposed to, are important factors that leaders ought to consider.

A logical influencing approach is based on *rational* arguments, and the emotional approach is more in keeping with appealing to a set of commonly held *values*. By the term "rational", I mean a lucid, balanced argument. Values refer to the beliefs people hold. Certain occupations have a bias towards one or the other dimension. For instance, if you were persuading a judge, you would use a logical approach, emphasizing rationality. While a group with strongly-held political views will be more persuaded by arguments that are consistent with their values or beliefs. The organization of work has a strong predisposition toward rational decision-making. But values as drivers of behavior are hugely underestimated by rationally-orientated leaders.

Structure emphasizes a systemic and coherent process. *Flexibility* is a more incremental and maneuverable approach. A persuasive argument based on logic is likely to be communicated with a high degree of structure. An emotional approach in contrast will have less structure and more flexibility. If I am giving a persuasive presentation to a large audience, I will be very orderly, structured and systematic; this situation warrants structure. But if I am wanting to influence one of my team members in conversation, I will want to engage them in a dialogue, and this type of communication is inevitably less structured and much more flexible. It is beneficial for leaders to communicate in both structured and unstructured ways, dependent on the circumstances.

Being able to apply *measurement* supports the logical approach, and building and maintaining *morale* is consistent with the adoption of the emotional approach. Quantitative analysis can remove subjectivity and be considered more logical. Without a reasonably high level of morale, it is difficult for a leader to rally people to a cause, which is more qualitative. Again, the overwhelming emphasis in organizations is on measurement and numbers. But without at least a modicum of morale, it is difficult to persuade any employees of a course of action.

To illustrate how and when to communicate in a logical and emotional way, consider this case: Monica wants to persuade her team of the need to adopt a new software package; one that is vastly different from the current system being used. Initially, she would be expected to convince her colleagues with a rational argument. Monica's team would expect her to have thoroughly investigated the new, proposed software package and be able to informatively explain the advantages of the new system over the old, particularly from the users' perspective. Without proper research and a full analysis of the new software, and clear and convincing arguments for adopting the new package, she is unlikely to be in a position to mount a logical case for change.

As I have mentioned a couple of times in this chapter, arguments based on logic are the prevailing way organizational leaders persuade. However, this communication approach has its limitations. For a start, not everyone in the corporate world is susceptible to logical argument, although I acknowledge most are. More significant than people's influencing preference, is the fact that rationalization is not the most suitable way in certain situations. Managers who are strongly attached to logical analysis may find this notion challenging.

The other option open to leaders is to communicate using emotional appeal. A logical approach communicated convincingly is undoubtedly important in lots of situations. But without considering – or worse, disregarding – the feelings of others, the leader's persuasive powers are potentially lessened.

Let's return to Monica's case to illustrate my point.

Apart from using a logical argument, Monica can try communicating at an emotional level to persuade her team to take on the new software program. She can deliberately attempt to encourage her team to see the exciting future possibilities in changing to another program. Monica's passion for the new software program may instill a sense of enthusiasm in her team. Her team can sense her commitment and excitement about the change. This reassures her team. Monica shifts her team's focus from the present to the future. The new software program is positioned as an opportunity for improvement rather than a roadblock. By building morale and communicating a vision, Monica attempts to motivate her team to see the possibilities in the new package.

Further, she listens with empathy to the myriad concerns her team raises about the new software package. By doing so, Monica shows respect and understanding, and builds trust. After patiently listening to the objections, she invites her team to come together to overcome these issues. Monica changes her approach and takes on a collaborative leadership role. Done at the right time and in the right way, this non-directive method can generate a sense of camaraderie. Engendering a spirit of working together may change a team's mindset to be more cooperative, constructive and less fragmented.

The emotional approach is essentially about engaging people in change. By getting colleagues involved in group decision-making, a sense of collective ownership and responsibility can be cultivated. Collaboration, trust and participation are the hallmark of the emotional approach. These traits more often than not lead to a sense of obligation and commitment from members of a team.

Monica continues to involve her team in the implementation process. After using the new software package for a period of time, Monica invites her team to comment on issues associated with its use. What works? What doesn't work? What can we do to improve the process? These are the sort of questions that focus attention on the end-user, and take into account the feelings of her team as a force of persuasion.

By using emotional influencing tactics, the leader is enabling team members to work together towards a common direction. Consequently, participants feel they have genuinely been heard and are more committed to the new direction. Why? Because individuals have had input into constructively assessing the execution process; they feel a sense of possession for the change process. In other words, they have an emotional investment in the course of action decided upon by the team.

Influencing capabilities framework

The logical and emotional communication approaches, in combination with the push and pull styles, distill into the four influencing strategies illustrated in Table 5.1. These four strategies are summarized below.

1. The logical-push strategy (investigation), which essentially means using the weight of evidence to assertively push a case.
2. The logical-pull strategy (calculation) is characterized by communicating information in such a way that the advantages of a proposal clearly outweigh the disadvantages.
3. The emotional-push strategy (motivation) basically means associating the change with a common vision.
4. The emotional-pull strategy (collaboration) is concerned with collaborating to elevate trust in, and ownership of, the proposal.

Table 5.4 below illustrates the 16 capabilities supporting the four influencing strategies to complete the influencing capabilities framework.

In the next chapter, I define each of the four influencing strategies, including the supporting capabilities for each strategy. This explanation gives a workable overview of the influencing capabilities framework in preparation for completing your influencing capabilities profile in Chapter 7. Having a basic understanding of each of the four influencing strategies, and the 16 associated capabilities, will assist you in understanding your results from the profile.

TABLE 5.4 Influencing capabilities framework

Push style		*Pull style*		
Gather evidence	Counter arguments	Weigh options	Offer concessions	*Logical approach*
INVESTIGATION		**CALCULATION**		
Generate ideas	Assert ideas	Communicate standards	Provide feedback	
Communicate vision	Build morale	Share ownership	Build trust	*Emotional approach*
MOTIVATION		**COLLABORATION**		
Generate enthusiasm	Connect emotionally	Communicate openly	Listen actively	

The **Top 10** Key Points…

1. The influencing capabilities framework offers a comprehensive model for assessing, developing and interpreting key strategies, capabilities and elements involved in communicating with influence.
2. The influencing framework consists of four quadrants representing four influencing strategies. They are: investigation, calculation, motivation and collaboration.
3. The framework consists of two influencing styles: push and pull.
4. The push style is a direct, assertive style of influencing.
5. The pull style is an indirect, less assertive style of influencing.
6. Characteristic of the push style are: driving, proposing, giving information, blocking/shutting out and taking the idea to the person.
7. Characteristic of the pull style are: enabling, testing understanding, seeking information, building/opening up and getting the person to come to the idea.
8. The framework consists of two influencing approaches: logical and emotional. A Logical influencing approach is concerned with the

rationality of the situation or circumstance. The emotional approach links the proposal to the bigger picture. This means creating a common and gripping vision of the future.

9 Characteristic of the logical approach are: facts, evidence, rational, structure and measurement.

10 Characteristic of the pull style are: feelings, perceptions, values, flexibility and morale.

chapter 6

The Four Influencing Strategies

> *You and I have a preferred style and approach. We inevitably favor these styles and approaches when we endeavor to persuade others. That same preferred style and approach are most likely going to be effective when others try to influence us.*

Jimmy and his team leaders in the information technology (IT) department are spending the week with their peers from other departments learning about a new training delivery proposal. During Monday's reception, Jimmy approaches a group of managers. In the course of the conversation he learns the following:

- *Not all members of senior management are behind the implementation of a new software program.*
- *The problems with the software that his group identified during the pilot still haven't been addressed.*
- *Everyone is grumbling about why the IT department didn't fix the problem and why they didn't "kill" the program when they had the chance.*
- *The human resources (HR) department is in the process of replacing software that had similar functionality, after learning that its vendor will no longer support it. Rick Noble and Lyn Taggart, two highly skilled*

IT people who used to work for Jimmy, are now in HR working for Cassie Mayne.

- *Other departments claim that they're not going to use the software. They have concluded that it won't interface with major components of their system and "don't want to mess with it anymore until the IT people get in and fix it". The interface is critical to accomplishing the organization's vision of overhauling deployment procedures and efficiency by the end of the year. If these units don't input the required information at their sites, other employees of the organization won't be able to access it on the system. In that case, Jimmy's department will bear the brunt of figuring out how to make it work.*
- *Many are wondering why IT, which recommended the software initially, didn't address the concerns that were expressed in the pilot and has become neutral on implementation support.*

Implementation of the software is a given, either by Jimmy or his replacement. His unit provides a critical function for the organization. And although this might not be the perfect software, it's vital to his department's mission.

What does Jimmy do to influence the situation?

In this chapter, I define the four influencing strategies of the influencing capabilities framework introduced at the end of Chapter 5. After a brief introduction to the investigation, calculation, motivation and collaboration strategies, I will unpack the four supporting capabilities for each strategy. More specifically, each of the four capabilities in the framework that support a particular influencing strategy is broken down into several elements. These elements are discussed in this chapter.

The aim is to define the four influencing strategies. In the next chapter you can analyze your own influencing preferences from an understanding of the framework. Before that, you might, as you read the capabilities in this chapter, consider which you tend to favor and which you don't.

The four strategies are in no order; they all are equally useful. Investigation and calculation emphasize logic as the means of persuasion. Motivation and collaboration both depend on emotion as the primary mode of influence. Investigation and motivation stress a push style of communication. In contrast, calculation and collaboration employ a pull style to influence. Each strategy is useful in certain situations.

Investigation strategy (push-logical)

As a strategy of influence, investigation basically means gathering the facts and presenting them in a logical and convincing manner. The presentation of a coherent and assertive argument based on well-founded research is a powerful form of persuasion in the right set of circumstances.

On the contrary, people are usually not convinced by someone who does not have a sound grasp of the facts; nor are they influenced by someone with wavering conviction or an incoherent presentation of their ideas. Then again, even if you are logical, coherent, assertive and well researched, that doesn't necessarily guarantee that you will be persuasive. But these attributes are at least a good starting point.

Leaders who have a preference for investigating like to search for supporting evidence and from this data generate hypotheses or ideas based on a logical, rational argument. Once investigators have prepared a well-founded case, they assert their theories or ideas onto others. Being well prepared, investigators are typically on solid ground to oppose others' arguments. Briefly, an investigator's influencing ability is reliant on a carefully researched and assertively communicated case.

I want to now briefly define the four specific capabilities that apply to investigation. They are illustrated in Table 5.4 on page 55. In sum, they include: gathering evidence, generating ideas, asserting ideas and countering arguments.

Gathering evidence

A leader who has a command of the facts and is able to use those facts to prepare a case is inevitably going to be able to exert at least some influence. Breaking this down further, there are several important elements in gathering evidence. Leaders favoring this capability assemble a logical argument that supports their case. This requires some planning of how an idea, proposal or initiative can be developed into a credible argument. By doing their homework, either on paper or mentally, the leader can demonstrate to others that they have considered the matter carefully. Supporting evidence helps to bolster the leader's credibility.

Generating ideas

Generating ideas that are well thought through, as opposed to being presented "off-the-cuff", usually carries more weight. What are some of the key elements in idea generation? Doing the necessary homework is a good starting point. After careful thought and consideration, investigators put their ideas and suggestions "on the table" with a degree of authority.

Leaders favoring investigation tend to prefer to develop their own ideas rather than adopting the ideas of others. Specifically, investigators are more focused on asserting their own views through their investigations than entertaining the views of others. Seeking out the ideas of others is usually not the investigator's *forté*, unless these ideas support their own point of view. They like to come to their own conclusions. And once they do, investigators advance their own well-considered solutions and ideas.

Asserting ideas

To assert ideas is about pushing a case onto others in an energetic way. Investigators are generally pretty dynamic when arguing their point with colleagues. Having sold themselves on their ideas through research, investigators demonstrate enthusiasm and commitment for their ideas when presenting them. They are also well placed to defend their position in a spirited way. Investigators are consequently prone to disregard conflicting ideas in favor of their own, based on being well informed.

Countering arguments

Investigators are usually quick to spot flaws in opposing arguments. They are apt at communicating these faults clearly and convincingly. This ability to successfully oppose the opinion of others is made up of several elements. For instance, leaders with this capability anticipate likely objections to their proposals and are ready with a counter argument. When colleagues offer an alternative argument, the investigator draws attention to inconsistencies or flaws in their position. What's more, when their ideas are challenged, investigators are quick to give a credible response. Briefly, the capability of countering arguments means anticipating and effectively rebutting opposing views to the investigator's original position.

AT THE COAL FACE... *A NEW TRAINING DELIVERY PROPOSAL – PART I*

Referring to the scenario at the beginning of this chapter, Jimmy could use the investigation strategy to influence others of the need to use this software. Since this information was conveyed to him and his colleagues in conversation during a training program, he decides to speak to a wider range of potential users to gauge how widespread the opposition to this software really is across the organization. Jimmy also elects to talk to another organization that has successfully used this software. He wants to gather the facts and put forward a logical and coherent case for implementation.

From this investigation, Jimmy gathers evidence of the system working in other environments and realizes that the opposition is not as great as he first thought. Jimmy generates some ideas on the best way forward. He is prepared to assert his ideas and counter the anticipated arguments across the organization on the use of the new software.

He has done his homework and as a result is better equipped to influence the detractors.

Calculation strategy (pull-logical)

The calculation strategy means to influence by clearly articulating the pitfalls of the *status quo*, on the one hand, and how those pitfalls can be overcome with a new proposal on the other. Psychologists tell us that we are all motivated by pain and pleasure. In other words, we try to avoid painful situations as much as we can, such as being late for an important meeting we are chairing. Conversely, we gravitate to pleasurable experiences, such as pleasing our boss by finding the right information in a timely manner. While this should appear obvious to us, we each have different ideas of what pain and pleasure are. What this means is that we interpret the significance of situations in our *own* way. A potentially painful situation for one person could to another be viewed as enjoyment.

Here is a practical illustration.

A manager could consider the idea of confronting a colleague about his or her performance as a potentially painful experience. How will the colleague react? Will it open up a "can of worms"? Will it further erode our professional working relationship? These are some of the questions occupying this manager's mind. Under these circumstances, and their negative perception of the outcome, they decide not to initiate the confrontation. Another manager may view this same situation entirely differently.

This manager may alternatively view the potential confrontation as a constructive opportunity to address some of their concerns about this colleague. Moreover, they may see this as an ideal opportunity to nip this unwelcoming behavior in the bud. The manager thinks that the colleague will appreciate their directness. Further, this manager rationalizes that confronting this issue will enhance communication and improve their working relationship.

This is an illustration of the same circumstances but polar opposite interpretations. The first manager sees the situation negatively (pain) and the other views it positively (pleasure).

Calculation as a strategy is basically about expressing the advantages of a proposal in an attractive (pleasurable) light. At the same time, a calculator will work out the disadvantages of not accepting their proposal. They consequently point out the disadvantages (pain) of continuing in the same way.

AT THE COAL FACE... *LAPTOPS MARKED DOWN BY 40 PER CENT!*

Two Sunday's ago I went shopping at Harvey Normans – a large retail chain headquartered in Australia. I happened to walk into the computer center. There were signs everywhere that all laptops were marked down by 40 per cent. I thought to myself, "that's a great deal". Then I noticed another sign that said in order to receive the 40 per cent discount, you had to purchase before the close of business that evening.

This is a classic example of the calculation strategy at work. The pain/pleasure principle was evident. Buy now and you get 40 per cent off (pleasure). But you need to do so before the close of business to get the discount (pain).

Retailers are forever using the calculation strategy to influence sales.

Calculators provide feedback on their clearly communicated standards and expectations. Employees who work for managers who favor the calculation strategy are usually quite clear of where they stand. Calculators are able to weigh up their options and where necessary make concessions to achieve their desired outcomes. Their ability to influence comes from articulating the advantages and disadvantages with moving or not moving on an idea, proposal or direction.

There are four underpinning capabilities associated with calculation, illustrated in Table 5.4 on page 55. They are: weighing options, communicating standards, providing feedback and offering concessions.

Let's look at these four capabilities briefly.

Weighing options

Calculators like to weigh up the options when contemplating a new direction or making an important decision. Like investigators, calculators use logic to build an argument. But calculators' style is more pull than push. To be able to weigh the pros and cons when persuading others, calculators do several things. Part of weighing options is being able to articulate the benefits of a proposal so that it is viewed in its most favorable light, particularly as it relates to those affected by it. The other part of weighing options is to communicate the pitfalls of not taking up the proposal. Briefly, these two elements are essentially about identifying and communicating the advantages of a particular case over the disadvantages of not accepting the idea.

Communicating standards

Communicating standards is about setting clear expectations in new and existing situations. Calculators let others know what they want. They consistently and persistently let others know where the behavioral boundaries are. But doing this in a confrontational way can be counterproductive. Communicating standards is more persuasive when it is done in a firm but conciliatory manner.

One of the core requirements of communicating standards is to express realistic expectations. They can be out of reach, but not unreachable. It certainly doesn't mean conveying performance indicators that can't be reached. Leaders who favor calculation let their team know the standards by which their performance will be judged. They may use their legitimate authority to set clear expectations, but not necessarily in a coercive way. In other words, calculators let employees know where they stand and what is expected of them.

Providing feedback

Calculators provide constructive feedback on whether their standards have been met. To maximize their influence, calculators are able to do this in a way that enlightens others about their behavior. This feedback is tactful but constructive. It is based on the leader's expectations of what is appropriate and inappropriate behavior. The feedback can be either positive or negative. Being very conscious of standards and their adherence, a calculator passes on praise and constructive criticism when and where necessary. This feedback is done in a way that reinforces proper standards.

Offering concessions

Making timely and sought after concessions is also part of the calculator's repertoire. Offering useful concessions can be a very effective way of changing the thinking of others. Giving a suitable concession partially accommodates the needs and interests of the other party.

To offer bargains or exchange favors, the calculator is lucid about the circumstances they are in. They know what they can give and what they want in exchange. Calculators are willing to bargain. Leaders who thrive on negotiation are able to quickly and accurately assess the relevant strengths and weaknesses of people's positions. Offering attractive and timely concessions can influence others to be more receptive to the calculator's ideas. The calculator is therefore willing to make reasonable sacrifices if it means getting what they want or need.

AT THE COAL FACE... *A NEW TRAINING DELIVERY PROPOSAL – PART II*

Consider the scenario at the beginning of this chapter. How can Jimmy use the influencing strategy of calculation to eliminate the opposition to the implementation of a new software system?

From his earlier investigation, Jimmy identifies three compelling reasons why the software should be implemented. At the same time, Jimmy understands the disadvantages of continuing with the current system that has limited application for the future. He argues the case with everyone he comes in contact with for the new software based on its advantages over the current system.

Jimmy provides feedback on the problems and issues of the current system from his observations throughout the organization. At the same time, Jimmy communicates his standards of how and when the software should be used in the business.

He is also willing to make concessions. One of these concessions is to free up Rick Noble and Lyn Taggart, two highly skilled IT people now working in HR, to troubleshoot across the organization on problems and issues associated exclusively with the new software program. When not fixing problems, these two IT professionals are expected to train employees on how to use the new system.

Jimmy's ability to sell the benefit of the new software, explain the disadvantages of the current system, willingness to make concessions, and offer feedback and communicate his standards results in greater influence.

Let's now turn our attention to the two influencing strategies that rely more on the use of emotional connection rather than logical reasoning. Influencing using an emotional approach is entirely different. But given the right circumstances, it can be highly effective.

Motivation strategy (push-emotional)

The motivation strategy in essence means to be influential by associating the idea, change or proposal with a clear, compelling and common vision of the future. Leaders who can paint a convincing picture of the future and motivate people with that vision are generally inspirational and motivating. Most great leaders have this aptitude.

Unfortunately, from my observations, too many managers get caught up in the minutiae of what they are doing. They consequently often forget to articulate the link between their team's operational tasks and the overall strategic direction of the organization. Furthermore, managers don't always explain the *why*. The why refers to: why are we doing this task or project? How does what we're currently doing contribute to the big picture?

Motivators can persuade others by explicitly pointing out how any new initiative benefits others to achieve their goals. This means communicating how any task, no matter how seemingly trivial, contributes to overall success of the company and the end user, the customer. It is a common mistake to assume that others will make this connection intuitively.

Leaders who are motivational consciously build morale in their teams; they do this by painting an inspiring picture of the future. Motivators thrive on emotional connection and engender enthusiasm towards a common cause. Put another way, motivators have the ability to persuade through the excitement they generate in a team towards an inspirational vision.

I want to now turn to the four specific capabilities that make up the motivation strategy illustrated in Table 5.4 on page 55. Briefly, they are: communicating vision, generating enthusiasm, connecting emotionally and building morale.

Communicating vision

To communicate vision is to articulate a positive and inspiring future. To be able to do this the motivator does several important things. When working with others, the motivator communicates their belief in the value and importance of the task being undertaken. They have the ability to paint a vivid picture of where the team is headed and inspire them with an arousing focus on the future. Leaders who can do this are skillful at recognizing and conveying the aims and goals people aspire to. Motivators strive to develop in those they work with a sense of unity and common purpose against the "outside" world.

Generating enthusiasm

The ability to generate enthusiasm in others is another important capability of the motivator. Creating passion and excitement can positively affect large numbers of people at the same time. A leader who generates enthusiasm does so dynamically and assertively; the motivator is "in your face" so to speak. Producing passion in others is a combination of several elements.

From time-to-time everyone inevitably feels uncertain or discouraged. The motivator can carry people with their own conviction and enthusiasm. Motivators bring others to see potentially exciting future possibilities in an otherwise daunting situation. The way this type of leader speaks is often inspirational and conveys a sense of excitement. Generating enthusiasm can be – and often is – contagious.

Connecting emotionally

At its core, creating the environment where others are motivated is about emotionally connecting with people. This capability entails several micro-skills. The ability to put into words the hopes, aspirations and fears people may be feeling is at the heart of connecting emotionally. Leaders who bond and engender strong positive feelings amongst their followers are skilful at telling stories, transmitting images and using figures of speech to present exciting possibilities. Further, motivators are inclined to use emotionally charged language to encourage and inspire others. When persuading, the motivator appeals to the values, emotions and feelings of followers.

Building morale

Building morale is the fourth capability of the motivator. They help others to see the benefit and value in pulling together as a team when necessary. Motivators proactively foster an *esprit de corps* where team members feel a sense of belonging and common purpose. Employees working closely with a motivational manager feel personally engaged with – and at least partially responsible for – the success of the outcome they are working towards. Briefly, motivators assist team members to see how they can achieve more by working together as a team.

AT THE COAL FACE... *A NEW TRAINING DELIVERY PROPOSAL – PART III*

Referring back to the scenario at the beginning of this chapter. Jimmy uses motivation: an emotional approach to influencing.

He articulates the vision of the organization to becoming leaders in their industry. In order to achieve this vision, the business requires a superior software program that has greater functionality.

Jimmy holds a series of meetings across the organization to generate enthusiasm for this vision, or at least to overcome resistance, and the role the new software will play. He endeavors to build morale. While emphasizing the steep learning curve, Jimmy connects emotionally with key stakeholders by appealing to their self-interest in being part of the leading business in their industry.

By using this emotional approach, Jimmy is able to appeal to the interests of these key stakeholders.

Finally, I discuss the collaboration strategy of influence.

Collaboration strategy (pull-emotional)

The strategy of collaboration fundamentally involves influencing through trust-building and sharing the ownership of the leader's proposal. Team members are more likely to be persuaded by a leader's suggestion if they feel they have been genuinely consulted about it. By collaborating with others, a leader invites the team to be involved in the change. Employees feel they have a stake in the change and are subsequently more receptive to its merits. Through authentic collaboration, trust builds and influence increases.

Collaborators create positive emotional energy. They are concerned with developing a sense of trust and engagement with the people they work with. Collaborators are consultative in their approach to problem-solving; they actively listen to others and are willing to share the ownership of the outcomes through open communication. The influence of collaborators permeates from encouraging input and building higher than normal levels of confidence in colleagues.

Considering the influencing capabilities framework illustrated in Table 5.4 on page 55, the four capabilities for collaboration are: sharing ownership, communicating openly, listening actively and building trust.

Sharing ownership

Collaboration is basically about sharing ownership. Sharing ownership means the leader taking some risk in delegating responsibility to others.

In practice, this results in the leader handing over important tasks to others. The leader therefore runs the risk of being personally criticized if the tasks are not done well by their manager. Further, the leader encourages the team to come up with their own solutions to solving challenges and getting the job done. Collaborators put more energy into developing the ideas of others than their own. Overall, collaborators support and work with people, assisting them to be more empowered.

Communicating openly

By necessity, a collaborator communicates openly with their team. Apart from influencing others, collaborators are open to being persuaded by their colleagues. Collaborators are therefore genuinely receptive to ideas and suggestions of others. Leaders who communicate openly with their team are quick to admit their own mistakes and errors when they happen. What's more, communicating openly means a leader is prepared to admit their lack of knowledge and expertise in situations they are unfamiliar with.

Listening actively

Paradoxically, when it comes to influencing other people, listening actively is at least as important – if not more important – as speaking. An active listener pays attention to – and builds on the ideas raised by – others wherever possible. When people get frustrated or upset, a collaborator demonstrates empathy and understanding by impartial listening. Leaders who consistently show this capability are acknowledged by those they work with as good listeners; a trait that furthers their influencing capacity. Leaders who practice active listening have the ability to listen openly and non-judgmentally to people who don't necessarily share their opinion or point of view. Active listening is nevertheless a highly underrated influencing skill.

Building trust

As I pointed out earlier, genuine collaboration builds trust. Besides, building trust is the foundation of the emotional influencing approach. Trust building is a more indirect or pull style of influencing.

In the first instance, an influential leader must be considered a trustworthy and reliable person by those they associate with. Collaborators reciprocate by displaying trust in others. This trust in others is demonstrated by authentically encouraging them to participate in the decision-making process. By doing so, the collaborator helps others to express themselves, share their ideas and communicate their perspectives, even when they are contrary to their own opinion. It is also characteristic of collaborators to be able to accept constructive criticism from others without becoming defensive. Each of these factors builds belief in the leader.

AT THE COAL FACE... *A NEW TRAINING DELIVERY PROPOSAL – PART IV*

Considering the scenario at the beginning of this chapter. Jimmy tries to influence through collaboration: the other emotional approach to influencing.

Jimmy works closely with several key stakeholder groups in departments across the organization. He forms a high-powered project team.

During these regular meetings he listens actively to the concerns people have with the new software program. Jimmy adopts a collaborative, problem-solving approach. "How can we work together to overcome the hurdles you have identified with the new system?" is his mantra.

Trust builds through open communication and shared ownership. Jimmy demonstrates a genuine concern and interest in the challenges his colleagues face.

By working together, Jimmy is able to reduce some of the anxiety others face with the implementation of the new software system.

We have now discussed the four influencing strategies that make up the influencing capabilities framework illustrated in Table 5.4 on page 55. The 16 capabilities underpinning the four strategies have also been discussed. We have considered some of the core elements associated with each capability.

In summary, investigation and motivation are considered a push style of influencing whereas calculation and collaboration use a pull style. From a different perspective, investigation and calculation emphasize logical argument, and motivation and collaboration are concerned with generating positive feelings towards a direction and the team. You and I have a preferred influencing style and approach. We inevitably favor this style and approach when we try to persuade others. That same preferred style and approach are most likely going to be effective when others try to influence us.

Now that you have an overview of the four influencing strategies, it is time for you to complete your influencing capabilities profile. This is the topic for the next chapter. Once you understand your influencing preferences, you can begin building greater capacity and flexibility, and consequently communicate with greater influence.

The **Top 10** Key Points...

1. As an influencing strategy, investigation essentially means gathering the facts and presenting them in a logical and compelling way to those you wish to influence.
2. The capabilities associated with investigation include: gathering evidence, generating ideas, asserting ideas and countering arguments.
3. The strategy of calculation essentially means to be influential by clearly articulating the pitfalls of the current approach and how those pitfalls can be overcome with a new approach.
4. The capabilities associated with calculation include: weighing options, communicating standards, providing feedback and offering concessions.
5. The strategy of motivation basically means to be influential by associating the change with a clear, compelling and common vision.
6. The four capabilities supporting motivation are: communicating vision, generating enthusiasm, connecting emotionally and building morale.

7. The strategy of collaboration is concerned with influencing by building trust and sharing ownership of the leader's proposal.
8. These four capabilities supporting collaboration are: sharing ownership, building trust, listening actively and communicating openly.
9. Investigation and motivation are more of a push style of influence, whereas calculation and collaboration adopt a pull style.
10. Investigation and calculation are considered a more logical approach to influencing, and motivation and collaboration are emotional approaches.

chapter 7

Influencing Capabilities Profile

> *Influencing, like a lot of leadership skills, is contextual. Certain situations require certain approaches or "different horses for different courses", as they say.*

Fiona is the HR manager for a government department. She wanted to change the performance review system in her organization. The current approach was not working. But she had to persuade her executive team, who were a pretty staid bunch, that the standard performance review system needed changing.

She decided to interview 25 people (out of a total of 100 employees) – a mix of managers and employees – anonymously. She asked them each to consider the current system and their attitudes to it in a series of carefully thought-out and structured questions. Their responses confirmed her view that the current system was not working.

Fiona wanted to replace this system with the Five Conversations Framework. She carefully and methodically collated the data and identified several key themes of the views of negative aspects of the current system,

T. Baker, *The New Influencing Toolkit*

such as there being no appreciable increase in employee performance. She considered how the five conversations could improve things. In particular, Fiona carefully thought through how the new system would improve on the specific deficiencies identified.

Fiona then thought about the stated vision of the business: "To be responsive to customer demands, decisive, and innovative". She considered how she could link the new system to the vision statement of the business.

Fiona put fingers to keyboard and produced a thorough, methodical and concise report she was justifiably proud of. At the next management meeting she shared the report with her colleagues and invited them to participate in a discussion on performance and, in particular, the performance review system. The management team agreed to run a pilot program for the following year based on the Five Conversations Framework.[1]

Fiona used the four influencing strategies of investigation, calculation, motivation and collaboration to persuade her managerial colleagues to overhaul the performance management system.

This chapter gives you the opportunity to complete your influencing capabilities profile. The profile will indicate your preferences when you are communicating to influence others. It is likely you favor these preferences when introducing a new proposal, idea or process to your team. Having an awareness of your influencing profile helps you to develop a targeted action plan. The plan will assist you to enhance your capability to influence. This is done by broadening the approaches and styles you currently use to persuade others.

Influencing, like a lot of leadership skills, is contextual. Certain situations require certain approaches or "different horses for different courses", as they say. By being more aware of your options and being prepared to try new influencing strategies, you will improve your ability to effectively communicate and lead.

It is important to read the following instructions carefully first before undertaking the profile.

Instructions

Following these instructions are 64 statements. You are to respond to each statement in a work context. More specifically, answer each statement in terms of what you believe you do in situations where you have a need to influence others at work. You don't necessarily have to come up with specific examples. In lots of cases you can go with your gut feeling or first reaction. In other words, there is no need to over-analyze each statement and your own behavior.

The strategies you use to influence people at work may well be different from how you do things at home. Home and work are entirely different contexts. We have a different set of relationships on the one hand and on the other hand the issues are completely different. Try therefore to separate them when responding to the statements below. Only consider the statements from a work-related perspective.

Although gut feeling can often be the best way to answer these statements, sometimes you will probably need to think deeper about them. If you find you have difficulty in making a general overall rating, focus on a situation where it is especially important for you to be influential. By focusing on these circumstances, you can think more acutely about the statement. It may also help if you consider some of your opportunities for growth as a leader. For example, this may or may not include dealing with your manager or managing upwards or dealing with conflict. If you are still not sure, ask someone else's opinion who knows you in a work context. As a last resort, mark the statement as a "0".

If you want a more accurate profile, you can go to one of my websites to familiarize yourself with the methodology, or contact me directly.[2]

Back to the forthcoming profile. In your responses, be as objective as you can. This is "easier said than done". The profile will be of little or no value to you unless you provide an accurate and objective description of yourself. If you are unsure of your response, ask a trusted colleague to give you their perspective. That can sometimes be helpful.

Apart from being objective, it is important to be consistent – maintaining a certain self-assessment standard throughout. If you are going to be reasonably self-critical then make sure you do this for all 64 statements. On the other hand, if you are going to be fairly easy on yourself then do so for all statements. Consistency is important because the outcome is a comparative analysis between four influencing strategies and 16 supporting capabilities.

Diagnostic

For each of the statements listed below, enter on the scoring sheet (pages 80–81) the number corresponding to your choice from among the five possible responses given below. Enter the number on the influencing capabilities profile.

- –2 if you **Definitely Disagree**, that is, if the statement definitely does not describe your behavior.
- –1 if you are **Inclined to Disagree**, that is, if you are not definite, but think the statement does not tend to describe how you behave.
- 0 if you are **Uncertain Whether to Agree or Disagree**, that is, if you are not sure whether the statement does or does not describe your behavior.
- +1 if you are **Inclined to Agree**, that is, if you are not definite, but think that the statement tends to describe how you behave.
- +2 if you **Definitely Agree**, that is, if the statement definitely describes how you behave.

Please respond to every statement.

