

***COMMUNICATING
CONFIDENTLY:***

***ASSERTIVENESS AND
INFLUENCING SKILLS***



www.ralphlewis.co.uk

Overview

This is a four day workshop covering a range of communication skills with the purpose of building confidence and focus in dealing with others. This is an intensive four day programme which will focus on the specific needs of each participants. A wide variety of exercises, questionnaires and practice sessions will be used. One to one coaching will be part of this. Specific objectives will depend on the needs of each participant but these will include:

- *Building confidence in dealing with others*
- *Understanding your patterns of interaction with others and your needs*
- *Looking at your communication style*
- *Building on listening skills*
- *Using facilitation skills positively*
- *Using assertiveness techniques such as:*
 - Getting key points across*
 - Focusing on key messages*
 - Handling questions effectively*
 - Dealing with criticism*
 - Giving and receiving praise*
 - Saying no*
- *Dealing with conflict*
- *Using body language effectively*
- *Setting clear and achievable goals in:*
 - Work Relationships*
 - Communication Skills Development*

Workshop Flow and Topics

Pre-workshop: Complete Communication Skills Audit

Day One: Communication Skills and Coaching – Relating to others

Introductions and learning goals
Communication Skills Overview – Listening and Expressive Skills
Developing Listening Skills – Exercises and Coaching
Developing Expressive Skills - Exercises and Coaching

Dealing with Others – Element Questionnaires
Patterns of Behaviour - Inclusion, Control and Affection

Day Two: Assertiveness and Self-Confidence

Assertiveness Philosophy - Responsibility, Clarity, Choice, Confidence, Respect
Assertiveness Techniques - Exercises and Coaching

- Self-expression - Making demands
- The Three part Message
- Dealing with criticism
- Dealing with Aggression and Put-downs
- Saying No
- Dealing with Submissive people
- Giving and receiving Praise
- Celebrating Success

- Strengths and Self-Liking Presentations - Resourceful Self-image
- Reframing
- Building Self-confidence

Day Three: Influencing and Conflict Handling

Assertiveness and Body Language - Space and Boundaries

Influencing Skills and Conflict Handling - Exercises and Coaching

- Key techniques for Influencing
- Conflict styles
- Negotiating Skills

Facilitation Skills - Exercises and Coaching
Presentation Skills - Exercises and Coaching

Day Four: Change and Action Planning

Dealing with Change

- Dealing with personal change – the change curve
- Increasing resilience

Putting It into Practice

- Action Plans - New Behaviours and Contracting
- Celebration!

COMMUNICATION SKILLS

A. Communication Skills

1. Task-People-Processes
2. Communication Skills Audit
3. Communication Styles
4. Active Listening
5. Behavioural Analysis
6. Interviewing Skills Checklist
7. Meeting Skills

B. Coaching Skills

1. What is coaching?
2. Coaching Skills
3. The GROW Framework
4. Development Planning

C. Relating to Others – FIRO-B

1. Inclusion, Control and Affection
2. Tension between Individuals
3. FIRO-B Behaviours
4. Improving Relationships
5. Management Styles and FIRO-B

D. Networking

1. Knowledge Networks
2. Emotional Bank Accounts
3. Keys to Networking

E. Assertiveness

1. What is assertiveness?
2. Communicating my Views – Three part message
3. Dealing with Criticism – Hot Buttons
4. Dealing with Aggression and Put-downs
5. Dealing with Non-Assertiveness and Submissiveness
6. Giving and Receiving Praise – Appreciation
7. Self-confidence
8. Reframing
9. Assertiveness and Body Language – Charisma
10. Handling Emotions Transforming Self-Limiting Beliefs

F. Influencing Skills and Conflict Handling

1. Overview
2. Effective Persuaders
3. Influencing Skills
4. Complex Selling
5. Handling Conflict
6. Negotiating

G Taking Action

1. Review
2. Setting Goals
3. Success Measures
4. My contract with myself

A. Communication Skills

1. TASK - PEOPLE - PROCESSES

Three key areas always need to be managed by managers when dealing with issues. These are:

- The task - what is the issue, the content of the problem, what needs to be achieved ?
- The people - relationships, people's needs for being seen as competent, as significant
- The processes - the how, systems, methods, techniques, structures

Managers can focus on any one of the above areas. However they need to remember the management decision equation:

Effective Management Decisions are a function of:

QUALITY (The "right" technical answer)

X

ACCEPTANCE (whether people will implement the solution)

If the people side is not taken into account then however good the quality of the answer the issue will not be resolved. What is your focus and why ?

Focus	Strength	Development Need
Task		
People		
Processes		

2. COMMUNICATION SKILLS AUDIT

For each of the skills listed below rank your view of your level of effectiveness in that skill from 0 (low) to 5 (high).

SCORE	
1. _____	Making a good first impression
2. _____	Picking up underlying feelings from others
3. _____	Getting ideas across to others
4. _____	Communicating even when things are tough
5. _____	Not talking too much
6. _____	Drawing others out
7. _____	Staying open to other's ideas
8. _____	Giving instructions to others
9. _____	Ignoring hostility when necessary
10. _____	Speaking up for your view
11. _____	Giving a clear presentation to a group
12. _____	Staying silent when necessary
13. _____	Listening constructively to criticism
14. _____	Persuading others to do what you want
15. _____	Giving clear specific feedback to others
16. _____	Understanding other's ideas
17. _____	Leaving discussions that don't involve you
18. _____	Interviewing others effectively
19. _____	Collecting information from others
20. _____	Putting people at ease
21. _____	Letting others know how you feel
22. _____	Contributing effectively in meetings
23. _____	Coming over well when being interviewed
24. _____	Building rapport with others
25. _____	Getting others to accept your views
26. _____	Picking up audience's reactions to your presentation
27. _____	Helping a meeting progress
28. _____	Conveying your feelings to others
29. _____	Understanding when someone is upset
30. _____	Finding out about other people's interests
31. _____	Making conversation
32. _____	Communicating your emotions clearly when you choose to

3. COMMUNICATION STYLES

All communication can be seen as a combination of expressiveness (giving out) and receptiveness (taking in). At times it is more appropriate to be focused on expressing opinions, points of view, etc. At other times more receptivity is needed, i.e. listening. It is also equally important to be able to be quiet and not express views on occasion - when you have genuinely nothing to contribute for example. Also at times it is useful to have the ability to be non-receptive - to ignore conversations or comments that may be irrelevant or hateful.

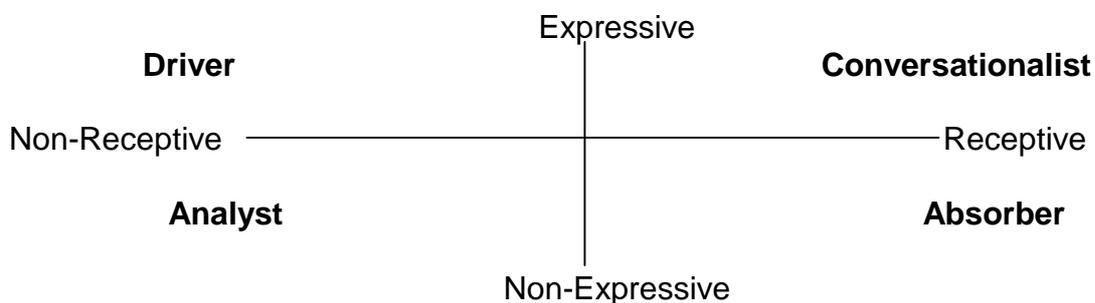
Ideally everyone would have communication skills that cover the whole of the ranges outlined above. They would be able to be quiet as appropriate, express their opinions when desirable, listen attentively and also ignore things that were not pertinent. But no one has this range of skills. We are all biased towards in our personalities and our skills towards different parts of the expressive / receptive dimensions. Each of these styles is absolutely appropriate in some situations but not in others.

The Driver style emphasises expressiveness with lack of receptivity. I.e. People with this style focus on "telling" and tend not to listen. Their strength lies in "driving" through things, getting people to act and providing a sense of dynamism and direction. Their weaknesses can well be insensitivity to other's feelings and points of view. However you know where you stand with a Driver. Tactics in dealing with a Driver are to let them exhaust themselves, be very respectful of their views but also be prepared to stand your ground on issues that are really important.

The Conversationalist style is a combination of both expressiveness and receptivity. These are the "people" people. They will love to exchange views, be genuinely interested in sharing and in participative discussion. Their strengths lie in this interest and often natural social skills and an ability to engage others. Their weaknesses can be never knowing when to disengage or focus on the issues at hand instead of being diverted to new and more interesting topics. In dealing with Conversationalists enter fully into discussions, give points of view and feelings but maintain focus and keep summarising key points.

The Absorber will soak up other's feelings and ideas. They make very good observers of people and are often brilliant in helping others to clarify what are on their minds. Their weakness may be that they are reluctant to give opinions so others do not know their point of view and may see this style as too "wishy-washy". Absorbers need to be encouraged to give their ideas - one good tactic is to keep asking them questions so they are forced to speak.

The Analyst style is one of focusing on the task and seeing communication as a distraction from this work. The strengths of this style is this ability to be so focused but the weakness is that other people may be forgotten and their may well be non-communication. If people with this preference can express themselves and listen then they just need encouragement to talk. The best rule is to let them get on with their work as much as possible without distraction.



COMMUNICATION SKILLS ANALYSIS

Communication skills can be divided into Receptive and Expressive skills. The audit is intended to help you decide which of these you are strongest in and which you need to develop. It is also important to be able to be Non-Receptive (thick-skinned) at times and Non-Expressive (keeping quiet). There are also some questions to help you look at general areas of communication like meetings etc. From the information you have rated decide which are your 3 strongest areas and which are the 3 that need developing most.

Three Strongest Areas of Communication

Three Areas to Develop

4. ACTIVE LISTENING

WHAT IS IT ?

A means of understanding and empathising with the person doing the talking. As a listener you are concerned with the others' views and feelings, not your own! Active listening involves all the communications channels. It is active because it involves concentrating and responding appropriately, letting the other person know that you have heard! It is probably the most useful communication skill you can develop.

WHY LISTEN ?

- to help understand what others are saying
- to make others feel good
- to get through other people's filters
- to concentrate on others
- to stop your attitudes and prejudices getting in the way
- to find out the real concerns of other people
- because words are an imprecise form of communication
- to aid in decoding some messages
- to understand emotions and feelings

WHEN NOT TO USE ACTIVE LISTENING

- When you are tired
- when you are emotionally involved - unless you can distance yourself
- when you cannot accept the other person
- when you do not trust the other person to find their own solution
- when you need to give or when the other person wants, information or instruction.

WHAT GETS IN THE WAY ?

Our natural tendency to judge others; to compare them to ourselves; to approve or disapprove. Also the difficulty in seeing things from another person's point of view. Specifically:

Judging :	Criticising
	Name calling
Sending Solutions:	Ordering
	Moralising
	Threatening
	Advising
Avoiding others'	Diverting
Concerns:	Reassuring

GETTING THE BALANCE RIGHT

Normal conversation or discussion between two people implies a 50% :50% split between talking and listening for each person. Make certain that there is genuine listening during the 50% period. If someone wants to talk over a problem with us and we are listening. we would expect a 20% : 80% breakdown for us, with 80% of our time being devoted to listening. Vice versa if we are doing the talking!

LISTENING SKILLS

Skill Groupings Special Skills

Attending	Posture of involvement Appropriate body motion Eye contact Non-distracting environment
Following	Invitations to talk Minimal encouragement Infrequent and open not closed questions Attentive silence
Reflecting Skills	Paraphrasing - using key words Reflecting meaning - linking feeling to content Summarising

If you think you listen - do you ever catch yourself doing any of these when someone else is talking?

Thinking about what to say back. (Even rehearsing)
Settling on some advice to give. ("If I were you")
Preparing a judgement, "You were absolutely right!" or "Don't you think you were rather impatient?"
Feeling anxious in case one doesn't come up with any answer .
Feeling impatient for them to finish because you are simply not interested,
Being distracted by one's own history and how it fits. "Oh, I had a similar experience."
Being distracted by something quite irrelevant

COUNSELLING SKILLS

Counselling is the most attentive form of active listening. It is concerned with the other person's personal issues and viewpoints. Although counselling requires a great deal of skill just listening to someone with warmth and empathy and without trying to solve their problems for them or making judgements about them can be of great value to individuals who have an issue. Having the confidence to listen to people whatever their emotional state should be an underlying ability of everyone. Some do's and don'ts:

Do:

Let the client talk (60%)
Ask questions on the facts
Ask questions on client's feelings
Build on client's suggestions
Test Understanding/Summarise
Seek solutions from the client
Get client to comment on future performance

Don't

Propose solutions
Defend self or attack client
Give facts

5. Behavioural Analysis

Categories and Definitions

CATEGORY	DEFINITION	EXAMPLES
PROPOSING	A behaviour which puts forward a new suggestion, proposal, or course of action.	"Let's deal with that one tomorrow." "I suggest that we reduce the number of security guards by 15 percent."
BUILDING	A behaviour which usually extends or develops a proposal made by another person.	"... and your plan would be even better if we added a second reporting stage." "If I can take that further, we could also get better cost control."
SUPPORTING	A behaviour which makes a conscious and direct declaration of agreement or support for another person or for their ideas	"Yes I go along with that." "I accept that." "Sounds OK to me."
DISAGREEING	A behaviour which states a direct disagreement or which raises obstacles and objections to another person's ideas Disagreeing gives a rational reason why not.	"NO, I don't agree with that because we would lose customers." "I don't like the idea one bit. It would make it unsafe." "Your third point just isn't true. The books show a different figure."
BLOCKING/ DIFFICULTY STATING	A behaviour which raises a difficulty or block to a suggestion or idea without offering an alternative suggestion or reasoned statement of disagreement.	"I'm not doing that." "It won't work." "I'm too busy."
DEFENDING/ ATTACKING	A behaviour which attacks another person, either directly or Indirectly. They are usually about people, not issues.	"That's stupid." "... and your third point is ridiculous"

Effects of Different Behaviours

1. Initiating

High initiators, whether through proposing or building, are generally rated as ideas people and as stimulating. High builders, however, are more likely to receive higher ratings.

High proposers are seen to be competitive and not very interested in other peoples' ideas. High builders on the other hand are seen as co-operative and interested in other peoples' ideas.

2. Clarifying

Giving Information People who are high givers tend to be seen as more concerned with exploring their own views, than listening to other people. In counselling sessions, counsellors who give a lot of information, are less effective in helping others.

Seeking Information People who are high on seeking information tend to be seen as interested in the views of others. Seeking information responses helps to keep focus on the issue and so saves time.

Testing Understanding People high on testing understanding are also seen as being interested in the views of others. In fact it tends to indicate an authentic concern in the person himself. This allows a high level of clarity, interest and commitment to develop.

Summarising A person high on summarising is seen as structured, organised and clear. Too much summarising can be counter productive as it has a controlling effect.

3. Reacting

Supporting People feel happier in groups where supporting is high. People like to be recognised and tend to work better in a supportive environment.

Defending/Attacking

1. Defending/Attacking from one group member usually leads to Defending/Attacking from others. This results in a Defend/Attack Spiral with frayed tempers. These Spirals start easily but are hard to stop.
2. Defending/Attacking moves a group further away from the issues under discussion. As a result, decisions tend to take longer and, when made, often more arbitrary.
3. In meetings which are high in Defending/Attacking group members rate their satisfaction as very low. Groups with the same amount of Disagreeing don't seem to be affected by lower satisfaction.
4. Defending/Attacking tends to reduce initiating skills. People are not prepared to Propose or Build in an aggressive or defensive meeting.
5. People remember Defending/Attacking Long after they have forgotten the other things that happened during the meeting. Defend/Attacking may therefore, have long lasting undesirable after effects.

Disagreeing The results of Disagreeing on a group are slightly less obvious than for Supporting.

1. In a group high on Supporting, people feel happier. However, when a group is high on Disagreeing, group members do not, as a whole, feel less happy.
2. High Disagreeing is strongly related to how people see their involvement in the group's activity.

3. Groups where there is no Disagreeing should, logically, make decisions more quickly than groups which disagree. The opposite is true. Research indicates that groups take longer to make decisions when the level of disagreement is very low.

Blocking/Difficulty Stating High users of this behaviour are often branded as negative people.

Open People who use this skill openly accept their limitation of knowledge and resources; there is no defensive attitude about mistakes or weaknesses. By this example others feel accepted for what they are and don't need to compete for attention and control. Openness builds trust.

4. Controlling

Level of Shutting Out Meetings with very high levels of Shutting Out are seen as:

- disorganised.
- active.
- showing lack of consideration.

Individuals high on Shutting Out receive similar ratings. The most common form of Shutting Out is interrupting. It's most unusual, and probably undesirable, for participants in meetings to avoid Shutting Out entirely. Meetings where Shutting Out is absent are likely to take longer than really necessary.

Level of Bringing In Meetings with high levels of Bringing In are seen as:

- participative.
- evidencing interesting in the views of others.
- evidencing consideration.

Behavioural Analysis Checklist

Names					Totals
Proposing/Making Suggestions					
Building					
Supporting					
Disagreeing					
Blocking/Difficulty Stating					
Defend/Attack					
Testing Understanding Summarising					
Seeking Information					
Giving Information					
Bringing In					
Shutting Out					
Totals					

6. INTERVIEWING SKILLS - CHECKLIST

One of the best checklists is taken from some work done by Goode. He suggests you look at the following key points.

Focus	Question	Yes or No ?
Relationship	Helped the client to relax	
Purpose	Agreed the purpose of the meeting	
Information Seeking	Sought vital information (client's views etc.)	
Understanding	Tested their understanding regularly	
Information Giving	Gave information to the client as required	
Client Proposals	Invited the client to put forward solutions	
Development	Built on client's ideas when appropriate	
Interviewer	Provided ideas when the meeting got stuck	
Process	Ensured the meeting stayed on course	
Action	Agreed detailed plan of action	
Summary	Summarised the agreements reached	

7. MEETING SKILLS

PRIOR

- Send clear agenda and pre-reading
- Inform appropriate people

DURING

INTERPERSONAL FEELINGS

- Respect and acknowledge emotions, don't condemn
- Be aware of 'hidden agendas', power-plays
- Return to task after acknowledgement

CONFLICTS

- Agree on agreements, clarify areas of disagreement
- Break conflicts down, aim for consensus, if not total agreement
- Use influencing/assertiveness/negotiating skills

DYSFUNCTIONAL BEHAVIOURS

- Rambling, dominating, shutting out, side conversations, argumentative
- Friendly but firm conversation
- Use body language
- Encourage group to share responsibility for handling members

PROBLEM-SOLVING

- Share information (use visuals)
- Get information using questions
- Support/build on proposals
- Acknowledge others' ideas by summarising and reflecting
- Use problem-solving process/content
 - Objectives - what is the purpose ?
 - Factors - Analysis
 - Options Planning and implementation
 - Monitoring
- Use creativity and critical skills as appropriate
- Time awareness
- Note taking.
- Closing and summarising

B. Coaching Skills

1. What is it ?

Coaching is a two-way process in which a leader through direct discussion and guidance builds other's skills and competencies and also their motivation and confidence in order to improve or maintain performance.

It focuses on behaviours not results and is a continuous element in managing performance. Coaching uses everyday workplace tasks as starting points.

Coaching occurs whenever the leader:

- gives positive feedback to reinforce effective behaviour
- provides corrective feedback to change ineffective behaviour
- listens to employees' concerns
- helps others to develop skills or improve confidence or solve problems

Benefits of coaching:

- Improves performance in a positive fashion
- Is continuous
- Develops employees
- Allows more delegation to more competent and confident employees
- Makes work more challenging and meaningful

Barriers to coaching:

- Lack of time - short term pressures
- Lack of skills - knowing how
- Fear of confronting poor performance
- Fear of loss of control of work

Ground rules in coaching:

- Focus on behaviour not the person
- Be descriptive not evaluate
- Be specific and concrete
- Be clear and direct
- Be timely - coach as soon as appropriate
- Focus on one issue at a time only - don't overload
- Be positive - emphasise strengths
- Ask for the employee's views and solutions
- Emphasise **mutual** responsibility

For each session:

- Set and agree specific realistic goals
- Use coaching skills to help the other person develop new behaviours and skills
- Set guidelines for new activities/behaviours
- Authorise and empower the employee
- Summarise and close with clear specific "next steps".

2. Coaching Skills

All coaching discussions should follow four stages.

Stage	Purpose	Process
1 Opening	Putting other person at ease	1 Setting the Scene/Empathy
2 Discussion	Goals - Stating purpose Reality Check Giving/Receiving Information/Feeling	2 Listening 3 Questioning 4 Giving Feedback
3 Contracting	Options Will Do Getting agreement	5 Influencing
4 Closing	Summarising, Ending	6 Summarising and closing

Active Listening

Listening skills are important in all coaching, counselling or other discussion. Firstly in order to understand what the other person is saying, and secondly to make certain that what you have said has been received. Listening also includes non-verbal reception of course and feelings as well as verbal information

Questioning

Non-verbal questioning includes attentive silence or a questioning look. Verbal questions range from reflecting back to specific probing questions. All techniques are helped by interest and a non-judgmental approach.

Open-ended questions Open questions promote discovery and stimulate thinking. They are useful to help the other person start talking about a topic, outline a situation, give a broad description of what happened and how he or she reacted. They are ideal for coaching.

Follow up questions The purpose of follow up questions is to get information, broaden decisions and understand reasons and motivations. Do not over use "why". It causes people to become defensive.

Giving Feedback/Information

Feedback should be helpful to the person receiving it. The "giver" should be clear about the reasons for giving the feedback and what changes are wanted as a result. The receiver should be able to:

- understand the feedback
- accept it
- do something about it

Guidelines

- Give facts not opinions
- Make it specific
- Avoid "loaded" emotional terms
- Try to avoid judgements such as "good", "bad"
- Deal with defences and emotional reactions rather than trying to convince
- Talk about performance and behaviour rather than personality
- Use positive as well as negative feedback.
- Make certain the feedback can be used for improvement

Dealing with Objections/Contradictions

This can be difficult if it causes stress. You can stop this by **listening** and **acknowledging**. This gives you time to consider and because you have paused the other person knows that you have heard, and that you are preparing to deal with it. This calms things down, both you and them - you are not saying you agree just by acknowledging the state of affairs.

Now come back positively, not in a contradictory way but in an accepting and understanding way - "I understand you feel ... and would like you to consider ..."

A lot of criticism stems from seemingly irrational causes. Your role is like that of the lightning conductor, there to take the charge out of the situation. Allow the validity of the objector's perceptions and try to find out more to turn the objection into a positive and clear understanding. Try to end with a contract about future action or outcomes.

Suggestions/Influencing

In coaching discussions the objective is to get the other person to change and develop in certain areas of competency. A lot of people react negatively to advice or suggestions. Often advice and ideas are rejected because the recipient feels no ownership of them and sees this as a threat, or as imposed solutions. Being clear in your own mind exactly what it is you need to get across or how you want to influence the other person is the main guarantee of success. Then being receptive and using others' words and motivations to influence them.

3. The GROW Framework

The GROW framework is an excellent checklist for process in coaching.

- 1 **Goals**
With the coach, the coached discusses the areas that they would like coaching help on. By questioning, reflecting and suggestions reach agreement on specific goals and the reasons why they are important and the impact reaching them will make.
- 2 **Reality** The coach helps to the coached to look at the reality of their situation, positive and negative factors and their behaviours.
- 3 **Options** What can the coached do and how can they do it ? The coach can offer advice (sparingly) but should focus on getting the coached to find as many options as they can themselves.
- 4 **Will do's** Of all the options which is the one that the coached will actually do ! Get them to specify their next actions, milestones, etc.

4.. Development Planning

The development planning process can be summarised as follows (assuming that gaps in performance and competencies have been clearly identified).

Set development goals

Skills and knowledge competencies should be set as specifically as possible with clear measurable targets. This allows matching of activities with needs more closely and effectively. It also ensures that time and effort is not wasted on development that is peripheral to the needs of the employee or

position. Setting clear goals also lets the employees know exactly what is expected of them and encourages them to attain their goals. The situation or task in which they would use their newly acquired competencies should be stated and the positive benefits to them and the performance improvements spelt out.

Consider appropriate development activities, coaching etc..

A whole range of activities should be considered not just training. These can include reading, coaching by their supervisor, working in different areas, modelling (watching other skilled people), home-study programmes, task-forces, and of course internal or external training courses. Some activities will be more suited to particular skills and knowledge than others i.e. communication skills need activities with other people.

It is important to take into account the particular way that the individual prefers to learn i.e. what is their individual learning style. People differ widely in their preferences, some absorb knowledge and skills easily, others have to practice before they can understand what to do. Some can learn in the abstract, others need practical examples. The pace of learning needs to be set in terms of start, intermediate and end dates. These will depend both on the difficulty of the skill or knowledge to be learnt and the ability of the learner. Dates provide a schedule and help break down the learning into chunks, each of which can be measured.