Statements

1. I strive to put together a logical argument for my point of view.
2. I do not hesitate to point out others' mistakes as a way of changing their behavior.
3. I help others become aware of the strengths and advantages they can have by pulling together.

4. I think others would consider me a trustworthy person.
5. I usually provide detailed plans on how an idea can be implemented.
6. I am quick to praise another's performance as a meaning of reinforcing their behavior.
7. I foster an *esprit de corps* where others feel a sense of common purpose.
8. I encourage others to participate in decision-making.
9. I produce evidence in support of my own proposals.
10. I pass on worthy praise and constructive criticism I have heard to others.
11. I help others with whom I am working feel personally involved with, and responsible for, the success of the project.
12. I help others to express themselves.
13. I like to gather the facts before trying to convince others of a proposal.
14. People can readily tell if I disapprove of what they do or say.
15. I help others to see how they can achieve more by working together.
16. I accept criticism without becoming defensive.
17. I put forward ideas and plans that I have thought through.
18. I articulate the pros of a new proposal.
19. When working with others, I communicate my belief in the value and importance of the common task.
20. I listen to and try to use the ideas raised by others.
21. It is not unusual for me to stick my neck out with ideas and suggestions.
22. When striving to change people's opinions, I explain the pitfalls of the current situation.
23. I articulate a clear vision of what could be.
24. If others become angry or upset, I usually listen with understanding.
25. My focus is to persuade others of my own ideas rather than listen to the ideas of others.
26. When making a decision, I like to weigh up the advantages and disadvantages of a particular approach.
27. I am skilful at articulating the aims and goals people have in common.
28. I am a good listener.
29. I enjoy putting solutions on the table to resolve problems.

30. I enjoy articulating the strengths and weaknesses of various approaches.
31. I strive to develop, in those with whom I work, a sense of unity and common purpose against the outside world.
32. I listen with empathy to people who do not share my point of view.
33. I put a lot of energy into arguing my case.
34. I am prepared to offer bargains or exchange favors to get what I want from others.
35. I am able to put into words the hopes, aspirations and fears that others are feeling.
36. I hand important tasks over to others, even when there is a risk of being personally criticized if they are not done well.
37. I push my ideas vigorously.
38. I make it clear what I am willing to give in return for what I want.
39. I am skilful at using images and figures of speech to present exciting possibilities.
40. I encourage people to come up with their own solutions to solve problems.
41. I defend my own ideas energetically.
42. I enjoy bargaining on the basis of the relevant strengths and weaknesses of people's positions.
43. When persuading others, I appeal to their values, emotions and feelings.
44. I put as much effort into developing the ideas of others as I do my own.
45. I frequently disregard the ideas of others in favor of my own proposals.
46. I am willing to make concessions if it means getting what I want.
47. I use emotionally charged language to generate enthusiasm.
48. I support and work with people to assist them to be empowered.
49. I anticipate objections to my point of view and am ready with a counter argument.
50. I like to communicate standards which I think others ought to meet.
51. When others become uncertain or discouraged, I carry people with my enthusiasm.
52. I am open to be influenced by others.
53. I draw attention to inconsistencies in the ideas of others.

54. I let people know the standards by which their performance will be judged.
55. I can bring others to see the exciting future possibilities in a situation.
56. I am receptive to the ideas and suggestions of others.
57. When opposed, I am quick to come forward with an alternative argument.
58. I sometimes use my power and authority to make others comply with standards.
59. My way of speaking conveys a sense of enthusiasm to others.
60. I am quick to admit my own mistakes and errors.
61. I put over my ideas clearly and convincingly.
62. I give frequent and specific feedback as to whether my requirements are being met.
63. My passion is contagious.
64. I readily admit my lack of knowledge and expertise in a situation.

Scoring sheet

Enter the score you assign each question (-2, -1, 0, +1, +2) in the space provided in the scoring sheet (Table 7.1). PLEASE NOTE: The item numbers progress across the page from left to right, rather than in columns.

You should now have your overall scores for the four strategies and the scores for the 16 capabilities.

TABLE 7.1 Scoring sheet

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
sum of positive numbers:	sum of positive numbers:	sum of positive numbers:	sum of positive numbers:
sum of negative numbers:	sum of negative numbers:	sum of negative numbers:	sum of negative numbers:
Subtotal:	Subtotal:	Subtotal:	Subtotal:
Gather evidence	**Provide feedback**	**Build morale**	**Build trust**

(*continued*)

TABLE 7.1 Continued

17	18	19	20
21	22	23	24
25	26	27	28
29	30	31	32
sum of positive numbers:	sum of positive numbers:	sum of positive numbers:	sum of positive numbers:
sum of negative numbers:	sum of negative numbers:	sum of negative numbers:	sum of negative numbers:
Subtotal:	Subtotal:	Subtotal:	Subtotal:
Generate ideas	**Weigh options**	**Communicate vision**	**Listen actively**
33	34	35	36
37	38	39	40
41	42	43	44
45	46	47	48
sum of positive numbers:	sum of positive numbers:	sum of positive numbers:	sum of positive numbers:
sum of negative numbers:	sum of negative numbers:	sum of negative numbers:	sum of negative numbers:
Subtotal:	Subtotal:	Subtotal:	Subtotal:
Assert ideas	**Offer concessions**	**Connect emotionally**	**Share ownership**
49	50	51	52
53	54	55	56
57	58	59	60
61	62	63	64
sum of positive numbers:	sum of positive numbers:	sum of positive numbers:	sum of positive numbers:
sum of negative numbers:	sum of negative numbers:	sum of negative numbers:	sum of negative numbers:
Subtotal:	Subtotal:	Subtotal:	Subtotal:
Counter arguments	**Communicate standards**	**Generate enthusiasm**	**Communicate openly**
Total:	**Total:**	**Total:**	**Total:**
Investigation	**Calculation**	**Motivation**	**Collaboration**

Profile

The next step is to transfer these scores to the influencing capability profile in Table 7.2 below. By transferring your scores to the profile it will be easy to do several comparative analyses at a glance.

Add up your investigation and motivation scores and add these to the space provided for the push style. Do the same for your scores for the calculation and collaboration styles. This combined total will give you a total score for the push and pull styles. We discuss the implications in the next chapter.

Now add your scores for investigation and calculation and include the total score in the box provided for the logical approach. Do the same for the motivation and collaboration strategies. The combined total should be

TABLE 7.2 Influencing capabilities profile

Push style		*Pull style*		
Gather evidence	Counter arguments	Weigh options	Offer concessions	*Logical approach*
INVESTIGATION		**CALCULATION**		
Generate ideas	Assert ideas	Communicate standards	Provide feedback	
Build morale	Connect emotionally	Build trust	Share ownership	*Emotional approach*
MOTIVATION		**COLLABORATION**		
Communicate vision	Generate enthusiasm	Listen actively	Communicate openly	

inserted in the space provided under the emotional approach. Again, we will discuss this in Chapter 8.

Congratulations! You are now ready to develop an action plan based on your completed profile. The broad idea here is to capitalize on your strengths and to build on your opportunities for growth. The next chapter looks at how you can interpret your profile.

chapter 8

Interpreting Your Profile

> *Being prepared to apply an assortment of strategies and capabilities means building capacity to deal with a diversity of people and their array of preferences.*

Sarah had now completed her influencing capability profile and was sitting with her manager, Rachel. They were reviewing the results together. As it turns out, Sarah was categorized as an investigator. She liked to gather her facts and argue her case assertively when trying to persuade others. Rachel confirmed this from her observations of Sarah in her managerial role.

Of the four influencing strategy scores, the lowest was for collaboration. Sarah leads a small team of four town planners in a professional consulting firm. They all thought alike, or at least so Sarah thinks. Being town planners they seemed to respond to well thought out arguments that were structured and based on logic.

But the problem Sarah faced was that they didn't all work together as a cohesive team. This frustrated her. Looking at her profile, she realized that she needed to be more collaborative to influence her team to pull together on major projects.

Sarah looked at the four capabilities for collaboration. Overall she could see that sometimes her style is too direct and logical and needed to

T. Baker, *The New Influencing Toolkit*

be more circuitous and emotionally engaging; something she was not used to!

More specifically, Sarah recognized building trust, listening actively and being prepared to share the ownership of projects were areas she could work on. She also acknowledged to Rachel that she should put more emphasis on open communication.

With Rachel's support, Sarah decided to adopt this collaborative strategy in a new project her team was about to embark on.

Now that you have completed your profile from the previous chapter and understand what the labels mean from Chapters 5 and 6, we turn to considering the implications of your profile. What does your profile mean in the context of strengthening your influencing capabilities? Part IV will give you more specific advice on developing your investigation, calculation, motivation and collaboration strategies and their associated capabilities. This chapter reflects on some of the core issues from the profile results. What do your scores tell you about your strengths and opportunities for growth? This is the question I raise in this chapter.

First, we look at the important contextual factors associated with communicating with influence. As a preface, the three key variables in any circumstance are you, the situation you are in, and the other person or persons you are dealing with. I then move on to discuss your influencing style; specifically, whether you favor a push or pull style. If you clearly favor one over the other, what opportunities and challenges does this pose for you as a leader? Then we go to thinking about your favored influencing approach. Do you primarily base your approach on logic or emotion? Again, what opportunities and challenges does your profile potentially present? And finally, let's interpret your profile from the perspective of the four influencing strategies and the supporting capabilities. In particular, which capabilities are your strong suit and which need attention.

Influencing variables

As I just mentioned, three variables need to be kept in mind when planning your influencing style and approach. These three dimensions are important, but very often overlooked. They include your preferred style and approach, the other person or person's style and approach, and the situation you are in. Each of these three variables can determine your success or otherwise.

The first of the three variables is your favored style and approach. This is your influencing capabilities profile. Your profile is an indicator of what you feel most comfortable exhibiting when influencing. The profile identifies your comfort zone: what you feel at ease and less at ease doing. There are a whole host of complex reasons why you have your current profile. The profile is not cast in stone. You can change, and probably have. I don't want to delve into an analysis of all the factors affecting your profile. Although it may be interesting to do so, I would rather help you change your profile to become more flexible and adaptable. The first step in doing this is to become more rounded in your style and approach. The rest of *The New Influencing Toolkit* will hopefully assist in this regard.

Another variable that should not be overlooked is who you are attempting to persuade. This could be one, several or many people. Persuasion can be done face-to-face or virtually, depending on the circumstances. It is infinitely more complex influencing more than one person, as I'm sure you would appreciate from personal experience. Anyway, the recipient or recipients of your influence have their preferences for the way they wish to be swayed. In other words, they have a profile and feel more comfortable being persuaded in ways that are consistent with this.

People on the receiving end of your influencing efforts probably haven't completed the profile. Nevertheless, if you know them reasonably well, you are probably familiar with their style and approach. Tailoring your message to suit their inclination definitely helps your cause.

With a large number of people, such as a department, influencing becomes more multifarious. My advice then is this: use the full range of styles and approaches. By being eclectic, you cater for the inevitable variations in the group. Investigate the situation. Calculate the competing arguments. Motivate towards a common goals. And collaborate to build trust. Using all four strategies at the right time covers all bases.

For example, let's consider a situation where you want to persuade your direct reports to espouse safer work practices. You could start by gathering data that illustrate a steady increase in workplace accidents over the past year. On the basis of these data, you present this rising number of industrial accidents to a meeting of your four supervisors. You suggest that they each meet with their teams in the next few days and share these results to create awareness of the problem.

During your investigation you hear that one of the main reasons for the rise in accidents is that people are under pressure to get the work done on schedule and due to this scheduling employees are cutting corners. There is a prevailing view that production is more of a priority than safety. You anticipate this defense from your supervisors. During the meeting you categorically refute this mindset, reiterating that safety is more important than production in *all* circumstances. So you start the task of changing this attitude by investigation.

Further, during that meeting you make it very clear that it's the supervisors' responsibility to ensure that employees follow safe work practices. Supervisors are to be held accountable for safety in their teams. Your standards are communicated unmistakably to the supervisors. You point out that if safety standards are not adhered to, supervisors are legally responsible. More specifically, you explain that the supervisor is vicariously liable should safe work practices not be followed. Understanding that work pressures can compromise safety standards, you are willing to push out project deadlines if necessary in the interests of maintaining a safe working environment. The challenge is put to the team by you to reduce safety incidents by 25 per cent over the next quarter. You prepare to provide feedback at the end of the quarter on whether or not this goal has been achieved. By communicating this way, you have moved from an investigation to calculation strategy.

So far, your attempt to influence your supervisors has been largely based on a rational approach characterized by facts and logic. Your communication has mostly been one-way. The strategy uses investigation and calculation capabilities. But using logic may not be enough to change the thinking and behavior of the supervisors.

You decide to change tack in the meeting. Entering into a discussion with your direct reports, you invite your supervisors to offer ways to change the attitudes of their team members to adhering to safety standards consistently. You listen to their ideas and communicate openly and honestly with them. By adopting capabilities consistent with a more collaborative approach you are shifting from a push to a pull style.

You now do less talking and more listening. The meeting becomes more two-way. Trust builds and you attempt to empower the team to find solutions to creating a work-safe culture collaboratively.

Towards the end of the meeting you challenge the supervisors to achieve the best safety record across the organization. You communicate a vision and generate some enthusiasm and commitment to reaching this goal. In the meeting you ask each of your four direct reports if they are prepared to commit to this goal. The challenge is set and commitment verbalized. Further, you point out that safety is one of five corporate values. Your team is motivated by the goal you've set and a shared sense of ownership.

These last two strategies are designed to collaborate and motivate. They extend your influence from a logical to an emotional approach. By collaborating with and motivating your team, you are using a multi-dimensional method involving all four influencing strategies. By using a mixed stratagem you are giving yourself the best chance of persuading your team.

Extending your influencing capabilities strengthens your leadership position. In practice, this increases your odds of being effective and persuasive. Apart from using a wider range of strategies, a multi-dimensional method will cater for the inevitable variations in the way others you lead favor being influenced. The more we can appeal to people's preferences, the more chances we have of being convincing.

And finally, the third variable when planning your influencing style and approach is the situation confronting you as leader. The circumstances could range from changing someone's attitude, gaining acceptance for your proposal, changing a behavior, building stakeholder support, developing a team, or a host of other conditions. You no doubt face a multitude of these and other opportunities on a daily basis. All of these occasions and the surrounding circumstances have their own unique set of characteristics. Different strategies are more suitable in particular situations.

For instance, if a decision is a *fait accompli* imposed from above, spending time with your team debating its merits or otherwise is generally going to be time wasted. The decision has already been made. You probably have zero chance of changing the decision by discussing it with your team. If it is a clear-cut decision from above, then investigate and explain the rationale for the decision to your team, assuming of course that it is clear to you!

Decisions that have already been made require a leader to initially adopt a push style of influence. A leader needs to argue a case convincingly as to why this decision has been made. In these situations, the leader needs to explain the rationale as persuasively as possible to their team. This sometimes puts a manager in a difficult spot. The leader may not understand the justification for the decision, or agree with it. Part of the investigation strategy may be to seek out clarification and justification from above. The leader in these circumstances needs at the very least to be well informed and willing to communicate the reasons for the decision to their team.

Investigation is not the only push strategy a leader can use when a decision has been made higher up the food chain.

Apart from understanding and communicating the rationale for a decision, the leader's job is to encourage others towards the implementation of the decision. I acknowledge that this can often be quite challenging, particularly with unpopular decisions. Generating enthusiasm to support a direction is more emotional than rational. But it still needs a directive leadership style. The leader cannot afford to equivocate; they must be resolute and committed to the decision for their team to feel any degree of interest.

Giving consideration to all three variables – you, the person(s) you are trying to convince, and the situation you are in – is imperative. Getting the balance right can be challenging. If you find yourself misjudging the context be prepared to change tack.

Now that we have discussed the milieu for being influential, let's turn our attention back to your profile. I want to give you the opportunity to interpret your profile in the context of your preferred style and approach initially. Once we have done that, we then reflect on your influencing strategies and capabilities.

Your influencing style

Which influencing style do you favor: pushing or pulling? Pushing is the more assertive, directive style of persuasion. Pulling in contrast is the non-assertive, indirect method. Most of us favor one over the other.

If you haven't already done so, add together your aggregate scores for investigation and motivation, and calculation and collaboration, in the profile on page 82. These two combined scores give you a picture of your preferred influencing style. If your investigation and motivation scores dominate over your calculation and collaboration scores then you are seemingly more prone to a push style when influencing others. Alternatively, if your combined calculation and collaboration are higher, you are more disposed to a pull style. It may be that your push and pull style scores are close in number, in which case you are inclined to feel equally comfortable with either.

Being adaptable is key. If one of the two styles dominates, you could be using it too often. Although your prevailing style may feel natural and justifiable, if used too readily, you're not taking advantage of the full array of influencing capabilities. Exercising the less natural style builds your influencing repertoire.

To use your less dominant style more often, think about the two strategies associated with your dominant style (investigation/motivation or calculation/collaboration). Which of the two strategies is more prevalent? Can you think of instances where you failed to be persuasive?

It may be in these kinds of situations where you could shift to the less dominant style. For instance, by default you adopt a push style; that is, an investigation or motivational strategy when, on reflection, you could have used a pull style. Or the opposite could be true, namely, using a pull style (calculation or collaboration) when a push style would have been more suitable.

I'd encourage you to reflect further on this. Observe your comparative scores for the four influencing strategies. In which influencing strategy did you score the lowest? Further, which of the four capabilities supporting that strategy is the least appealing? Think of instances where you could have used this low-scoring capability. It may help to go back to the four statements in the diagnostic related to that particular capability. Could you have used any of the elements associated with that capability in the situation you are thinking about? How might you go about this in future? I will give you some specific tools to help you apply this underdeveloped capability in Part IV.

AT THE COAL FACE... *WHEN COLLABORATION BACKFIRED*

I remember attending a meeting chaired by a manager of a well-known orchestra. He was meeting with the section leaders of the orchestra. This manager clearly favored a pull style of influencing. More specifically, his influencing capabilities profile indicated that his favored strategy was collaboration.

On the day of the meeting he decided to discuss one of the leading musicians in the orchestra's claim for leave to work with another orchestra. This orchestral manager wanted to collaborate with the leaders of the orchestra. He asked them what they thought of the idea of this musician (who was not present at the meeting) taking six week's leave to play in another orchestra.

One of the leading musicians in the meeting remarked: "That's your decision. We don't need you to consult with us about leave. That's a managerial issue. You need to make that decision."

Your overriding style is undoubtedly your strength, despite using it too often. It is easy to defend its usage; it feels natural and justifiable. But a word of caution; the temptation to overuse a preferred style diminishes your influencing capacity. What's more, people who work closely with you will be familiar with this style. This can be counterproductive. Why? This is because in their eyes you are too predictable and therefore susceptible to manipulation.

Allow me to illustrate the point. If you clearly favor investigation and motivation over calculation and collaboration, you will be exhibiting a push style more often than not. As a consequence, you are going to come across to others as fairly assertive and up-front with your point of view. A high level of predictability can trigger two polar responses in others who are familiar with your forceful style. On the one hand, some employees may rationalize that they need to be equally assertive and forthright with you to combat your push style. And their similarly assertive reaction, in turn, makes you even more forceful; that being your dominant style. So, instead of changing to a less assertive and indirect pull style, you favor countering others' assertion with more assertion. This may not always be effective.

On the other hand, the polar opposite reaction you may encounter by overusing the push style is a passive and compliant response. Team members close to you may rationalize that it is not worth clashing with you and go along submissively with your suggestions. On the surface that doesn't seem such a bad outcome does it? But if your push style brings on minimal resistance from colleagues, it may suggest others are being more compliant than persuaded. In other words, they don't want to rock the boat. But sometimes it could be healthy when the boat is being rocked. This is particularly the case when an employee has a better way of tackling the matter, a different point of view, or you are wrong in your judgment. In any case, the recipient should feel comfortable enough to advance their point of view. A push style of influence that results in acquiescence may not be as helpful as it may appear on the surface.

What about the opposite? What if your profile shows a prevailing pull style? Specifically, this means you tend to overuse the calculation and collaboration approach when trying to persuade others. Again, by using a non-assertive and collaborative style too frequently you could be inadvertently encouraging two opposite reactions in others, which may both be unhelpful. One reaction from colleagues, who are familiar with your preferred style, is them taking every opportunity to discuss in unnecessary detail their proposals with you. They may do this mindful that this is your expectation. But this may frustrate you at certain times; you would rather the employee display initiative and get on with making the decision and not collaborating with you. In other words, you may find yourself discussing decisions that ordinarily should be made by your staff without consultation.

Then again, another colleague may try the opposite tactic. Being perceived by others as predominantly a more indirect influencer, some may misinterpret this as a sign of weakness on your part. Consequently, they try to dominate you with a needless confrontational approach. In other words, this colleague tries to push their ideas onto you more aggressively than necessary. They may think that through a challenging exchange, you will be intimidated, back down and accept their proposal. As a result, you default to a more collaborative style. Further, you try to reason with them and get frustrated because they seem disinterested in discussing their ideas with you in a collegial manner. So, an adherence to a pull style is not always going to be effective on these occasions.

Being typecast is not necessarily in your best interests. It is more helpful to use both push and pull styles in the right place, at the right time and with the right person. Being adaptable also means that if one influencing style is not working, you can try the opposite method. The best influencers use a combination of push–pull strategies to persuade. A more eclectic style of persuasion broadens your array of options.

The best influencers use a combination of push–pull strategies to persuade.

Your influencing approach

I now want to turn to the two approaches you can use. By combining your investigation and calculation scores in your profile, you will get an aggregate result for the logical approach. Similarly, your combined motivation and collaboration score will give you a sum total for your emotional influencing approach. Which is greater?

If your score for the logic is significantly greater, you undoubtedly favor using fact, logic and structure to persuade others. It may also be true that this is the kind of approach that resonates with you in situations where others are attempting to persuade you. Alternatively, if your score for the emotional approach is considerably higher, you are more prone to generating enthusiasm, connecting emotionally, and working collaboratively with people. It is also probable that you respond well to these kinds of strategies when others want to persuade you.

Then again, if your scores are about the same, you probably like to try different approaches depending on the situation. And not surprisingly, it is true that both logical argument and emotional appeal are valued by you when co-workers are attempting to convince you of their position.

Similar to improving your influencing style, it is important to be flexible and adaptable when using logic and emotion to persuade others. If you rely too heavily on one approach, it will limit your persuasive powers. Although it is perfectly natural to favor either a logical or emotional approach, one won't work in all cases. When your approach doesn't work, it could be that the other person is predisposed to the opposite approach. That's one possible explanation. Another probable reason is that the situation may not warrant that approach.

For instance, if you need your team to be fully engaged in a task, the emotional approach is more suitable. Consider this situation: you are moving offices and need maximum participation from your team. To fully engage your team in the move, using emotion rather than logic is going to be more effective. In contrast, if employees are skeptical and need convincing of a proposal or plan, logic is a better method. By arguing the merits of the case, using well thought through evidence and ideas, you can convince the doubters. Here is another example of when logic is more suitable: persuading your boss of the merits of outsourcing a service normally done in-house. You would need to show the cost effectiveness of using a contractor (investigation) in this instance and persuade convincingly how the benefits out way the costs (calculation).

Can you think of incidents where you used the wrong approach? Further, can you think of co-workers who weren't persuaded because you were either too logical or too emotional?

If your score for the emotional approach is significantly lower, look at the two scores for motivation and collaboration. Which is lower? In particular, which of the four capabilities rated lowest? What can you think of doing to develop that strategy? Part IV will help in this regard.

Though if you are more emotional than logical, do a careful review of the profile. Which scored lower: investigation or calculation? Then delve deeper. Consider the four supporting capabilities of your lowest scoring strategy. Ask yourself: how and when can I use this capacity to persuade others? Again, I will offer some practical suggestions later.

The true test of how flexible and adaptable you are is how your work colleagues perceive you. As I said earlier, people who know you well are familiar with your leadership style and approach. They constantly observe you in a variety of situations. Ask them for feedback. The ideal answer you should be seeking is paradoxically something like this: "I don't know! Sometimes you are directive and sometimes you are collaborative." This type of answer could be indicative of using both the push and pull styles. Again, you'd want to hear something along these lines: "Sometimes you are very deliberate, rational and logical; and at other times, full of enthusiasm and eagerness to involve us in the decision-making process." This probably suggests a willingness on your part to be both logical and emotional, depending on the circumstances. All in all, that is positive feedback.

To reiterate: being malleable and multidimensional in your style and approach ought to be the aim.

AT THE COAL FACE... *MANAGER CASE STUDY*

Barbara Miller is the director of the People and Culture directorate of the CQUniversity in Rockhampton, Australia. Barbara completed her influencing capabilities profile and had this to say about her interpretation of the results:

> "I am almost equal in the push (47) and pull (48) style. I change my methodology depending upon the situation and the person I am trying to influence. I give much thought into the person's temperament and how best I can achieve the outcome I want. I am much more likely to try to get people feeling positive about a project or solution (53) than by appealing to their sense of logic (42)."

Your influencing strategy

The next important step in interpreting your profile is to consider the ratings for the four influencing strategies. Which are strengths and opportunities for growth? What strategies are you more comfortable exercising? Which strategy do you feel least comfortable with? To be highly influential, you need to be at ease applying them all, depending on the situation and the people you are trying to persuade.

Let's look at the investigation strategy first.

Investigation

Investigation is a combination of a push style and logical approach. The leader gathers the facts and communicates them in a logical and coherent way to make a case. The investigator is directive and logical; they use an evidence-base to mount a convincing argument.

Which of the four supporting capabilities do you enjoy doing most: gathering evidence, generating ideas, asserting ideas or countering arguments? Which do you enjoy least? To strengthen investigation, you should endeavor to apply each when the circumstances warrant it, with a particular emphasis on the least used capabilities. Take a close look at Chapters 13–16 in Part IV for some concrete tactics and practical tools that augment investigation. Find opportunities to practice using these tools in the workplace.

What about the calculation strategy?

Calculation

Calculation is based on the pull style but still relies on a logical argument. It generally means communicating the pros and cons of a situation in such a way that the people can clearly see the benefits of a proposal. Like investigation, calculation is based on the use of logic to mount an argument in a less assertive manner. Calculation means communicating the advantages of a different direction and – at the same time – explaining the disadvantages of remaining with the current direction. By doing this methodically, recipients come to understand the value of changing and the risks of not changing.

Which calculating capabilities do you enjoy the most: weighing options, communicating standards, providing feedback or offering concessions? Which are least appealing to you? Work on these. Take a close look at Chapters 17–20 in Part IV for some tools based on the calculation strategy. Seek out leadership opportunities to use these tools.

Next we have motivation.

Motivation

Motivation, as distinct from investigation and calculation, cultivate an emotional connection to a goal to inspire others. The strategy, like investigation, involves an assertive communication push style. The leader associates the change with a clear vision of the future. If done the right way, people are motivated to follow a clear direction.

Which of these capabilities do you enjoy doing most: communicating vision, generating enthusiasm, connecting emotionally or building morale? Which is least enjoyable? To strengthen your capacity to motivate employees, you should find ways to use the capabilities, particularly the relatively low scores. Take a close look at Chapters 21–24 of Part IV for some concrete tools that can be used to motivate. Find opportunities to practice these methods.

And finally, let's briefly consider collaboration and your results from the profile.

Collaboration

Like motivation, collaboration uses emotional connection as a strategy to influence. But the strategy is less direct than investigation and motivation. The essential difference between motivation and collaboration is that motivation builds connections with the leader's vision; while collaboration is about building bonds or emotional connections between team members. By developing trust and ownership of the circumstances involved in the change, team members are inclined to take responsibility for the outcome of a task.

Which of these four capabilities do you enjoy doing most: sharing ownership, communicating openly listening actively or building trust? Which do you enjoy least? Work on developing your relatively low scores while maintaining your higher scores. Take a close look at Chapters 25–28 of Part IV for some concrete tactics that can be used to improve collaboration. Seek out opportunities to use these tools.

Remember; on the assumption that your profile is a true reflection of your default position, this is what you feel comfortable doing on face value. The diagnostic you completed had no particular context. It simply asked you to rate yourself against a series of statements in terms of how closely you identified with it. The two variables not covered in the diagnostic are the person(s) you are attempting to influence and the situation you face. Due to the significant variability of these two factors, you should prepare to be flexible in the choice of strategy and the capabilities you use. By increasing your influencing capacity you inevitably will be more successful in a wider range of circumstances. In sum, being prepared to use a range of styles and approaches assists you to deal with a diversity of stakeholders, their array of preferences and a multitude of conditions.

This ends Part II. You hopefully now have a good grasp of your influencing profile and how it can be developed. Part III consists of four chapters. Each chapter covers one of the four strategies. More particularly, each chapter features a famous leader of influence who is an exemplar of one of the four strategies. Each of these leaders was chosen because they clearly illustrated investigation, calculation, motivation or collaboration in their careers. The chapters in Part III also identify occupations that are primarily based on one of these strategies. I also consider workplace scenarios that are suitable and unsuitable for applying each strategy. The overall purpose of Part III is to take a closer look at each strategy in action.

The **Top 10** Key Points…

1. Three variables are important to keep in mind when planning your influencing style and approach. They are your preferences, the preferences of the person you are attempting to influence and the situation you find yourself in.
2. The key to improving your influencing capacity is to be adaptable. If one style dominates then you are probably using it too frequently.
3. The temptation to overuse the preferred style means you are probably not as effective as you could be.
4. Use all four strategies when you are influencing more than one person.
5. The true test of your flexibility and adaptability is what perception your work colleagues have of you. If they typecast you as favoring one strategy, then that is less than ideal.
6. To be highly influential, you need to be comfortable using all four strategies depending upon the situation and the person or people you are trying to persuade.
7. Investigation is a combination of a push style and logical approach.
8. Calculation is using a pull style that still relies on a logical approach.
9. Motivation, as distinct from investigation and calculation, uses the development of emotional connections to a particular vision.
10. Collaboration uses emotional connection to other team members as a strategy to influence. But the strategy is less direct and more understated than motivation.

Part III

Leaders of Influence

chapter 9

The Inquisitive Investigator

With an analytical approach, vice-president Al Gore laid out the facts and figures of government waste, focusing on systems and procedures of how things were handled (or mishandled).

A small firm of marketing consultants is going through a rough patch and needs to cut their business overheads. Sue-Ellen, the owner of the business, tells her staff of eight that she wants them to put forward cost-cutting ideas. She points out to them all in a meeting that this does not include making anyone redundant and further, if the ideas are good, this may secure their jobs in the future.

Subsequently, she receives several suggestions privately and decides it is time to call another meeting of all eight to discuss these ideas in details. If any of these ideas have merit, Sue-Ellen will implement them in her business immediately, or at some convenient time in the future. She adopts a collaborative influencing strategy.

However, the meeting quickly descends into an unstructured rabble; everyone is trying to explain the virtues of their ideas. Nobody is really listening to anybody else's ideas. Little progress is being made. The meeting falls into suggestions, counter-suggestions, and argument and counter-argument as to who has the best idea. If it wasn't so serious, it would be hilarious to watch.

Helen, one of the junior marketing consultants, has a well thought through cost-cutting measure. Her proposal is to purchase a data projector and screen for the numerous marketing campaigns and proposals the firm makes to its clients. The current arrangement is that this equipment is hired on an hourly basis when required. Helen, although young and somewhat inexperienced, has a great reputation as a hard and trusted worker in the firm, and as such, she has considerable referent power with her colleagues.

In preparation for the meeting, Helen researches some figures to back up her case for purchasing the equipment. She investigates the cost of purchasing the data projector and screen and compares this cost to the costs of hiring the same equipment over the last 18 months of her employment with the firm.

She waits for a quiet moment in the meeting before putting her case forward. Based on her research, Helen strongly argues that it would save the business a hefty amount if they invested in the new equipment. She makes a convincing case, supporting her idea with figures. Helen has gathered evidence and assertively communicates her plan to the rest of the team with the confidence that comes from doing her homework thoroughly.

One of her colleagues challenges her. The colleague's counter argument is that one of the reasons for hiring the equipment in the first place is that any technical hitches or breakdowns were covered and that a technician would arrive on site within 20 minutes to fix the problem or alternatively, replace the data projector.

She has anticipated this objection to her plan and counters this argument surely and convincingly. Helen points out that she has specifically asked the company they would buy the equipment from what would happen in the circumstance of a breakdown or malfunction. She points out that the company selling the product has an on-site technician who would travel to the destination and fix the problem immediately, free of charge.

Sue-Ellen is impressed and persuaded by Helen's idea and the fact that it is backed up by figures. She asks Helen to go ahead and order the data projector and screen. Sue-Ellen is in awe of the young marketing consultant and her proactive and responsible approach to the business's financial position.

Also, Sue-Ellen makes a mental note to involve Helen in the company's future purchasing decisions.

Helen has used the influencing strategy of investigation to persuade her boss and colleagues.

Part III takes a more in-depth look at the four influencing strategies, starting in this chapter with investigation. Instead of regurgitating the definition of investigation again, I will first briefly talk about former vice-president of the United States and climate campaigner, Al Gore, who was, and still is, a well-known proponent of using investigation as an influencing strategy. Then I will cite some occupations that thrive on investigation. After I have done that, we will consider some suitable workplace cases where investigation is integral to mount a persuasive argument. I also reflect on some situations where it would be more suitable to use one of the other three strategies.