The key is ensuring that learning is finally applied on the job and a review date should be set some time after the end of the development to make certain that this happens.

In the case of training the role of the manager is to support and integrate it through the system of performance management. Hence training should spring directly from clearly identified needs whether in terms of competency or individual motivation. This support can be demonstrated in three stages.

Pre Training

- Complete development plan showing aim of training
- Hold briefing meetings on course objectives, content, format
- Obtain baseline performance data for training evaluation

Training

- State training objectives in terms of work applications
- Visit to emphasise commitment to training
- Have learning and application session reviews
- Have action plan contracts

Post-Training

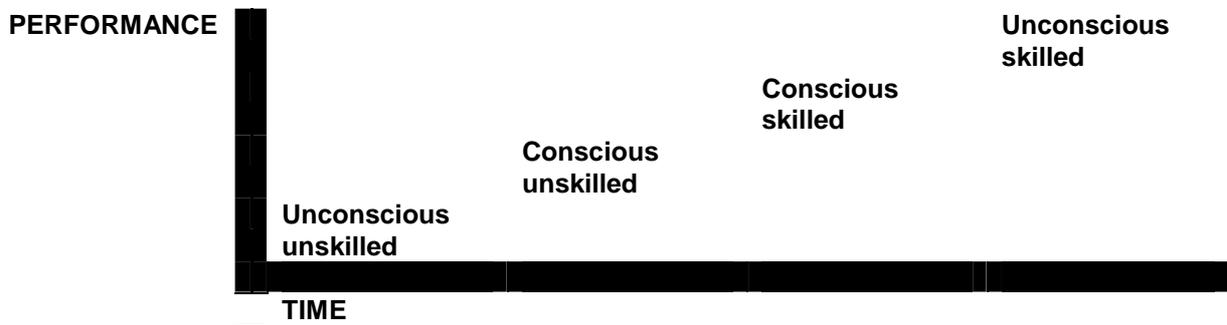
- Assign training-related projects to implement competencies
- Have participants develop support groups
- Have follow-up training and review days
- Ask previous participants to coach newer participants
- Review programmes with participants
- Have questionnaires to get feedback on training applications

Provide support

Learning new skills or knowledge can be exciting but also anxious. There is often a dip in performance as people try to apply new competencies but don't quite get it right. The stress that this causes them and inevitable mistakes that will result mean that they need support to build their confidence. Positive reinforcement and encouragement is much more helpful in learning and motivation rather than criticism. "Catch them doing something right". "Modelling" is the technical term for watching and working with someone who already has the skills and competencies required. It is a painless way of absorbing knowledge and a very good developmental activity.

Other support includes pre and post briefings and monitoring the impact of the development activity on the individual. Direct support in organisational terms can be things like clerical help, time off, easing the normal requirements of the job, providing materials and space to study. If individuals feel that their normal work is piling up there will be little inducement for them to put time into studying.

Finally a note of the costs should be made, not in detail, but simply to give an indication of the cost-benefit effectiveness of the particular development activity chosen. In some cases, i.e. safety, costs have to be allocated, there is no choice. In others costs can be spread over time and different priorities.



Development Planner

A Define competency required in skills or knowledge - be as specific as possible giving clear measurable targets. (Only one competency per sheet).

B Identify the context/task - in which the skill or knowledge is to be applied.

C Results - specify the expected change in performance if the skill or knowledge is applied in the above context. i.e. why this development is required. How is this result to be measured objectively?

D Development activities - what specific activities are going to lead to development and application of the skills and knowledge required? Specify these and state they are the best way to develop these skills.

E Support and Resources - specify what additional support in the form of coaching, modelling, clerical assistance etc. may be required. Also specify resources needed from the organisation to make this happen (including costs).

F Dates - give dates for beginning and end of activities, intermediate check points and review dates. Specify standards used to objectively measure progress.

C.Relating to Others

1. Inclusion, Control and Affection

Everyone has different patterns in the way they prefer to relate to others and in terms of their social and personal needs. In terms of behaviour these can be classified in the following three dimensions:-

Inclusion	:	belonging, (superficial - intense involvement)
Control	:	dominance, (equal - unequal relationships)
Affection	:	openness, (personal - impersonal)

For each of these dimensions people will express behaviour or feelings towards others, they will also have WANTS in terms of what they would like others to do to them. People will change their needs over time, their habits will also depend on particular situations and with whom they are relating.

The above can be expressed in the following table:

	Inclusion	Control	Openness/Affection
What I express to others			
What I want others to give to me			

People's needs in each of the areas will vary from low to high, producing unique patterns for each person. A guide to highs and lows follows.

Highs and Lows

		INCLUSION	
	Expressed		Wanted
High	Means that the person is comfortable in social settings and will actively move towards them	High	Means that the person has a strong need to belong and to be accepted by others
Low	Suggests that the individual is uneasy around people and will tend to move away from them.	Low	Suggests that the person will be selective in initiating associations with other people

		CONTROL	
	Expressed		Wanted
High	Means that the person can and actively seeks to take on the responsibilities involved in a leadership role.	High	Suggests abdication of responsibility and avoidance of decision making, and acceptance of control by others.
Low	Suggests that the person avoids making decisions and taking on responsibility.	Low	Suggests that the person does not want to be controlled by others.

		AFFECTION	
	Expressed		Wanted
High	Suggests that the person can readily become emotionally involved, forming close, intimate relationships with people.	High	Suggests a person who wants others to initiate those intimate relationships.
Low	Suggests a caution in initiating the development of close personal relationships.	Low	Suggests that the person is very selective about with whom deep relationships are f

The person's orientation and stability within each area (inclusion, control, affection) is determined by the interaction of the expressed and wanted behaviour. If the levels are approximately equal, the probability is that the person behaves in ways that do not lead to conflict, the greater the difference between the levels, the greater the probability of conflict, frustration and tension. A person may have strong leadership and control needs (CONTROL expressed HIGH), but is either unskilled, unwilling or unable enough to accept general direction towards the objective by his or her superior (CONTROL wanted LOW), so that his or her work may be counter-productive and lead to more specific controls imposed by the superior.

The needs in each area can be interactive. No score should be interpreted in isolation. A person may have high control needs (CONTROL expressed HIGH) but may need others to achieve his or her objectives. If he or she is uncomfortable or unskilled in including others (INCLUSION expressed LOW), he or she may find it difficult to succeed in getting the help he or she needs.

2. Tension between Individuals

Where tension exists, certain of these needs (inclusion, control, affection) are not being satisfied. This may occur in specific situations where the individual may not be able to cope, because of lack of knowledge or skills.

Looking at the levels of individual's interpersonal needs can be very useful when determining the compatibility of the members group. If at the beginning we can choose a group of people who can work together harmoniously, we are more likely to avoid situations where the group's efforts are wasted in interpersonal conflict.

If we consider the CONTROL dimension, and have a group containing one director-rebel, a person who wants to control others but does not want to be controlled himself, we would not expect that having another one in the group would lead to smoother functioning of the group, for both would want to give orders and neither would want to take them. Similarly, if we had all abdicator-submitters, we would have a situation in which everybody wants someone to tell them what to do, and no-one wants to give the orders. But if we had one director-rebel and one abdicator-submitter the relationship would probably be satisfactory, since one wants to give the orders and the other wants to take them.

However, in the AFFECTION area, if in the group we have one person who likes to be very close and another who does not, they are likely to appear threatening to each other. The one who likes to be reserved is not going to be comfortable when the other makes overtures, while the one who likes close relations is going to feel rebuffed if the other does not. Similarly, in the INCLUSION area, it would be better if both interacting persons were close to being high or low on these dimensions so that the one would not be constantly seeking out people while the other is trying to keep away from them.

3. FIRO B - BEHAVIOUR

These dimensions can be measured using the FIRO - B questionnaire.

Scores can vary from 0 to 9 for each box. Strengths are:

Low scores	0 1 2 3
Moderate	4 5 6
High	7 8 9

When examining the levels of your needs, note the dominant highs and lows. The closer the levels to the extremes, the more appropriate are the following comments.

The extreme dimensions can be shown in the matrix below. Everyone fits somewhere between these two extremes, but exactly where depends on the individual.

	INCLUSION	CONTROL	AFFECTION
Very High EXPRESSED	Over Social	Autocratic	Overpersonal
Very Low	Under Social	Abdicator	Impersonal
Very High WANTED	Compliant to Social pressure	Submissive	Compliant to others' feelings
Very Low	Antisocial	Rebellious	Antagonistic

PROCEDURE

1. Look for highs and lows in each dimension, note balanced expressed-wanted, differences
2. Identify which dimensions characterise your relationships most.
3. Look across all dimensions to see how they interact.
4. Remember needs are changeable both in time and with different relationships.

4. Improving Relationships

Improving relationships is about putting into practice some of the suggestions made here.

Essentially:

- clarify what you want from the relationship
- learn practical skills, dealing with differences etc.
- understand rules and procedures

Some guidelines:

- be interested in others, ask questions, listen, acknowledge
- use their first name
- give compliments, praise, show affection
- use positive body language, facial signals, voice, to show liking
- build self-esteem and mutual respect, concern for others, loyalty and commitment
- be open, use self-disclosure, trust and confide in others
- acknowledge birthdays and special events
- discuss intimate topics such as sex, death, religion or politics

In terms of face-to-face negotiating skills, some work from the Harvard Negotiation project suggests the following:

- be unconditionally constructive i.e. don't worry about reciprocity
- balance emotion with thought
- try and understand others' points of view
- always consult before deciding
- be trustworthy and reliable, but not wholly trusting

5. Management Styles and the FIRO-B

The Center for Creative Leadership (CCL) has taken a look at the process of executive selection, and their results support Codianni's observation. In examining the critical variables for success for the top three jobs in large organisations, they found that the number one success factor is "relationships with subordinates."

In an even more startling study, CCL found something that should forever put to rest the myth of the purely rational manager. Using a battery of measurement instruments, CCL researchers looked at a number of factors that could account for a manager's success. CCL found that only one factor significantly differentiated the top quartile of managers from the bottom quartile. (They found it on an assessment instrument called FIRO-B developed by William C. Schutz. The FIRO-B measures two aspects of three basic interpersonal needs - the extent to which we express and we want inclusion, control, and affection.

The popular assumption about managers is that they are high on a need to express control. So you might think that is the factor that distinguishes highest from lowest-performing managers. But that is not what CCL found. The single factor that differentiated the top from the bottom was **expressed affection**. Contrary to the popular myth of the cold-hearted boss who cares very little about people's feelings, the highest performing managers show more warmth and fondness toward others. They get closer to people, and they are significantly more open in sharing thoughts and feelings than their lower performing counterparts. These managers were not without their rational sides. In fact, they all scored high on "thinking," and they all scored high on their need to have power and influence over others. It is just that these factors didn't explain why managers were higher performers.

When the CCL researchers examined their findings more closely, they found that the highest performing managers' subordinates two levels down in the organisation were significantly more satisfied overall with their co-workers, supervision, top leaders, organisation planning, ethics, and quality. Clearly, openness and affection pay off. Because the evidence tells us that expressing affection is important to success, and we need it, it is as if we are all trying to hide something we all want. It is a secret we are afraid to reveal because it might make us look soft or wimpy or who knows what. That secret is this: we all really do want to be loved.

It is impossible to escape the message here, that when people work with leaders who care about them and encourage their hearts, they feel better about themselves.

D. Networking

1. Knowledge Networks from Karen Stephenson

In any culture there are at least six core layers of knowledge, each with its own informal network of people exchanging conversation. Everybody moves in all the networks, but different people play different roles in each; a hub in one may be a gatekeeper in another. The questions listed here are not the precise questions used in surveys. These vary on the basis of the needs of each workplace and other research considerations but they show the basic building blocks of an organization's cultural makeup.

1. The Work Network: (With whom do you exchange information as part of your daily work routines?)

The everyday contacts of routinized operations represent the habitual, mundane "resting pulse" of a culture. "The functions and dysfunctions; the favors and flaws, always become evident here," says Professor Stephenson.

2. The Social Network: (With whom do you "check in," inside and outside the office, to find out what is going on?)

This is important primarily as an indicator of the trust within a culture. Healthy organizations are those whose numbers fall within a normative range, with enough social "tensile strength" to withstand stress and uncertainty, but not so much that they are overdemanding of people's personal time and invested social capital.