Al Gore: an inquisitive investigator

As a public figure, Al Gore, thrives on investigation. By the way, it is probably fair to say that, all-in-all, politicians are professional influencers. At any rate, Gore loves theories and systems. When influencing others, Gore can be quite assertive, as evidenced by his presentation in *The Inconvenient Truth*.[1] He exhibits the push style of influencing most of the time. Gore generally supports his arguments using a barrage of facts and figures. He is far more logical than emotional in his method of presentation.

During his eight years as vice-president of the United States, Gore took on, for the disorganized president Clinton, the management of big, complex and unglamorous tasks. These situations generally involved great amounts of detailed bureaucratic work without much political payoff. This suited his preference for investigation.

In addition, Gore gained a reputation as a devastating debater. He is good in any form of adversarial dialogue. His preference for investigation is an asset in differential analysis. Through thorough investigation, Gore has an enormous advantage in discrediting his opponents' arguments and in structuring his own stance. As James Fallows writes in the *Atlantic Monthly* of Gore's development of his debating skills:

> Over the course of the 1990s, so gradually and methodically that it was not fully appreciated; Gore emerged as America's most lethally effective practitioner of high-stakes political debate.[2]

As I'm sure you realize, the use of facts and logic argument in debating is vitally important.

With an analytical approach, vice-president Al Gore laid out the facts and figures of government waste, focusing on systems and procedures of how things were handled (or mishandled). Whether one agrees with his thinking or not, Gore is thorough and analytical in his approach to the environment as well as government. *Time* magazine gave an account of Gore's success in a debate with Ross Perot over NAFTA (North American Free Trade Agreement).[3] Gore was urged by his advisors to play to his strengths – to be unemotional and logical, or in a word: "wooden", not animated. In preparation for the debate, Gore spent many hours studying alone. He analyzed all of Perot's claims, looking for flaws. Then he had a group of aides fire questions at him for over two hours and then held a mock debate. Gore took control of tactics and strategy. He told his team that he wanted to hammer Perot with facts. On all accounts, Gore did just that and won the debate.

I would now like to turn to some occupations that depend on the strategy of investigation.

Occupations that rely on investigation

Apart from politics, what other occupations thrive on use of investigation? There are many. The police, and in particular, detectives are constantly looking to assemble facts to mount a case for successful prosecution. Police are expected to do this in a clinical, systematic manner with the absence of emotional-based arguments. Policing is essentially an evidence-based vocation.

Scientists and researchers, and their hypotheses and theses, are expected to be based on well thought out logical argument, based on data. These professions like to gather and validate evidence from reputable sources. They then either generate a credible point of view, or back an authenticated hypothesis. Scientists and researchers then assert an argument and prepare to counter the arguments of their detractors. Their influence is largely based on authoritative positions using evidence; they are not overly emotional in the claims they make. Scientists and researchers derive their power from expertise. These traits are consistent with the qualities of an investigator.

Situations that require investigation

What situations do leaders face that warrant using investigation? Generally speaking, any workplace incident such as a safety matter, accident or harassment allegation requires rigorous investigation. More often than not, these investigations rely on a logical and systematic process. A rational and methodical stance backed by evidence is the right strategy in these cases. These investigative processes are designed to gather proof, and include such things as interviewing witnesses, considering documentary evidence and following policies and adhering to organizational guidelines.

Once the investigation is completed, a convincing written or verbal case is made by the manager. The manager's considered viewpoint is then used to make a decision. Should the manager's decision be challenged, they are usually in a solid position to oppose the challenger on the grounds of a rational analysis of the facts.

There are numerous cases in the workplace where the investigation strategy is a valid form of influence. Apart from the emphasis on logic, investigators, as I have pointed out in Part II, use a push communication style. This communication directive may include dismissing an employee, referring matters to the police, making a safety recommendation and so on. For a manager to influence co-workers so that they are doing the right thing or taking an appropriate course-of-action, unequivocal, clear and decisive communication is often necessary. In lots of cases this authority comes from well-considered decisions based on evidence. But using an evidence-based approach is not always possible, or even helpful.

Situations that do not require investigation

Investigation is not always the right way to influence an outcome. If you have a dominant preference for investigation, this statement might seem puzzling. As I said earlier, most of us rationalize that how we are persuaded is the same way we assume others are influenced. But with a bit of experience, we come to realize this is not the case. Experienced leaders can all remember a case where they were unsuccessful in persuading someone else, despite what they thought were their best efforts. On these occasions, instead of being flexible in their strategy, they often do the opposite. For instance, for investigators, they redouble their effort and try to be more structured, factual, logical and assertive. And this attempt falls on deaf ears. In the event of this occurring, it's time to try "plan B".

Managers who like to investigate will undoubtedly use these capabilities too often and inevitably in the wrong place or at the wrong time. This common mistake is frequently subconscious.

Let's consider some influencing opportunities not suitable for investigation.

In an environment where a leader needs the people they lead to be involved in unprecedented change in a cooperative manner, investigation is less useful than other strategies. To work collaboratively with people, a leader needs to win their trust. To do this, leaders ought to share ownership of the decision-making process with the team. In these settings, listening to the concerns and ideas of team members is paramount. The leader should create an atmosphere where people are prepared to communicate openly and express their point of view.

Logic in these circumstances is less important than sentiment. Being more facilitative and less directive is a better leadership tactic. In a word, *collaboration* ought to be the prevailing strategy when leaders need to bring people along with them in situations such as team or morale building.

For instance, in problem-solving situations without a clear-cut answer and requiring everyone's input, investigation is not the best way to influence the thinking of employees. If the way forward is unclear, a manager needs the team to work closely with him or her. The manager's best strategy in these circumstances is to facilitate a common vision and allow the team the freedom to work together on how to get to the destination.

Despite the unknown, people often harbor strong views and feelings about the predicament they are in. Perhaps, for example, there has been a change of government with an entirely new direction and set of priorities. This new direction may require employees in a government department to change the way they service the public. For instance, in the past, under the previous government, it was conventional to be more reactive and responsive to public enquiries. Now the new government and policy direction requires a more proactive approach. This big change raises many questions. How will this policy affect the work people do? What are our new priorities? How can our effectiveness be measured? What are some of the tasks we have done in the past that are now less important? What are the tasks that are now a priority? How will we deal with this new direction operationally? These questions necessitate team-based leadership.

These issues are best raised and discussed collectively. Unique dilemmas such as this are best resolved in a shared manner; they ultimately need a collective mindset. Meetings should be held. Discussions are required. Cooperative decisions have to be reached. Government employees may want to discuss the appropriateness or otherwise of the new government's agenda. But at the end of the day it is a *fait accompli*.

Departmental leaders are responsible for implementing the new direction effectively and efficiently. Successful leadership in this climate is fostering collaboration across the department on how the new direction can be put into practice; that is, obtaining agreement and alignment throughout the organization. A reorientation of the department to the new direction set by the government is the leader's number one priority. To enable this to happen, creating consensus is an overriding consideration. Investigation as an influencing strategy is not the way to achieve this. Arguing the case of why the new government has changed direction is less important than raising the question: how do we respond to this change of direction?

There are many other instances where investigation is not a suitable strategy for persuasion. Although sometimes investigation may be a good starting point, after which a leader shifts to one of the other three strategies. As I pointed out in the last chapter: adaptability is key. If there is an overreliance on investigation – or any of the other three strategies – a leader's influence can be curtailed.

In the next chapter we will consider the strategy of calculation. In particular, we look at an exemplar of calculation and how this leader used it to great effect, occupations that thrive on calculation and situations that are ideal and unsuitable for this mode of influence.

The **Top 10** Key Points…

1. Al Gore, former vice-president of the United States and climate change campaigner, is an example of someone who has and does adopt the investigation strategy to influence effectively.
2. Gore gained a reputation as a devastating debater. The use of facts and logical argument in debating is vitally important.
3. Politicians, detectives, researchers and scientists are examples of occupations that rely heavily on investigation as a strategy of influence.
4. Scientists and researchers derive their power from expertise. These traits are consistent with the qualities of an investigator.
5. Basically, any workplace incident such as a safety matter, accident or harassment allegation requires rigorous investigation. These situations, more often than not, rely on a logical and systematic approach.

6 There are many cases in the workplace where the investigation strategy is valid requiring a more directive approach. This may be to dismiss someone from the workplace, refer matters to the police or make a safety recommendation.

7 Should the manager's decision be challenged, he or she is usually in a solid position to oppose the challenger on the grounds of a rational analysis of the facts.

8 In situations where you as the leader need others to be involved in change in a cooperative manner, investigation is going to be less effective.

9 In problem-solving situations where the leader requires everyone's input, investigation is not the best way to influence the thinking of people. If the way forward is not obvious, the leader requires their team to work closely with them.

10 Sometimes it is useful to start with the investigation strategy and then change to using one of the other three influencing strategies.

chapter 10

The Clear Calculator

It is true to say that leaders who excessively favor calculation tend to divide those they lead into two distinct camps: those that appreciate their style and those that don't. This is largely because calculators make it very apparent to others where the boundaries are.

The new government has a mandate and clear agenda to build a high-performing public sector. This renewal agenda requires an executive leadership team that is accountable for the delivery of the government's program across all government agencies. Within six months of the election, the new government provides a process for assessing the performance of senior executives to drive this ambitious program. The assessment program is in line with the principles of merit and is used for the recruitment and selection of future executives.

The new government argues that a high-performing public sector requires high-performing senior executives. Assessment centers for senior executives are put in place for all departments in the new government's jurisdiction.

As a result of this directive, there is understandable nervousness and apprehension in the ranks of senior executives across the public sector. Managers are concerned about their job security if they don't measure up in these assessment centers.

T. Baker, *The New Influencing Toolkit*

For the public sector to implement the government's renewal agenda, it is essential for executive selection processes to identify the best applicant. These applicants are sourced from a pool comprising candidates both internal and external to government agencies. Although internal applicants are likely to have a greater depth of knowledge about the agency they lead, there is a perception from the new government that the public sector is best served by a blend of internal and external executive appointments. This is a radical departure from the past.

Further, it is argued that effective executive selection practices can assist panels to compare the leadership capabilities of internal and external applicants. Assessment processes can also be used to identify the development needs of internal and appointed applicants, thereby creating an integrated approach to executive capability development.

One of the early outcomes of this new agenda is to conduct an executive capability assessment and development initiative for executives. The process includes the development of a suite of activities to identify executive capability and potential for future leadership roles.

How can government influence senior executives that this process is a positive step for their careers? The answer lies in using the calculation influencing strategy. Under the new regime, one important question the government wants leaders to consider is, in what way can senior executives benefit personally from these assessment centers? On the other hand, without the implementation of the assessment centers, how will senior managers be disadvantaged? These two questions need addressing in order to gain tacit support from the senior management cohort. They form the basis of the calculation strategy.

How would you go about providing answers to these two questions to persuade the reluctant leaders that assessment centers are in their best interests?

This chapter takes a closer look at calculation as a core influencing strategy. If your profile indicates this to be an area for development, this chapter will give you an insight into how the calculation strategy works. Then again, if your score in calculation is higher than the other three strategies you may benefit by asking: am I relying on this strategy too much when I communicate with others? Calculation, like the other three strategies, will not work for all situations. And not all people are readily influenced by calculation.

First, we take a brief look at former British prime minister, Margaret Thatcher; someone who used this influencing strategy to great effect when she communicated to others. Second, we identify some occupations that are reliant on calculation. Further, we consider environments where calculation can be effective. And finally, I give examples where another strategy may be a better choice.

Margaret Thatcher: a clear calculator

People have strong views about former British prime minister, Margaret Thatcher. There is no doubt she was a polarizing political figure. Thatcher was a good exemplar of a leader who was a clear calculator in terms of the way she led. During her time in office, the people of Great Britain knew where they stood with her as prime minister. It is true to say that leaders who excessively favor calculation tend to divide those they lead into two distinct camps: those that appreciate their style and those that don't. This is largely because calculators make it very apparent to others where the boundaries are. Specifically, calculators explicitly communicate their standards to those around them and they are quite prepared to offer feedback on whether those standards have being met. Some people like knowing where they stand and others may feel threatened by this.

There are many examples of Thatcher's influence on Great Britain. For instance, Thatcher's Housing Act of 1980 is a clear example of the execution of calculation. Britain was not always a country obsessed with house prices. But this legislation essentially allowed council house tenants to buy their own homes. This policy changed the face of home ownership in Britain. Many former local authority tenants paid less than £10,000 for homes that would be worth ten times that amount a decade later.

However, over the next 30 years, this radical move towards a nation of home owners led to a trail of unintended consequences.

A prolonged boom in house prices took place, along with a chronic shortage of affordable housing – yet to be resolved by a series of governments – and the gradual emergence of a culture of debt, incurred on the presumption that the value of property would keep rising. In the private sector, rents soared.

In the first half of 1988 alone, house prices rose by 30 per cent. On the back of the housing boom, much of Britain mortgaged itself up to the hilt and household debt reached record levels.[1]

Homeowners were offered concessions, so people were able to weigh up their options and therefore took the opportunity to purchase their homes. Thatcher expressed the clear benefits of house purchase for people who may not otherwise have considered it. At the same time, her policy communicated to people the disadvantages of not going down the road of home ownership.

This is one of many examples of Thatcher's approach to shaping public policy. She favored a calculation to influence all stakeholders, including the public.

Occupations that rely on calculation

Salespeople often use calculation to pull potential buyers in the direction of making a purchase. For example, if you walk into a store selling products at discount prices, you are tempted to purchase, assuming of course you want the product. The discount gets your attention and gives you an obvious incentive to buy. Usually these sales inducements don't last forever. They inform you that the sale will only last for a limited period of time. The sales people are exerting additional leverage to influence customers to make a buying decision immediately. Customers are therefore put into a position of weighing up their options and having to decide whether to purchase the product or not. Some will, others won't. But this type of sales strategy is the calculation influence in action.

Apart from sales, other occupations use this strategy too. Consider pressure groups such as employee unions, financial investment advisors, animal trainers and teachers; they all use calculation tactics to influence people, or in the case of animal trainers, animals. Furthermore, people in these occupations communicate the rewards of taking certain courses of action. At the same time they will often be seen exerting similar pressure to communicate the drawback of not taking that action. Used together, rewards and pressure can be quite effective in changing people's behavior and thought processes.

For instance, consider employee unions and their negotiation tactics on behalf of their employee membership. To exert influence they often put pressure on employers by positioning their arguments as a potential cost or benefit. For example, they may threaten strike action on the one hand (cost) or be willing to offer a trade-off for higher wages (benefit). A threat or concession on its own can be persuasive. But together, they are generally more powerful.

AT THE COAL FACE... *ASSESSMENT CENTERS: ADVANTAGES AND DISADVANTAGES*

Getting back to the scenario at the beginning of this chapter, how would you communicate the advantages of using assessment centers to assess and develop senior executives? Perhaps you could communicate this kind of message to managers who feel threatened: "The assessment centers will identify your strengths and opportunities for growth. From this assessment, a relevant action plan can be developed to further strengthen your leadership capacity. By doing this, you will reinforce your job security by developing the strategic thinking that is required by the new government's renewal agenda. On the other hand, if these capabilities are not developed, you may well be vulnerable to not having your contract renewed on the basis that you have not developed the necessary leadership skills required."

Situations that require calculation

So, what sorts of situations in the workplace are open to using the calculation strategy? Any new change in the workplace that will affect employees and their working methods requires a manager to sell the positives of the change. A calculator is inclined to promote the advantages of the new direction, assuming of course that there are benefits associated with a fresh way of doing things. This can be particularly effective if the manager can cite tangible ways that employees are going to be better off. Calculators address the question: what's in it for the people affected by the change?

At the same time, the calculator articulates the disadvantages of not changing. Again, to maximize impact, the message ought to be tailored to suit the needs and interests of the people affected by the change.

All too often I hear instances of leaders talking up change in the context of how the organization will benefit; or how the organization will be held back without adopting a different direction. For example:

> The business has no choice. We need to implement this approach to satisfy our customers. Our customers won't be happy if we don't put into place this new system.

Although this may well be true, and a legitimate justification for the change, it is too generalized and doesn't consider the very people expected to implement the change. To be more convincing, the leader ought to consider their staff in the context of the change. How are they going to benefit? What are the personal drawbacks of not changing? The calculation strategy, like the investigation strategy covered in the last chapter, is based on appealing to people's logic. The fundamental difference is that investigation is a more direct communication strategy, whereas calculation is a more indirect form of inducement.

As an influencing strategy, calculation is most suitable in situations where the destination is already prearranged. How can we take people on this journey in a cooperative, willing or even enthusiastic way? In these cases the focus needs to be on selling the benefits of the change at the coalface and, at the same time, the pitfalls of not changing.

Situations that do not require calculation

In situations where the direction is vague and unclear, calculation is not the right strategy. Uncharted waters require an emotional rather than logical response from the leader. In unclear times, a leader's primary role is to foster an *esprit de corps*. The manager's best strategy in this situation is to build team harmony and clarity of direction rather than fostering compliance and adherence. Calculation, with its emphasis on weighing up the pros and cons of a particular event or circumstance, is not going to work when employees don't know where they are headed.

As an illustration of what I mean, consider this: Ted, a manager, has been put in a position where he has to explain to his team a new strategic direction imposed on him from above. Ted may need to do several things. His team is unclear about the vision. The first response is to communicate a clear vision, which is part of the motivation strategy. Similarly, in situations where a new organizing structure is needed, or there is a sudden and dramatic change in priorities, Ted's primary influencing task is to create the camaraderie to bring people with him. His team needs answers to questions such as: what is the new direction? How will this direction impact on the work of the team? And why is the new direction important?

People initially often ask for rational explanations to these questions. But the truth is this: the extent to which people are committed to this new direction is ultimately dependent upon their emotional connection to the change. Employees want to feel a sense of association with the leader's direction.

Consequently, the communication style needs to be assertive, demonstrating assurance and conviction on the part of the leader towards the new direction. Once the direction is clear and convincing, a different question will occupy the minds of employees. How will this change of direction affect me in my current and future role? This is the time when calculation is a more apt strategy.

AT THE COAL FACE... *INNOVATION IN THE PUBLIC SECTOR*

Enhancing public sector performance is a key goal of governments around the world. Innovation in the public sector, particularly in policy development, program design and service delivery is a necessary element in public services becoming better targeted, more responsive to community needs and more efficient.

There is a range of factors, tangible and intangible, that set the scene for, and support, innovation. Innovation requires a permissive and supportive environment in which to flourish. A consistent message I hear from public servants is that leaders need to foster, recognize and reward innovation throughout the organization. The leader has to drive this focus, using a variety of approaches, including adopting the calculating strategy of influence.

Many departments and agencies already identify innovation as a value or behavior to be encouraged. But these statements are given real meaning through executive leadership. While the influence of committed and talented individuals cannot be underestimated in identifying a new idea, public sector innovation will rarely be translated into on-the-ground outcomes without effective planning and implementation. Without such efficient and effective processes, inspirational and forward-looking ideas will not be transformed into new policies, services or methods of operation. To be successful, innovation requires structured processes and resources to examine, trial, support and disseminate new ideas.

Innovation inevitably involves a degree of risk because it changes the *status quo* or contributes to an alternative future. As such, an appetite for risk and risk management is essential; and risk avoidance is an impediment to innovation. In this context, engaging with clients and key stakeholders is central

> to managing innovation risks. Collaborative relationships that provide a broad range of experience across portfolios and jurisdictions are especially valuable.
>
> A mix of influencing strategies is needed to foster innovation in the public sector.

When the destination is reasonably clear, but employees are not convinced that the journey is worth taking, calculation is the right strategy. Calculation basically answers two important questions. What are the benefits of taking this journey or alternative course of action? What are the disadvantages of not taking this journey or course of action? If the answers are communicated in a clear way, people can calculate the opportunities associated with changing direction and the risks linked to continuing the same way.

In the next chapter we look more closely at motivation and consider how it can be used to persuade organizational members.

The **Top 10** Key Points...

1. A relatively lower score in the influencing capability profile would imply that you are not using the calculation strategy as much as you could or should.
2. Margaret Thatcher, former British prime minister, is an example of someone who effectively used the calculation strategy.
3. With a calculating approach, Margaret Thatcher clearly articulated the advantages of a particular course of action and the disadvantages of not pursuing that policy.
4. Salespeople, pressure groups, financial investment advisors, animal trainers and teachers are examples of occupations that rely heavily on calculation as a strategy of influence.
5. Any new change in the workplace that will affect employees and their working methods requires a manager to sell the positives of the

change and, at the same time, communicate the disadvantages of not adopting the new direction.

6 Calculation is useful if and when people have a sound understanding of the direction of the change. They then want to know how it will affect them. This is the time and place for calculation.

7 A calculator will communicate the consequences of not adopting the new direction. These situations, more often than not, rely on a logical approach that is less direct than the investigation strategy.

8 In situations where the direction is vague and unclear, calculation is not the right strategy.

9 In unclear times, a leader's primary role is to foster an *esprit de corps*. The manager's best strategy in this situation is to build team harmony and clarity of direction rather than aim for compliance and adherence.

10 Managers who like to use calculation as an influencing strategy will undoubtedly use this strategy too often and consequently in the wrong place and at the wrong time.

chapter 11

The Mindful Motivator

> *The late Dr Martin Luther King … was someone who changed an entire nation with his "I have a dream" vision … he inspired a nation and generation of people.*

Medtronic is a wonderful illustration of the effective use of motivation as a strategy of influence. This multinational company is headquartered in Minneapolis and develops medical devices. By working closely with healthcare professionals around the world, Medtronic creates therapies to help make it possible for millions of people to resume everyday activities, return to work, and live better and longer lives. As a global leader in medical technology, Medtronic serves patients, and partners with medical professionals in 120 countries.

Early in Medtronic's history, co-founder Earl Bakken was overcome by the emotional response patients had to his products. They were overjoyed to regain mobility, feel better and sometimes even to be alive as a result of Medtronic's work.[1]

Bakken wanted human benefit to be the company's main purpose, so he and the board of directors produced a formal statement of the company's objectives. Nearly a half-century later, that mission continues to serve as an ethical framework and an inspirational goal for employees around *the world. It guides their day-to-day work and reminds employees that Medtronic's efforts are changing the face of chronic disease for millions of people.*

Medtronic broadcasts to its 30,000 employees in 120 countries true stories of patients who have benefited from the company's products. In the words of a senior executive of Medtronic:

> *Our people end up feeling personally involved in our company's mission to restore people to full life. They can see the end result of their work. Many of them are profoundly moved by the patients' stories.*[2]

The matching of personal and organizational values builds commitment and influence by putting a human face on its mission. Of course, a company's mission is especially compelling when patients' lives are at stake. But leaders in any industry can find creative ways to help employees see how their daily work has a personal impact on the lives of their customers. Employees in these circumstances are motivated at an emotional level.

In this chapter, we explore motivation as an influencing strategy. It might be worthwhile for you to go back to your profile and consider the extent to which you are prepared to use motivation in workplace contexts. And remember, it is not just the situations you face that you ought to reflect on. Inevitably some people you deal with are more amenable to the influence of motivation. Like the other three strategies, you ought to be selective when using this strategy. This chapter will hopefully help you decide when motivation is most applicable.

Who are the great motivators that come to mind alive or dead? These leaders have inspired people towards a common vision of the future. Those that excel at motivation can move a nation, or even change the course of history. The late Dr Martin Luther King was such a person. He was someone who changed an entire nation and generation with his famous "I have a dream" vision. We will take a closer look at how he did this shortly.

What are the occupations and professions that rely heavily on motivation? There are certain situations where motivation is critical to influence an outcome. And similarly, there are state-of-affairs where it is doubtful to work as well as one or more of the other three strategies in the framework. This chapter will look at these issues.

Martin Luther King: a mindful motivator

It was in 1957 that King became a significant international figure in the civil rights movement. In that year, King was elected president of the Southern Christian Leadership Conference, an organization formed to provide new leadership for the now burgeoning civil rights movement. The ideals for this organization he took from Christianity; its operational techniques from Gandhi. In the 11-year period between 1957 and 1968, King traveled over six million miles and spoke over 25,000 times, appearing wherever there was injustice, protest and action; and meanwhile he wrote five books as well as numerous articles. In these years, he led a massive protest in Birmingham, Alabama, that caught the attention of the entire world, providing what he called a coalition of conscience and inspiring his "Letter from a Birmingham Jail", a manifesto of the Negro revolution; he planned the drives in Alabama for the registration of Negroes as voters; he directed the peaceful march on Washington, D.C., of 250,000 people to whom he delivered his address, "I have a dream", he conferred with President John F. Kennedy and campaigned for President Lyndon B. Johnson; he was arrested upwards of 20 times and assaulted at least four times; he was awarded five honorary degrees; was named Man of the Year by *Time* magazine in 1963; and became not only the symbolic leader of American blacks, but also a world figure. At the age of 35, Martin Luther King was the youngest man to have received the Nobel Peace Prize. When notified of his selection, he announced that he would turn over the prize money of $54,123 to the furtherance of the civil rights movement.

On the evening of 4 April 1968, while standing on the balcony of his motel room in Memphis, Tennessee, where he was to lead a protest march in sympathy with striking garbage workers of that city, he was assassinated.

Here is an excerpt from his "I have a dream" speech:

> Let us not wallow in the valley of despair, I say to you today, my friends.
>
> And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.
>
> I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal".
>
> I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.
>
> I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.
>
> I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.
>
> I have a *dream* today!
>
> I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of "interposition" and "nullification" – one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.
>
> I have a *dream* today!
>
> I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together".
>
> This is our hope, and this is the faith that I go back to the South with.[3]

It contains the four capabilities supporting the motivation strategy of influence. There is no doubt it communicates a vision clearly to his audience. And by doing so, King was able to build morale with his now growing supporters. It generated enthusiasm; its message was largely positive and uplifting. And people were able to connect emotionally with his message. In short, it was a forceful speech based on the push communication style and used the emotional approach to influence his audience. I don't think it is an over exaggeration to say it was one of the most memorable and influential speeches of all time.

It is important that I point out to you after reading King's inspiring words that you don't have to become a great orator to be an effective motivator.

Occupations that rely on motivation

Entrepreneurs are big picture thinkers. They generally get an image in their mind about the end product or service they foresee. Usually an entrepreneur gathers a team around them to turn their vision into reality. To be inspiring, they need the ability to communicate their vision passionately to their team. If the entrepreneur can get others excited about the idea and connected emotionally to their vision, this energizes the team. During tough times, entrepreneurs are generally conscious of building morale. They do this by persuading others to focus their energies on the end game. All of these attributes create an environment where the entrepreneur can be inspiring and motivational.

Other occupations and professions that rely on motivation as a strategy of influence include CEOs, advertising and public relations executives, architects, artistic directors, composers, interior decorators and fashion designers. There are other occupations too that heavily rely on this influencing strategy to be effective, but these are the ones that spring readily to mind.

Each of these occupations relies on selling a vision to others, whether it is members of the public, their own team or other stakeholders. For instance, advertising and public relations executives need to instantly capture the public's attention, appeal to people's self-interest, and get them enthusiastic and excited enough to make a buying decision. CEOs, particularly when they are newly appointed, have to persuade their senior management teams and board of directors where they want to take the organization.

Artistic directors of orchestras usually work with a variety of stakeholders such as musicians, fellow managers, visiting conductors, venue operators and members of the public. They have to generate enthusiasm and excitement about the artistic program for the coming year. At certain times, all of these professions have to be quite pushy in their communication style to get their way.

Consider a CEO of a large organization; they cannot afford to get bogged down in operational detail too much. To be truly effective, the CEO must be a strategic thinker. Above all else, a CEO has to have a clear vision of where they want to take an enterprise. They find ways to communicate their vision in an exciting and energizing way to the senior management team and beyond.

For the vision to turn into a reality, the CEO must generate and maintain enthusiasm for the organization's mission. The leader of an organization is constantly striving to capture the hearts and minds of the employees. To do this, the CEO attempts to build and maintain a high level of morale within the organization. When recruiting and selecting a CEO, boards are looking for these kinds of attributes.

AT THE COAL FACE... *TOP 10 QUALITIES THAT MAKE A GREAT LEADER*

Tanya Prive, in her article, "Top 10 Qualities That Make a Great Leader", published in *Forbes* magazine, had this to say about one of those ten qualities: Ability to Inspire.

"Creating a business often involves a bit of forecasting. Especially in the beginning stages of a startup, inspiring a team to see the vision of the successes to come is vital. Make the leader's team feel invested in the accomplishments of the company. Whether everyone owns a piece of equity, or the company operates on a bonus system, generating enthusiasm for the hard work the team is putting in is so important. Being able to inspire the team is great for focusing on the future goals, but it is also important for the current issues. When the leader is all mired deep in work, morale is low, and energy levels are fading, he or she should recognize that everyone needs a break now and then. Acknowledge the work that everyone has dedicated and commend the team on each of their efforts. It is the job of a leader to keep spirits up, and that begins with an appreciation for the hard work."[4]

Situations that require motivation

What sort of situations are best suited to applying the motivation strategy of influence? We know from the influencing capabilities framework that motivation is based upon a push style of communication and an emotional approach. This means the motivation will probably be quite directive and attempt to engage the *hearts* more than the *minds* of followers. There are many opportunities to use motivation in the workplace.

One suitable situation is developing a new strategic plan based on the new direction. To do this successfully, the leader needs to work closely with their immediate team. For a new direction to be embraced by the business, it has to resonate with the values of employees. On a logical plane, organizational members must understand the rationale for the new direction. But it is at the emotional level that employees feel a sense of attachment to the mission.

To achieve this emotional connection, a leader should attempt to build a sense of solidarity and commitment between members of the team. Bringing the team together and inspiring them to work towards this new direction is important. In practice this means spending time with the team, generating some enthusiasm and energy towards an exciting future. A core responsibility of a leader is to make sure that the team is totally committed to a new direction. Once the team is faithful to the new vision, details of how this change will become reality are much easier to accomplish. Put another way: the leader's job in these early stages of development is to ensure that "everybody is on the same page".

During these early stages of a new project or change of organizational direction, the leader's focus is on communicating their vision. It needs to be done in a positive and inspiring way that builds morale and enthusiasm. Once the team is sold on the vision, they feel motivated to work towards achieving the leader's new direction. In short, this means that there is an emotional commitment to the vision set by the leader.

Let's consider a practical example where motivation has a significant impact on influence.

A considerable change of direction would be for a business to move from a privately-owned entity to a publically-listed company. Let's suppose it has been decided by the board of directors that this change in structure will enable the business to continue to grow and expand through the attraction of public investment.

One of the first big challenges is to motivate the senior team to enthusiastically embrace this change of direction. There are a number of things the leader can do that will help to generate a sense of enthusiasm in this case. There is a need to have a strategic conversation with the leadership team about why this decision has been made and what it means for managers and the organization-at-large. A CEO's task in these circumstances is to structure and conduct that conversation with the senior team. This will probably be time-consuming and, at times, predictably frustrating. Developing a fair process for conducting this strategic conversation is important for building morale.

People are more likely to accept and act on a decision if they believe it resulted from a fair process, even if they do not fully agree with that direction. Involving others meaningfully in the process of direction-setting is a concrete signal that the CEO respects their colleagues, and their ideas and contributions. It is an important step in communicating the vision. The goal of the conversation in this situation is not about redefining the CEO's direction. It is a forum designed to openly delineate the CEO's vision, construct some fervor around this direction, and build a poignant bond to the CEO's ideas.

In other words, it is about getting senior members of the organization to adopt, believe in and work enthusiastically towards the set direction; to create an emotional connection to the direction. An emotional connection means feeling a personal attachment to the vision. This is the ultimate aim of using the motivation influencing strategy.

Motivation and collaboration are both based on an emotional approach but ought to be used in different contexts. Collaboration is handy when a team has to decide collectively what the outcome ought to be. While using the motivation strategy, the leader has decided what the direction is; it is non-negotiable. However, to be influential, the leader needs to sell the vision to their team. To get the team to enthusiastically embrace the leader's vision requires their involvement and emotional attachment. The kind of participation in the case of motivation is more around how the vision can be implemented and applied successfully.

> *While using the motivation strategy, the leader has decided what the direction is; it is non-negotiable. However, to be influential, the leader needs to sell the vision to their team.*

Adopting a motivational strategy requires a more didactic style of communication. It is based on a sense of conviction and commitment to a new direction by the leader. The communication style is different when using collaboration, where the leader is more open and receptive to the feelings and perspectives of the team. The similarity in both strategies is that by engaging people, the leader is attempting to influence at an emotional level.

Situations that do not require motivation

Motivation is most useful in situations that require some vision and inspiration from the leader. Similar to the investigation strategy, motivation calls attention to a clear direction. But the difference is that investigation emphasizes the logic and rationale behind the pathway, while motivation is about generating some enthusiasm towards the direction. In short, investigation is about informing and motivation is about inspiring. Motivation can nevertheless be successfully used in tandem with investigation.

If people have a very clear idea of a certain new direction, they will try to seek out the details. The facts behind a decision or direction are important. How did the leader arrive at this decision or destination? This is a question that people want answered. They naturally want to know what the leader's *raison d'être* is for the path they are electing to take. The motivation strategy is more about getting others excited and engaged in the vision.

It is doubtful that employees will get keyed up about the future if they are unclear about the reasoning behind a new direction that may not be intuitively obvious. The motivation strategy communicates a straightforward vision with some emotional connection. If the vision needs some justification or clarification – when it is hard to understand the basis of the vision – an investigation influencing strategy would be more appropriate. A clear, structured and logical approach is going to be more persuasive in these circumstances.

Some visions are straightforward. They don't need explaining. Reflect on these famous visions:

"Give me liberty or give me death".
– Patrick Henry, United States Revolutionary War leader, 1776.

"We shall never surrender".
– Winston Churchill, British prime minister, 1941.

"By the end of the decade, we will put a man on the moon".
– John F. Kennedy, United States president, 1962.

"A computer on every desk and in every home".
– Bill Gates, Microsoft chairman and chief executive officer, 1980.

None of these vision statements need a detailed explanation of why they are significant.

Other goals are not so straightforward. For instance, a company is introducing a new pay bonus scheme which is more reflective of team performance than individual performance. Communicating clearly the reasons for this change is the first logical step (investigation) in gaining acceptance for the new proposal. Further, it would be wise to explain how employees can benefit from the new scheme, and to clarify the potential costs of not accepting this new direction (calculation). If these two strategies are carried out successfully, employees involved in the bonus scheme may finally be convinced this proposal is in their best interests, assuming of course it is! What's more, employees may even enthusiastically embrace the manager's proposal. But they are doing so because the leader adopted a logical influencing strategy first. It would have been a mistake to start using an emotional approach when it was not clear what the rationale and details of the new pay scheme involve.

When facing a goal that is not crystal clear, employees want their manager to give a logical explanation of what it means and why it is important. Employees want to also know the pathway and how they can achieve this goal. Further, they want to know what the advantages of the new direction are, particularly for them, and they want to understand what the disadvantages are in not committing to the goal. The employees want to calculate whether they are better off under the change. They want sufficiently accurate information to do this and they want to come to this realization themselves without direct pressure from their manager. This requires a more logical influencing approach, using both the investigation and calculation strategies.

In other circumstances, where motivation is going to be less effective is when employees are angry or frustrated about a change; they want an opportunity to air their concerns and grievances. They also would want the opportunity to ask questions and get unambiguous answers. When these situations arise, it can be beneficial for a leader to get the team together and discuss the need for the change and problem-solve how they can work with the new direction. Collaboration is the most suitable strategy here. A less confrontational and more collegial approach will work better than a motivational strategy.

AT THE COAL FACE... *THE LIMITED POWER OF EMAIL COMMUNICATION TO INFLUENCE*

I remember a situation recently where two engineers working together on a complex project sat in a cubicle opposite each other. The only thing separating them was a partition. One of the engineers was upset with the other over some details in the project they were working on and fired off an angry email to the other. He did this when he could have simply got out of his chair and had a conversation with his colleague to share his concerns. The other engineer, understandably very angry and defensive about the email, fired off a heated email response and copied in the project manager!

In isolation this seems ludicrous, but it happens too often in organizations.

The capacity to influence through email is limited. Yet we all spend too much time trying to convince others through this medium.

Email is the most used communication medium in organizations today. However, because this method of communication lacks emotional and nonverbal cues, it is critical to pay attention to the tone conveyed in the email. The best way to explain the concept of "tone" within the context of email communication is that it is the way you say something – your choice of words, and how your message may come across to the recipient. One's tone is easily controllable in verbal communication, and can be corrected simply; however, it is very difficult to correct it in writing.

It's advisable to do a bit of self-reflection before you send an email, especially when the content has an emotional connotation. Ensure that you come across as respectful, approachable and friendly rather than demanding. Refrain from typing in CAPS, as this can be interpreted as YELLING in an email. Read your message several times before sending it and try to ensure you send the right message with the right words.

Similarly, when you receive an angry email from someone, wait 24 hours before responding – don't let it provoke an immediate angry response. Never say in an email what you aren't willing to say in person, and always consider the future of the working relationship before clicking the send button.

In summary, when the vision is complex or the goal is not straightforward, motivation is almost certainly not the right influencing strategy. But it is a brilliant strategy when a leader needs their team to emotionally embrace a new destination that has the potential to be exciting. By generating a high-level of enthusiasm for the new direction, employees' energy is released and their focus strong and resolute.

Timing and placement is important too. For instance, when a manager first moves into a new managerial role, this is a great opportunity to impress on the team the values and vision that are important to them. Employees are usually pretty receptive to a new manager's vision during the "honeymoon period" of their leadership. Similarly, at the commencement of an important project is another time when the motivation strategy is effective for persuading project team members. Team members expect to hear what the manager's vision is and expectations are at the outset of a project. The more authentically passionate and enthusiastic they are about the big picture, the better. Another opportunity to motivate is when a manager's team loses perspective and "can't see the forest for the trees". When this inevitably occurs, it can be a good opportunity to take a breath and reinforce the big picture, and hopefully reenergize the team.

In the next chapter we look at the final core influencing strategy: collaboration.

The **Top 10** Key Points…

1. When deciding to use motivation, as with the other three strategies, it is not just the situations you face that you ought to reflect on. Inevitably some people you deal with are more amenable to the influence of motivation.
2. Martin Luther King, civil rights activist, is an example of someone who effectively used the motivation strategy.
3. King motivated an entire nation and generation with his "I have a dream" vision.
4. Entrepreneurs, CEOs, advertising and public relations executives, architects, artistic directors, composers, interior decorators and

fashion designers are examples of occupations that rely heavily on motivation as a strategy of influence.

5 One of the top qualities that makes a great leader is the capacity to inspire – an attribute of the motivation influencing strategy.

6 Motivation is useful when a leader wants to instill in employees an emotional attachment to the vision of the organization.

7 Motivation and collaboration are both based on an emotional approach but ought to be used in different contexts. Collaboration is handy when a team has to decide collectively what the outcome ought to be. Whereas with motivation the leader has decided what the direction is; it is non-negotiable.

8 Motivation is most useful in situations that require some vision and inspiration from the leader.

9 When facing a goal that is not crystal clear, employees want their manager to give a logical explanation of what it means and why it is important. This means using investigation rather than motivation.

10 The motivation strategy is also going to be less effective when people are angry or frustrated about a change; they want an opportunity to air their concerns and grievances.

chapter 12

The Collegial Collaborator

Mother Teresa's philosophy was relatively simple, yet powerful. She made people feel valued by genuinely paying attention to them.

Ricardo Semler, in his book, Maverick: The Success Story behind the World's Most Unusual Workplace,[1] *illustrates his commitment to using collaborative influence to great effect. Semler is a leading proponent of what has variously been called "participation management", "corporate democracy", and "the company as village". He has put in place the philosophy of participative management first proposed by Douglas McGregor in his book,* The Human Side of Enterprise. *McGregor argued that organizations thrive best by trusting employees to apply their creativity and ingenuity in service to the whole enterprise, and to make important decisions close to the flow of work.*

In the last two decades, Semco, a maker of industrial machinery, such as giant oil pumps and restaurant dishwashers, has operated as a real-world laboratory for McGregor's theory of participative management. Ricardo Semler's radical approach to leadership has been hugely successful. Semco's business has grown 27.5 per cent a year for 14 years.

Lawrence Fisher, a San Francisco-based editor for strategy + business*, visited Semco and had this to say about his first impressions:*

> *At a casual glance, Semco's headquarters look uncommonly tidy. The rooms are bright and airy, the walls decorated with contemporary Brazilian art. But noticeable by their absence are offices, administrative assistants, and even cubicles. Instead, there are workstation pods — round tables with four low dividers and network plug-ins for laptop computers. At any given moment, a gray-haired senior executive may share a pod with a couple of 20-something recruits fresh from school. Small conference rooms are set aside for private conversations, but most meetings are open to anyone, of any rank, who wishes to attend.*[2]

In 1980, Semler's father decided to appoint his son, while still in law school, as president of the company at 21 years of age. "Do what you need to do", was his father's advice to the young Semler as the company was trying to stay afloat; it was run in a very traditional, command and control kind of way. Ricardo's immediate response was to fire 60 per cent of top management in a single afternoon.

From his extensive reading on leadership, Semler had a strong and adamant conviction that employees who participate in important decisions would naturally be more highly motivated than those who simply followed orders from above. Many older, more experienced managers thought Semler was completely on the wrong track with this belief. Unperturbed, he started slowly. From this beginning, Semler let workers choose the color of their uniforms and the paint on the factory walls.

From here, Semler addressed working hours. With a population of 15 million people, São Paulo suffers more than most places with paralyzing traffic congestion. For Semco's factory workers, a regular eight-to-five workday meant a long, demoralizing commute. The solution seemed obvious to Semler: allow employees to set their own start and finish times. By doing this, they could commute during non-peak hours. The assembly line consequently functioned with flexible scheduling. The employees themselves developed a workable schedule.

Semler even allowed employees to set their own compensation. An analyst was hired to benchmark pay levels across a range of positions in

35 different comparative companies. Everyone's salary from the janitor to Semler himself was publicised for all to see.

Exclusive car parks were abolished; it was a case of "first in, first served". The same applied to offices. If a non-manager arrives early to work he or she has as much right to use that office as Semler himself. Semco has thrown away fancy titles, and employees themselves interview and select their bosses.

In this final chapter of Part III, I discuss collaboration as the fourth influencing strategy. Apart from a manager's profile and the situations they face in the workplace, employees have their own predisposition to how they wish to be lead. At one end of the continuum, there are employees who expect to be told what to do by their manager. While at the other end of the continuum, others expect to be consulted on everything. Most employees' preferences fall somewhere in the middle of these two extreme styles of leadership. The majority of employees want to feel involved in some way in certain decisions at work. Collaborative leadership is about feeding that need.

Of all the great leaders we hear and read about, who comes to mind as a leader whose predominant influencing strategy is one of collaboration? Leaders that do have this inclination typically instill an enormous sense of loyalty and commitment from those they lead. Mother Teresa was such a leader. Her whole life was devoted to working with people to get action for the sick and poor in India and elsewhere around the world. What occupations are dependent on the need to collaborate? Particular workplace conditions are more suited to a collaborative approach than others. We'll discuss Mother Teresa, occupations suited to collaboration and workplace contexts in this chapter.

Mother Teresa: a collegial collaborator

Mother Teresa had her fair share of detractors, but overwhelmingly she was loved and admired internationally for the tireless work she did for the needy and poor in India and around the world. Although she was highly influential, and skillfully used all four influencing strategies, her leadership approach was based primarily on collaboration.

Her great strength was a capacity to work with and through other people to achieve wonderful results for the poor and disadvantaged. Ruma Bose and Lou Faust, in their book, *Mother Teresa, CEO: Unexpected Principles for Practical Leadership*,[3] capture her leadership style:

> One reason Mother Teresa touched people so deeply was that she made them feel heard and valued. She understood that at the most basic level, we all want to feel valued in what we do, whether by our families, our friends, or our colleagues.

Natural collaborators understand implicitly that everyone has value. It is fair to say that status and hierarchical position is less important to the collegial collaborator. Whether it is the janitor or CEO, collaborators strive to build trust and respect with those they interact with. This was Mother Teresa's hallmark. Her leadership style was inclusive and she faced challenges and solved problems by cooperating with others.

Natural collaborators understand implicitly that everyone has value.

Mother Teresa's philosophy was relatively simple, yet powerful. She made people feel valued by genuinely paying attention to them. For instance, Mother Teresa made a habit of remembering people's names, acknowledging who they were, and asking them questions. Collaborators treat people with respect, focusing on the person, not their title, and make everyone feel valued and important.

Most of the commentary on Mother Teresa's leadership style classified her as charismatic and transformational. In the context of the influencing capabilities framework, she was inclined to persuade others emotionally rather than logically. Specifically, Mother Teresa exhibited incredible strengths in motivational and collaborative capabilities. She was able to exert enormous influence over those around her by communicating a compelling vision, building and maintaining morale, generating energy and enthusiasm, and connecting at an emotional level.

Mother Teresa inspired people in the world to help the ones who need help, regardless of their status or race. Status and race were unimportant to her and people responded positively to this non-discriminatory attitude. She was highly esteemed and confident, displaying exemplary personal and leadership qualities. With a strong sense of purpose, Mother Teresa articulated the goals and values which her followers were emotionally prepared to work towards. She cultivated enormous loyalty and commitment from her followers through extraordinary moral inspiration. Apart from her unwavering convictions, she was able to build a sense of trust in those she worked with, empowering them to go beyond their own perceived capabilities. Above all, she was noted as someone who listened actively and communicated openly.

She was able to move people to act with a few simple words. One example that comes to mind, showing her ability to move the public to action with the simplest of words, is her assertion that "peace begins with a smile"; a simple, yet powerful idea with universal relevance. Mother Teresa worked with people, met them in their own environment and appealed to their higher good.

She would help people who needed help. Mother Teresa influenced people to go beyond their personal interests for the sake of the cause. I cannot think of a better example of collaboration in action.

Occupations that rely on collaboration

A conductor of an orchestra has to have the ability to collaborate. Although they are viewed as authority figures in the orchestral hierarchy, their ability to get the best from five to a hundred musicians is reliant to a large extent on cooperation. The conductor's primary job is to get the orchestra to play as one; to get the very best from the ensemble. To be able to do this they must instill a sense of shared ownership across all the sections of the orchestra, from strings to brass to winds to percussion. By necessity they need to build a heightened sense of trust with the players, not only with the conductor, but also with their artistic colleagues.

The conductor has to communicate openly and clearly. Much of this communication is done in a non-verbal way during a concert. But during rehearsals, he or she can verbalize their instructions. Good conductors have the ability to listen actively. In an artistic sense this entails an acute awareness of sound and what musicians contribute at various stages of a symphony. The conductor reacts to what they are hearing with a sense of confidence and pose. The role of the conductor is a classic example of a vocation that exercises collaborative leadership.

There are many other occupations and professions besides conducting that depend upon collaboration: choreographers; directors of film, television, radio and stage; family support workers; funeral directors; human resource advisors; community liaison officers; management consultants; ministers of religion; occupational therapists; sports coaches of teams; stage managers and workplace relations advisors. What these jobs have in common is that their occupants interact with multiple stakeholders, and their success is dependent on building working relationships with many a range of people.

Each of these occupations also relies significantly on building a sense of shared ownership in the task-at-hand. These jobs generally may have a variety of complex constituents with conflicting interests. For example, human resource advisors are regularly put in a position where they are the "meat in the sandwich" between management and labor. To be successful in these jobs, occupants are often required to get two (or more) conflicting parties to cooperate.

Open and honest communication is a key success factor in these occupations. For example, directors need from time-to-time to diplomatically confront actors. Actors should feel comfortable expressing themselves frankly to the director about the character they are playing. And this is only possible if the director actively listens to the actors they lead. Being a good listener is an important part of these occupations. Listening builds trust.

Trust and respect is part of every successful collaborative endeavor. Trust has to be two-way. The leader demonstrates trust by adopting a collaborative process. But the leader's trust must go further: The leader has to trust the people they are partnering with; a preparedness to collaborate is not enough. The collaborator's trust goes beyond sharing their power with the people they lead. From the team members' perspective, they must feel a sense of trust in the leader before they fully cooperate. Building trust is the cornerstone to effective collaboration.

AT THE COAL FACE... *LEADERSHIP LESSONS FROM AN ORCHESTRA CONDUCTOR*

Conducting an orchestra can be a model for team management, according to Itay Talgam, an authority on orchestras and leadership. At the World Economic Forum at Davos, Talgam postulated that through understanding the working methods of great conductors, you can learn many of the principles of leadership.

An orchestra conductor faces the ultimate leadership challenge: to create pure harmony without muttering a word. Talgam adds, "A conductor out of the chaos can create order. Noise becomes music."

A business leader is similar in that they need to create perfect "harmony" in their business.

In a TED presentation, Talgam walks through the story of different conductors and their different styles. There is the commanding conductor (Riccardo Muti), who led his orchestra through authority and positional power, but it resulted in unhappy musicians. In fact, he received a vote of no confidence from 700 musicians and administrative members of La Scala asking him to resign.[4] Why? Because he didn't let his musicians develop. They felt they were treated as instruments, not partners. The same can be said of some authoritative bosses, who are commanding but have extremely unhappy employees.

Talgam goes on to describe a few more conductors until he showcases the "perfect" conductor; someone who allows each musician to express him or herself freely, yet takes full control to ensure nothing goes wrong. Talgam even shows a clip illustrating what happens when things go wrong for this perfect conductor; his trombonist plays too loud. The conductor doesn't panic, but gently redirects him back to the right path; ensuring harmony prevails in his orchestra.

As with an orchestra conductor, a manager within an organization faces the same challenge of trying to create perfect harmony among the different variables in order to ensure the organization creates great products and services. According to Talgam, the best orchestra conductor understands their musicians as people, allows them to develop, treats them with respect, and yet gently nudges them towards the goal of making beautiful music.

As a leader, you might have a strategy as well written as a Mozart symphony, but if your orchestra is not well conducted, then noise will prevail over music.[5]

Situations that require collaboration

The modern workplace has flatter organizational structures and more complex stakeholder relationships. So against this background, collaboration as a strategy is even more critically important now than ever before. It is, in other words, an apt leadership skill for the twenty-first century. As the influencing capabilities framework illustrates, collaboration is based on a combination of a pull style and emotional approach. Leaders who feel comfortable collaborating enjoy building group consensus instead of being authoritative and directive. Collaborators are more interested in getting emotional buy-in than convincing team members through logical reasoning.

So what are the opportunities in the workplace to use a less direct form of persuasion that is based on cultivating feelings of commitment and belonging?

In circumstances where there are diverse and strongly held views and opinions, or a range of stakeholder needs and interests, collaboration can be useful. For example, interdepartmental rivalry that is adversely affecting productivity needs to be resolved. Collaboration may be worth considering as a strategy. Or when there is conflict in a project team about the best way to resolve a complex technical problem, a collaborative approach is needed. Briefly, where the need to agree and cooperate is critical to success, even though there may be a diverse range of firmly held views, collaboration is going to work best.

Getting the key stakeholders together, either physically or virtually, and inviting them to share their perspectives is a good starting point in these kinds of situations. If this step isn't taken, strident views will inevitably impede progress. These perspectives can become deeply entrenched. If collaboration is not used under the conditions just described, various stakeholders will put their energies into "defending their turf". The leader needs to channel this energy into helping others understand the range of perspectives held in the group.

In practice, this means creating a forum for the stakeholders to communicate their points of view about the task-at-hand openly, honestly and constructively. During this collaborative process, the leader encourages their colleagues to listen respectfully to the range of views and opinions. Understanding can elevate trust levels. After understanding the diversity of views, the leader appeals to the group to collectively resolve the problem, issue or dilemma. In other words, using a non-confrontational and facilitative style, the leader asks the various stakeholders to work together to come up with a solution. In this role, the leader acts as a facilitator rather than a director. In short, it means collegially sharing ownership of the circumstances.

Being a collaborator means facilitating a way of broadening the views, perspectives and opinions of people involved in a team environment. So resolving a complex problem involving a range of technically competent stakeholders is a good place to practice collaboration. Using logic may not be persuasive in this case; nor for that matter will being forceful and directive. There are too many competing interests; people harboring these positions may feel threatened if the leader applies a rational and forceful approach. A forceful and dominant leader under these conditions will encourage subversive activity and people will feel compelled to "dig their heels in".

There is a saying I often use when working with managers: "Be hard on the direction and soft on the people". Unfortunately in practice it is often the other way round: be hard on the people and soft on the direction! What I mean by this is that leaders will not always stick resolutely to a course of action (direction). Yet at the same time, they will be intolerant of a team member who is not falling in line with the change (people). The collaborator needs to be very firm about the course of action (in this case, resolving the dilemma or problem), but also show tolerance and empathy to the range of perspectives held by the employees affected by the change. So, "be hard on the direction and soft on the people" is the maxim of the collaborator.

Situations that do not require collaboration

As I have stated, collaboration is useful when a group of people have a high degree of competency, but divergent perspectives. But the imperative is for the group to work together towards a designated direction. Similar to motivation, collaboration is concerned with bringing people together for a common cause.

Nonetheless, there are two important distinctions between these two influencing strategies. Motivation brings people together because they are inspired by the leader's direction or vision. Collaboration is about bringing people together in order to achieve a specific direction.

The second distinction between the two strategies is the method of communication. With motivation, the leader is forthright, committed and inspiring about their vision. They are unyielding and prevailing. The collaborative leader, alternatively, is paying attention to reconciling differences in perspective. Collaborators are more receptive and guiding in their communication method to accomplish their objective. Briefly, the collaborator communicates in a more facilitative and empathetic way.

Both motivation and collaboration do, however, emphasize emotional connection. This is a pronounced departure from the rational approaches of investigation and calculation. The investigation and calculation strategies concentrate on logical analysis.

But as I briefly mentioned earlier, the emotional connection is different in the case of motivation and collaboration. Motivation in based on the emotional attachment followers have to the leader's vision (think Martin Luther King), while collaboration is based on facilitating an emotional bond between employees (think Mother Teresa). Both emotional connections are important; and as such, can be used together when the occasion warrants it.

If employees need to know the logic behind a decision, the benefits of taking this action and also the drawbacks of the *status quo*, investigation and calculation are better forms of persuasion. In this instance, collaboration and motivation will be less effective strategies, at least initially. Rationality, facts, logic and structure are expected. Any workplace event that requires fact-finding, and decisions requiring a body of evidence to justify validity, are unsuitable occasions for collaborative influencing.

For instance, if a company needs to shed staff, employees – both those losing their job and those retaining their job – will rightly want justification for such a decision. In this challenging position, the leader needs to explain the company's precarious financial position and the consequently unsustainable employment numbers. These figures validate the decision to downsize. Employees losing their job will understandably still be upset, regardless of the rationality of the argument, and those who still have a job, fearful. But at the very least, a rational explanation gives some cogent reason why the hard decision was made. At any rate, investigation, and to some extent calculation, are going to be more relevant here than collaboration. Pulling the team together (or what's left if it!) and facilitating a discussion is probably going to be counterproductive. At the end of the day employees – at the very least – want to know that this tough decision was made based on a considered rationale.

I am not saying that collaboration has no role at all in this case. It does. But only after a coherent explanation has been communicated. Selecting the right influencing strategy is all about timing and context. Although in the aftermath of a decision such as downsizing, collaboration may come into play on how work will be reorganized with less staff, and what could be done to turn around the financial position of the business.

AT THE COAL FACE... *UPHEAVAL AT THE BAKERY*

I recall when self-directed work teams (SDWTs) were the "flavor of the month" in the mid-1990s. The managing director of a medium-sized bakery, consisting of just fewer than 400 employers, called me and asked to meet.

At the meeting he told me that he was very keen on implementing SDWTs in his production area. He took me for a tour around the production area. The production of bread products was structured around a large conveyer belt. Each employee had their specialty: one person made the dough, another shaped the dough, and another baked the dough and so on. It looked like something out of Frederick Taylor's scientific management scrapbook.

The managing director wanted to increase productivity by 40 per cent and he believed SDWTs was the answer. I could hardly disagree when I saw what I could only describe as human dispirit on the factory floor. He asked me to put together a proposal. And I did.

As he was looking though my proposal during our second meeting, he looked up over his half-moon glasses and said, "I notice that phase one in your proposal is familiarization. Why do we need to familiarize employees? Haven't we decided to do this? Why don't we just get on and start the program?"

I explained to the managing director that his staff needed a rational explanation of what he was proposing and how it would affect employees. And that if we didn't properly take the time to familiarize all employees, it would create problems later in the project. In other words, we needed to give employees a logical argument (investigation) for why we were making these fundamental changes to work organization.

I said, "We need to be able to answer two questions: why are we doing this, and how will it impact on employees and their work? We also need to explain what's in it for your employees and the disadvantages of not taking this approach of SDWTs (calculation)."

"Okay, I see what you mean", was his brief reply.

As we moved through the proposal, the managing director made another comment of significance, "I notice you are proposing to organize a barbecue with the workers and their spouses. What's your reasoning here?"

"After we explain the logic of the plan to the workforce, we need to bring the workers' families together to discuss any issues they may have", I replied.

"But why families, surely this is only affecting the workers?" was his comment.

"If a supervisor goes home and explains to their partner that they are now called a team leader rather than a supervisor, the assumption may be that they have been demoted. This is likely to create a fair degree of anxiety when in actual fact they will potentially be earning more money through the productivity bonuses. We need to give these families an opportunity (collaboration) to discuss our program", I said.

"I understand," was the managing director's response.

In summary, collaboration is a suitable influencing strategy when a group of employees or stakeholders with diverse and strongly-held beliefs are required to work together harmoniously and productively. The aim of the strategy is to align the disparate views of the group and to create an emotional connection between the group members. Essentially, collaboration is about building trust between colleagues. It is basically a strategy of facilitating understanding and expectation between people.

As with the other three strategies, timing is key to success. Applied in the right place, at the right time, with the right people, collaboration is a potent form of influence. It can and should be used in concert with other influencing strategies. Collaboration usually takes more time to reap results than any of the other three strategies. The leader acts as a facilitator and promotes constructive dialogue between group members for the purpose of building understanding and trust. I think it is fair to say that the time factor is the main impediment for using collaboration. But in situations that call for shared ownership of a task or project for its ultimate success, the investment of time is well worthwhile. This implies that a leader needs to plan ahead and allow enough time for the emotional bonding process to take hold.

Consider the implications from your profile. Do you need to use this strategy more often than you currently do? Which of the four capabilities could you use more frequently? How might you go about collaborating in the context of the work you manage? Hopefully this chapter has given you a chance to reflect on these questions.

This is the final chapter of Part III. We have taken a closer look at the four strategies and when they can be used. In Part IV, I define the 16 capabilities that support the influencing strategies and offer many practical tools for their use.

The **Top 10** Key Points...

1. Mother Teresa in an exemplar of collaborative influence.
2. Mother Teresa's great strength was a capacity to work with and through other people to achieve wonderful results for the poor and disadvantaged.
3. Her philosophy was relatively simple, yet powerful. She made people feel valued by genuinely paying attention to them.
4. Natural collaborators understand implicitly that everyone has value. It is fair to say that status and hierarchical position is less important to the collegial collaborator.
5. An orchestra conductor has to have the ability to collaborate. Although they are seen as an authority figure in the orchestral hierarchy, their ability to get the best from five to a hundred musicians is reliant to a large extent on cooperation.
6. Besides conductors, other occupations that use collaboration include: choreographers; directors of film, television, radio and stage; family support workers; funeral directors; human resource advisors; community liaison officers; management consultants; ministers of

religion; occupational therapists; sports coaches of teams; stage managers and workplace relations advisors.

7 Collaborators are more interested in getting emotional buy-in than convincing team members through logic.

8 In circumstances where there is a diversity of strongly held views and opinions and a range of stakeholder interests, collaboration can be an appropriate influencing strategy.

9 Being a collaborator means facilitating a way of broadening the views, perspectives and opinions of people involved in a team environment.

10 "Be hard on the direction and soft on the people" is the correct mindset of the collaborator.

Part IV

Influencing Capabilities and More Tools

chapter 13

Investigation: *Gathering Evidence*

How and where evidence is collected is important in terms of its credibility and applicability.

Welcome to Part IV. In this part of *The New Influencing Toolkit*, I devote a short chapter to each of the 16 capabilities in the influencing capabilities framework on page 55. Specifically, I define the capacity, consider its elements, and then provide you with several tools you can add to your toolkit. This will add to the 14 tools we have already covered for enhancing personal and positional power in Part I. I encourage you to apply as many of these tools as you can, particularly for those capabilities where your score from the profile is low.

In this first chapter of Part IV, we cover the investigation capability of gathering evidence. How and where evidence is collected is important in terms of its credibility and applicability. Good investigators use a credible and rigorous approach to generating conclusions and developing ideas. There are several practical ways you can do this. We focus on four methods in this chapter. In sum, you can use expertise from other sources (third part endorsement) as a way of gathering pertinent information. On a more personal level, you can interview people. On a less personal level, you can conduct a survey. Finally, developing a process map of a procedure creates a visual representation of what is – or should be – happening. When any of these four tools can be used is dependent largely on the situation.

Let's take a look at each tool.

Tool 15 – Using third party endorsement

By using the expertise of others, you are tapping into the connection power we discussed in Chapter 2. What's more, when someone is well respected (referent power) and has specialist knowledge (expertise power) on a topic, a leader can consult that person; in that sense, this constitutes a technique of gathering evidence. This can be used as a third party endorsement. If an expert supports a leader's case then they communicate this to the people the leader is endeavoring to influence. This tool can be applied directly or indirectly.

An indirect way of communicating the thoughts and opinions of an expert may mean referencing their viewpoint. This can be done either during a discussion with someone or in a team meeting or in a written report. A direct method of using an expert to bolster a case, on the other hand, may involve actually bringing them to the discussion, if feasible. To actually have someone with recognized expertise at a meeting can be a powerful third party endorsement. This, of course, is not always possible.

By way of illustration, prosecutors and defense lawyers use experts to attempt to persuade a jury. If having the expert there physically is not possible, simply quoting their perspective verbally or in writing can add weight to a leader's argument. Either way, drawing on the recognized expertise of others is a legitimate tool of gathering evidence.

For example, consider a situation where Vicki, a manager in charge of a technical support team, wants to change the way her team responds to requests for technical support across the organization. Specifically, Vicki wants to influence key stakeholders that her team needs to reduce the number of jobs her technicians attend to across the organization. Vicki's argument is that by dealing with a smaller number of day-to-day inquires, the support team can devote more of its resources to the major strategic technical issues facing the organization.

In this particular case, Vicki's team doesn't need to be convinced of this new direction. In fact, the technical support team has been complaining about the burden of dealing with trivial issues for months. But persuading the rest of the organization is an entirely different matter. How can Vicki go about persuading her managerial colleagues?

Vicki arranges to invite her contact Michael, a well-regarded IT manager in another region, to speak at the next management meeting. Michael then outlines the benefits of the proposed new approach from his personal experience. Michael is well known in the company and highly respected for running an efficient operation. He is prepared to share his experience and perspective willingly; Michael has experienced this reallocation of resources first-hand. This is an example of using third party endorsement to influence a change of direction.

Tool 16 – Structured interviewing

Interviewing a select group of people one-on-one has some powerful advantages over other evidence-gathering techniques. In a one-on-one situation, the interviewer is able to invite the interviewee to elaborate on their responses. This information-gathering method gives the leader the opportunity to get a much deeper understanding of the issues involved. It's a personal way of gathering evidence. In addition, people generally appreciate being consulted and listened too.

Apart from gathering evidence on a personal level, this tool is collaborative. It can be particularly effective if the people being interviewed are the very people that need persuading. The obvious disadvantage of this technique is that it takes considerable time. And because it takes substantial time, the number of people interviewed is relatively small compared with assembling data from an online survey.

Consider for example a situation where Shaun, a newly appointed manager, wants to make some sweeping organizational structural changes. Shaun is aware that the change in structure will result in “winners and losers”. Nonetheless, he wants to make positional changes after gathering some evidence to justify his decision. Shaun decides to interview ten people in key positions across the organization.

He invites each of the ten employees to comment on the strengths, weaknesses, opportunities and threats of, and to, the business. In short, Shaun conducted a S.W.O.T. analysis. After completing the interviews, he considers the common themes. The collective feedback Shaun receives is that the strength of the business is its ability to focus on customer needs. But he also receives additional feedback that there is general confusion around managerial roles and responsibilities. Further, the employees interviewed were unsure who to talk to regarding a variety of important matters affecting the operations of the business. Shaun’s conclusion is that roles and responsibilities are not clearly defined. This obviously concerns him and confirms what he has already observed. He subsequently compiled a report citing the feedback of others, but protects their anonymity.

As a consequence of this evidence, Shaun decides to change the organizational structure to improve the clarity of roles. Calling his team together, he announces the restructure of positions at the top end of the organization, referencing the information he has gathered. Some of his managers are predictably happy with the new arrangements and others unhappy. But overall, Shaun’s decision is respected on the basis of having undertaken a thorough investigation by first speaking to his colleagues. Had he not done so, he would have inadvertently invited widespread criticism.

Tool 17 – Conduct a survey

The advantages of using surveys to gather evidence is that they can be wide-ranging, allowing everyone to contribute, without taking too much time. In other words, with the right methodology, this tool can gather a lot of people’s opinions on a wide range of issues very quickly and proficiently. For these reasons, managers regularly use surveys as a method of gathering evidence.

Organization-wide surveys can provide the basis for supporting managerial decisions for change on a variety of issues. The overriding disadvantage of large-scale surveys is that they can't always provide an in-depth understanding of the issues. This shortcoming can be overcome by combining the two methods of survey and interview.

For example, Rachel, a head of department may have observed that her departmental managers are not competent in their leadership skills. However, Rachel needs evidence beyond her observations to justify her view. She decides to design and conduct an anonymous survey with the help of an external consultant to assess the leadership capacity of the management group in her department. The subsequent survey results indicate that the vast majority of employees overwhelmingly feel that their managers are not making decisions and taking the necessary accountability for their actions. Furthermore, the survey results – without pointing fingers at any particular manager – clearly indicate that one of the key priorities that need addressing is to improve leadership competency within the department.