3. The Innovation Network: (With whom do you collaborate or kick around new ideas?)

There is a guilelessness and childlike wonderment to conversations conducted in this network, as people talk openly about their perceptions, ideas, and experiments. For instance, "Why do we use four separate assembly lines where three would do?" Or, "Hey, let's try it and see what happens!" Key people in this network take a dim view of tradition and may clash with the keepers of corporate lore and expertise, dismissing them as relics.

4. The Expert Knowledge Network: (To whom do you turn for expertise or advice?)

Organizations have core networks whose key members hold the critical and established, yet tacit, knowledge of the enterprise. Like the Coca-Cola formula, this kind of knowledge is frequently kept secret. Key people in this network are often threatened by innovation; they're likely to clash with innovators and think of them as "undisciplined."

5. The Career Guidance or Strategic Network: (Whom do you go to for advice about the future?)

If people tend to rely on others in the same company for mentoring and career guidance, then that in itself indicates a high level of trust. This network often directly influences corporate strategy; decisions about careers and strategic moves, after all, are both focused on the future.

6. The Learning Network: (Whom do you work with to improve existing processes or methods?)

Key people in this network may end up as bridges between hubs in the expert and innovation networks, translating between the old guard and the new. Since most people are afraid of genuine change, this network tends to lie dormant until the change awakens a renewed sense of trust. "It takes a tough kind of love," says Professor Stephenson, "to entrust people to tell you what they know about your established habits, rules, and practices."

2. EMOTIONAL BANK ACCOUNTS

The feeling of mutual trust and respect that people have

Positive deposits come from: keeping promises, caring about others, helping them with their work or problems, showing appreciation, listening

Withdrawals come from: not keeping promises, criticising others unfairly or in front of others, not admitting when you have made mistakes, ignoring others concerns

Build trust through monitoring your "Emotional Bank Account" with others Identify what you or say that can cause others to lose respect for you or start to distrust you

Show appreciation for the "small stuff", recognising effort and treating others with kindness and respect including bosses

Your Emotional Bank Balances ?		
Individuals	Positive Deposits ?	Withdrawals ?

3. Keys To Networking

Andrea Nierenberg - Million Dollar Networking
What gets remembered gets rewarded

Why? What positive reasons do you have for networking?

Who can you network with?

Social/home: Family, Friends, neighbours, everyday resources, community, ex-school

Work: Associates, Clients, Suppliers

Networking organisations you like + frequent attendance + giving more than you get + following up + reporting back to the person who gave you the contact = networking success

Where?

3 industry specific organisations you like

3 networking organisations

How can you combine personal and personal interests with what organisations?

How? Planning:

Personal Brand: Be known, be liked, be trusted, be a resource for others

- Why did you choose the business you are in?
- What types of people do you most enjoy working with?
- How do you help them?
- What makes you different?

Personal power: authority, assertiveness, accessibility, image

Events:

- Set goal for every event – who do you want to meet?
- Tools: Be positive and open, have breath mints, hand cleanser, business cards, tag on right side, highlighter for name tag, small notebook, nice pen
- Learn an opening line
- Have 30 second “infomercial” about yourself – positioning
- Have “get to know you” questions
- Introduce self to host, wait in queues, dive into groups
- Be approacher more than approachee
- Find preferred ways to stay in touch
- Have an exit strategy
- In interactions: smile, eye contact, names, common interests, listen, question, acknowledge

Must – do Follow-ups:

Thank you notes, promised materials, let contact know

The Power of Nine:

Everyday send 3 handwritten notes, 3 emails and make 3 additional calls for people you can help
 Create advocates
 Personalised gifts
 Stay in touch newsletters etc.

Attitude:

What are your best networking traits?

Three things you enjoy in business and can use in networking

Five goals that will help you be more successful in networking

Characteristics of two good networkers you have known

Effectiveness – score yourself out of 5 for:

Friendliness	Confident	Empathetic	Appreciative	Enthusiastic
Listener	Appearance	Resilient	Caring	Clarity

Assertiveness

1. What is assertiveness?

Assertiveness combines a way of thinking with specific skills. It focuses on being clear about your own views, accepting responsibility for them and expressing them. Assertiveness comes from respect for others and for yourself. It also focuses on the fact that we have choice. Assertive people accept differences without being threatened. i.e.



Attitudes that stop assertiveness are thinking we have to be right all the time or that we have to do what others want if they are to accept or like us. We need to be clear about the issues which are important to us and those which are not. "***Is it really my problem***" is a good assertive question.

Assertiveness skills are most useful when you feel comfortable with them. Like all skills they need practice. Assertiveness can be very powerful and may not be appropriate to use in certain situations. e.g. an intimate relationship. Also sometimes people will respond aggressively. You need to be able to deal with this.

What are my views or feelings about assertiveness ?

What are the advantages / disadvantages of being assertive ? How do I feel about this ?

What will help or hinder me in being assertive ?

2. Communicating my Views

This technique helps you communicate your position to others until they accept that is your view. Once they have accepted that you have those views you can decide what you then wish to do. i.e. Get the other person to change their position or reach a compromise. etc. The first step is to be clear about what it is you feel. Take the situation where someone is doing something that has a negative effect on you. You need to be very clear about what it is specifically they are doing to you, your feelings about this and the tangible effect on you. This is called a Three Part Assertiveness Message. e.g.

Specific Behaviour	Personal Feelings	Tangible Effect
When you are late to pick me up after work	I feel angry	Because my time is wasted while I wait for you

By including personal feelings and the fact that someone is having an effect the message becomes much more powerful. Often it is useful just to write the message down for yourself; that may help you clarify your position and you may decide not to send the message. You cannot send Three Part Messages for others or messages on attitudes or values. It has to be based on your experience and feelings and also has to have a tangible effect. Sending the message involves the following:

Be clear about the message
 Communicate the message
 Match verbal and body language
 Wait in silence for the response

ACKNOWLEDGE the other person's reaction by using reflective listening

REPEAT your message and go through the above steps until the other person **ACKNOWLEDGES** your position with regard to the message

At this stage you now choose what you wish to do. Joint Problem Solving techniques work well. Be very clear about the final agreement or contract. It needs to be specific, based on behaviour, and tangible. Further guidelines for the message are:

- Limit yourself to descriptions of behaviour. Do not make statements about the other person's feelings, assumed reasons or thoughts. This implies that you are a mind-reader.
- The assertive message should avoid loaded emotional terms and sarcasm. Avoid exaggerations such as 'never'.
- Be BRIEF!
- If you get hostile reactions avoid hostility yourself. Making you mad is one way of getting the issues distorted or forgotten.
- Do not answer questions at the assertive stage; extra information is rarely needed and again can be a tactic by the other person to avoid the issue by diverting you. The same also goes for logic. Withdrawal likewise - if someone is silent then after a suitable interval say "I take it your silence means that you accept that (message)"
- Finally, persistence is the key.

My Three-part Messages

Specific Behaviour	Personal Feelings	Tangible Effect
1		
2		
3		

3. Dealing with Criticism

Much criticism is manipulative rather than constructive. We also tend to be defensive when being criticised. In order to deal positively with criticism and extract what benefit we can from it we need to be assertive.

The first step is always to **ACKNOWLEDGE** the criticism by reflecting it back. This does not mean accepting it but it does mean letting the other person know that you understand that they feel breathing space to **CHOOSE** how you want to react instead of automatically getting hostile or being or think as they do about you or your performance. Reflecting it back also gives you a defensive or whatever. It also allows you to keep the criticism at arms length while you examine it before you decide what to do about it. Once you have acknowledged the criticism some of the options open to you are:

- Hostility and counterattack
- Ignoring the criticism
- If it is true, accepting and apologising
- Exploring the criticism

The last option will enable you to get specific feedback to improve if you so choose. When you use it you focus on yourself and invite the critic to be specific and very clear about what it is that they are actually criticising. If they can't do this then the criticism was probably manipulative instead of constructive. However in this technique you are genuinely concerned about finding out how to improve rather than embarrassing the critic. Cover all the criticism until it has all been explored then get the critic to specify exactly what it is that they want. At that is acceptable to you both. this stage you can now negotiate or try joint problem solving techniques to reach an outcome

Hot Buttons: criticism that hurts the most !

The Criticism !	Personal Feelings Why I get angry... ?	How True is it ?

The Criticism !	Personal Feelings Why I get angry... ?	How True is it ?

4. Dealing with Aggression and Put-downs

***If there is no enemy inside
The enemy outside can do us no harm
African proverb***

The assertive person when faced with aggression or put-downs, stands their ground. They do not worry about changing the other person's viewpoint. If someone thinks that way about an issue or about someone else they have every right to do so. However the fact that they feel that way doesn't mean that the assertive person has to accept their viewpoint either. The techniques here are the same as have already been covered, i.e. acknowledge that the other person feels/thinks whatever they do, decide on a course of action and respond by making your position clear. As with criticism, exploring and challenging generalisations by getting them made more specific is a good follow-on technique e.g..

Aggressor: You people are all the same, uncaring and unfeeling

Respondent: I know you feel that we're all uncaring, but what specifically makes you say that?

Respondent: I understand you think we're all uncaring but I don't agree.

Give possible answers to the following:

That's crazy of you
That was a stupid decision to make
You know it didn't happen that way
Don't worry, I'll do it for you
What I'd do if I were you, is to change the format
How on earth can you believe that?
That's typical of you sales people
I suppose you're not very busy in your area
You're taking your time over that proposal

5. Dealing with Non-Assertiveness and Submissiveness

This can sometimes be harder to deal with than aggression. Again key steps are acknowledging, then getting the other to clarify their position and to be specific. You are trying to get the other person to be assertive themselves. It is important again to be assertive yourself and not take on board the other person's negative evaluation of themselves e.g..

Non Aggressor: All right, I suppose

Respondent: I'm glad you agree but I want you to be clear about your commitment

Non Aggressor: I could do it in my spare time

Respondent: I appreciate your offer but I want you to do it at work

Give replies to the following:

I'm hopeless at mending things
You're good at presentations, you do it
Maybe I could do it.....
There's nothing I can do
You're only saying that to be nice to me
That may be a little awkward
You choose, I don't really mind what we do
I really don't have any self-confidence
What's the point?
I was hopeless wasn't I?

6. Giving and Receiving Praise - Appreciation

It is important that you express your positive feelings as well as negatives. Key skills here are: GIVING AND RECEIVING COMPLIMENTS. If you feel genuinely pleased about something, say so. Accept with pleasure others' compliments to you. Don't take their pleasure in giving away. Build on others' ideas creatively instead of reacting critically. In the UK there is an appreciation deficit - don't contribute to this !!

The Person	Qualities I like about them	When I will tell them

The Person	Qualities I like about them	When I will tell them

The Person	Qualities I like about them	When I will tell them

7. Self confidence:

**We always make the best decisions we can
We have all the resources we need
The answers already exist
Intentions are always positive**

- Self confidence is a 'Feeling' - good, relaxed
- Self confidence is a 'Belief' - 'I can do'
- Self confidence is having 'realistic' expectations of ourselves - not too self-critical or over high
- Self confidence is accepting our strengths and also our weaknesses
- Self confidence is specific - I can do this
- Self confidence is accepting vulnerabilities
- Self confidence is not comparing ourselves constantly to others
- Self confidence is eliminating our own negative self critical voice
- Self confidence comes from action

Take self confidence in speaking to audiences for example ,

"The key to connecting with an audience is not knowing how to give to them, but knowing how to receive support from them."

My Own Self-confidence

	Areas I feel confident about	Areas I don't feel self confident
How do I feel about this ?		
What are my beliefs about myself in this area ?		
What are my expectations ?		
What are my skills and strengths in this area ?		
What supports do I allow myself to accept in this area ?		
Who do I compare myself to and why ?		
What could I do to increase my confidence in this area ?		

Myself

The ten things (or more) I am very good at are:	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

What I like about me.....	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

What others like about me	
1	
2	
3	
4	
5	
6	
7	
8	

To sum it all up:

This is why its good to be me...

A large, empty rectangular box with a thin black border, intended for a user to write their response to the prompt above it.