On the basis of these confirmatory results, Rachel decides to implement a comprehensive executive coaching program involving all managers at all levels within the department. Rachel uses the results of the survey to validate the coaching program and justify its expenditure. She also decides to conduct a similar survey in 12 months time to measure the success or otherwise of the leadership program.

Tool 18 – Process mapping

Process mapping provides a visual representation of organizational processes. More specifically, it illustrates the critical decision points in the procedures and the various pathways that these decisions may lead to. A detailed process map can be a useful starting point to discuss potential roadblocks and other issues in organizational efficiency and effectiveness.

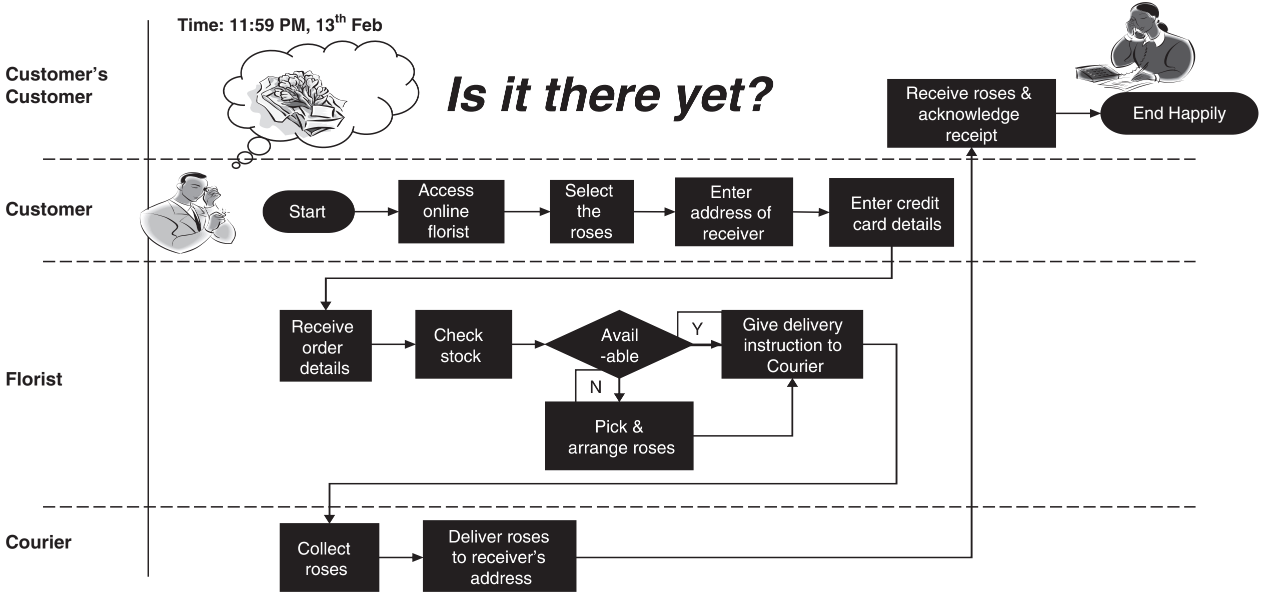


FIG 13.1 Process mapping[1]

The weakness of this tool is that it often doesn't take into account the various strengths and weaknesses of the key players in the process. Nonetheless, it does give a useful overview of the various pressure points in executing important procedures.

As a simple illustration of its use, the manager of a florist shop wants to influence the owner of the business to improve the quality of customer service. He decides to map out the ordering process. Figure 13.1 above illustrates this current process.

A key problem in his florist business is the delay in processing orders when stock is not available. In the present arrangement, several days delay can result when a customer wants to order flowers that are not available. This is highlighted at the step of availability in the process map.

The key question Peter, the florist manager, has to grapple with is: how can we overcome this delay in orders to customers? Using the process map to clearly illustrate the problem, he subsequently is able to influence the owner to form an agreement with several other florists. By building alliances, when stock is low, the business can draw on the resources of other florists who have these flowers available. This will significantly reduce waiting time and improve customer responsiveness. Peter is able to convince the otherwise reluctant owner to seek out mutual arrangements with the florist's competitors. This agreement benefits his business, his customers, other florists and ultimately customers.

Each of these tools for gathering evidence has strengths and weaknesses. Their use and selection depend upon many variables. But if they are used well, a leader's capacity to influence using investigation can be significantly improved.

In the next chapter, we cover some tools for *generating ideas* – the second investigation capability.

chapter 14

Investigation: *Generating Ideas*

> *When it comes to influencing using the investigation strategy, gathering evidence and generating ideas go hand-in-hand.*

This chapter covers some tools in the second of the four investigation capabilities: *generating ideas*. Generating ideas in this context means coming up with specific recommendations that are practical and supported by data. You can conduct a thorough investigation but then fail to capitalize on the evidence. Conversely, you can generate an idea but not be able to back it up with evidence. When it comes to influencing using the investigation strategy, gathering evidence and generating ideas go hand-in-hand.

Three concepts can assist the leader in generating ideas that are likely to be persuasive. One approach is to start from the general and move to the specific. Equally, moving from the specific to the general is another approach. And lastly, linking the idea to the people being influenced conveys a sense of empathy. We'll look at these three concepts.

Tool 19 – Starting from the general and moving to the specific

Starting from the general and moving to the specific means beginning with the big picture. What trends are up-and-coming that impact your industry and the work you do? Identifying these emerging trends when they are apparent is a good starting point sometimes for arguing for a certain direction. From these movements, we can start to ask questions such as: what does this mean for me, my team, the department and organization? How can we capitalize on these changes in a practical way? Instead of putting the jigsaw together piece-by-piece, this method starts with the completed jigsaw and considers where some of the pieces fit.

For example, a local government authority I was consulting for a few years ago was concerned about the growing number of complaints its council was receiving from members of the public about the length of time taken to get tombstone inscriptions completed in time for scheduled burials. The process used was one where a relative of the deceased would draft the details to appear on the tombstone and send them in to the relevant council department. The department would complete a draft and send this back to the relative for approval. Once the member of the public had signed off on the wording and design, the council officers would then have the tombstone inscribed. This process often took weeks to complete and naturally relatives of the deceased became upset at the length of time the procedure took, particularly when they wanted to conduct the funeral service. This method was cumbersome and required several checks back and forwards between members of the public and the council. An entirely new approach was needed.

The answer was to find a more innovative way of doing this checking task that would significantly reduce the timeframe. The manager eventually came up with an idea based on the barrage of negative feedback from ratepayers. He considered a process whereby the relative would complete the wording they wanted on the tombstone plaque online in a relevant section of the council's website. The council could then do a draft immediately and send it back to the relative electronically for checking. Once the relative was happy with the draft, the relevant council officer would commence work. This reduced the process from three weeks to one week. After persuading his team, based on the trend of customer complaints, this new approach is now common practice.

So, starting from a broad issue, such as a series of customer complaints or industry trends, then consider how this affects the work people do. Patterns and trends are a useful starting point for generating specific ideas at organizational, departmental or team levels.

Tool 20 – Moving from the specific to the general

Moving from the big to the small is referred to as deductive thinking, moving from the small to the big is inductive thinking. Inductive thinking means using specific evidence to make broad generalizations. A small issue can lead to a generating of ideas that may impact on a larger scale. This means starting with one piece of the jigsaw that leads to solving the bigger puzzle.

For example, a customer, Meredith, calls up to complain about being overcharged $179 on her recent invoice. The customer service officer, Kate, receives the call from the irate customer. Meredith obviously wants the problem rectified immediately. Kate informs Meredith that she needs to speak with her manager, Brendon, about this error and once she has done that, she will call Meredith back. This makes Meredith understandably more annoyed because of the enforced and unnecessary further delay.

After consulting with Brendon, Kate's manager, it is clear that the business has made a mistake; this customer has been overcharged. Brendon uses this opportunity to inform all customer service officers that if overcharging occurs again, and the bill is less than $200 and the mistake is obvious, they are authorized to fix it without consulting him. This way, customers in future are not going to be inconvenienced by an additional delay. So an incident like this can lead to a broad policy decision and the manager is in a position to generate a new procedure and convince staff of the change.

Tool 21 – Linking ideas to the person being influenced

Linking ideas to the person being influenced basically means considering the needs and interests of the individual or group who will be most affected by the change. Generating ideas that take into account other people's circumstances, as opposed to disregarding them, will mostly be received in a better light. Of course it is true that accommodating the needs and interests of the target group is not always possible for managerial decision-making. But showing empathy is at least a good starting point. This concept is not necessarily about consulting the group first. Although in lots of cases this helps. Being conscious and mindful of how an idea will impact on the end user is key here.

By way of illustration, new health and safety laws and policies will inevitably impact on the way employees carry out their work. For example, completing an accident report accurately and fully is important for investigative purposes. Employees need to be informed how to fill out these forms and in what circumstances they are to be completed. To potentially increase the leader's influence in these circumstances, they need to consider this imperative from the perspective of the workforce. Specifically, the leader should consider the type of incidents and accidents that need recording. Citing some recent examples of incidents in the immediate workplace will provide context and demonstrate understanding of the team environment. This will contextualize the change and in so doing make it more relevant to the end user.

Generating ideas from data and situations can be done in several ways. Three ways are using deductive and inductive thinking and considering the impact when communicating ideas to the end user of the idea.

Let's now turn to the third investigation capability – *asserting ideas*.

chapter 15

Investigation: *Asserting Ideas*

Assertive communication doesn't mean being aggressive. When required, a leader has to be firm and direct, either by putting forward a rational argument or expressing a vision in an inspiring way.

In this chapter, we explore the third capability of the investigation strategy. To be influential, a leader has to communicate assertively. Assertive communication doesn't mean being aggressive. When required, a leader has to be firm and direct, either by putting forward a rational argument or expressing a vision in an inspiring way. In fact, employees expect their manager to be forthright in what they want occasionally. This is what we referred to in Chapter 5 as using a push style of communication. Of course, not all circumstances warrant a forceful communication style, but many do. Formal presentations, written reports and some one-to-one conversations are three avenues where assertively persuading is paramount. We cover these opportunities briefly below.

Tool 22 – Persuasive formal presentations

In staff meetings and large forums, when making a formal presentation, a leader has a golden opportunity to convince a small or large number of people in a short time frame. It may involve a new proposal, direct a certain course of action, or request a change in direction. The frequency of these opportunities, and the potential impact they can have, underlines the imperative for managers to develop their presentation skills.

For example, presenting a new strategic direction to a whole-of-staff meeting is a formal influencing occasion. If the direction is non-negotiable, the manager needs to communicate with a sense of conviction and confidence. The leader more often than not must base the new direction on a logical and coherent argument; the rationale needs to be clearly articulated and evidence-based. Furthermore, the manager should explain this new strategic direction in the context of how it will affect the work and priorities of those they are addressing. By doing this, individuals are able to make the connection between the new direction and the work they need to do. Persuasive formal presentations are a great and underutilized forum for persuasion.

Tool 23 – Writing coherent reports

Most managers spend numerous hours writing reports. Many of these reports are written to persuade the reader in some way. In the majority of cases, to boost the influencing capacity of the author of the report, it ought to be short, sharp and to the point. Oftentimes the writer of these reports is attempting to appeal to readers on an emotional level. Emotional appeal needs to balance with strong arguments based on well-founded facts or data. The best reports appeal to the feelings of the reader and are logical and coherent as well. Again, as with oral presentations, managers would do well to learn how to write persuasive reports.

Reports are written on a whole host of topics and issues. For instance, reports could be compiled to investigate a workplace incident, such as an accident or harassment claim. They may include a new policy direction. The report could be to persuade your boss to create a new position or function within the business. A written document could consider the implications of a new government direction or policy. The list goes on. In any case, reports are essentially about some kind of a call-to-action from the author to the reader; they can't therefore be discounted as an important means to influence.

Tool 24 – Productive conversations

Studies show that the vast majority of a manager's time is spent on verbal communication of some kind.[1] These conversations happen in the hallway, at the water cooler, in the lunchroom, in the manager's office, in the employee's work area; literally everywhere, including the rest room!

The conversations may be about giving a directive, answering a question, solving a problem, getting and giving feedback, seeking approval or showing sympathy, keeping up-to-date and so on. Each of these discussions – impromptu or planned – is a chance for the leader to assert their ideas on how things need to be done or how an employee ought to think and act.

Not all conversations require a manager to be assertive. In many cases, listening actively (see Chapter 27, page 243), as I mentioned earlier in Part II, is paradoxically the best way to influence another person. However, in other discussions, these planned and unplanned encounters are a chance to communicate assertively. When a manager is "caught off guard", it is often a good idea for him or her to create some breathing space to consider an appropriate response. At these moments, the leader can promise to get back to the other person after thinking through the issue and their response. And a good leader will make sure they do get back to them.

On other occasions, an immediate response from the leader is apt. For instance, in a crisis the manager is expected to offer an immediate response. These situations do not grant the luxury of buying time to contemplate a response. In a crisis it is expected that a leader immediately affirms a course-of-action or rectifies a situation that has gone off course. These everyday unanticipated, casual exchanges are often also undervalued by managers as important influencing opportunities.

We have covered several verbal and written opportunities for a leader to assert their ideas. Being able to affirm their thoughts is a critically important skill of a leader and, more specifically, a capability of influence.

Finally, I cover the investigation capability of *countering arguments* in the next chapter, before moving on to the capabilities of calculation.

chapter 16

Investigation: *Countering Arguments*

When putting a contestable perspective on the table, it is helpful to foresee potential objections to the proposal.

This chapter deals with effective ways of countering arguments to a leader's proposals. Countering the ideas of others is important when they can potentially derail a leader's direction. Effectively opposing the arguments of others is the classic skill of good debaters. To be influential at countering the ideas of others, leaders have to be self-assured and base their rebuttal on clear and calm reasoning. Coupled with a strong and assured opposing argument, the leader ought to be tactful with a degree of sensitivity for the other person's position; a delicate and crucial balancing act. To effectively contest the ideas of others, leaders practice three skills. These abilities are anticipating (wherever possible) the probable objections, a willingness to play "devil's advocate", and testing emphatically the opposing arguments and assumptions. We look at these three tools in more detail.

Tool 25 – Anticipating objections

When putting a contestable perspective on the table, it is helpful to foresee potential objections to the proposal. Leaders who are skilled at this ask themselves a simple but important question: what objections will others come up with to my proposal? Through careful consideration and comprehension the leader plans how to counter these expected points of view to their pitch. With these contradictory arguments in mind, the leader can get "on the front foot". They neutralize the opposition by raising these expected objections and countering them first, before the other party raises them. This demonstrates preparedness and thoroughness, while demonstrating the leader has thought through concerns people may have for their proposal.

Here is an illustration of the consequences of not accurately considering the arguments of others before making a proposal. Jackie, the head of auditing, makes a fundamental mistake in approaching Bill, her boss, for expenditure to arrange a one-day off-site meeting she wants to hold with her team. She makes the mistake of assuming that Bill will be persuaded by the same factors that prove persuasive to her. Jackie wants to get her team completely focused on the goals of her department. To do this, Jackie proposes to take her team with her and build better working relationships between team members.

Unfortunately for Jackie, Bill has an entirely different perspective. Bill views anything that gets in the way of delivering on time and to standard as a distraction. Basically, he sees the off-site workshop as a diversion and subsequently a waste of time. Jackie passionately presents her case in terms of building better working relationships. Bill is not persuaded by these arguments at all.

Yet, had Jackie tried a different tack, she would have succeeded in gaining the budget for the retreat. She needed to anticipate her boss's objections to such a plan. Bill's main focus is meeting deadlines and establishing clear priorities. Jackie could have started the meeting by highlighting her boss's priorities. Having got Bill's attention, Jackie could then outline her business-focused agenda for the proposed off-site meeting, omitting the points about building working relationships. The emphasis in selling the need for the meeting could be on using this uninterrupted time to plan and prioritize for the busy upcoming quarter. This approach is more likely to appeal to Bill, a person who is primarily influenced by plans and proposals that improve the department's ability to produce high-quality work.

Tool 26 – Playing devil's advocate

Playing devil's advocate can be a useful way of testing the validity of the arguments and perspectives of other people. A devil's advocate is someone who, presented with a certain argument, takes a stance they do not necessarily agree with, for the sake of debate. In taking this position, the individual assumes the devil's advocate role, seeks to engage others in an argumentative discussion process. The purpose of this method is typically to test the quality of the original argument and identify potential weaknesses in its structure. This information can be used to either improve or abandon the original, opposing position.

The leader can literally start with the phrase: "Let me play devil's advocate for a moment ..." They can then launch into a series of probing questions that assess the strength of the arguments of the other person the leader may not necessarily automatically agree with. Using questions that are open-ended beginning with *what*, *where*, *when*, *why*, *who* and *how*, the devil's advocate probes. If the other person has not sufficiently thought through their argument, they are probably going to come unstuck at some point in this type of conversation.

AT THE COAL FACE... *THE ORIGINS OF DEVIL'S ADVOCATE*

During the canonization process employed by the Roman Catholic Church, the promoter of the faith, popularly known as the devil's advocate, was a canon lawyer appointed by Church authorities to argue against the canonization of a candidate. It was this person's job to adopt a skeptical view of the candidate's character, to look for holes in the evidence, to argue that any miracles attributed to the candidate were fraudulent and so on.

The devil's advocate opposed God's advocate (also known as the promoter of the cause), whose task was to make the argument in favor of canonization. This task is now performed by the promoter of justice, who is in charge of examining how accurate is the inquiry on the saintliness of the candidate.

The office was established in 1587, during the reign of Pope Sixtus V, and abolished by Pope John Paul II in 1983. This reform changed the canonization process considerably, helping John Paul II to usher in an unprecedented number of elevations: nearly 500 individuals were canonized and over 1300 were promoted during his tenure as Pope as compared to only 98 canonizations by all his twentieth century predecessors. In cases of controversy, the Vatican may still seek to informally solicit the testimony of critics of a candidate for canonization. Aroup Chatterjee, the author of the book *Mother Teresa: The Final Verdict*, testified against the late nun as a so-called devil's advocate. The British-American columnist, Christopher Hitchens, was famously asked to testify against the beatification of Mother Teresa in 2002, a role he would later describe as being akin to "representing the Devil, as it were, pro bono".[1]

To illustrate the use of playing devil's advocate as a tactic of influence, consider one of the most critical post-World War II incidents. To resolve the Cuban missile crisis of 1962, United States president Kennedy decided to try and get as much information, and to identify as many different courses of action, as possible. Knowing that the survival of the nation, and the world, depended on the decisions and actions he took, he convened an executive committee of the National Security Council, composed of vice-president Lyndon Johnson, his brother Robert Kennedy (then attorney general) and other members of his Cabinet. He gave the committee time to explore and present various responses to the crisis, then removed himself from the process so as not to bias it by being presented with choices the committee members might have thought he favored. Kennedy adopted an investigation strategy.

Robert Kennedy took on the role of devil's advocate in these meetings. He was tasked with vigorously arguing against contemplated strategies in order to force the group to discuss and debate the contingent merits of different courses of action.

The end result was evidently a successful outcome from a good group process. By making well-considered moves, president Kennedy influenced his Russian counterpart, premier Nikita Khrushchev, to tone down the crisis. Together they took steps to improve relations between the two countries, such as establishing the direct telephone connection, or hotline, where the leaders of the two countries could have immediate contact with each other with relative ease.

Tool 27 – Testing others' arguments and assumptions

Testing others' arguments and assumptions is similar to playing devil's advocate. Whereas being a devil's advocate is virtually playing a role, testing others' arguments and assumptions is more about challenging others to justify their position on particular issues. In many cases, people will disagree with the leader's point of view. But they are prepared to challenge the opposer's stance, the validity of the argument has not been scrutinized thoroughly. At the very least the leader will gain an understanding of what and how the opposition is thinking about the issue. In other words, by challenging the arguments of others, the leader will know where they are coming from.

With testing others' arguments, the leader seeks permission to test the others' cases. A good technique to do this is to ask permission to ask a couple of questions. "Do you mind if I ask you a couple of questions to understand your point of view?" is a good question to begin the process. By asking their permission, the leader is being less confrontational than simply charging ahead and asking them a series of interrogating questions. By using this technique, the leader is putting them in a position to debate the areas of contention respectfully and non-confrontationally.

By inviting others to express their argument in a deferential manner, the person on the receiving end can paradoxically become more receptive to the leader's argument. Why? Because the leader has displayed a preparedness to listen to their arguments. As a result, the other person may feel obligated to listen to the leader's perspective less judgmentally. The opposite is equally true. If the leader dismisses the other person's point of view out-of-hand, they are probably going to be disinclined to listen empathetically to the leader's argument.

This chapter has considered some of the tools for countering the arguments of others. Countering arguments is an important capability that tests the inevitable arguments employees have from time-to-time about the manager's direction and *vice versa*. This was the fourth and final capability of investigation.

In the next chapter we will begin looking at the four capabilities for the execution of the calculation influencing strategy.

chapter 17

Calculation: *Weighing Options*

Weighing options as a capability is also about developing a plan-of-action that takes advantage of the positives in the change process and at the same time reduces the impacts of the negatives.

Now that we have looked at the four capabilities supporting the investigation strategy in the past four chapters, we turn our attention to the calculation capabilities. Specifically, in the next four chapters, we will look at the four supporting capabilities: weighing options, communicating standards, providing feedback and offering concessions. In this chapter we discuss weighing options.

Weighing options refers to identifying the key drivers associated with any change. The benefits of the change constitute one set of drivers. Any change agent, including a leader, has to be able to identify and communicate these benefits to win support. The other set of drivers is concerned with recognizing and conveying the disadvantages of not changing. Whilst people may be sold on the benefits of a particular change, they also need to understand the consequences of not changing. Calculators are able to sharpen the distinction between the issues associated with changing and not changing. A calculator not only recognizes these drivers in a change process, they are also prepared to communicate these to those they lead.

T. Baker, *The New Influencing Toolkit*

Apart from considering the critical factors when confronted with a change, a leader needs to consider how change can be implemented successfully. Weighing options as a capability is also about developing a plan-of-action that takes advantage of the positives in the change process and at the same time reduces the impacts of the negatives. The calculator needs to demonstrate to the team that they have carefully considered all the factors, particularly those that concern their team. If this is not done, or is done poorly, team members will quickly lose confidence in the leader's ability to plan and lead change. There are several practical ways of weighing options. I will mention two reputable tools here. One method is to use a *force-field analysis* and another is to apply a *Cost–benefit analysis*. Both methods calculate the impact of a proposed change and can be applied to most situations.

The calculator needs to demonstrate to the team that they have carefully considered all the factors, particularly those that concern their team.

Let's look at these two methods in more depth.

Tool 28 – Force-field analysis

A force-field analysis provides a framework for looking at the factors (forces) that influence a particular situation. It looks at forces that are either driving movement towards a goal (helping forces) or blocking movement towards a goal (hindering forces). The force-field analysis, developed by Kurt Lewin, is a constructive way of analyzing large-scale change and its anticipated impact. But it can be used for any decision that needs to be made.

It is a tool for systematically analyzing the factors found in complex problems, decisions or change management. It frames problems in terms of factors or pressures that support the current state (restraining forces) and those pressures that support change in the desired direction (driving forces). By factor, I mean such things as people, resources, attitudes, traditions, regulations, values, needs, desires and so on. As a tool for managing change, force-field analyses helps identify those factors that must be addressed and monitored if change is to be successful.

The process is simple, yet very effective. You take a piece of paper and draw a line down the center of the page. On the left-hand side of the page, put the heading: *driving forces* and on the right-hand side, put the heading: *restraining forces*. Then brainstorm all the driving forces in favor of the proposed change. For instance, this might include such factors as *increased revenue*, *capturing a new market of buyers* or *reduction in red tape*. Once the list of driving forces has been exhausted, build the list of restraining forces. For instance, *cost of implementation*, *diversion of resources* or *resistance from stakeholders* may be identified as restraining factors that need further consideration. When these two lists have been compiled, the next step is to rate each of the driving and restraining forces on a scale of one to five: one represents a relatively weak force and five, a strong force. This helps prioritize actions that need to be taken to limit the restraining forces and maximize the driving forces.

From this plan, the next step is to calculate how to take full advantage of the forces favorable for change on the one hand. On the other hand, the leader needs to consider how to minimize the impact of the factors that may impede the change.

For example, as a manager you are contemplating moving office premises and want to do so with a minimum amount of disruption, both physically and psychologically. You use a force-field analysis to consider all the forces at play in this big move. One of the driving forces is that you will have *more office space* and you rate this four out of five. You want to maximize this advantage. More space means that there will be several spare offices and you consider that this will provide your employees, who normally work in an open office set-up, with some quality private time to complete their reports without excessive interruption. You can therefore articulate that the move will mean members of staff will have opportunities for blocks of uninterrupted time, compared with the current situation where they are likely to be interrupted on a fairly regular basis. With a little organization, you can sell this benefit or driving force to your team.

But on the other side, one of the restraining forces is that there is *less access to public transport*. Since many of your employees rely on buses and trains to get to work, this is identified by you as a significant restraining force. You subsequently rate this as a five. What can you do to minimize this restraining force? Can you plan a car pooling arrangement – a pact whereby those driving to work can pick up their colleagues and be subsidized for their efforts? With a little thought you consider this may work. Further, one of the by-products of this new agreement is building teamwork. It is probably not going to be accepted with open arms, but at least you have considered it and have a plan in place to minimize this disadvantage. This analysis helps the leader to sell the move to their team.

As well as doing a force-field analysis by yourself, it also can be used for collaborative problem-solving. Instead of the leader using this tool in isolation, they can use it to group problem-solve. The team can weigh up the options for a decision together. This method combines calculation and collaboration and can work very effectively. Either way, force-field analysis is a great tactic for considering the issues at stake and the options for planning ahead.

Tool 29 – Cost–benefit analysis

A cost–benefit analysis is a method for organizing information to aid decisions about the allocation of resources. Its power as an analytical tool rests in two main features: first, costs and benefits are expressed as far as possible in monetary terms and are directly comparable with one another. Second, costs and benefits are considered on a larger scale than an individual or interest group. Cost–benefit analyses are usually carried out encompassing a whole host of factors. This broadens the perspective of individuals to look beyond their own interests.

As a methodology, cost–benefit analysis can provide guidance on the efficient allocation of resources in areas where this information may not be available. Cost-benefit analyses are useful in contexts where there are grounds for mistrusting the assumptions people make about a particular program. For instance, this may include underpricing costs and overpricing revenue. A proper financial analysis will give a more rational and accurate picture. A cost–benefit analysis is also useful when a project is so large in scale that it is important to be fully aware of its wider economic effects.

Undertaking a cost–benefit analysis provides the decision-maker with quantitative comparisons of options, together with supporting information for any costs and benefits that could not be quantified. Cost–benefit analyses serve to aid decision-making and persuade key stakeholders. However, this does not replace the need for sound judgment from leaders, based on a wider range of considerations that go beyond quantitative analysis.

Cost–benefit analysis has been widely used in the following contexts:

- accepting or rejecting a single project;
- choosing the appropriate scale and/or timing for a project;
- choosing one of a number of competing projects; and
- evaluating projects after they are completed rather than beforehand.

In all of these cases it can influence decision-making by weighing up options in a logical manner. Recommendations can be made based on the quality of the analysis.

AT THE COAL FACE... *COST–BENEFIT ANALYSIS IN ACTION*

In 1979, the Tasmanian Department of Environment asked the Center for Resource and Environmental Studies (CRES) at the Australian National University to assess a Report on the Gordon River Power Development Stage Two, prepared by the Hydro-Electric Commission (HEC). The CRES assessment was subsequently published.[1]

The HEC proposal comprised an integrated development that would harness the water resources of the Gordon and Franklin rivers to provide additional electricity-generating capacity for the state of Tasmania. The HEC report argued that the proposal was the most cost-effective way to meet future electricity demand in Tasmania. HEC considered a number of alternative options, including a coal-fired thermal power station using coal from New South Wales; however, it found that none were cost-effective. The preferred proposal entailed the flooding of the Lower Gordon-Franklin area, an area recognized as one of outstanding natural beauty and significant archaeological interest. The proposal generated widespread community opposition on environmental grounds.

In May 1983 the Commonwealth Parliament enacted the World Heritage Properties Act 1983 which, following an unsuccessful High Court challenge, prevented construction of the dam from proceeding.

The basic approach of the CRES study was to compare the willingness of consumers to pay for electricity from the hydro-electric development with both the capital and operating costs of the scheme and the opportunity cost of the Lower-Gordon-Franklin area as a wilderness area.

Based on a cost–benefit analysis, the construction of a coal-fired thermal station of comparable capacity to meet future demand was recommended.[2]

This chapter has discussed two tools for weighing options; a capability of calculation. Being able to clearly plan and identify the drivers for change depends on weighing up the advantages against the disadvantages. To convince others of the need for change, the leader needs to be able to communicate the case for change. They can do this by logically balancing the key factors associated with the change. Using the tools of force-field analysis and cost–benefit analysis can help a leader to do this calculation.

In the next chapter we look at *communicating standards* as the second calculation capability.

chapter 18

Calculation: *Communicating Standards*

> *Employees take their cues from those who lead them. If a leader's attitude comes across as, "Do as I say, not as I do", their influencing capacity is surely diminished.*

This chapter looks at how leaders can communicate the standards they require from their employees. Leaders who favor calculation are constantly communicating proper standards in the working environment. They do this in a variety of ways. For instance, a manager implicitly communicates his or her standards by modeling the behavior they expect of others. Calculators are not shy about setting targets for others to accomplish. Once these targets are established, calculators are inclined to review those targets and provide feedback. Modeling behavior, setting targets and reviewing targets are three critical elements involved in communicating standards and expectations.

We cover these three elements below.

Tool 30 – Modeling behavior

Employees take their cues from those who lead them. If a leader's attitude comes across as, "Do as I say, not as I do", their influencing capacity is surely diminished. Influential leaders understand the importance of modeling the kinds of behaviors they expect of others. Leaders are under constant scrutiny in the way they behave. Their success depends largely on how well they manage their own actions. Being consistent, continually communicating expectations, practicing transparency, promoting integrity and showing commitment are all important ingredients of modeling behavior.

I believe that a leader's attitude is often underestimated – or not considered – as an influencing tool by many managers. Despite this, the attitude of a leader positively or negatively affects their team's ability to function. For example, a manager can hardly expect strict punctuality to meetings from their staff if they are habitually tardy. Every aspect of a manager's behavior is under scrutiny. So all the manager's actions reflect the messages they are actually trying to convey to others.

Employees need to be clear about what they are supposed to achieve every day. Calculators are inclined to define clear pathways to success, including professional development plans for those who excel and a process that rehabilitates low-performing employees. We know that not all employees function at the same standard, but they ought to at least know what is expected of them.

Transparency and openness is another important managerial behavior for fostering expected standards. Persistently and consistently communicating clear standards in the workplace is a trait of a good leader. By contrast, leaders that are fleeting and unreliable, and practicing "divide and conquer" tactics within their teams, will inevitably be mistrusted and disrespected. Being open, honest and clear about expectations is the foundation for communicating standards.

Unethical or dishonest leadership practices pose one of the biggest stumbling blocks to managerial influence. A positive organizational culture is reinforced by managers who model ethical behavior. For instance, having regular informal discussions about standards for business conduct is known to promote integrity. Observing a well-defined process for reporting violations and standard deviations, and following up these mistakes, is vital for ethical and honest behavior in organizations.

But a word of caution: this can be taken too far. Striving for perfection is also going to hamper managerial influence. The reality is, we all make mistakes. This is particularly the case in unchartered territory. The truth is, no matter how much they try, all managers fail to "walk the talk" occasionally. What's more important than being flawless is being true and demonstrating a consistent commitment to the values a leader promotes to others. A leader's behavior may not always reflect the values they espouse. However, employees will forgive a leader's errors, as long as they see them making course corrections immediately after the mistake.

Tool 31 – Setting targets

Being clear about the targets a leader sets and communicates is a fundamental characteristic of calculation. Essentially, there are only two types of targets that can be established and communicated; they can be classified as quantitative and qualitative. Quantitative targets are based around numbers. For example, setting timelines and deadlines can be done quantitatively. But not all targets can be expressed as a number.

Qualitative targets are often expressed as processes or procedures. For instance, occupation health and safety standards are often communicated and adhered to by following a set format or process, such as following the documented steps to conduct a safety audit. Values can also be communicated qualitatively. For example, *respect* in practice may mean listening patiently and non-judgmentally to the views and perspectives of other people without interrupting them. Qualitative targets are obviously more difficult to explain and evaluate. But calculators are always striving to interpret behavior against a set of criteria, whether it is a number or process.

Tool 32 – Reviewing targets

If targets and standards are not reviewed, then it is pretty much pointless communicating standards in the first place. Reviewing targets can be done in four ways. Table 18.1 illustrates these four options.

TABLE 18.1 Target reviewing options

Formative	***Summative***	
Regular dialogue	End of project debrief	*Informal*
Following procedures	End of project presentation	*Formal*

In Table 18.1, *Formative* refers to an ongoing target review process. *Summative*, on the other hand, is reviewing targets at the end of the project. On the right-hand side, *Informal* refers to the *ad hoc* approach to reviewing targets. *Formal* is a more structured and systematic review of targets. As you can see in the table, this provides a manager with four options when reviewing targets: *Regular dialogue*, *Following procedures*, *End of project debrief* or *End of project presentation*.

Let's briefly consider each of these four options for reviewing targets.

Regular dialogue

Regular dialogue means reviewing targets frequently in a casual way. This form of appraisal could apply in a situation where a manager is working with a small group of highly-skilled operators. They may choose to check in casually at the end of the day or week over several weeks with their team. This could be done in an unstructured meeting over coffee, for example. Predetermined targets can be reinforced by the leader at these informal gatherings, and agreements reached. Through these regular casual conversations, the manager has the opportunity to practice informal influence.

Following procedures

Following procedures also means reviewing targets on a regular basis, but doing so in a structured and systematic way. This may take the form of a series of frequent, formal review meetings. Following procedures is a useful review process when there is fair degree of complexity in a project, involving a wide variety of stakeholders. In these circumstances, a more structured reporting process is more fitting. The manager's influence is then exercised during these set meetings.

End of project debrief

The end of project debrief refers to appraising targets at the completion of a project, but doing so in a less structured way. This target review approach is suitable for relatively simple matters, where the participants have demonstrated a high degree of competence. The manager in these cases can check-in with his or her team to ensure that targets have been met. In these informal encounters, the manager's influence is exerted through asking a set of thoughtful questions. They may offer suggestions for similar future projects.

End of project presentation

Lastly, the end of project presentation, as its name implies, is also carried out once a project has been finished, in the form of a formal written or verbal report. This approach to reviewing would occur when the manager wants to ensure that several predetermined standards and milestones have been met. The project team members are subsequently expected to respond in writing or verbally to a set of criteria. These criteria have been agreed upon before the project's commencement. In the post-project report, the manager's influence is based on evaluating whether the set reporting standards have been met.

This concludes Chapter 18. We have considered the core elements in communicating standards. Specifically, we have covered modeling behavior and setting and reviewing targets. Each of these elements has a critically important impact on the leader's ability to influence through their communication of standards.

In the next chapter we cover *providing feedback* as the third capability of applying the calculation influencing strategy.

chapter 19 Calculation: *Providing Feedback*

> *My experience in 21 industries I have consulted for is that feedback is either done poorly or too infrequently.*

In this chapter, we examine the calculation capability of providing feedback. Timely and constructive feedback provides an important opportunity for a leader to influence the behavior of their team, both collectively and individually. This feedback can be either positive, in the sense that it reinforces correct behavior, or negative, in the sense that it is corrective and developmental. My experience in 21 industries I have consulted for is that feedback is either done poorly or too infrequently. We'll look at the difference between summative and formative feedback and share the *After Action Review* technique that can help to provide useful avenues to offer feedback – a critical capability of the calculation strategy.

Tool 33 – Formative and summative feedback

All four of the review options outlined in Table 18.1 in the last chapter, illustrated on page 183, apart from communicating standards, also provide opportunities for feedback from the leader. Feedback may be given either to a single employee or to the team as a whole, depending on the nature of the feedback.

In the two formative approaches shown in Table 18.1, the main purpose of feedback is to make necessary adjustments and course corrections, and to reinforce set targets. Specifically, regular dialogue sessions give the leader an opportunity to ask open-ended questions to elicit relevant information. A manager can then give relevant feedback based on the responses, thereby reinforcing standards. In the following procedures review, normally carried out in a meeting format, the manager can reinforce their standards based on the feedback from the ongoing reports. Both of these opportunities lend themselves to the provision of regular and continuous feedback.

In the two summative approaches in Table 18.1, the main purpose of the manager's feedback is to apply lessons learnt to similar projects in the future. Since this feedback is done at the end of a project cycle, the nature of the feedback is about improving efficiencies and effectiveness moving forward. For instance, at the end of project debrief, a leader can gain consensus from the project team on improvements for the future. At the end of a project presentation review – a more formal forum – the manager can apply lessons learnt to improve future planning and performance. In these more formal review approaches, improvements can be documented for future reference.

So these four avenues of review, when used correctly, enhance the leader's capacity to exert influence by communicating their standards. Reviewing targets and providing feedback ought to go hand-in-hand.

Tool 34 – After Action Review

Another technique is very useful for providing feedback; it is referred to as an After Action Review (AAR). According to management guru Peter Senge, in *The Dance of Change*:[1]

> The Army's After Action Review (AAR) is arguably one of the most successful organizational learning methods yet devised. Yet, most every corporate effort to graft this truly innovative practices into their culture

> has failed because, again and again, people reduce the living practice of AAR's to a sterile technique.

High praise indeed.

So what exactly is an AAR?

The AAR is a debriefing methodology that assists in learning the lessons of the past to make improvements in processes and procedures for the future. As a technique, it can be applied at any of the four reviewing stages in Table 18.1 from the previous chapter. In other words, it can be done formatively during a project or at the conclusion of the project. The AAR can be applied informally or formally as well. So its application is very adaptable.

The spirit of an AAR is one of openness and learning; it is not about problem-fixing or allocating blame. Lessons learnt are not only tacitly shared on the spot by the individuals involved in a project or task, but can be explicitly documented and shared with a wider audience. AARs were originally developed and are still extensively used by the US Army and other military organizations around the world, including extensively in the Singapore Armed Forces.

What makes AARs so powerful is that they can be applied across a wide spectrum of activities, from two individuals conducting a five-minute AAR at the end of a short meeting to a day-long AAR held off-site by a project team at the end of a large-scale project. Activities suitable for AARs simply need to have a fixed beginning and end, an identifiable purpose and some basis on which performance can be assessed.

There are many versions of the AAR. But the one that I think is most applicable for managers is based on the following three simple but important questions:

1. What went well (or is going well) in the project?
2. What did not (or is not) going well in the project?
3. What lessons can we apply in the future from our experiences?

These three questions focus the minds of project participants on reviewing key aspects of project implementation. As I mentioned earlier, they can be done casually or officially as part of a set meeting. Apart from gleaning the gems of wisdom from the experiences of a project, the AAR gains a sense of commitment from those who participate. This is because it is done collaboratively. The AAR is a good tool of influencing because it combines two of the four influencing strategies in the influencing capabilities framework, namely, calculation and collaboration.

Here are some examples of when an AAR can be used:

- when a manager has introduced a new set of procedures or ways of working;
- after a busy period of time when capacity was stretched;
- following the introduction of a new system or procedure;
- after a major training activity; or
- after a shift handover.

This list is by no means exhaustive. Nonetheless, it does provide you with a useful starting point.

AARs are excellent for making tacit knowledge explicit during the life of a project or activity. They provide a vehicle for the leader to capture ideas from team members. Learning can be summarized before a team disbands, or before people forget what happened and move on to something else. Despite the name ("after action"), it doesn't have to be performed at the end of a project or activity; rather, it can be performed after each identifiable milestone within a cycle of a project or major activity. Doing an AAR at discernible phases means it becomes a live learning process whereby lessons learnt can be immediately applied. This is where AARs can add great value as a tool for providing feedback.

Personal AARs are a simple matter of personal reflection. For example, take a few minutes to reflect on something you did yesterday, such as meeting with an important stakeholder, dealing with a complaint or making an important telephone call. Ask yourself the three AAR questions above. What does the AAR tell you about what you could do differently tomorrow?

AT THE COAL FACE... *THE ATLANTIC INCIDENT: MANAGEMENT RESPONSE AND THE AFTER ACTION REVIEW*

An After Action Review (AAR) was conducted on 15 March 2007 at the State Forestry Offices in Dry Branch, Georgia. The Fish and Wildlife Service, Forest Service, Georgia State Forestry, State Air Protection Branch, EPA and media were all represented, in addition to members of the public and the prescribed burning community.

The atmosphere just prior to the AAR appeared to be rather contentious. However, as the AAR commenced, the Forest Service began not by denying any blame for the incident, but by apologizing for any inconvenience their burn had caused the public. That statement helped to make the participants from the air regulatory community much more willing to work together to describe and solve the problem in a cooperative manner.

While both prescribed burns were performed consistent with directions, it was clear that the existing tools for predicting, measuring, modeling and managing prescribed burning at the regional level were insufficient. This was evidenced in the process of issuing burn permits at the time. While both the Piedmont and Oconee received permits from the same office, it is unclear if the office was aware of the concurrent burns. The Georgia Forestry Commission issues burn permits from 130 offices throughout the state, in the absence of coordination between the separate offices.

The AAR resulted in the following recommendations:

- Establish certified smoke management program for Georgia.
- Have the Georgia Forestry Commission manage permitting more regionally than locally.
- Track permits real time for air quality management.
- Communicate large acreage permits to the media.
- Support accelerated USDA-Forest Service research for new smoke modeling.

- Improve meteorology and modeling for regional air quality management of prescribed burning.
- Assemble more data on the health impacts of such an intrusion on the metro area.
- Gather data on local Atlanta emissions from fire impacts on such an intrusion.
- Increase public education regarding prescribed burning, especially for audiences in non-attainment areas.[2]

This ends Chapter 19. We have covered the important considerations for providing feedback as another form of influence. Providing feedback is the third capability associated with calculation covered so far. Feedback can be formative or summative. The AAR is a powerful tool for providing feedback, as we have discussed in this chapter.

In the next chapter we cover the final capability, *offering concessions*, before moving on to discussing the capabilities for motivation.

chapter 20

Calculation: *Offering Concessions*

Being prepared to offer favors is ultimately about influencing the other person to be more malleable to the leader's position.

The final capability supporting the calculation strategy of influence is the readiness and ability to offer important and timely concessions to a person or group that the leader is trying to influence. This is a tactic for the leader to ultimately get what they want. To do this successfully, a leader needs to be willing to be flexible at times.

To demonstrate flexibility a leader has to quickly sum up the arguments of the other party's position. When this is done, the leader can capitalize by making concessions that are attractive to the other party. Being flexible may also include accommodating the needs and interests of the other party on occasion. This is often characterized as "letting them win the battle so you can win the war".

Being prepared to offer favors is ultimately about influencing the other person to be more malleable to the leader's position. It also means using the classic negotiation tactic of compromising when the leader may not achieve all they want or need. Briefly, it means meeting half-way. All of these methods of offering concessions are based on the ability to calculate the other party's position.

Let's look at each of these three methods in more detail.

Tool 35 – Assessing the needs of others

Being able to quickly and accurately assess a person's position is a valuable skill. What does the other person or group want or need? And what are their most important priorities? These are two key questions that need to be answered before meaningful concessions can be offered. If a leader can determine this promptly and precisely, they are in a good position to consider how best to offer important compromises. This is not as challenging as it may appear on the surface.

Human beings universally have certain basic needs that must be met. Abraham Maslow, the well-known twentieth century psychologist, developed a *Hierarchy of Needs* that human beings fundamentally require to be fully motivated. Maslow postulated that once a certain need is satisfied in the hierarchy, it no longer becomes a motivating force. The fulfillment of one need leads to another higher level need being sought after. In Figure 20.1, Maslow's hierarchy of needs is illustrated.

I will give you a quick overview of Maslow's model, if you are unfamiliar with it. At the base of the pyramid are physiological needs, which include such things as air, food and water. These factors are often referred to as survival needs. Once those needs have been fulfilled a person's requirement

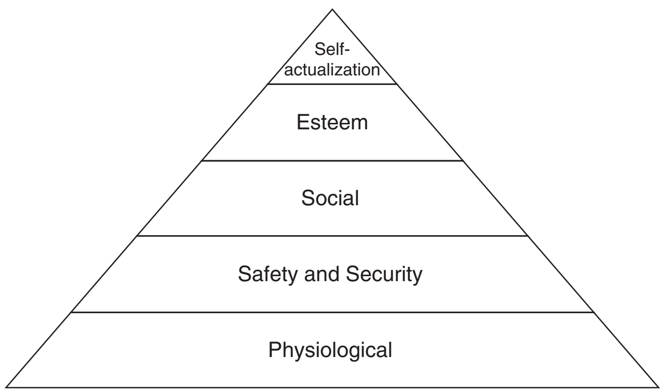


FIG 20.1 Maslow's hierarchy of needs

is to feel safe, both physically and psychologically. Once *safety* needs have been guaranteed, people want to feel a sense of belonging to a group; a *social* need. When a person feels they have a legitimate place in a group, that need is replaced by a requirement to feel valued as an individual. *Esteem* needs are based on a necessity to feel respected, important and worthwhile as a person. People who feel valued then want what Maslow refers to as *self-actualization*. Self-actualization essentially refers to a yearning to continually grow and develop as a person; to stretch and extend oneself. Using Maslow's hierarchy of needs, assessing the needs of others becomes fairly straightforward.

Of these five fundamental human needs, social, esteem and self-actualization are important drivers in organizational life. In practical terms, this means that people want to feel they are valued members of a team (social); they are respected and feel important as individuals (esteem); and they want opportunity to grow and develop personally and professionally (self-actualization). Everyone has the same needs according to Maslow, but is at varying stages in the hierarchy.

For example, newcomers to an organization want to feel a sense of belonging first. Do I fit it? Am I accepted by my colleagues? Am I valued in this organization? These are questions people ask themselves when starting a new job in an unfamiliar working environment. So a manager's priority for a newcomer ought to be to ensure that the employee finds their place in the team. In practice, when someone new joins an organization they need to understand their role and how important this position is for their team's progress.

Once they feel they belong in the team, the employee then wants to think that their opinions, thoughts and ideas count and are valued by their manager and colleagues. The fastest and most effective way of fulfilling an employee's esteem needs is to actively listen to them (a core capability of the collaboration strategy). Being genuinely interested in the person and their ideas is a powerful motivator at this stage, or any stage for that matter.

After someone feels a sense of esteem, the leader can successfully challenge them to achieve higher levels of performance. This fulfills their requirement for self-actualization. Often a manager challenges one of their employees to produce better results and this fails. According to Maslow's theory, this is partly explained by this employee's social and esteem needs not being completely fulfilled. Tailoring your communication style to fit these three human requirements will undoubtedly improve employees' receptivity to your influence.

Tool 36 – Accommodating the needs of others

Accommodation in this context refers to letting others have their way so that the leader can achieve a bigger objective. By accommodating the wishes of others, leaders are to a certain degree responding to their employees' esteem needs; the manager is demonstrating empathy and respect. Making small, timely and relevant concessions can go a long way towards influencing a person in a roundabout way.

For example, it is a very busy time at work. Peter, one of your team members wants to take time off to deal with a personal issue. It will be inconvenient for you and the rest of the team to let him do so. But you decide to accommodate Peter's request. You acknowledge his predicament and realize how important it is to him. You make a sacrifice. In most cases – not all – Peter, on returning to work, will appreciate your concession. He may well redouble his efforts as a gesture of gratitude. It is quite possible that Peter – if he is reasonable – will be more receptive to your priorities as his manager.

When should you accommodate the needs of others in the workplace?

Accommodation is an effective tactic in three circumstances. One of these situations is when maintaining a professional working relationship takes priority over "winning" an argument. Maintaining and building relationships and trust is of course important all the time. But if the relationship will suffer in the long term as a consequence of the leader not acquiescing to the other person's request, it may be wise to accommodate their needs. The example of Peter in the previous paragraph is a case-in-point. I realize however that knowing whether to accommodate can be a subjective judgment that sometimes has to be made on the spur of the moment.

A second use of accommodation would be when you are proved wrong about something. In these circumstances it would be best to admit you are wrong and move in the opposite direction. It may well be appreciated by the other person or persons that you willingly concede you are wrong, particularly if you apologize. This can garner goodwill for the future.

And a third use of accommodation is when the task is relatively unimportant to you, but important to the other party. In these circumstances, it is wise to let the other person or persons have it their way. By accommodating their needs, you are acknowledging the relevance and importance of their need in these circumstances. So, by not voicing your objection or disapproval, you are not generating unnecessary friction. By making a concession, you are again generating goodwill.

At the right time with the right people, accommodation can be a useful method of offering concessions that may pay off later for you in unexpected ways.

Tool 37 – Learning to compromise

While accommodation is letting the other party win, albeit in the short term, compromise is meeting half-way; commonly referred to as a "win–win" situation. As I mentioned earlier, it is a classic negotiation tactic. To compromise is to make a deal between different parties where each side makes some concession to the other. It is a fairly conventional way of resolving conflict, or coming to an agreement.

Compromising is being cooperative but it doesn't inevitably mean being submissive. For compromise to work, the leader has to communicate what they won't compromise on as well as explaining where they are open to finding middle ground. For a successful compromise to occur, a solution that is at least partially acceptable to both parties has to take place. As a communication tool, compromising addresses issues more directly than accommodation.

Many situations are open to compromise. This is particularly the case when you are working with someone who has equivalent positional power. It can be a practical tool when time is running out and decisions have to be made. For instance, it could be used when a key decision needs to be arrived at by the close of business and two managers leading different departments are deadlocked. In these circumstances it might be best to look for a middle way in the midst of a looming deadline.

Compromising can be effective when recognizing that you are unlikely to completely get your own way. It can be a temporary, short-term solution to conflicting viewpoints, while a more enduring solution is sought. Tactically, this means offering a concession as a temporary fix and getting an agreement from the other party to revisit the issue at a later stage to explore a collaborative resolution.

This chapter has considered some of the tools for offering concessions. Offering concessions to others is the final capability for the calculation strategy of influence. To be effective at offering timely and important concessions to others, leaders have to be able to rapidly sum up the situation they are confronted with. Doing this thoroughly and comprehensively opens up opportunities for the leader to get their needs met now or in the future.

In the next chapter we begin looking at the four capabilities for motivation.

chapter 21

Motivation: *Communicating Vision*

Numerous studies have shown that leaders who enthusiastically promote and communicate their vision tend to create positive effects on employee performance, attitudes and perceptions.

The next four chapters, including this one, cover the four capabilities for motivation. In this chapter, we consider the first capability: communicating vision. To communicate vision effectively means the leader creates and shares their vision, goal or destination with their team so they not only understand it, but wholeheartedly embrace it. To effectively adopt a vision is to foster an emotional attachment to that vision. Understanding the vision is one thing, but to support it is another thing altogether. Comprehending it is the logical aspect of communicating a vision. Being inspired by it is the emotional component of communication. It's the emotional approach that we will concentrate on here.

Vision communication is really about expressing an ideal that reflects the organization's collective shared values. Numerous studies have shown that leaders who enthusiastically promote and communicate their vision tend to create positive effects on employee performance, attitudes and perceptions. To successfully communicate a vision, a leader needs to do three things well. First, the leader should display a dynamic and confident

T. Baker, *The New Influencing Toolkit*

communication style when it comes to vision setting. Second, they need to take action to support the implementation of the vision; otherwise, it is literally just a set of words. And third, the leader's role is to build the confidence of their employees so that they can achieve that vision. In a nutshell, a well thought-out vision concisely but openly expresses a leader's values and energy.[1]

To assist you with vision communication we will look at three tools. First, I will provide you with a set of questions to help you develop a coherent vision. Second, I will share with you an effective tool I refer to as a *Team Values Charter*. And third, I will reflect on Edward de Bono's *Six Thinking Hats* model, and how you can apply this for communicating a vision with your team. We consider each in the context of promoting emotional connection to the vision.

Visioning is an important process to give team members a focus. It shows what to aim for and the pathway to take on this journey. To be clear, a vision is a picture in words of what your organization aspires to be or become. Communicating a vision statement with your team members is important in sharing ownership and developing a common vision. The following tool helps to do just that.

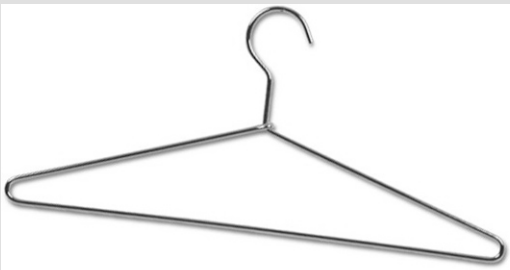
Tool 38 – Visioning questions

By answering the following six questions, the leader can focus their team's thoughts:

1. *Why* does our organization/department/team exist?
2. *Who* are our customers/important stakeholders?
3. *Where* are our customers/important stakeholders and what do they value?
4. *What* industry or business/activity is our organization in?
5. In *what* industry or business/activity will our organization be in the future?
6. *How* are we different from our competition?

Being able to answer these questions is a good starting point for developing and communicating a vision. This exercise can be used either individually or collectively. You can use it to get your focus right as a leader, or you can use these questions to prompt a discussion with your immediate team. If you are the CEO, this can be thrashed out with the senior management team; though this exercise can be conducted anywhere within an organization. Wherever a leader does this exercise in the organization, it will help to get clarity around the direction of people's work.

AT THE COAL FACE... *A VISION IS LIKE A COAT HANGER*



I like to think of a vision statement as being like a coat hanger in a closet. We all have too many coat hangers, right! They sometimes seem like they breed.

In any case, they are pretty much useless on their own; they can even be downright annoying. So too a vision statement hanging on a wall can be annoying; no-one pays it much attention and it normally just takes up space.

However, the coat hanger is very useful for hanging garments off. In fact, the coat hanger actually helps to shape the item of clothing hanging off it. This is what a vision statement does when employees are emotionally attached to it. Ideally everything that is said, done and thought about in an organization should be consistent with the vision. The way we approach our work; the way we treat each other and our important stakeholders and customers; the way we problem-solve; the way we reward each other; the way we measure our success and so on, should relate back to the vision statement.

In sum, a vision is a critically important statement that is used to guide and inform every decision organizational members make.

Tool 39 – Team Values Charter

A *Team Values Charter* is a powerful way to assist a team to work together towards a common goal. It is not a time-consuming exercise and it can be very insightful. It is best done face-to-face with all team members present, but can be done remotely if need be.

Here's how it works.

At the beginning of the meeting the leader asks each person in the team to respond in writing to five questions. It is important that team members write down their responses to each question. It is also imperative that the team leader participates too. The leader wants their team members to have thought clearly and deeply about these questions; writing the responses helps in this regard. This is not an exercise that should be done "off-the-cuff".

Here are the five questions:

1. *What* one value is important to you when functioning in this team in order to achieve our goal?
2. *What* does this value mean to you?
3. *Why* is this value important to you?
4. *What* type of behaviors would violate this value?
5. *What* type of behaviors would be consistent with this value?

By way of illustration, here is an example of someone's responses to the five questions:

1. What one value is important to you when functioning in this team in order to achieve our goal?
   Respect.
2. What does this value mean to you?
   Respect to me means being prepared to listen to another point of view from a team member in an open and non-judgmental way even if you don't necessarily agree with their perspective.
3. Why is this value important to you?
   This value of respect is important to me because I believe we ought to be encouraging diversity in the way we think and operate as a team. And if we are prepared to respect the views of others that we don't necessarily agree with, it will encourage others to speak up.
4. What type of behaviors would violate this value?
   I think someone interrupting another colleague before they have finished fully expressing their point of view is inappropriate. In my mind this is disrespectful.
5. What type of behaviors would be consistent with this value?
   Actively listening to a different point of view with respect and interest.

After everyone has completed their written responses, the leader invites each person to share their answers for the five questions. I think it is a good idea for the leader to start the process by verbalizing their own responses; this should set a positive tone for the exercise.

As each member is offering their perspective, the leader encourages colleagues to ask questions of the presenter for clarification. This should be an interactive discussion and not a series of static presentations. The more interaction and informality in the room, the better.

Once everyone has responded to these five questions, the team has effectively obtained the content necessary for their team values charter. If there are six members in the team, including the team leader, and each person has a different value, the team values charter will have six values and a defining statement for each value. If more than one person has the same value; for example, *respect*, then the two or more team members work together to come up with a defining statement that captures each of their thoughts on that particular value. The key point here is that everyone in the team has input into the composition of the charter in some way.

When the wording is right, the Team Values Charter can be framed and put on the wall of the regular meeting room. It can also be distributed and displayed prominently on the desks of the six team members, as a reminder of their agreement to each other.

This exercise is very simple. But don't let the simplicity fool you. It is enormously powerful. The team members are emotionally connected to this charter because a value they strongly believe in is embedded in this document. Put it this way: team members genuinely own the charter. And because of this sense of ownership, the team is much more likely to stick to it. You may find interestingly that from time-to-time members of the team start to hold each other accountable for their team values. This is of course a positive development.

From a leadership perspective, you now have a tool that expands your influence. How so? You too can – and should – hold the team (and yourself) accountable for that set of values. The Team Values Charter is a common vision of how the team wants to work together. By applying this tool, the leader has effortlessly led the team to design their own vision of how they see themselves operating as a team. The team has also given the leader a charter to hold the team members accountable for their behavior and actions to one another.

When a new member joins the team, they should be asked to contribute by also offering their responses to the five questions. The charter is then updated to include their value and associated definition. If this new team member is replacing someone else in the team, it is very important in my view that the previous team member's value remain in the charter. It sends a signal to the rest of the team members that their contribution is also important and will be honored if and when they too move on.

Tool 40 – Six Thinking Hats program

The *Six Thinking Hats* program was developed and first explained by Edward de Bono in his book, *Serious Creativity: Using the Power of Lateral Thinking to Create New Ideas*. It is a thinking structure designed to give a comprehensive exploration of a topic for group discussion. One of the main aims of the six colored hats (white, red, black, yellow, green and blue) is to align participants in the discussion so they assume the same thinking pattern at the same time. For the six hats thinking process to work, it is essential that everyone is wearing the same hat at a particular time in the discussion. When it comes to developing a common vision, this tool can be helpful to structure the discussion.

The Six Thinking Hats method has more to do with creative thinking than critical thinking. Critical thinking emphasizes observation, classification, analysis and judgment. These concepts are roadblocks to creative thinking. To be in a creative frame of mind, a completely different way of thinking is needed. For instance, a willingness to suspend judgment is vital for creative thinking to flourish. Vision communication is essentially an exercise in creative thinking – more so than critical thinking.

Vision communication is essentially an exercise in creative thinking – more so than critical thinking.

The core strength of the six hats methodology is in changing people's mindsets; to influence their thinking. And it is for this reason I include this as a valuable tool for communicating a vision. This program can build a thinking map for a vision for an organization or team. I would like you to consider how this method can be used to influence employees to emotionally connect to a shared vision.

How does it work?

Dr de Bono has developed a series of questions to help explore the range of different thinking processes under each hat.

White hat

The white hat is associated with gathering information. It involves presenting facts and figures objectively. The central question for white hat thinking is: *what else do you need to know?* Here are some additional questions to stimulate white hat thinking:

- What do we know about this?
- What do we need to know?
- Which are the verifiable facts?
- Which are merely believed facts?
- What data are missing?
- How do we find the facts, data and information we need?

In the context of discussing future visioning, the leader can use the white hat to get his or her team to consider all the important information needed to develop a meaningful vision. For instance, this may include customer feedback, industry trends, changes in government policy and legislation and so on. These data can validate the assumptions held by team members.

Red hat

The red hat is connected to emotions, feelings, intuition and gut feeling. It is the exact opposite kind of thinking from the white hat. It legitimizes emotions and gives them a place in discussions that are more often dominated by logical discourse. The core question underpinning this type of thinking is: *how do you feel about this?* Here are some other useful questions to encourage red hat thinking:

- How would you describe your feelings at the moment?
- What is your gut reaction about this?
- What does your intuition tell you?

When discussing a vision, the leader can orchestrate a conversation around how their team members are feeling. The feelings could be connected to the visioning exercise itself or some of the proposals advanced during the conversation.

Green hat

The green hat promotes thinking that is creative. It is designed to consider ideas, explore alternatives, raise possibilities and discuss designs. The key question here is: *what other ways are there for doing this?* Some other appropriate questions to encourage green hat thinking could be:

- What are the alternatives to this?
- What else can we consider?
- Are there some other possibilities we can think of?
- What are the other possible explanations for this?
- Can we generate a new alternative?

These sorts of questions are useful to brainstorm a variety of pathways or visions. The green hat thinking opens up the opportunity for unusual and unconventional ideas.

Black hat

The black hat is about critical appraisal. This thinking involves objective negative assessment or critical thinking. While the red hat is associated with emotional and subjective criticism, the black hat is confined to logical appraisal. The central question supporting this type of thinking is: *what do you think is wrong with this?* Some useful additional questions may include:

- Do you think this is true?
- What is wrong with this approach?
- What do you think are the main risks associated with this proposal?
- What should we be cautious about?

This type of critical appraisal discussion is helpful to test the validity and reliability of arguments for a particular vision. It provides some critical reflection that is based on logic rather than emotion.

Yellow hat

The yellow hat thinking is concerned with positivity, optimism, benefits and advantages of a certain proposal. Under the yellow hat, the team considers the values, benefits and the reason something should work. The central question supporting this type of thinking is: *what are the positives?* Some other questions would include:

- How will this help?
- Why can it be done?
- What are the good things about this proposal?
- Why will it work?

This type of thinking is valuable to support the general direction of a vision. It identifies the reasons why a vision is worth supporting.

Blue hat

And finally, we have the blue hat. Blue hat thinking is about overview and process. The role of blue hat thinking is to organize how best to approach the topic. The central question is this: *what is the best way to control the process of thinking using all the hats?* Here are some other helpful additional questions:

- What is the agenda?
- What is the next step?
- How can the discussion be summarized so far?
- What is the decision?
- What is the outcome?

This type of thinking is useful to establish structure and coherence around the vision discussion. The team using blue hat thinking can decide how to approach the visioning exercise.

The six hats method is a useful way to guide a discussion with team members either in reflection of a current vision or the formation of a new vision. Using the Six Thinking Hats methodology pushes the team to think in the widest possible range of useful mindsets. The use of this process can be motivational for the team in the sense that they have a stake in the development of the vision and are therefore more likely to own the final outcome. For a comprehensive discussion, the leader would do well to structure the meetings around these six types of thinking. He or she encourages members of the team to stick to one type of thinking for each episode in the discussion.

This completes Chapter 21. We have discussed three tools that are helpful for communicating vision. I started out with a series of significant questions to help a leader or team frame a vision. We then discussed the usefulness of a Team Values Charter as a vehicle for assisting with team maintenance, to guide and inform appropriate behavior. And finally, I explained that the Six Thinking Hats process is a way of conducting visioning team meetings.

The next chapter provides some tools for *generating enthusiasm* – the second capability for motivation.

chapter 22

Motivation: *Generating Enthusiasm*

> *Despite the indisputable power and impact of storytelling, managers are generally more inclined to attempt to influence people with facts and figures.*

Having the ability to generate enthusiasm in the team is a great asset for a leader to possess. In the first instance, there must be a willingness to be enthused from the employees' perspective. But to get people excited and engaged about a vision is largely the responsibility of the leader. There are two powerful tools for building a sense of excitement and passion: the use of storytelling and applying the G.R.O.W. coaching model. Used skillfully, both of these tools can engender heightened motivation. But before I discuss these two techniques, let's identify some of the factors in the workplace that can create a motivational environment, and some factors that detract from this. To do this, I draw from the well-documented research of Frederick Herzberg. Building enthusiasm in a team for the work they do ought to be the ultimate aim of the leader.

Tool 41 – Two-factor theory

Frederick Herzberg's research was based on asking employees to comment on two statements: *Tell me a time when you felt exceptionally good about* *your job* and *Tell me a time when you felt exceptionally bad about your job*. After analyzing nearly 4000 responses to these two statements, Herzberg developed the *two-factor theory*. Herzberg and his colleagues noticed that the factors identified as sources of work dissatisfaction were different from those identified as sources of satisfaction.

The satisfiers identified from Herzberg's research included such things as a sense of achievement, recognition and responsibility. According to him, when these opportunities are absent, employees will not be satisfied and will not perform to their potential. By building these factors into the work people do, managers have potentially more opportunity to create enthusiasm and exert influence through heightened motivation.

On the other hand, there are factors that are dissatisfiers in a work setting. For example, organizational policies and procedures, working conditions and salaries are factors, according to the research, that have the capacity to dissatisfy employees. While they can potentially disappoint someone, these factors don't necessarily do anything to produce satisfaction. So the key for a manager is to concentrate their attention on the factors identified as satisfiers, and not spend too much time on the dissatisfiers. The bottom line is that giving employees an opportunity to achieve, providing them with appropriate and timely recognition, and giving them a sense of responsibility has the greatest possibility of generating enthusiasm in the work they do.

Tool 42 – The use of storytelling

We have all grown up listening to stories. Storytelling is a very powerful motivator when used correctly. Good stories capture an audience's attention more than gripping facts and figures; storytelling can influence people at the emotional level. It is one of the most powerful ways of getting a message across in a persuasive way. Anne Simmons in her book, *Story Factor*, states:

> The stories that are told and retold will define behavior better than any policy manual – for better or for worse.

One of the reasons the motion picture industry is so dominant in our society is because it is essentially about telling a good (or not so good) story; the industry is based on storytelling. We all love and are very receptive to a good story.

Despite the indisputable power and impact of storytelling, managers are generally more inclined to attempt to influence people with facts and figures. Managers don't use stories enough as a tool of persuasion. Many managers feel they are not good at telling stories and so they default to the standard *PowerPoint* presentation, packed with facts and figures. As Simmons points out:

> To influence you need to be emotional – which goes against everything we were ever told about how we should act in front of the people we want to influence.

Nevertheless, all great motivators have the capacity to tell a good story to convey important messages to their followers.