8. Reframing

Reframing is a technique that assumes that all behaviours are useful and appropriate in some context. Hence the trick is to change the context or the reference "frame". Simple references consist of changing a negative statement into a positive one e.g.:

My boss is a slave driver - she must have high standards

For the examples below give reframes:

Work is very difficult for me
I feel depressed all the time
I lack confidence
No-one listens to me
I wish I could speak up more
No-one likes me
My friend X talks all the time
Politicians can't be trusted
My partner is very untidy
My family are always interfering

Now write your own so-called 'negatives' and reframe them, i.e.:

My worst fault is	Reframe:
The thing I dislike most about me is	Reframe:

9. Assertiveness and Body Language

- Assertive people own their ground - to use an analogy from the martial arts - they are balanced, don't invade other people's space or allow their own space to be invaded, i.e. they are NOT pushovers.
- **They have a clear sense of boundaries, both theirs and others.**
- They are present physically and make the most of **space** and **time**. (Not too fast or slow movements) this comes from a relaxed body posture.
- They also are happy to make eye contact as appropriate.
- **Voice** is key and is part of language. The assertive voice is clear, not too loud or mumbling. One useful technique is to imagine your voice as a stream of water reaching the people you are talking to. There are several techniques which can help you express yourself through your voice clearly and uniquely, to find your own voice.
- Another technique for body language in general is to imagine a ring of coloured light or confidence around your body which doesn't allow negativity to get through to you.

Body Language Stance, walk, posture, boundaries, eyes voice, gestures, pace	
Positives	Improvements

Charisma

Charismatic people are stiller, slower and more purposeful than other people. They are often animated but because they decide to be - not because they can't stop moving. Charismatic people admit what they don't know. They are not flippant but nor are they defensive. They don't physically apologise when they verbally apologise.

1. **SLOW DOWN.** Charismatic people aren't in a rush. Take time to consider your replies, move smoothly and deliberately.
2. **BE STILL OR MOVE WITH PURPOSE.** Rather than shifting from foot to foot, arrive where you want to be and stop. When you need to move make the move deliberate and purposeful. Then stop again. When you make a gesture, make it clear rather than making small repetitive movements. Keep your hands in view and avoid touching your face.
3. **SMILE FREELY.** Be warm and empathetic. Compliment other people freely and avoid being defensive.
4. **ENJOY EYE CONTACT** without it becoming a prolonged intimidating stare.
5. **TAKE UP THE SPACE AROUND YOU** without invading others' space, define your own.
6. **BE COMPLIMENTARY.** Look for sincere opportunities to raise the status of others. If you think someone looks great or has done a good job then say so. If someone's being difficult or defensive the best thing to do is find something good about them and tell them - "you're so good at..." Their problematic attitude will probably disappear.
7. **HOLD YOUR HEAD STILLER THAN NORMAL.** Watch the scene where Bond meets the girl on the train in *Casino Royale*. They're flirting heavily, very charismatic and sexy and they barely move their heads.
8. **MOUNT AN AGREEMENT NOT AN ARGUMENT.** If you can't agree with the person you're talking to agree with the reasonableness of their point of view. "I totally get where you're coming from. That's why I think we should look at moving forward on this". Say "yes and..." rather than "yes but...". Make positive assumptions. "I know you hate to lose a member of the team" OR "I know you want a high level of awareness about these issues". The person you're talking to is unlikely to say "I love losing a member of the team" OR "I don't want a high level of awareness – I want the team to be ignorant." Keep smiling and agreeing with them through this and they will find themselves agreeing with you and enjoy the experience.

From The Spontaneity Shop www.the-spontaneity-shop.com

10. Handling Emotions

Handling feelings is key in assertiveness. Emotional intelligence is not something that is usually taught, so most people can use some coaching and support. We normally try to block uncomfortable feelings like holding a balloon down under water. The more we push the balloon down the more energy it takes us. One slip and all the feelings come up at once like the balloon shooting up and we cannot cope. If we do keep the feelings down then we might find that all the energy we are using leaves us no room for fun or joy or allowing more positive emotions to occur.

Sometimes people with wide open boundaries may pick up feelings from others and decide that they need to process those feelings -- because of feeling guilty or trying to please others etc.

Essentially, we need to acknowledge and accept our feelings and then let go instead of holding on to them. Genuine laughter, for example, is a good way of doing this.

*This being human is a guest house.
Every morning a new arrival.
A joy, a depression, a meanness,
some momentary awareness comes
as an unexpected visitor
Welcome and entertain them all!
Even if they're a crowd of sorrows,
who violently sweep your house
empty of its furniture
still, treat each guest honourably.
he may be clearing you out
for some new delight.
The dark thought, the shame, the malice,
meet them at the door laughing,
and invite them in.
Be grateful for whoever comes,
because each has been sent
as a guide from beyond.
Jelaluddin Rumi*

The following techniques come from the Sedona method.

Exercise: Pick up a pen, a pencil or some small object you would be willing to drop without giving it a second thought. Now hold it out in front of you and really grip it tightly... pretend this is one of your feelings. First, notice that you're the one holding on to it. This is true with your feelings, too. We hold on to our feelings and forget that we are holding on to them. We often feel that they are holding on to us. This is not true... we are always in control, but we do not know it. Now, let it go. What happened? You let go of the object - and it dropped to the floor. Was that hard? Of course not. That's what we mean when we say let go. You can do the same thing with any feeling.

Technique: Next time you have an uncomfortable feeling, really allow yourself to feel it, then ask yourself "Could I let it go?" It sounds too simple, but practice this and you'll see that you'll start letting go of your unwanted feelings. Remember it's a natural ability that you already have - you're just working on remembering how to use it. The more you practice, the easier it gets.

Technique: As you focus on your goals, and feelings come up, ask yourself "Would I rather have this feeling, or would I rather have this goal?" You'll find by just asking yourself that question, you will have a tendency to let go. If you're trying to let go of a feeling and you're not letting yourself go of it, just remember it's only a feeling and you'll find yourself easily letting it go.

As a coach help others do this and help them move along the feelings continuum:
Apathy ----- Grief --. Fear -. Anger -. Acceptance

Pick some sample situations where you have felt uncomfortable. **Start with only “mild” situations.**

Situation	Feeling ?	Let Go ?	Feel Better ?

Situation	Feeling ?	Let Go ?	Feel Better ?

Situation	Feeling ?	Let Go ?	Feel Better ?

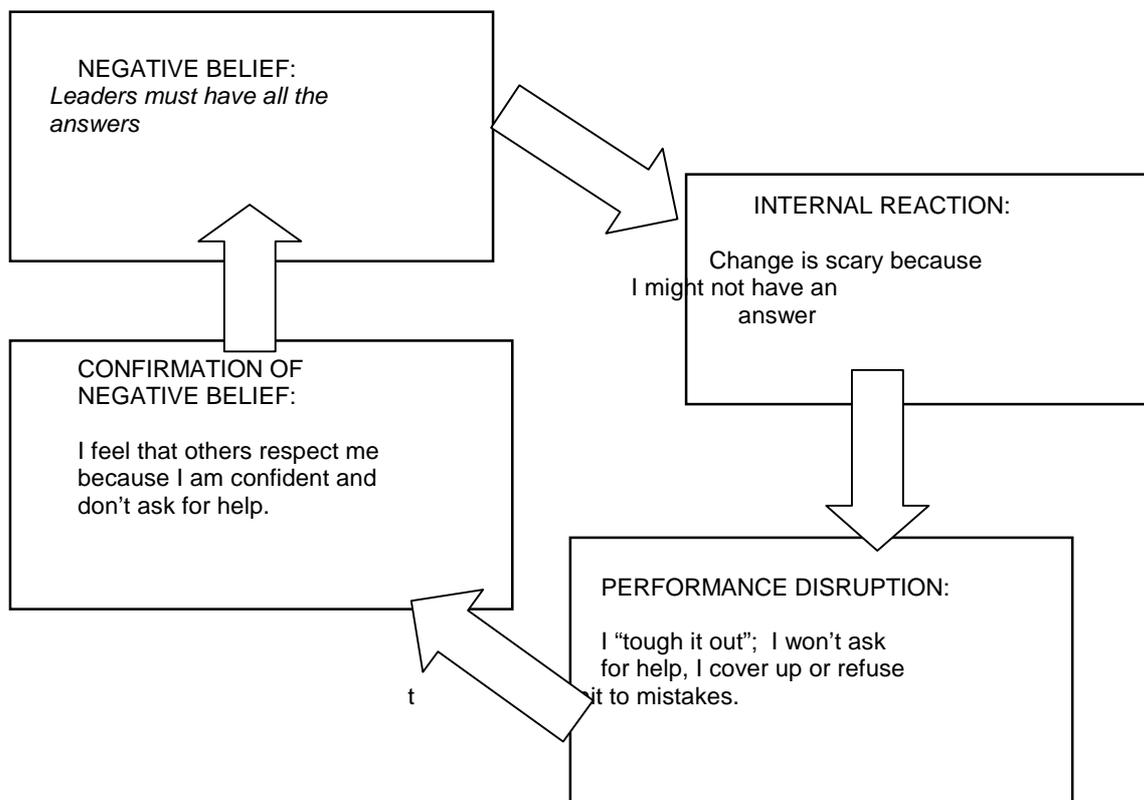
11. Transforming Self-Limiting Beliefs

Introduction

As children we had to find ways of dealing with the strange and often threatening world around us. No matter how loving our parents were we had to learn for ourselves to deal with unpredictability and make our own sense of the world. These patterns, although effective at the time, may be self-limiting for us as adults, especially as they will have strong emotional aspects through being formed in childhood. (Believing in Santa Claus still has a power for some people – waiting for a magic rescuer for example such as a wonderful new boss, politician or partner who will solve all their problems)

As we meet our lifetime tasks of building self-identity, relating to others, making a living and developing a sense of our place in the world our early discouragement can lead to us holding back or not being as effective as we would like to be. To develop and grow we need encouragement to revisit these beliefs and move on from them. These negative beliefs show up in patterns or cycles such as this.

A Negative Belief Cycle



Drivers

One way of classifying these systems of beliefs is to look at our “Drivers”. Our Driver Behaviours are ways in which we respond to challenge or stress. They are systems of negative beliefs that come from these childhood patterns. These Drivers have positive aspects to them but under stress they can get in the way and we become ineffective. The above system of negative beliefs is an example of a Be Perfect Driver. There are five drivers.

Drivers	Negative Beliefs	Core Values
Be Perfect	I must be right; others will laugh at me if I make a mistake; leaders must be all knowing	Achievement; autonomy; success; being right
Please People	People will only like me if I do what they want; love is scarce, I need people’s approval; leaders mustn’t upset others	Consideration; kindness; service
Be Strong	I must be in control; showing feelings is a sign of weakness, real leaders are tough	Courage; strength; reliability
Try Hard	Effort counts more than success; if I’ve tried then that’s all that matters; I am not going to succeed whatever I do. Leaders are judged by the hours they put in – I must work harder than others	Persistence; patience; determination
Hurry Up	I want it yesterday – speed is of the essence. Why are we wasting time discussing things – just do it. Leaders think faster than anyone else.	Speed; efficiency; responsiveness

Perhaps one of these resonates with you immediately!!

Finding Your Own Self-Limiting Beliefs

There are several options you can use to look at what beliefs are getting in the way. Work with a partner and show the time equally and each of you pick one of the options that you think would work best for you. ***In all these only go as deep and share what you are happy with! You are under no obligation to be more open than you would want to be – and obviously confidentiality applies totally.***

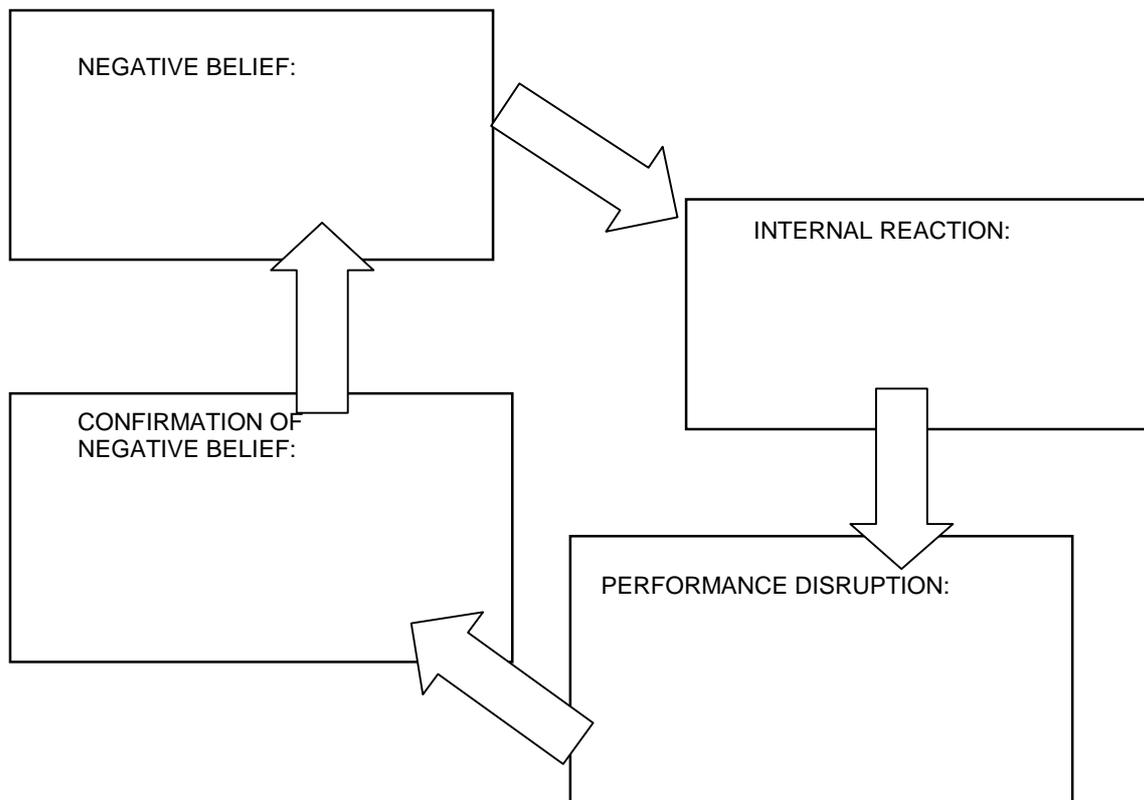
When listening to the other person focus totally on them and pay unbelievable fascinated attention to them and do not interrupt!

A. Reviewing Past Performance

Think about recent situations where you felt or thought you were not as effective as you would have liked to have been.

What were you thinking?
 What were you feeling?
 What were you doing?

In discussions with your partner see if you can complete the negative belief cycle for your own individual patterns

Personal Negative Belief Cycle**B. Shoulds and Musts (or Shouldn'ts and mustn'ts)**

Working with your partner work quickly and respond to these statements as they read them out. Note as many answers as you like but only spend a minute or so on each item.

Leaders must....
 As a leader I should...
 As a leader I mustn't...
 Bad leaders.....
 The problem with people is that they....

In discussion see if there are any themes or negative beliefs (or drivers) underlying these statements. They may or may not be.

C. Fears

A quick (and risky) way to get at our limiting beliefs is to look at our fears (in a work/leadership situation). What are we most frightened of happening at work or when we are leading? Will people see us as incompetent? Will we make mistakes? Not succeed? Be disliked. Think of a past, present or future situation where you had or have some anxiety at work (but not too anxious) What are your fears? Share this. Most of us have concerns around being approved of, or not being in control or feeling threatened financially, emotionally or sometimes physically. Which of these needs is threatened by your fear.

My fears.....

Again what negative or limiting beliefs or driver patterns emerge?

D. Self-beliefs

What are your negative thoughts or beliefs about yourself? I am lazy? Boring?... People don't like me.... Sometimes people have too high estimates of their skills or strengths and these can limit them but in our culture most of us have had clear messages which limit our belief in ourselves. These need to be cleared and we need to be realistic about ourselves. For most people being realistic usually means being much more positive and accepting of their strengths! So with a partner please complete the following...

I am not good at...
 I am...
 I can't...
 I can't...
 I don't...
 People think I am....
 People think I am...
 My main flaw is...

Again what negative or limiting beliefs or driver patterns emerge

E. Addiction to Unhappiness

Sometimes we feel we have to hold self-limiting beliefs about ourselves because of messages from other people – you must be unhappy etc. It's expected of us etc. e.g. with all the suffering in the world how can you be so selfish as to be happy. You will find that the media, politicians etc. focus relentlessly sometimes on these negative messages – and we also pick up many from childhood. What messages are you carrying that are not your own?

What are the implications?

F. Just talk (It's good to...)

What goes on with you? Partner help the person explore the themes...

Freeing Ourselves from Negativity and Limitations (Hurray!!)

You may be feeling thoroughly miserable by now with all these drivers and negative beliefs washing around. Fear not – remember they all have positive aspects (fear keeps us out of danger)

And we can change them! Not by resisting them (What you resist persists) but by exploring the positive side and the origin of these beliefs and then gently changing them.

Here is a range of options. Again with a partner having both established what you want to focus on pick the option that will work best for you. And they do work!!

A. Replace Drivers with Allowers

For each of the driver messages there is an antidote called our Allowers.

Drivers	Allowers
Be perfect	You are good enough as you are
Please others	Please yourself
Be strong	Be open and express your wants
Try hard	Do it
Hurry up	Take your time

What does this mean for you in practice? Share actions with your partner!

B. Positive Assumptions/Empowering Beliefs

Look at your negative beliefs and change the statements into positive ones such as:

- I have all the time I need
- Work is easy and fun
- People are competent

If you get a negative reaction to these positive statements then they are working! Again what does this mean for you in practice? Share actions with your partner!

B1. The Incisive Question

Nancy Kline (Time to Think, 1999, Ward Lock) suggests the following. Ask your partner:

- What are you assuming (that is stopping your achieving that goal)? (To find the bedrock assumption:) That's possible, but what are you assuming that makes that stop you?
- What is your positive opposite of that assumption?
- If you knew that (new, freeing assumption) . . . what ideas would you have towards that goal?

Make certain you use their exact words for the polar opposite and keep asking the question. New ideas will keep coming up. In the Incisive Question use the present tense when stating the new positive truth.

C. Change self-image

A very simple approach is to take any negative belief about yourself and phrase it in the past tense.

I used to believe I was (negative)...but now I know I am (positive)

What does this mean for you in practice? Share actions with your partner!

D. Underlying needs

What are the underlying needs you are trying to get met through the negative belief cycle? E.g. If I am strong I will met my need for being in control.

Ask yourself can I let go of WANTING approval, control or feeling safe. (It is only the wanting that gets in the way – it's great to have approval, to be in control and feel safe – but if we want it this means we don't believe we have it. Let go of wanting and just have it)

What does this mean for you in practice? Share actions with your partner!

E. New Situations

What situations are available for you to practise new behaviours that change negative beliefs? Situations that are fairly simple and not too important are best. E.g. If you always please others and put their wants before yours (negative belief- other's needs are more important than mine) then try stating your needs – I'd like to have lunch at 12.30 not 13.00 for example...

What does this mean for you in practice? Share actions with your partner!

F. Finding Support

Most people find it difficult when someone else is changing – it threatens our own sense of competency etc. So you need to make certain you have a couple of supporters who will encourage you to move on and discard negative beliefs... So who will they be? Mentors and coaches are great but think of friends or colleagues.

What does this mean for you in practice? Share actions with your partner!

G. Letting go of negative feelings

If we feel anxious or upset as we let go of our negative beliefs (and it is like saying goodbye to old friends – albeit ones that may have outgrown) then we need to deal with our feelings and emotions. Acknowledge these feelings and allow the energy in them to flow out and release it. You may also like to say to yourself..

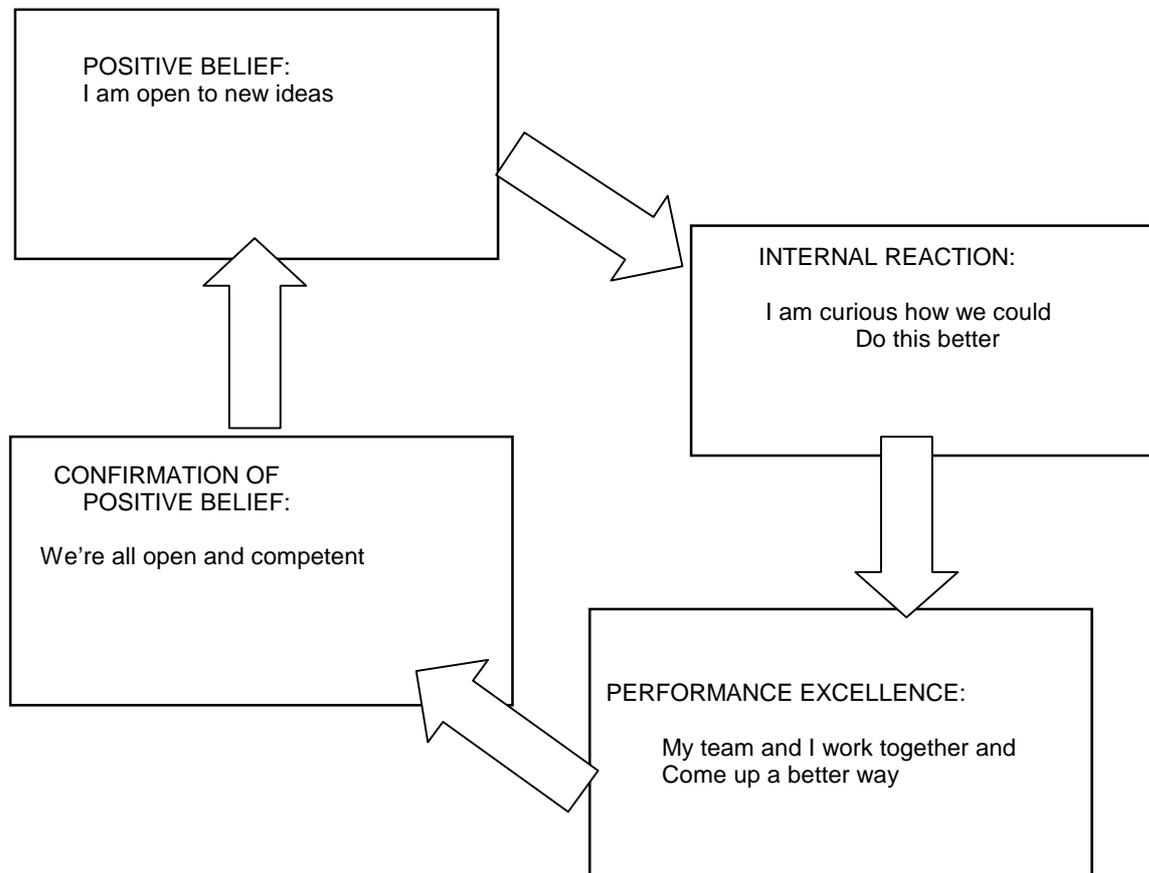
Could I let go of feeling...
Would I let go of feeling...
When? Now!

You may need to repeat this cycle several times but it will work at clearing guilt and other negatives. (Guilt – oh dear I was selfish and asked for what I wanted!)

Putting It Together

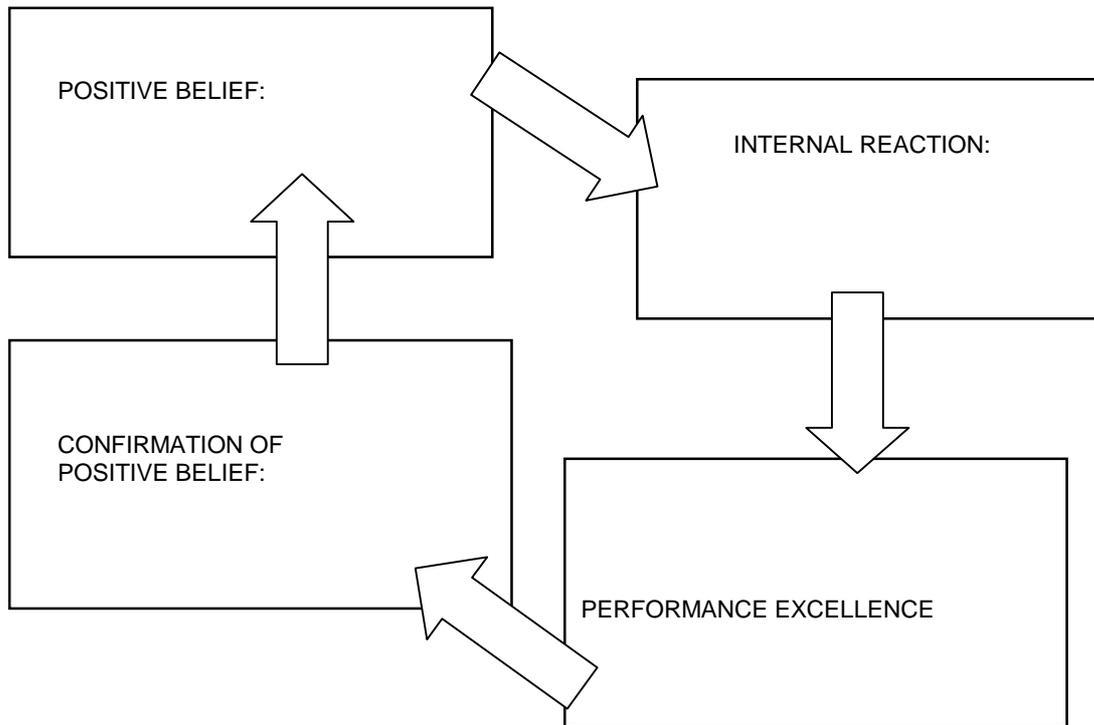
Now you are ready for the best bit – a positive belief cycle! Three cheers and good for you.

e.g. **Positive Belief Cycle**



Complete your own below and put your actions down.