A motivational story doesn't have to be long-winded; it can be short and sweet. Sometimes one sentence will do. For example, if you were trying to convince one of your staff of the virtues of careful planning at the beginning of a project you might remind them of Abraham Lincoln's advice:

> Give me six hours to chop down a tree and I will spend the first four sharpening the axe.

Or if someone in your team has just had a bad experience with a customer, you could respond by reminding them that:

> We meet people for a reason; either they're a blessing or a lesson.

The wisdom of others can be a great way to change the thinking of someone you lead.

What are the types of stories you can tell? Stories about you are a good place to start. I don't mean this in some egotistical way. Stories about oneself can be a great way to build connection and trust. For example, using a story to illustrate a personal flaw can build emotional connection, as long as it is not done all the time! By self-disclosing a vulnerability to someone, you invite that person to open up to you. It can be a great way to "break the ice".

Stories you share about how you dealt with a particular situation reveal your values and priorities. "Before I went about that project last year with ... I spent time building trust with key stakeholders. This paid off for me in the long run." Telling a story like this is better and far more persuasive than giving your employee a lecture on the need for building good stakeholder engagement. Although I should point out that the stories you share don't necessarily need to involve you.

You can talk about the observations of people you have encountered and the way they went about resolving an issue or even coming unstuck. For example, I vividly remember an old boss of mine who wanted to discuss a project with one of my colleagues. My colleague had made some silly mistakes in this project. Before he went in to see the boss, he told me that he had his story straight and that he'd only disclose a certain amount of information about the event and not tell him all the details. In he went, reasonably optimistic that he could cover his tracks and not divulge any incriminating details. Thirty minutes later my colleague emerged from behind the closed door of the boss's office. He looked ashen-faced and I naturally asked him what happened. He told me it didn't go according to the plan.

"What did he say?" I asked with a fair amount of curiously. "Nothing, nothing at all!" came his reply.

"What do you mean nothing?" I asked, wanting him to elaborate. "He just asked me a question and then remained silent and I felt obliged to fill the silence. I ended up telling him the whole story", he replied ruefully.

"I didn't realize how effective silence can be sometimes! By saying nothing he got me to say too much. I guess silence is underrated", was my colleague's conclusion.

This was a powerful lesson to me that when I communicate with my team, the best thing that I can do sometimes is shut up and listen. I use this story many times to coach managers on the need to not do too much talking in their conversations with employees.

AT THE COAL FACE... *SOMETIMES THE STRUGGLE MAKES THE DIFFERENCE*

A man found a cocoon for a butterfly. One day a small opening appeared, he sat and watched the butterfly for several hours as it struggled to force its body through the little hole. Then it seemed to stop making any progress. It appeared stuck.

The man decided to help the butterfly and with a pair of scissors he cut open the cocoon. The butterfly then emerged easily. But something was strange. The butterfly had a swollen body and shriveled wings. The man watched the butterfly expecting it to take on its correct proportions. But nothing changed.

The butterfly stayed the same. It was never able to fly. In his kindness and haste the man did not realize that the butterfly's struggle to get through the small opening of the cocoon is nature's way of forcing fluid from the body of the butterfly into its wings so that it would be ready for flight.

When we coach and teach others, it is helpful to recognize when people need to do things for themselves. Sometimes the struggle makes all the difference.

Tool 43 – G.R.O.W. coaching model

G.R.O.W. stands for *Goal*, *Reality*, *Options* and *What* next? It is a time-honored model for empowering people to take responsibility for resolving their own issues and problems, and not to be too dependent on others. The acronym is easy to remember and reasonably simple to use. Also, G.R.O.W. is a classic pull style of communication. Next time one of your team comes to you with a work-related problem that you know they can resolve, try using this process.

How does it work?

Start the process by asking the employee with a work-related problem what they are hoping to achieve as an outcome; what is their *Goal*. If you don't do this, what usually happens is the employee will take up too much time telling you what the problem is and you will undoubtedly feel obligated to listen to their long-winded explanation. Doing this, as well intended as it is, generates a downward spiral of negativity. Instead, catch them before they start their description of the problem and say something like this: "Before you tell be about the problem, tell me what the ideal outcome looks like." This forces the employee to do what the late Stephen Covey famously said in his book, *The 7 Habits of Highly Effective People*, "begin with the end in mind".

Once the employee articulates their goal, invite them to tell you what the current situation is; what the *Reality* is. Ask the employee specifically what is stopping them achieve this goal or outcome; is it people, systems, confidence or something else?

Now that you have covered the *Goal* and the *Reality*, ask them what *Options* they have considered to resolve the problem? The employee may retort by suggesting that this is why they are coming to talk to you! Persevere. Reply with: "If I wasn't here, what would you consider doing?" Once they have volunteered a suggestion, ask them what other options for resolving the problem they can think of taking. The point here is to get them to raise several constructive options with you.

Then turn the conversation toward a solution; *What* next? Ask the employee what they need to do when they leave your office. Also, ask them if there is anything else you can do to support them.

You will find this works really well. It cuts down the conversation time. It gets the employee to think about the problem, to feel empowered, and not simply land solvable problems in your lap. It makes employees more accountable. And just as importantly, it builds capacity in the people you lead. Done well, the other person will feel a sense of heightened optimism in dealing with what probably seemed like an insurmountable problem at the beginning of the G.R.O.W. process.

At this point, we have covered three tools for generating enthusiasm; the second motivation strategy. We started with reputable research on the factors that create a motivational environment. From here we considered two well-known tools for generating enthusiasm: storytelling and G.R.O.W.

In the next chapter we look at the third capability: *connecting emotionally*.

chapter 23

Motivation: *Connecting Emotionally*

The happiness research bears out that the single best way to become happier as a person is to make someone else happy.

Motivation and collaboration influencing strategies are based on building emotional connections to the leader's vision, or between colleagues respectively. However, there is considerable crossover between the two. Connection to a vision positively influences team harmony, and team accord can bring about a clarity in direction. I will focus here on two tools for bonding between employees. These tools will undoubtedly assist indirectly with engendering common vision. Both tools are potent and proven ways of building trust and commitment between colleagues. The first of these two tools is *Grant-a-wish* and the second is called *Pay-a-compliment*. I have used them on several occasions, and they work well to influence the emotional connections between people at work.

Tool 44 – Grant-a-wish

Grant-a-wish is a tool originating from Zappos.com. Zappos is an online shoe and clothing shop, currently based in Las Vegas, Nevada. In July 2009, the company announced it would be acquired by Amazon.com in an all-stock deal worth about $1.2 billion. Since its founding in 1999, it has become one of the world's largest online shoe stores.[1]

The Zappos grant-a-wish program involves a system where employees ask and receive favors from one another. It builds emotional connections between employees. Specifically, employees can learn and teach skills such as playing guitar, speaking Spanish, riding a motorcycle, skydiving and so on. But it goes beyond skill development. An employee, for instance, may want to attend a concert or obtain a particular piece of furniture. The wishes are not defined by any specific criteria.

In addition to employees granting wishes, Zappos as a company grants wishes to employees. One of the most inspiring wishes granted was for an employee who wanted to become an American citizen, but was unable to afford the citizenship program. Zappos granted his wish and he went on to become a US citizen. The tool is based on utilizing the networks within the organization and beyond.

How does it work?

It is a reasonably straightforward process. An employee goes online and records his or her wish via the intranet. The employee includes the date the wish has been made, what they would like to do (or have or develop), their contact details and the ultimate date of fulfilling the wish. Another employee may go online and if they have the capacity or connections, they grant that employee their wish. With the granting of the wish, the two employees meet up and a bond is inevitably formed that may not necessarily have been created otherwise.

This program undoubtedly builds team spirit, evidenced by the endless list of testimonials from enthusiastic participants from Zappos. Employees get to really know each other as people; they learn about each other's interests, dreams and goals. The program provides this opportunity in a fun, engaging and mutually beneficial way. Zappos strongly believes in emotional connections in the workplace and has made *building a positive team and family spirit* one of its company core values.

From the perspectives of building emotional connections, grant-a-wish is effective because it does two things that make employees happy as human beings. First, the happiness research bears out that the single best way to become happier as a person is to make someone else happy. A happier workplace is a good outcome. Second, the program evidently builds positive relationships inside the organization. These working relationships are bound to be deeper and more enriching than the conventional working relationship. Grant-a-wish builds emotional connection between employees.

Tool 45 – Pay-a-compliment

Pay-a-compliment is a valuable tool for commencing or finishing a meeting on a positive and uplifting note. The activity is designed to share genuine compliments between team members in a non-threatening manner; that is, the compliments are given anonymously.

It works like this. Each person in a team completes the following sentence: *The thing that I most admire about … is …* . Again, the rules are pretty straightforward. The compliment has to be specific, genuine and positive. For example: *The thing I most admire about Michelle is her thoughtful, considered responses during team meetings*. Or: *The thing I admire about George is he always follows through; he does what he says he will do*. The exercise recognizes and emphasizes positives and strengths.

As an illustration of how it works, let's assume Kathy has six members of her team, including herself as team leader. Kathy invites each person in her team (including herself) to complete the statement: *The thing that I most admire about … is …* on five pieces of paper (one for each person, excluding themself). It will take approximately 20 minutes for all the team members to write out their compliments.

Once all the responses are complete, each member places their five compliment sheets into a hat. Kathy then randomly draws out each of the 30 statements and reads them aloud to the assembled team and subsequently hands the compliment to the person they are directed to. It is optional whether the notes are signed by the instigator. At the end of this activity, each of Kathy's team has five authentic compliments from their peers about themselves. This is an enriching experience and helps to generate an emotional bond between team members.

I have seem team members pin these compliments up in their work stations at the conclusion of the exercise (optional). Pay-a-compliment creates an upward spiral of positivity in a team and can bring a team closer together.

In this chapter, I have introduced you to two innovative ways of building emotional connections in organizations and teams. These tools build motivational influence.

In the next chapter we turn to the fourth and final capability of motivation: *building morale*.

chapter 24

Motivation: *Building Morale*

> *Have you ever had a conversation with each of your team members about their strengths and talents? I'm sure you've thought about it, but have you actually done it?*

Cultivating a sense of belonging and building common purpose is the core of building morale. Developing *esprit de corps* is an important capability of motivational influence. In this chapter, we look at three tools and concepts for doing this: strengths-based leadership, good news stories at team meetings and scenario planning. Each of these ideas lifts team spirit.

Tool 46 – Strengths-based leadership

Have you ever had a conversation with each of your team members about their strengths and talents? I'm sure you've thought about it, but have you actually done it? Managers often don't hesitate to pull up employees when they are doing something wrong and tell them what needs improving. Strengths-based leadership takes the reverse approach. Leadership expert and author, Ekaterina Walter, offers this rationale for strengths-based leadership:

> The simple truth is that if we stop trying to "fix" our employees and rather focus on their strengths and their passions, we can create a fervent

army of brand evangelists who, when empowered, could take our brand and our products to a whole new level.[1]

So what exactly is strengths-based leadership?

Strengths-based leadership leverages the personal strengths and talents of employees (and leaders) of an organization. It goes against convention, but is nonetheless based on sound research. It has been at the heart of the positive psychology movement of the last two decades. Strengths-based leadership is gaining more prominence in management science. The focal point is on what is good and going well within an organization. This includes people and their talents, the efficient ways that employees work and learn, effective connections with customers and the personal strengths of managers. This concept of strengths-based leadership is the antithesis of the typical blame culture that is so prevalent in most organizations. Its direction is a pivotal shift towards harnessing what is working well in pursuit of the organization's vision and goals, instead of investing in problem identification, blame and deficit management.

A manager is bound to be far more influential by paying attention to the strengths and talents of employees. I am not suggesting that we ignore substandard work. It is – and always will be – critical to give feedback on poor performance when it arises. However, apart from being more positive and affirming, by emphasizing employees' innate talents, the leader will almost certainly get a better return on their investment in time and energy.

As Tom Rath points out in his book, *Strengths Finder 2.0*,[2] investing 100 hours on strengths, as opposed to 100 hours on weaknesses, will yield infinitely better results in terms of growth and development. Despite the common rhetoric of the virtues of conquering handicaps, what all truly successful people do is focus time and energy in developing their potentialities and this, more often than not, pays off handsomely.

So how do you harness this concept of strengths-based leadership as a tool of influence?

In one of my previous books, *The End of the Performance Review: A New Approach to Appraising Employee Performance*,[3] I devote an entire chapter to the power of strengths-based leadership. But in summary, it is practiced by managers who sit down with each of their team members to have a conversation about their innate talents, preferably twice a year. A good question to start the conversation is: what comes naturally for each employee in their work? Furthermore, the discussion involves how the employee, with the support of their manager, can better harness these innate talents in the work they do.

Where do you start? What people enjoy doing is a reasonable indicator of where their strengths lie. There is a saying called the rule of the three Ps that goes like this: "We *practice* what we *prefer* and therefore become *proficient* at it." Our work preferences are a good starting point. Ask an employee what they prefer to do in their current role. Which tasks do they enjoy the most? These questions are a useful starting point to unearth natural employee talents.

So, based on the three Ps concept, a useful question to start the conversation on strengths and talents would be:

> *What are the tasks you enjoy doing most in your current job?*

Although employees should be given an opportunity to consider this question before the conversation takes place, managers may need to prompt them or offer suggestions of what they think they may enjoy most. The follow-up question is simply:

> *Why do you enjoy those sorts of tasks?*

This will provide the manager with more information on their employee's strengths. For example, in answer to the first question, they may say: "I enjoy liaising with customers." When asked why, they may say something like: "I enjoy people interaction." This may suggest that they have strengths in the general area of client liaison. The manager can discuss this further by asking:

> *In your current role, how can we work together to provide you with the opportunity to do more of this?*

Of course, there may not be a clear-cut answer. The employee may, for example, be an accounts clerk and the majority of this work is dealing with figures. But on reflection – and after discussing this with the accounts clerk – the manager might recognize that their employee's talents are best suited to working with customers rather than doing the accounts. Whilst the manager may not be able to do anything about this in the short term, they can start planning to reshape their role to maximize their talents at a future date.

This conversation is part of an approach I refer to as the *Five Conversations Framework*.[4]

AT THE COAL FACE... *FACEBOOK AND STRENGTHS-BASED LEADERSHIP*

Facebook is a company that adheres to the concept of strengths-based leadership. The culture of Facebook and its approach to hiring people is non-traditional. Sometimes they find the best talent in the industry and bring people on board without any particular role in mind allowing them to match up their skills with their projects of interest. Every 18 months or so, Facebook engineers are required to rotate and work on something different for a while. This requirement constantly brings new perspectives and experience to the teams and ignites new ideas. But the key is that, in doing so, they don't force mismatches between talent and projects.

Facebook also holds "hackathons", monthly all-nighters where any idea or project can be brought forth for others to work on. If an employee is passionate about a feature that isn't currently on the roadmap, they can bring it to light and partner with others to get it to the state of usable code. It is considered an intellectual and creative exercise. The company provides food and beer, and engineers offer their ingenuity. The only rule is that during hackathons, one can work only on someone else's project. Some of the most popular site features, like chat, video messaging and Timeline, came out of these all-nighters.

> The company encourages its workers to form teams around projects they're passionate about, and where they have the strongest skills-set, because Facebook's leaders clearly understand that great work comes out of doing what you love and applying your strengths in creative ways. This also creates a rather flat environment where anyone can be a hero: whether you are a CEO or an intern, if you have the best idea or code you are celebrated. "Pixels talk", said Joey Flynn, one of the designers of Timeline. "You can do anything here if you can prove it."[5]

Tool 47 – Good news stories

From my experience, most meetings are dull, repetitive reporting processes with little room for genuine discussion. A simple but effective way to liven up these meetings and to start on a positive note is to invite participants to briefly contribute a good news story. If they are a normal weekly or fortnightly meeting, good news stories can become a regular part of the agenda. During the past week or fortnight positive things undoubtedly have happened in the business. The leader asks attendees to come prepared to share their positive stories. This exercise builds morale. It is another tool that capitalizes on strengths-based leadership.

These good news stories can be about anything concerning the business. For instance, they can be about a customer interaction that ended on a positive note. Or it might be something internal to the business, such as a positive outcome of another meeting. Other possibilities include: successfully adopting a new practice, process or procedure; an example of good functional cooperation; and a positive project outcome. It draws attention to the positives rather than obsessing about problems and excuses.

The process of conveying good news stories in meetings is uncomplicated. Starting with the leader and working around the table, each participant is invited to share their story. Each contribution is confined to a maximum of two minutes. It may be slow to get going at first. Persevere. After a few meetings, people will get the hang of it. Those not contributing will start to feel pressure to volunteer their good news. This tool gets the meeting off to a great start, everyone is involved and it builds morale.

A leader's influence from good news stories comes from identifying and reinforcing the key messages from the success stories. What were the lessons learnt? How can we repeat that success? These are the key questions for the leader to build upon. At the emotional level these questions refocus employees on important success factors in the business.

Tool 48 – Scenario planning

Scenario planning, also called scenario thinking or scenario analysis, is a strategic planning method that organizational leaders can use to make flexible long-term plans. It has been adapted from methods used from military intelligence.

The original method was that a group of analysts would generate simulation games for policy-makers. The games combine known facts about the future, such as demographics, geography, military, political, industrial information and mineral reserves, with key driving forces identified by considering social, technical, economic, environmental and political (STEEP) trends.[6]

In business applications, scenario planning can be an effective influencing tool for considering how alternative futures might develop and how to handle the associated risks. The tool can help organizational members foresee important possible events that they hadn't otherwise considered. The leader still sets the direction, but involves their team in exploring a range of pathways that may lead to that vision.

In the context of influence, this type of planning opens up a range of possible developments towards the pursuit of a goal. As a consequence of this process, the outlook of employees is expanded. Furthermore, scenarios help employees to see a wider array of options and decisions. Unforeseen opportunities can then be conceived and capitalized upon. It removes the blinkers employees may have unconsciously adopted about a strategic direction. It can alter mindsets where they can imagine what they have previously thought unimaginable. Considering a range of possible scenarios helps fill the void between the present and future.

What scenarios ought to be thought through in this planning exercise? There are a variety of ways to do this. But here are four questions that are applicable to most cases:

1. What if we continue doing what we have been doing (continue what we are doing scenario)?
2. What is the best case scenario if we adopt this strategy (best case scenario)?
3. What is the worst case scenario if we adopt this strategy (worst case scenario)?
4. Based on the responses to these three questions, how might we proceed (pragmatic scenario)?

A practical way to use scenario planning is for a leader to start with a proposed strategic direction and then invite their team to consider this goal from these four perspectives.

For example, let's consider Tom, the owner of a computer software company, who has set a goal to capture a share of a new market. This new market is retiree computer users. Considering the *continue what we are doing* scenario, his team discuss the possibility that their competitors could capture this market if the company doesn't attempt to engage this demographic. Tom's team believes that a business as usual approach is unlikely to penetrate this market.

In terms of the *worst case scenario*, the group thinks this market is too small and possibly not enough retirees will be prepared to take up the company's software to make it worthwhile. Therefore, it would be a waste of resources to tackle this market.

Alternatively, considering the *best case scenario*, the team concludes that retirees as a potential target market are untapped and growing, and so offer a reasonable prospect for market penetration.

And finally, by applying the *pragmatic scenario*, Tom's team believes that it is an opportunity that ought to be explored further; after all, they reason, it is a growing demographic and more and more retirees are becoming computer literate. But to capitalize on this trend, the business requires a tailored advertising campaign that spells out clearly the benefits for retirees. Further, it is decided that significant discounts ought to be offered as a way of differentiating the business from competitors. Tom's team agrees to follow this direction.

Through the process of scenario planning, Tom's team can see the possibilities in pursuing this market in a clearer light. The team is subsequently more committed to his vision through their engagement. Collectively, they are prepared to adopt the pragmatic scenario after discussing the other three scenarios. The dialogue has opened their eyes to a full spectrum of possible futures. Tom has engendered a sense of confidence and ownership from his team towards his proposal. Team members now feel more emotional attachment to the vision than before the scenario-setting exercise. They are also clearer about what needs doing to win market share.

AT THE COAL FACE... *MONT FLEUR SCENARIOS*

The scenario planning exercise in the mid 1980s in which there was no input from the black community laid the foundations for the Mont Fleur Scenarios in 1991–92. The Mont Fleur Scenarios involved 22 prominent South Africans meeting to consider the question: "What will South Africa look like in the year 2000?" The first scenario planning session was broadcast on TV throughout the country and it opened many people's minds. It was based on two scenarios: the "low road" and the "high road". The low road described the likely future if the official apartheid policies continued and the country became increasingly isolated from the wider world, while the higher road described the re-integration of South Africa into the world community as apartheid was ended. This allowed public debate about the two possible futures. It caused many white South Africans to think about the implications of continuing with the present policies. Furthermore, it reinforced the idea that the country did have a choice about its future. The success of this exercise encouraged South African president de Klerk to bring the process of apartheid to an end. Scenario planning allowed people to raise difficult issues while at the same time avoiding the kind of rhetorical positioning and arguments that usually accompanied a political debate about the future.

At Mont Fleur, there were four scenarios which were playfully nicknamed:

- Ostrich – the current white South African government put its head in the sand, avoiding problems.
- Lame Duck – the power of the new black government was so strictly limited by constitutional settlement that its power to act was completely crippled.
- Icarus – the new government instituted radical economic reforms and increased state ownership of land and enterprises, bringing the economic system to its knees.
- Flamingo – start slowly and work together as one.

Despite initial resistance, the Flamingo scenario was recognized as the only viable way forward. People could see that apartheid (the Ostrich scenario) was unsustainable. The awareness led to the South African government negotiating with Nelson Mandela, his subsequent release from jail and, ultimately, his election as president of South Africa.

Without the scenario planning process, it is unlikely that anyone would have predicted that, by 1995, South Africa would have gone through a transition to a multi-racial democracy without armed conflict and major bloodshed.[7]

We have explored in this chapter, strengths-based leadership, good news stories at team meetings and scenario planning. These tools can be used to build morale. Building morale is the fourth and final capability for motivational influence. The key distinction from the investigation and calculation tools is that these tools primarily impact more at an emotional rather than logical level.

The final four chapters focus on the collaboration strategy of influence, starting with the capability of *sharing ownership*.

chapter 25

Collaboration: *Sharing Ownership*

> *Whilst it is true that leaders are ultimately accountable for the overall results in their team, sharing ownership is about getting emotional buy-in from team members for their successes (and failures).*

The final four chapters of *The New Influencing Toolkit* cover the four capabilities for collaboration: sharing ownership, communicating openly, listening actively and building trust. In this chapter we consider the first capability: *sharing ownership*.

Sharing ownership in essence is about fostering a collective feeling of responsibility for the task-at-hand. Whilst it is true that leaders are ultimately accountable for the overall results in their team, sharing ownership is about getting emotional buy-in from team members for their successes (and failures). Although hard to measure, the extent that team members are willing to support one another in the pursuit of a goal is a good indicator of shared ownership. This criterion is widely acknowledged as characteristic of a high-performing team.

To attain a reasonable level of shared ownership in a team, a leader has to take on a particular leadership style. For starters, sharing ownership usually takes patience and more time than adopting an autocratic leadership style. The collaborative leader is less authoritarian and more consultative. Listening is more valuable than talking. These qualities build heightened trust and mutual respect. In turn, trust and respect encourage open communication, another important capability of collaboration. These are some of the important leadership qualities for sharing ownership of the decision-making process.

In this chapter, the two tools for sharing ownership offer opportunities for self-reflection on your leadership style. First, I want to discuss McGregor's *Theory X and Y* model and second, suggest a tool for getting feedback from three sources: you, your boss and your team. This type of feedback is commonly referred to as 360-degree or multi-rater feedback. It gauges several perceptions of your current readiness to share ownership of team decisions. The three sources of feedback provide you with a comparative analysis.

Tool 49 – Theory X and Theory Y

I mentioned the work of Douglas McGregor in Chapter 12, and one of his books, *The Human Side of Enterprise.* Theory X and Theory Y are an extreme model of a manager's perception of human nature. Specifically, McGregor's model describes two contrasting types of human behavior at work, through the lens of the leader. It is important to point out that his theory has to do with the general perceptions that managers hold of employees; it is not a descriptor of how they actually behave. These perceptions have been shown to significantly influence a manager's leadership style.

At one extreme, managers who hold a Theory X perception assume employees are inherently lazy and will avoid work if they can; in other words, they basically dislike work. A manager with this belief will consequently feel the need to closely supervise and put in place comprehensive systems of controls. A Theory X manager likes to function in hierarchical structure with a narrow span-of-control at each and every organizational level. According to this type of manager, employees will show little ambition without enticing incentives and will avoid responsibility whenever possible. If the organizational goals are to be met, Theory X managers also rely heavily on threat and coercive power to gain compliance from employees.

Needless to say, this belief system is counter to a collaboration leadership style. Managers with this set of beliefs will – in practice – see no value in sharing ownership of work decisions with their team. Adopters of a Theory X mindset usually cultivate a high level of mistrust, authoritarian supervision and a punitive workplace atmosphere. The Theory X manager tends to be quick to blame others when things go wrong, rather than sharing responsibility and accountability freely. At the extreme, this manager thinks all employees are self-centered and incapable of thinking beyond their individual interests. According to McGregor, these managers feel the sole purpose of employees' interest in their job is remuneration. They are consequently going to apportion blame to employees without questioning whether it may be a result of other factors, such as a poor system, an outdated policy or lack of training.

A Theory X manager believes that employees do not really want to work, that they would rather avoid responsibility. The manager's response is to tightly structure work and micro-manage the efforts of employees. Close supervision is their overriding tactic. A manager who holds these assumptions about employees will see little or no value in collaborative decision-making.

In contrast, the Theory Y mindset assumes employees are generally ambitious and self-motivated and willing to exercise self-control. Further, according to this set of beliefs, employees are generally capable of enjoying their mental and physical work duties. Managers with this mindset believe work is a natural extension of play. Employees, given the right opportunities, have the ability to creatively problem-solve and collaborate with their colleagues.

Theory Y managers believe that employees will learn to seek out and accept responsibility. Workers are capable of exercising self-control and self-direction in accomplishing objectives they are committed to. A Theory Y manager thinks that most people want to do well at work.

They hold the view that the satisfaction of doing a good job is in itself a strong motivation.

McGregor urges managers to be open to a more optimistic view of workers (Theory Y) and the possibilities that opens up. He argues that Theory Y managers have more potential than Theory X managers to develop a climate of trust with employees. This would include such attributes as communicating openly with employees, minimizing the difference between management–employee relationships, and creating a comfortable environment in which employees can develop and use their abilities. These attributes are the basis for collaboration and shared decision-making.

Where are you situated between these two extreme descriptors of human nature? If you are leaning towards the Theory X belief system, it will be more challenging for you to develop the necessary influence that comes with collaboration. What's more, you are probably not convinced that collaboration is a viable influencing option. Collaboration is not likely to be your preferred influencing strategy.

Contrastingly, the Theory Y mindset is very receptive to collaboration and the idea of shared ownership. If your assumptions are more aligned with Theory Y, you implicitly understand the value in engaging your team members in the decision-making process. In truth, most managers fall somewhere between the two extremes described by McGregor.

AT THE COAL FACE... *THE AUTOCRATIC PILOT*

I will never forget facilitating a public workshop on situational leadership several years ago. Before the morning break, one of the 15 participants in the training room – the only one disengaged – was sitting down the back of the room. Ted (not his real name) wasn't interested in the subject-matter. His body language gave it away. Ted was playing with his phone, checking his emails, doodling on a piece of paper, staring out the window and so on.

Just before the morning break, after asking participants if they had any questions, Ted piped up, "I have a question. What are we learning all this stuff about leadership for anyway? Why can't it be like it used to be?" I politely asked him, "What do you mean Ted?"

Ted replied, "You know it was a lot simpler in the old days. (Ted is 29!) You simply asked someone to do a job and they would get on and do it. End of story. Now you have to go through all this psychology. We now are expected to pussy foot around."

I decided at this point to turn the attention back on to Ted and his own leadership style. The other 14 participants were squirming in their seats at this stage.

For the record, Ted manages six pilots. I asked Ted, "What's it like in your team?"

He replied, "Well I've tried all this empowerment stuff and it doesn't work." "Go on", I said, giving myself some breathing space.

"Well the other day I asked the guys at our weekly meeting if any of them had any ideas or suggestions for improving things." "And what happened?" I responded, trying to sound in control. "Not a sound, not one of them had anything original to say."

"What did you do then?" I probed. "I just got on with it and I won't bother asking again, it was a complete waste of time."

At the break, Ted was barking orders via his phone to one of his poor team members back in the workplace. After he'd finished giving this employee a blast, I had a chance to have a private word with Ted. I asked him whether he thought his very direct (I didn't say autocratic!) managerial style may have trained his staff not to bother getting involved in the business other than showing up and doing their job.

"No, whenever I turn my back, they just drop their bundle", came Ted's emphatic reply.

I understood why the business owner sent him on the program!

McGregor's Theory X and Theory Y model is a conceptual framework. It is a useful model for classifying leaders according to their assumptions about human nature, particularly workers. It can explain the rationale of why some managers find it easier than others to assume a collaborative leadership style. These assumptions are not necessarily "cast in stone". A leader can change their views.

For example, a Theory X manager, such as Ted in the vignette, above may be pleasantly surprised by the initiative an employee shows during a project. This may modify their general beliefs about employees. Or, a Theory Y manager can be disappointed by the lack of initiative shown by an employee they put their faith and trust in. This let-down may temper the leader's use of their natural inclusive managerial style. But in the main, these belief systems play out without some form of self-reflection. It would be wise at this point to contemplate your own assumptions about human nature.

Tool 50 – 360-degree feedback

Now that you have had a chance to reflect on the two polar mindsets in McGregor's Theory X and Y model, the 360-degree feedback tool that I am now going to discuss can offer you some insightful feedback about your leadership style.

Consistent with McGregor's theoretical model, the feedback from this tool is based on the two extreme perspectives. Furthermore, it may help you understand how you come across to those you lead. It may be interesting to do a comparative analysis of the three perspectives: yours, your boss's and your team's. How does the view you hold compare with the way others see you? From this feedback you may choose to make some necessary adjustments; that is, to make a conscious effort to share ownership of decisions with your team.

In Table 25.1, there are ten sets of statements based on McGregor's model in the left- and right-hand columns. In the middle column there are three inputs you are seeking: from yourself, your boss and at least three team

TABLE 25.1 360-degree feedback profile

Theory X Characteristics	Inputs	1	2	3	4	5	Theory Y Characteristics
1a. I generally like to give clear concise directions to my team to follow.	Self						1b. I generally like to involve my team in collaboration to formulate direction.
	Boss						
	Team 1						
	Team 2						
	Team 3						
	Scores						
2a. I normally act independently when I make a decision.	Self						2b. I normally involve others when I make a decision.
	Boss						
	Team 1						
	Team 2						
	Team 3						
	Scores						
3a. I am not always open to constructive criticism.	Self						3b. I am mostly open to constructive criticism.
	Boss						
	Team 1						
	Team 2						
	Team 3						
	Scores						
4a. My style of negotiation is pretty much win–lose.	Self						4b. My negotiation style is pretty much win–win.
	Boss						
	Team 1						
	Team 2						
	Team 3						
	Scores						
5a. I like to make decisions without always consulting with my team.	Self						5b. I like to make decisions in consultation with my team.
	Boss						
	Team 1						
	Team 2						
	Team 3						
	Scores						

(*continued*)

TABLE 25.1 Continued

Theory X Characteristics	Inputs	1	2	3	4	5	Theory Y Characteristics
6a. I have strong opinions and don't like to be challenged.	Self						6b. I am flexible and open to having my opinions challenged.
	Boss						
	Team 1						
	Team 2						
	Team 3						
	Scores						
7a. Logic and rationality are my overriding considerations as a manager.	Self						7b. I encourage people to share their feelings and opinions about work-related tasks.
	Boss						
	Team 1						
	Team 2						
	Team 3						
	Scores						
8a. My management style discourages initiative from team members.	Self						8b. My managerial style discourages commitment from team members.
	Boss						
	Team 1						
	Team 2						
	Team 3						
	Scores						
9a. I am a great believer in my staff having clear processes and procedures to go about completing their work.	Self						9b. I am a great believer in my staff having the freedom to make decisions on how they go about their work.
	Boss						
	Team 1						
	Team 2						
	Team 3						
	Scores						
10a. My role is to coach and encourage team members.	Self						10b. My role is to instruct and inform team members.
	Boss						
	Team 1						
	Team 2						
	Team 3						
	Scores						

members. Invite your manager and three team members to complete this survey. Each is given a copy of the questionnaire in Table 25.1 to complete. Ask your team members to complete this with anonymity. You want their honest appraisal. Obviously you will be aware of your boss's response and your own. But your team members' responses should remain anonymous.

The input scale runs from one to five. Participants mark the box that corresponds with how they observe you. "1s" and "5s" mean they are very definite about your behavior matching the two contrasting descriptors. "2s" and "4s" indicate behaviors they see most of the time. "3s" suggest that you fluctuate from time-to-time between the two polar characteristics, or they simply don't know. The participants put a tick or cross in the spaces provided.