Personal Positive Belief Cycle



Goals: I allow myself to...

Empowering beliefs about myself and others...

Actions (small steps forward)

Supporters...

Influencing Skills and Conflict Handling

"People do things for their reasons, not yours"

1. Influencing Skills - Overview

Influencing others works best when their views are taken into consideration. To sell or influence others from our own vantage point does not work. The product or idea is sold on its features or advantages as we see it instead of finding out the needs of the person who is being influenced. e.g. Selling a computer system could involve many variations of needs; the Finance Director might have a need for cost-saving and the IT manager for extra speed, operators for ease of running, etc. The approach taken should then depend on the person in front of the salesperson.

Styles of influencing do not have to be uniform. Successful sales people for example adapt styles to suit themselves and their personalities. There appear to be two main styles which are widely recognised. i.e. Push and Pull.

The Push style is directive, hard and to the point. It works better for simple products or ideas.

The Pull style is based more on understanding the problems of the person rather than selling them solutions; it is best for more complex products or ideas.

The skills of influencing are:

- Starting and building rapport - unique to the individual
- Questioning
- Getting the other to talk about their needs
- Listening
- Further questioning
- Handling objections - hear in full, acknowledge concerns and reply
- Giving the right amount of information, not too little or too much.

2. Effective Persuaders

These guidelines are based on research by Jay A. Conger. His research involved managers in a number of organisations. It combined fieldwork, in which dozens of managers were observed at work. They and their colleagues were interviewed exhaustively. This was supplemented by controlled simulators and exercises where behaviour could be analysed in detail. From all of his research Conger identified a sequence of four steps characteristic of most effective persuasion.

1. Establish credibility

There seem to be two key sources of credibility:

- o Expertise - a track record of knowledge and sound judgement
- o Relationships - a history of listening, being trustworthy and emotional stability

2. Frame goals to establish common ground

This simply means explicitly showing what is in it for the people you are trying to persuade, (i. e. identifying shared benefits from your proposal.)

3. Provide evidence and express it vividly

The need to provide evidence to back up your arguments seems obvious and yet it is often neglected. What really makes this effective however is how you present it. As Conger says, the best persuaders "supplement numerical data with examples, stories, metaphors and analogies to make their positions come alive."

4. Connect emotionally

In an ideal world many business decisions would be based entirely on clinical logic. Yet as Conger identifies "if we scratch below the surface we will always find emotions at play."

Conger's research showed managers connecting emotionally in two ways:

- o they showed their own emotional commitment to the position they were advocating (without overdoing it!)
- o they accurately sense their audience's emotional state and adjust the tone of their arguments accordingly.

The above principles also fit with other research on key persuasion principles:

Principle	Application
LIKING People like those like them, who like them	To influence people make friends through Similarity <i>Praise</i>
RECIPROCITY People repay in kind	Give what you want to receive
SOCIAL PROOF People follow the lead of others	Use peer power to influence horizontally
CONSISTENCY People fulfill written, public and voluntary commitments	Make others' commitments active, public and voluntary
AUTHORITY People defer to experts who provide shortcuts to decisions requiring specialised information	Don't assume your expertise is self-evident – establish it
SCARCITY People value what's scarce	Use exclusive information to persuade

Two other aspects that are of great value are the tactics of CONTRAST and of focusing on LOSS (not gain) For example by starting with the more expensive wine you can get people to trade up from the cheapest as the medium priced wines seem more reasonably priced in comparison to the first and most expensive. Also by emphasising what losses are likely to happen if say you don't invest in a stock option and the market increase rather than the gains people are more likely to buy.

3. Influencing Styles

Reason

If you score high on Reason you appeal to others by the use of structure, rigour and clarity. Your proposals are likely to be highly valued for their systematic logic and the unemotional delivery will add to the sense of confidence and certainty you convey. You can develop your skill in using Reason by:

- preparing for your meetings by looking over the agenda and thinking about the contributions you can make. Have facts and figures arranged for easy access
- observe people who use the style well. Try some of their techniques to see if they work for you
- prepare your argument carefully beforehand. Note down the three most important points you want to get across
- anticipating likely objections and brainstorm ways to overcome them
- getting someone who is good at reasoning to critique your proposal and help you work through the detail
- giving the audience a brief synopsis of the information and your outline before you actually present your ideas
- presenting not only the facts but also why you believe your ideas or perspective are valid
- clearly stating the benefits of your proposal. In particular stress how it will help solve a problem, save money, increase return on investment and so forth
- explaining your ideas to a few trusted colleagues and encouraging them to challenge you. Use this to review and analyse your proposal
- using your knowledge to build a case. Don't disregard your expertise-what you take for granted as common knowledge may be illuminating to others
- not putting forward a proposal that is too large for others to accept

Assertion

If you scored high on Assertion you influence others by knowing and stating clearly what you want. You are confident and persuasive. When faced with a 'no' you will test the other person's determination thereby demonstrating your own persistence. You are likely to be seen by others as being clear, energetic and forceful. You can state what you want without having to explain, reason, reward or sanction. You are not driven by a desire to win every time, but rather to feel that you have had a fair hearing. You have a legitimate power which comes from your self-belief in the right to influence others. You can become more assertive by:

- being clear about your purpose
- being even more persistent - try, try and try again!
- being forceful when the situation demands it
- creatively seeking for innovative ways to overcome set-backs or resistance
- not backing down quickly when challenged. Instead restate your position clearly and unemotionally
- being firm and direct when stating expectations or confronting poor performance
- not diluting your message by being apologetic or minimising the importance of your stance
- attending an assertiveness programme
- working through an assertion development book
- paying attention to the tone and depth of your voice. Work on a forceful confident delivery
- practicing being more forceful in situations such as community meetings where the risks are not as high as the work situation.

Vision

If you scored high on Vision you influence others by building a picture of the future in such a way that it excites and inspires them. You emphasise the positive aspects and create a feeling of enthusiasm and energy in others. The strategy results in people willingly and eagerly acting on your initiatives. You are in the main driven by personal belief in the way forward and will attract others by your obvious commitment and energy.

You can develop your skill in using Vision by:

- creating a clear vision of the type of leader you want to be and be it!
- watching people whom you experience as effectively using Vision. Try out their techniques and see if they work for you
- asking yourself how your goals and hopes fit into the broader goals of the organisation. Communicate this to others
- clarifying and communicating your vision often. Make it clear and compelling.
- involving others in the process of developing the vision
- thinking about the people you are working with - what will involve and inspire them?
- adapting your approach to appeal to the needs of others
- showing your enthusiasm. Be outrageously energetic and positive!
- celebrating when milestones are reached. Use this as another opportunity to convey how important these goals are to you
- stating positive expectations. Assume that others will be co-operative and excited.

Attraction

If you scored high on Attraction you influence others by building relationships in which you demonstrate that you genuinely understand and care about others' needs and wants. You are good at adapting your approach to the specific needs of a wide group of people. When influencing someone you first get to know them, their concerns and perspectives. You are skilled at creating a sense of well-being that comes from others' feeling that they have been listened to and understood. Others trust, admire and respect you. They enjoy being in your company. You can develop your skill in using Attraction by:

- observing people who use this style well. Try some of their techniques to see if they work for you
- listening. Get to know what others feel and think, building common ground and establishing strong similarities between you and others
- showing that you are on their side by listening and summarising their viewpoint and concerns
- communicating openly and directly. Whenever possible go and see people in preference to writing
- encouraging others to come to you with ideas and helping them to build and develop them
- adopting a 'can do' attitude and working with others in this way
- informally and periodically asking people what you could do to be more helpful to them
- doing an audit of your personal presentation. Is the image you are creating working for you?
- investing in some simple but smart business clothes, losing weight, getting fit - whatever will make you feel good!
- showing support and encouragement to others
- using effective eye contact and involving everyone in the group
- leaving people feeling good about themselves by praising and rewarding them for their efforts

Authority

If you scored high on Authority, you influence others through your the position you hold. Using Authority will often get immediate results. Your ability to influence through Authority is dependent on your willingness and ability to deliver the rewards, resources and sanctions, which are meaningful to others. Many may not choose to use this as an influencing strategy. You can develop your skill in using Authority by:

- observing people who use the style well. Try some of their techniques to see if they work well for you
- seeing yourself as a powerful leader
- understanding the value of this style when the situation calls for immediate action
- identifying the behaviours that you believe are critical to success in your organisation and then leading by example
- video-taping yourself in an influencing situation and reviewing whether these is a more direct way for you to influence others
- letting others know the resources you have access to. Emphasising the position you hold is likely to annoy others, but it can be a useful final step!
- using position power sparingly and in situations which call for a swift result or where there has been a lack of progress

Alignment

If you scored high on Alignment you influence others by winning the interest and support of others to your ideas or proposals. You may achieve this by lobbying or building networks. In essence you are in the centre of the organisation, have strong information sources and know where and how decisions are made. Using this style successfully depends upon your ability to build strong authentic alliances, and to use your relationships to create movement which is to the greater good of the organisation. Poorly done this style runs the risk of being viewed as being manipulative, opportunistic and self-serving. Your skill is in building alliances, partnerships and coalitions which give you the leading edge with emerging ideas and political levers. You can develop your skill in using Alignment by:

- observing someone who uses this style well. Try some of their techniques and see if they work for you
- building a wide range of contacts through targeting business and social gatherings where other key players are likely to be
- building a strong internal and external network which keeps you well informed about existing and emerging initiatives
- looking for opportunities to work with people from other areas, disciplines or companies
- looking for ways to spot what might be of value to the organisation and sharing this with others
- building an understanding of the power networks in our organisation. How are decisions made, who are the key players?
- over time developing coalitions with others. These must be based on authenticity and trust
- gathering information which will enable you to understand the nature of your organisation
- reciprocating - supporting others' ideas and suggestions whenever possible
- gaining support for your initiatives by talking them through with people prior to the presentation

4. Complex Selling

*People buy for their reasons not yours
People don't buy products; they buy what they think and feel the product will do for them
People love to buy but hate being sold to!*

1. Key Steps:

- **Establish Buying Concept + Criteria**
- **Identify Information Gaps - Use Appropriate Questions**
- **Focus on Customer Issues - Key Benefits/Wins**
- **Prevent and Handle Objections**
- **Build on Credibility / Get Commitment**

A good sales strategy gets you in the right place with the right people at the right time to make the right presentation. The buying concept is the buyer's views of the problem the product will solve or what they think it will do for them. The buying criteria are the factors and standards they expect the product to have. You need to establish what information they use, where they get it from, who makes the decisions and how the decisions are made. First identify areas where you are unsure of what happens (red flags). Then use questioning and listening skills to get data. There should not be too many questions or it will appear as an interrogation. Do not use: "think about it", "yes...but", "why?", rhetorical questions. Information on the initiators, deciders, influencers, gatekeepers and users and also competitors will be needed. You should focus on customers needs, feelings and solutions to their problems. Questions can be divided into:

- **Situation** - establishing the issues (use sparingly)
- **Problem** - uncovering implied needs (better in small sales)
- **Implication** - increase customer's perception of the problem's seriousness
- **Need-Payoff** - solution centred about the value of solving the issues/get the customer telling you the benefits - do not use too early on

Objections come as hesitations, arguments and faultfinding. They arise when you give advantages instead of benefits. When objections are raised identify what the real issues are by questioning e.g. Is there anything that you are (uncomfortable, unsure puzzled) by/about? Ask for specifics. Hear the client out. Phrase answers to objections in terms of: "So if then you would"

To buy something people have to have a need, money, desire and trust. Part of the trust comes from credibility of the company, product and the sales person. Credibility can be earned through delivering on promises, or transferred from a third party or previous reputation. When ending a meeting check you have:

- demonstrated capability
- checked all concerns are covered
- summarized the benefits
- proposed a realistic commitment

Planning Sales Calls

For all meetings there should be a **valid business reason**. Make certain you have a **minimum sales call target** for each meeting. When appointments are made these should be confirmed and you need to set timings at the beginning of each appointment. e.g. is it a good time to talk? How much time do you have? Check the business reason with the client. Will they see the reason as one that impacts on their business needs, does it tell them why this call should be top of their list or help them make decisions, reinforce past decisions or move the sales cycle on? .