Once you have collected the data, tally up your scores in the light grey areas. Ask yourself these questions:

- Do others perceive you more as a leader behaving as a Theory X or Theory Y manager overall?
- Are there any obvious patterns in the feedback? Are there any anomalies?
- What can you do to improve your capability of sharing ownership with your team? How might you go about this?

Reflect on these questions. Discuss your feedback with your manager. And if you feel inclined, discuss them with your team openly and honestly.

So, in this chapter we have covered McGregor's Theory X and Theory Y model and its implications for being a more collaborative leader. Additionally, the 360-degree tool we have just discussed can be very valuable in giving you a more comprehensive feedback mechanism for developing the capability of sharing ownership.

In the following chapter we cover some tools for *communicating openly*.

chapter 26

Collaboration: *Communicating Openly*

Leaders who communicate openly express how they feel and encourage others to do the same.

In this chapter we cover several tools for communicating openly. It is not possible for a leader to create a collaborative working environment unless they communicate openly and honestly with their colleagues.

Communicating openly in this context means developing a rapport with another person based on mutual trust and respect. Leaders who communicate openly express how they feel and encourage others to do the same. There are some skills and techniques that leaders use to have meaningful conversations that foster collaboration. The most critical tools are: *Begin with the end in mind*; *Offer the employee a chance to reflect first*; *Give effective feedback*; *Be objective*; *Use a problem-solving approach*; and *Consider all the factors*. There are many other techniques, but these are some essential tools for a successful conversation based on open communication.

I would like to approach the capability of communicating openly and the use of these tools from a one-on-one conversational perspective. Further, the most challenging conversations are nearly always about substandard performance. In these difficult discussions, managers are attempting to improve the performance of an employee. To be able to do this, open communication is essential.

Tool 51 – Begin with end in mind

In Chapter 22, I mentioned the well-known line from the late Stephen Covey: *Begin with the end in mind*. From the point of view of communicating openly, this statement is about directing every behavior and comment in the conversation towards a desired outcome. For example, an employee in conversation might say, "I am now using a 'to do' list", in response to the manager discussing the need for them to be better organized, with a clear set of priorities. The manager might then respond with something like: "How is this helping you with your priorities?" rather than simply saying "Good". It is more constructive to consider the ideal end result and steer the conversation towards that goal.

Putting aside personal irritations can be difficult but is nevertheless important. This is not a forum for venting frustrations. Before a manager says or does anything that they sense may be controversial, they need to ask themselves whether it will take them closer or further away from the desired outcome of the conversation.

Tool 52 – Offer the employee a chance to reflect first

Inviting people to consider their own personal growth is generally a good place to start performance conversations. Asking the employee what areas they believe they need to improve first, before the manager offers their suggestions, is the best way. If the employee's observation is the same or similar to the manager's, then that is a good start. The manager can agree and ask the employee what they could do to improve and how they can help them do so. Alternatively, if the manager disagrees with the staff member's observations, they ought to listen with interest (easier said than done, I know!) and suggest they discuss their different perceptions. Irrespective of what answer a manager receives from the employee's self-reflection, listening to their answer until they are finished, without interrupting them, is respectful and builds trust.

The key message for managers is: look for the common ground wherever possible. Agreeing wherever feasible and reframing anything an employee has said that is overly self-critical is a good rule of thumb. People are often their own worst critics. The important point here is for the manager to give the employee the opportunity first to consider their own performance.

Tool 53 – Give effective feedback

I introduced two tools for providing feedback (a core capability of the calculation strategy) in Chapter 19. In the context of open communication, here is another tool for giving effective feedback. Influential managers give regular, ongoing feedback to their employees. Feedback of any kind is best delivered in the form of *Situation*, *Behavior* and *Impact*. The manager ought to briefly describe the situation in which the behavior they want to comment on was demonstrated. The manager proceeds to outline the actual behavior, followed by the impact they think it had.

For example:

> *Our regular Monday morning staff meetings are for sharing ideas and problem-solving* (situation). *At the last three meetings I have noticed that you have criticized four suggestions that Matthew and Karen have raised without offering a possible alternative solution* (behavior). *By doing this, you are affecting morale, and others may not want to contribute ideas* (impact).

The central idea here is for the manager to focus attention on the behavior and reduce the chance that the employee will interpret any negative feedback as a personal attack. Of course, the recipient of this feedback may have a different perception of the impact because they have been paying attention to different priorities. For instance, in response to the feedback above, the employee may respond by stating that they were being constructive by pointing out ideas that were not considered viable options from their own experience. This means that the manager should be prepared to explore different perceptions. The important point here is for managers to express their feedback objectively.

Tool 54 – Be objective

Be objective means separating the person from the performance issue. The person is not the problem; the issue is the behaviors that are ineffective in achieving the desired outcome. Besides, the preferred outcome may not be what the employee expected the actions to achieve. It is important for the manager to separate the employee's intentions from the outcomes of the situation. This can be done by the manager acknowledging that they believe the employee had good intentions (Theory Y mindset). Assuming the employee had good intentions helps the manager focus on other ways and means of achieving the desired outcome. Changing the behavior of the employee will therefore help achieve a better outcome and they are likely to be more satisfied.

Tool 55 – Use a problem-solving approach

Instead of apportioning blame (Theory X mindset) or focusing on the problem, the most constructive approach in these conversations is to consider ways and means of changing the person's behavior. The job of the manager here is to outline the gap between the results required and the results achieved. Asking the employee to reflect on where the obstacles have been, that led to the gap between their intentions and the outcome, is a constructive place to start. The manager ought to be prepared to acknowledge external factors outside the employee's control and make a commitment to do what they can to remove them, if possible. In return, the manager might encourage the employee to identify how they could do things differently next time and what would help close the gap. It is not helpful to dwell on the past, other than to explore the necessary learning from it. Focusing most attention on what needs to happen in the future will help the manager adopt a problem-solving approach.

Focusing most attention on what needs to happen in the future will help the manager adopt a problem-solving approach.

Tool 56 – Consider all the factors

The ABC analysis is a good way to consider all the factors associated with a particular performance issue. All behaviors (B) have antecedents (A) – that is, triggers – and consequences (C). When working out how to adjust unhelpful behaviors, analyze what the factors may be and pay attention to subtle external antecedents. Do not assume that the trigger for a particular behavior is wholly internal to the employee (Theory X mindset). Make an effort also to analyze the consequences that might subtly be reinforcing the unhelpful behavior.

For example, if your colleague's last three reports contained lots of mistakes (B), ask them what the reasons were. They may say that they were rushed and – after further probing from you – point out that they were delayed internally by someone who did not get them the information they required (A). Because the information was late, the employee you are having the conversation with points out, they had no time to thoroughly proofread the reports (C). The discussion then moves to how to ensure that they receive timely information in future.

Ask the employee to commit to thoroughly proofreading the final draft before submission if they receive timely information in the future. In this case, not only have you got the employee's commitment that they will take care to proofread their reports, but you have also unearthed some background to assist them to modify their behavior.

These are some of the fundamental skills and tools needed to facilitate a productive, open and collaborative conversation about performance. If you want more information about these tools, I cover these and other tools in my book, *The End of the Performance Review: A New Approach to Appraising Employee Performance*.[1] Communicating openly is the second of the four capabilities of collaboration.

In the following chapter we will look at the third capability of collaboration: *listening actively*.

chapter 27

Collaboration: *Listening Actively*

The ability to listen well is one of a leader's biggest assets.

Listening actively is defined as the capability of practicing non-defensive and empathic listening. Many difficult situations can be resolved by practicing active listening. It is one of the most under-utilized interpersonal skills of management. Despite this, to collaborate in an influential manner, listening actively is a vitally important capability to changing or modifying behavior.

We are bombarded with literally thousands of thoughts every day. Because of this, we tend to filter around 50 to 70 per cent of whatever the other person is saying, even though we appear to be listening. Other perceptual barriers include educational background, prejudice, disinterest, past subjective experiences, being judgmental and having differing opinions and interests. These filters delete, distort and generalize whatever the other person is saying.

The ability to listen well is one of a leader's biggest assets. Whenever a leader is interacting with others, giving the other person their right to express themselves, and listening attentively to their response, active listening can go a long way to changing their perception and behavior. This means a leader must put aside their preconceptions and mental barriers.

T. Baker, *The New Influencing Toolkit*

We will look at four concepts in this chapter that help managers listen more actively. These tools include: *Perceptual positions*, *Attentive listening*, *Paraphrasing* and *Identifying feelings*. Each of these techniques are aids to being able to collaborate effectively with team members and other stakeholders.

Tool 57 – Perceptual positions

Perceptual positions is a simple tool enabling a leader to move beyond their own perception of a situation. It helps to see another person's point of view; to gain greater understanding of their perspective of a particular situation. But it goes further than that. It also assists a leader to emotionally detach them from the situation and adopt what can be termed a "helicopter view".

In essence, perceptual positions is a dissociative technique that is used to take the emotional charge out of an interpersonal encounter. It puts individuals in a perceptual space that facilitates collaborative decision-making. The tool can assist managers to act resourcefully in situations that previously made them feel incapable of doing so. The principle behind perceptual positions is the very simple premise of standing in another person's shoes in the first instance. And then to contextualize the situation on a broader scale.

The ability to see things from the point of view of another person is a useful starting point in collaborative problem-solving. To collaborate effectively we need to understand and appreciate other people's perspective; that is, put ourselves in their shoes. This is particularly important in negotiations, interviewing and building robust working relationships. From this second position, the leader moves to a third position; a more pragmatic overview of the situation and its surrounding circumstances.

Figure 27.1 illustrates the three significant perceptual positions.

First position (*Self*), illustrated in the bottom left-hand side of Figure 27.1, is the perceptual position most people are in most of the time – often

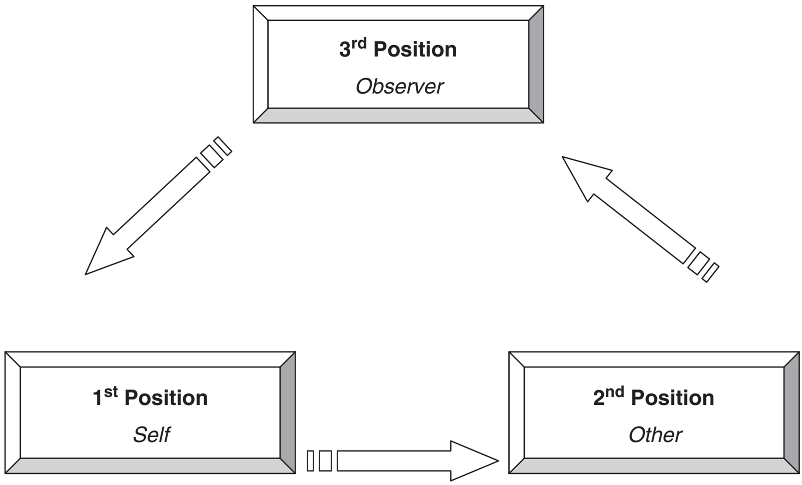


FIG 27.1 **Perceptual positions**

subconsciously. In first position we are viewing things purely from own perspective. First position is your own perceptual position as you, yourself, experience it, looking at the world through your own eyes and therefore not taking into consideration anyone else's point of view.

For example, two people arguing passionately with each other is a classic case of both parties adopting first position. Both are not listening to the other person and defending their point of view aggressively. This could possibly be accompanied by finger pointing, accusations, interrupting each other and loud voices. You don't have to be in an argument to be in first position, but two people being in first position will often lead to an argument. Anytime a manager is viewing a situation through their own eyes is a first position perspective. It is the least helpful of the three positions in terms of being effective. Collaborators are always striving to get out of first position.

Second position (*Other*), shown on the bottom right-hand side of Figure 27.1, occurs when a person puts themselves in the shoes of the other person. This position involves understanding the other person and their worldview. In second position, the person is looking through another person's eyes; realizing their point of view. Of course, it is not possible to completely understand the other person. But considering and appreciating their perspective is possible. To move to second position, a manager needs to listen without judgment to the responses of the other person. This means momentarily suspending personal beliefs, prejudices and values. This is challenging to do.

Consider the example above where two people are having an argument. If one of the two stops arguing for a moment and invites the other person to state their case and genuinely listens without prejudice, they are attempting to move from first to second position. As this person listens with interest to the arguments of the other person, they put themselves into a position of possibly gaining a different perspective. They don't have to necessarily agree with the other person's point of view, just understand it.

Second position is being able to understand and empathize with the other person's position on a particular matter. Using open-ended questions encourages the other person to elaborate on their stance. For example: *why* do you say that? *What* exactly do you mean? *Which* person are you referring to? *Where* did this take place? *When* did this take place? And *how* did you arrive at that conclusion?

And finally, third position (*Observer*), illustrated at the top of Figure 27.1, is superior to first and second position. In third position you may still have your own opinion (first position), you understand the other person's conflicting perspective (second position), but you now want to collaborate with the other person and come to a resolution (third position).

Third position, as I said earlier, is adopting a helicopter view of the situation. You remove the emotions from the debate and invite the other party to work with you to resolve the dilemma, keeping in mind your position, their position and external factors that may impact on the predicament.

Moving from first to third position is like observing a forest. First position is having your head up against a tree in the forest. Having your nose up against a tree trunk, you cannot see the forest. All you can see is a single tree trunk at close range. Your worldview in this position is the tree trunk (first position). You step back from the tree and you discover there are other trees close by that are different is shape and size. You can now see you are in a forest (second position). You then get into a helicopter and hover high above the forest. All you can see is a sea of green. You understand that this sea of green is made up of thousands of individual trees. Your perspective has changed (third position).

Getting back to the example of an argument between two people. After actively listening, one of the two people is now capable of understanding the other person's point of view. They then ask the other person to work with them to problem-solve, taking into account the opportunities and constraints they both face (external factors). This would be a case of shifting to third position.

Training yourself to move beyond first to second and ultimately to third position is fundamentally important in collaboration. It requires the ability to actively listen. Perceptual positions is a useful construct for understanding the importance and value of active listening.

We now turn to three helpful micro-skills to assist the move from first to second, and hopefully third position. They are attentive listening, paraphrasing and identifying feelings.

Tool 58 – Attentive listening

Attentive listening basically means paying attention to what the other person is trying to tell you. There are three things that will distract someone from doing this. I label these distractions as rehearsing, defending and judging. I explain these diversions below.

Rehearsing refers to mentally planning what you are going to say next while the other person is speaking. In varying degrees we all do this. While the other person is stating their case we are considering how we might counter their argument, or thinking of what to say next. Instead, we ought to pay closer attention to the speaker's message. To move from first to second position, the receiver of the message needs to fully comprehend the person's perspective. This is not really possible when someone is rehearsing what they will say next.

Defending is feeling a need to immediately defend oneself while the other person is prosecuting a counter argument. To put your energies into defending your argument creates a roadblock to the communication process. Truly understanding the other person's point of view can be lost in defending your position. Once full comprehension has taken place through attentive listening, the opportunity then arises to respond. Defending is often characterized by interrupting the other person before they finish making their point. Ironically, the more someone feels a compulsion to defend their position, the more it entrenches the viewpoint of the other person. By not being so quick to defend a position, the listener gives the other party a chance to understand their stance on the matter-at-hand. Being open to listening to an alternative point of view, encourages them to shift from first to second position.

Not judging means suspending your opinions long enough while the other person is speaking to appreciate a different perspective. People inevitably make statements we either don't agree with or that may offend our personal values. When this happens, it is very difficult not to think to yourself, "that's not right!" or "they shouldn't feel that way". Attentive listening is putting aside your point of view momentarily. It undoubtedly gets in the way of welcoming dissimilar views.

Attentive listening is hard work. But it is a necessary prerequisite for moving beyond first position. Try to listen without considering what you will say in your defense, don't be too quick to defend your position and suspend your values, opinions and beliefs long enough to move into second position. Without listening attentively as just described, you cannot position yourself to be collaborative.

Tool 59 – Paraphrasing

Paraphrasing is restating or reflecting in your own words what the other person has just said. It requires you to confirm that you have heard the message correctly or, if that's not the case, to clear up misunderstandings. Paraphrasing does not mean repeating the same words back to the speaker. It is about using a different set of words from those the speaker used, while keeping the same meaning. Paraphrasing, in my opinion, is the single most powerful active listening skill.

Apart from verifying that you heard the message, paraphrasing has another important function. Paraphrasing helps to take charge of the conversation you are in. You can respectfully stop the speaker from regurgitating their point of view on the basis that you have demonstrated that you got their message the first time. At the point of successfully paraphrasing their argument, you can follow up with a question such as: "Now that we both understand our respective positions on this matter, are you willing to work with me to resolve this so that we are both happy with the outcome?" By summing up the other person's perspective through paraphrasing, you can persuade the other person to move on from their argument to collaborative problem-solving. Put another way: you are challenging them to move to third position.

What sort of words can you use to begin paraphrasing? Try some of these starters:

- I see, you mean…
- I hear you saying…
- So, what you're saying is…
- Sounds like you…
- You feel...
- You mean you're…
- You sound like you feel…
- You look…
- I'll bet that's…
- That's really…
- That makes you feel…
- In other words…

Use a variety of starters and try to match the intensity of the "feeling" word you choose with what the speaker is expressing both verbally and non-verbally. For instance, it is not wise to say "It seems to me you are furious" if the speaker has expressed only mild frustration! Paraphrasing is as much about understanding the other person's feelings as it is about their ideas.

When you attempt to reflect someone else's feeling instead of probing or adding your own opinion, you work towards building better rapport. Accordingly, the speaker feels you really understand the emotions behind what they said. If the speaker doesn't really feel you fully understand after you attempt to paraphrase, they have the opportunity to clarify their position. It also assists you to look for confirmation. When your rephrasing elicits a "yeah!" from the speaker, the understanding between you both is confirmed and you can proceed, knowing you have clarification. These are all positive outcomes of active listening.

When you attempt to reflect someone else's feeling instead of probing or adding your own opinion, you work towards building better rapport.

Tool 60 – Identifying feelings

When expressing empathy, it is often difficult to correctly label the feelings being spoken. To say "I understand" does not always communicate understanding. Very seldom does a person come out and say "I'm angry with you" or "I'm nervous about this new role". Such messages are often hidden under the words they use. As an active listener, the collaborator's job is to decode the feelings, label them and make sure the emotional message has been received.

The following categories can help when labeling feelings. Our emotions usually fit into some aspect of these range of emotions:

- Anger, meaning enraged, irritated or provoked.
- Joy, which can mean thankful, happy or excited.
- Fear, underpinned by such feelings as being afraid, nervous, upset, frightened or concerned.
- Sorrow, which could mean sadness, feeling down, disappointed or dejected.

Accurately identifying these feelings is a critical part of active listening.

But it is not always what is said that unearths the feelings behind someone's point of view. To understand the total message, pay close attention to non-verbal signals. More specifically, non-verbal cues can be exhibited through hand gestures, facial expressions, posture, eye contact, touching or the space between two people. Look for these signals.

The person expressing a point of view is often unaware of their non-verbal expressions of feelings. There can be a mismatch between what is said and how it is said. For example, an employee may be voicing an opinion while expressing anger in other ways, such as trembling in the voice, shaky hands, a flushed face or clenched fists. It you detect these non-verbal cues that are expressing anger, phrases like, "You seem to be upset" or "You appear angry about this situation" can be helpful. It shows that you are listening to more than just the verbal message.

AT THE COAL FACE...*ACTIVE LISTENING IN ACTION*

Craig was about to start a potentially difficult conversation with Mary, one of his supervisors. He had to persuade her to change her behavior and he knew that this would not be easy. Craig arranged to meet Mary for this discussion in a quiet, comfortable room away from his office.

Craig had frequently been told about – and had observed several times first-hand – the unnecessarily abrupt way in which Mary spoke to her team members when she wanted something done. Craig felt that this was one area that required improvement. Mary was inclined to tell people what to do rather than ask them, and her team members resented this. Craig was concerned that Mary might not accept this criticism. He was a bit apprehensive about this conversation with Mary.

Mary arrived on time and Craig started with the question: "Mary, you've no doubt had a chance to review your current role. If there is one area in which you believe you have an opportunity for growth, what is it?" After a lengthy pause, she replied, "I can't seem to get my team members to show any initiative. I have to do all the thinking for them."

Craig replied: "Okay. Can you elaborate on this so that I understand what you mean?" "Well, I find myself telling people what to do when I would rather they show initiative and do what they are paid to do", said Mary. "What do you think the reason for this is, Mary?" "I don't know really", came Mary's reply.

"What are the consequences of this?" asked Craig. "Well I find I have to raise my voice and direct people to do what they should know already", Mary responded in an agitated voice. "When you raise your voice, what happens?" asked Craig. "People walk off in a huff usually and don't listen to me." "I see. I guess you're not happy about this reaction, then?" Craig probed. "No, I'm not at all."

"What would you like to happen?" asked Craig. "I would like them to listen to me and just do what needs to be done without any argument." "Well, what can you do differently to get this result?" "Well, I don't know really."

"Have you tried asking them without raising your voice?" Craig suggested. "Yeah, but that doesn't work", Mary countered. "When was the last time you did this?" "I can't remember. I get so frustrated I can't help raising my voice." "But you say that's not working?" Craig replied patiently. "No, it definitely doesn't work, but it's the only way."

"Can I suggest you try asking them in a calm manner and see what happens? It's worth a go, isn't it?" "Well, nothing else is working, Craig!" Mary responded, exasperated.

"So I have your commitment to give it another try?" "Yeah, I suppose so", sighed Mary.

"Is there anything I can do to help?" "No, not really. You've been helpful just listening to me. I'll just have to control myself and do as you suggest." "Good. Come back and tell me how you get on, won't you?"[1]

So, we have covered the following four tools of listening actively in this chapter: perceptual positions, attentive listening, paraphrasing, and identifying feelings. Each of these tools assists a leader to move to third position; a position where collaborative influence can take place.

In the final chapter, we cover *building trust*; the fourth and final capability for collaboration.

chapter 28

Collaboration: *Building Trust*

> *Competition, rather than cooperation, is still considered the dominant paradigm in business in the Western world, although this is gradually changing.*

In this final chapter, we discuss the capability of *building trust*. As we know, it is much easier to lose trust than it is to gain it. What's more, you can't be a successful collaborator without a consistently high level of trust, and the reverse is true too: you need a high level of trust to collaborate. Collaboration and trust go hand-in-hand. Building trust is the fourth and final core capability of using the collaboration influencing strategy.

Competition, rather than cooperation, is still considered the dominant paradigm in business in the Western world, although this is gradually changing. There is a growing interest, along with a growing need, to collaborate to achieve better business results. I will explore some of the factors that impede collaborative work and reduce trust, and what a leader can do to overcome these things.

Collaboration is a different concept from teamwork; they don't necessarily mean the same thing. Teamwork tends to operate in a systematic and structured fashion. Collaboration, although an important part of teamwork, can happen spasmodically and in an unstructured way.

T. Baker, *The New Influencing Toolkit*

The second tool I will discuss offers you the opportunity to evaluate your team as a way of identifying areas that need to be developed to build trust. Both of these tools will give you a chance to reflect on trust as a key factor in collaboration.

Tool 61 – Barriers to collaboration

I'll share here seven common barriers to collaboration and some possible solutions. These barriers are in no particular order, but they are all impediments to creating a culture of collaboration. If these hurdles are not overcome, trust is often eroded between the manager and team, and between team members.

Adopting positions without elaboration

Collaboration can be stifled when people take strong and inflexible stances or positions. For instance, a familiar refrain in an under-resourced workplace is: "I need extra staff". Taking a position like this encourages a counter position such as: "No, you can't have extra staff, the budget doesn't allow for it at the moment." Instead of immediately adopting an opposing position, it is more constructive to promote discussion. Once people have explained their stance, it opens the possibility of finding several ways of resolving the issue.

In cases where employees are espousing a strident position on a matter, collaborators encourage these individuals to elaborate and share their position. The easiest way to do this is to simply ask "Why?" or "Can you elaborate?" For instance, "Why do you think you need more staff?" Their response may be something along the lines of "We are not coping with the workload". While the protester may not be entirely satisfied, this response opens up the possibility of problem-solving other ways of more effectively sharing the workload.

Allowing time for discussion

Problem-solving in groups typically takes more time than individual problem-solving. Time is a real impediment to collaborative decision-making.

So the time it takes to group problem-solve can be a barrier to collaboration. Managers in situations where they are pressed for time rationalize that it would be quicker to make the decision themselves rather than to consult with their team. The trouble with not collaborating because of the time factor is two-fold. First, the manager may not get the best solution by not engaging several viewpoints. And second, people are less inclined to be committed to the solution on the basis that they had no input into the matter. Consequently, faith in the decision is potentially diminished. The trade-off of taking more time to discuss a solution with a team can sometimes be off-set by a better decision that everyone is committed too.

Neglecting group processes

Yet another barrier to collaboration is neglecting group processes and concentrating entirely on the task. The task is *what* has to be done and the process is *how* it will be done. In our high-speed working environment the tendency is to launch straight into achieving the task and not spend enough time on how the team can work together to achieve the task. This focus on tasks without considering group process issues can often lead to confusion and mistrust.

Group process issues include such factors as timeframes, how often and when the team should meet, and how the team will work together to get the job done. On these group maintenance matters, leaders ought to get consensus from the team before launching into resolving the task, notwithstanding the time challenges.

Investing time upfront discussing everyone's role and how the team ought to go about working together encourages a culture of collaboration. It adds a sense of certainty around rules of engagement and builds confidence in the problem-solving process.

Working on assumptions

When any group of people come together to work together, each person has his or her own unique interpretation of what is required. Too often the assumption is that everyone is "on the same page". A combination of this misguided supposition and tight timelines results in leaders launching into solution mode without checking individuals' perspectives. By not discussing the inevitable range of perceptions in the room, misunderstanding and frustrations unquestionably arise later.

As an important group maintenance task, the leader ought to invite each team member to state their understanding of the desired outcome at the beginning of a project or task. This important but often overlooked matter demonstrates individual respect for the views of team members and builds collective understanding and insight within the team.

Working on incorrect assumptions can be another significant barrier to collaboration. When a colleague has made a point, unless the leader understands it completely, they automatically assume they know what it means. This belief can be misguided and may lead to friction latter. When individuals express a point of view, collaborators invite their colleagues to ask questions of clarification. This mechanism helps everyone understand at a deeper level what their perspective is.

Dominant team members

Groups by their nature are inevitably dominated by a few individuals. As a result, less forthright individuals usually feel less inclined to be involved in team discussions. This is another common inhibitor to collaborative decision-making in teams. A collaborative leader ensures that everyone is given the same opportunity to contribute to group discussions. They are keen to hear from everyone in the team. This requires some skill in chairing meetings. For instance, it may mean asking more verbose team members to be brief and encouraging the quieter group members to share their ideas. True collaboration is about pooling all available resources. Everyone has a role to play. Team members must feel they have a worthy contribution to make. Collaborators create a fair process of involvement.

True collaboration is about pooling all available resources. Everyone has a role to play.

Not challenging conventions

All groups need fresh perspectives and insights to challenge conventional thinking in order to optimize performance. People who are willing and able to do this can be a great asset to a team. More often than not though, individuals who challenge the *status quo* are considered a “pain in the neck”. When counter arguments are advanced, there is often a tendency to suppress, rationalize, avoid or simplify that information. A collaborator is prepared to ask the team to be – and remain – open to different thinking and to suspend their judgment as much as possible. In the long-run, this spirit of openness builds respect for divergent thinking.

Minimizing distractions

For collaborative problem-solving to flourish, leaders minimize distractions. People arriving late, others taking phone calls during meetings, or attending to emails and the like, can be a source of annoyance for other members of the team. Collaborators set clear ground rules when they conduct meetings, such as expecting people to arrive on time, asking participants to turn their phones to silent and so on. They ask everyone for their commitment to adhere to these potential disturbances. If it is feasible, collaborators organize to meet off-site for extended and significant meetings. They do whatever needs doing to reduce interruptions to the flow of discussion.

There are undoubtedly many other barriers to team dialogue that cause frustration and impede trust, but actively attempting to overcome these barriers will go a long way towards building faith and confidence in group effort.

Tool 62 – Team trust audit

As I pointed out earlier, the level of trust in a team is a critical factor in effective collaborative decision-making. Without building and maintaining a high degree of trust at the team level, a leader is going to have little or no collaborative influence. A good place to start addressing this is to audit the extent to which trust exists or doesn’t exist in a team. By auditing a team on the degree of trust, a leader can begin to deal with the factors that need to be addressed in enhancing trust levels.

TABLE 28.1 Team trust audit

#	Statement	Agree				Disagree
1	The team leader and team members do not have a shared understanding of each other's roles.	1	2	3	4	5
2	There is a track record of failed attempts to implement successful change in our team.	1	2	3	4	5
3	There is a general lack of communication in our team.	1	2	3	4	5
4	The decisions made by the team leader are mostly without consultation.	1	2	3	4	5
5	There is a lack of openness and honesty in our team.	1	2	3	4	5
6	The team leader has a closed-door policy and is not accessible to team members.	1	2	3	4	5
7	There is a lack of recognition for good ideas from team members.	1	2	3	4	5
8	Our team leader has a fear of letting go and losing control.	1	2	3	4	5
9	My team leader is not committed to sharing information in our team.	1	2	3	4	5
10	Our team does not believe in dealing with issues face-to-face and does not confront problems quickly.	1	2	3	4	5
11	Our team is dominated by a command and control approach.	1	2	3	4	5
12	Our team is closed-minded when it comes to solving problems.	1	2	3	4	5
13	Team members have no involvement at all in the process of decision-making.	1	2	3	4	5
14	Our team leader makes decisions in isolation.	1	2	3	4	5
15	Demonstrating openness or making mistakes is punished in our team and there is a lack of support for new ideas.	1	2	3	4	5
16	The team leader continually over-rules team decisions.	1	2	3	4	5
17	Quieter members of our team are often intimidated or dominated by others in the team.	1	2	3	4	5
18	Several cliques have formed within the team.	1	2	3	4	5
19	There is conflict in the team between people with different personalities.	1	2	3	4	5
20	The team leader fails to understand individual differences in the team.	1	2	3	4	5

The following auditing tool is adapted from Grant Donovan's book, *The Customer and the Performance Power of Self-managed Teams*.[1] This review should be completed by team members anonymously. The team leader will benefit from frank and honest feedback. Once all team members have completed the diagnostic shown in Table 28.1, the leader can work out the average responses for each of the 20 statements.

Here are the instructions for team members. Evaluate each statement in relation to how your team functions. Circle the number that most closely responds to your current observations. If you strongly agree with the statement you would circle the number "1". For an agree response, circle the number "2". A neutral response would be a "3". If you disagree, the correct response would be a "4". And if you strongly disagree then the appropriate response would be a "5". By completing this audit, the leader of the team will get a quick gauge of the degree of trust in their team at the present time.

Using this auditing exercise can be challenging for the team leader, particularly if there is widespread mistrust. It is nevertheless a useful starting point for building or rebuilding trust. If there are aggregate scores of "1s" and "2s", these are the places to start working on improving trust.

This final chapter has given you two tools to identify barriers to building trust as an important fourth capability of collaboration. The past four chapters have considered a range of tools to enhance collaborative influence. Collaboration is based on a combination of a pull style of communication and an emotional approach to influencing others.

Since this is the final chapter it would be handy for me to briefly summarize what we have covered in *The New Influencing Toolkit*. We started our journey by understanding the power-bases that managers use in organizational settings. Power can be conceptualized as personal and positional; although they can be interrelated. For convenience and understanding, we separated these two dimensions. Positional power can be exercised in three ways: legitimately, coercively and through the use of rewards linked to the position. Chapter 3 covered five tools to enhance a manager's organizational status.

Sources of personal power can be derived from the connections managers have, the expertise they can bring to a situation, privileged information they come across, or their ability to be respected and liked. In Chapter 4 we discussed nine tools for exercising and developing personal power.

In Part II, I introduced and explained the influencing capabilities framework. You were introduced to the four influencing strategies: investigation, calculation, motivation and collaboration. Investigation and calculation use logic to influence. Motivation and collaboration rely on positive feelings as an influencing force. Investigation and motivation use a more direct or push style of communication, whereas calculation and collaboration are less direct or pull styles of communication. You had an opportunity to profile yourself based on the framework. The influencing capabilities profile is designed to draw attention to your strengths and opportunities for growth across four strategies and 16 capabilities.

Part III highlighted four famous influencers: Al Gore (investigation); Margaret Thatcher (calculation); Martin Luther King (motivation); and Mother Teresa (collaboration) to illustrate influence in action. In addition, we considered occupations that are dependent on each of the four influencing strategies, and workplace situations that were suitable and unsuitable for each strategy.

Finally in Part IV, I discussed 48 tools to apply, related to the 16 capabilities of the influencing capabilities framework. Investigation is made up of gathering evidence, generating ideas, asserting ideas and countering ideas. The four capabilities for calculation are weighing options, communicating standards, providing feedback and offering concessions. Motivation is made up of communicating vision, generating enthusiasm, connecting emotionally and building morale. And finally, the four capabilities we covered for the final four chapters of Part IV for collaboration are sharing ownership, communicating openly, listening actively and building trust. Each of the tools was selected and discussed to strengthen these influencing capabilities.

I wish you well on the journey to becoming a better, more influential leader.

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Index

O

P

T

U

V

W

Z