Follow through - after sales

Confirm you have met expectations. Agree systems of operating - phone-calls etc. Share progress - their plans, development. Update and refurbish your image.

Ref: Face to Face Selling, Miller, R.B., Heiman, S.E., Tuleja, T., Kogan Page 1988

2. Identifying Information Gaps

A. Do you need information about **buying influences**

- Who has **final approval** authority for the proposal you are presenting?
- What person or persons in the buying organisation will **use** the product or service you're selling, on their actual jobs?
- Who will be **judging** your proposal?
- Do you have a **coach** that is, someone who can provide you with reliable information for this sale?
- With regard to the person you are going to be calling on next: What is this person's degree of **influence** in the sale?

B. Buyer Needs

- What are the specific, measurable, tangible **results** that those you are selling to expect to gain from what you are selling. (the **wins**)
- What are their personal **values and attitudes** regarding your current proposal?

C. Buying Procedures

- The **money** that needs to be allocated for your sale
- The **urgency** of your proposal to the company or customer-that is, whether or not your timing is right
- "Political" factors in the buying organisation

D. New Players?

- new buyers, reorganisation, final approval

E. Competition

- **Who** are the competitors for this sale?
- What are their primary **strengths** and weaknesses?
- What is the **price** differential and is price a major factor ?
- What is the **availability** of the principal competitor's products?
- What are their post-sale **service** capabilities?
- How are they positioned with the customer?

F. Customer Resistance

- Do they have a clear and accurate picture of your capabilities?
- How enthusiastic are they ? (+ 5 to - 5)
- If you are being deluged with "objections,", is there an identifiable **reason** for the customer's contentiousness? Is their disagreement personal, product-related or both?
- Is it **realistic** to suppose that you can turn around this person at this time?

3. Questioning

Select critical areas and construct questions around the **SPIN** process (See above) Focus on who, the what and the how of the buying process. Key areas:

Buying influences / needs / processes

New players

Types of players - economic, technical, user, coach

4. Unique Selling Points, Benefits

For your client what is:

- The particular product or service solution that **you** can offer for current problem?
- The solution being offered by your **chief competitors** for this business?

Draw a selling points chart. Identify USP for **this** sales objective for this customer. Avoid listing strengths that are no different from the competition.

Area	Unique Strength	“So What ?”	“Prove It”
People			
Product Price			
Process	Service		
Knowledge			
Implementation			
Delivery			
Organisation			
Customer Base			
Technology			
Reputation			
Application			
Logistics			

5. Credibility

- List symptoms of credibility - the clearly definable signals that mean that a customer believes you can be trusted.
- How did you earn credibility?
- How did you build on credibility? What actions did you take?
- List symptoms of "no credibility". List signals that suggested a buyer did **not** trust you.
- What could you have done to gain trust?

6. Gaining Commitment

A. Present level of commitment

- Write down what the client has done to move the selling process on - specific actions etc.
- Write down what you have done to move the selling process on -specifics etc.

B. Are you sharing commitment? Are you both making a commitment to the sales? If the client isn't ask:

- What specific actions could he or she have performed for you by now that have not been performed?
- What **basic issue** questions have you asked in the past to find out why this person is holding back?
- What **basic issue** Questions should you ask on **this** call to uncover the reasons for his or her lack of **commitment**?

C. Set minimum acceptable action

- Define what specific, measurable, realistic targets is the minimum acceptable in terms of what you want the customer to do.

7. Valid Business Reasons

A. Why should the customer want to see **you**?

- What **valid business reason** would have an impact - and be **perceived** as having an impact on this customer's solution image?
- What **valid business reason** would cause this person to put you at the top of his or her priority list?
- What **valid business reason** would help him or her to make, reinforce or plan a decision?
- What **valid business reason** would make it clear that there's something in the meeting for him or her and for his or her company?
- What **valid business reason** is clearly related to his person's business, not just yours?

Test this reason

What actions can you take next? Finally, define the specific actions that you can take, now, to better define and present your **valid business reason**.

B. Planning

Overall

Sales Objectives: Specific, measurable, single outcome

How can you improve the way you do business ? What alternatives are there ?

Sales Funnel:

- **Best Few:** Order expected in 50% of sales cycle. Have you covered all bases ?
- **Above the Funnel:** Do you have data suggesting a link between prospect's needs & your product/service ?
- **In the Funnel:** Have you contacted at least one Buying Influence ?

Priorities / Time Allocation

Look at distribution of sales objectives in each category. Total the lot, then work out percentages. This is roughly the time you should spend in each category. Weigh other time allocation factors - more time for complexity etc.

Specific

Where is the client now?

- What are their solution images regarding their current problem ?
- What kind of information do they now have regarding the relation of your product or service to the problem?
- What kind of information do they still need in order to make a decision in your favour?

Plan the next call: Set specific measurable sales objectives

5. Handling Conflict

1. Introduction

Key skills for conflict resolution are active listening, assertiveness and negotiating. Derek Sheane identifies the following steps in the process:

MAPPING THE CONFLICT

- What are the issues?
- Who cares? Who are the stakeholders?
- What are their and your views?
- What are their power bases?

FRACTIONATING THE CONFLICT (Areas of Agreement, Disagreement and Irrelevancy)

- Break it down into smaller areas
- Agree what you agree on
- Agree areas of disagreement
- Negotiate on these

POWER ISSUES

- Be aware of power constraints
- Develop strategies for changing power bases for your advantage

DEVELOP NEGOTIATING SKILLS

- Improve offers - when and how
- Handling and making threats
- Breaking deadlocks
- Reaching agreement

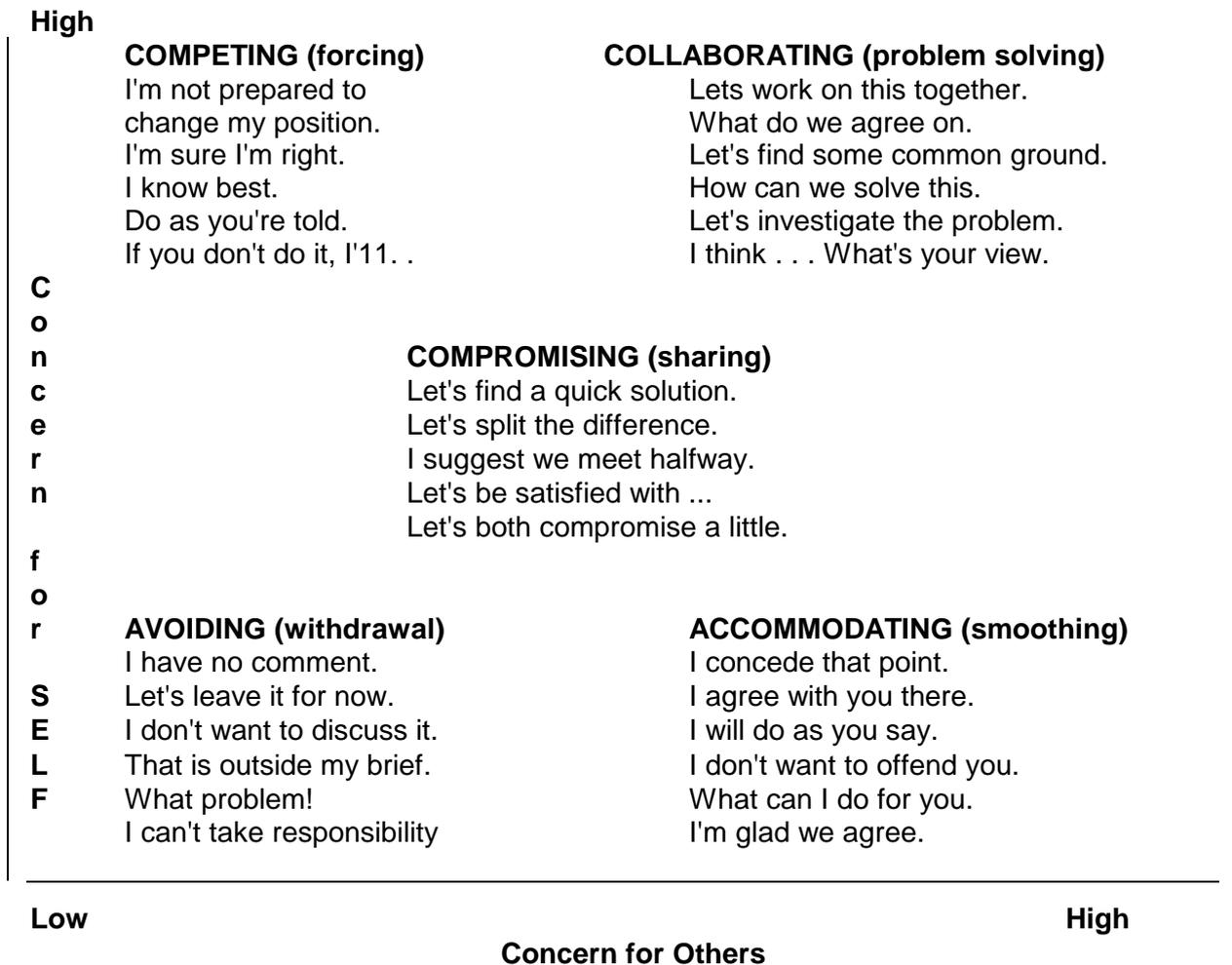
Edward de Bone stresses the need for an exploration mode of conflict handling (like the Japanese) instead of the heavy investment in argument. He also suggests using a third party to design a solution for both sides. Design is about 'fit' and creative solutions.

2. Conflict Styles

There are two dimensions; concern for self and concern for others. This leads to five main styles. None of these is better than the others. They all have merits and demerits. Some will be more useful in certain situations than others. The main point is to be able to use them all. A list of common phrases used in each style is given overleaf to help you identify your strongest and weakest areas.

Modern managers spend a great deal of their time on conflict. Thomas and Schmidt found that middle level managers spent over 25% of their time on conflict and that at lower levels even more time was spent on this. Conflict is not therefore just a nuisance, it is a major part of a manager's job. They are there to use their skills to deal with Conflicts and style is an important part of this.

CONFLICT STYLES MAP



My main style is

I need to develop

6. Negotiating

**There is hardly anything in the world that some men cannot
make a little worse and sell a little cheaper and the
people who consider price only are this man's lawful prey**

**It's unwise to pay too much, but it's unwise to pay too little.
When you pay too much you lose a little money, that is all**

**When you pay too little, you sometimes lose everything, because
the thing you bought was incapable of doing the thing
you bought it to do**

**The common law of business balance prohibits paying a
little and getting a lot. It can't be done. If you deal with the
lowest bidder, it's well to add something for the risk you run.**

**And if you do that, you will have enough
to pay for something better**

John Ruskin (1819 - 1900)

NEGOTIATION BEHAVIOURS

roduction

The successful negotiator:

- ☺ is rated as effective by both sides
- ☺ has a track record of significant success
- ☺ has a low incidence of implementation failure

48 negotiators meeting these criteria were studied in 102 negotiations by Rackham and Carlisle.

Planning

Overall amount of time spent	No significant difference	
Number of outcomes/options considered per issue	5.1	2.6
% of comments about areas of anticipated common ground	38	11
% of comments about long-term considerations of issues	8.5	4
use of sequences during planning (per session)	2.1	4.9

Effective Behaviours

Behaviour Labelling The skilled negotiator tends to make his intention clear by labelling his behaviour before he makes a statement. He says things like:

- "Let me build on that by"
- "Just to summarise then"
- "Let me clarify what you've just said"

Signalling ahead This is giving advance notice of what is to happen, "If I could make a suggestion..." "May I ask a question..." Avoid signalling disagreement. Explain your argument, then disagree - not "I disagree because..." but "... therefore I cannot agree".

Testing Understanding/Summarising Skilled negotiators are concerned to clarify ambiguous points. They know that anything not made clear might create complications later. They ask lots of questions, check understanding and summarise, ensuring that there are no misunderstandings. They deliberately reflect back points to make certain that the other side understands clearly what is happening: "so I understand that you..." and "to summarise, you are saying..."

Seeking Information Good negotiators know that it is essential to get as much information as possible about the other person's thinking, his case and his objectives. They ask lots of questions as a deliberate strategy because questions:

- give control over the discussion.
- are more acceptable alternatives to direct disagreement.
- keep the other party active and reduce their thinking time.

Feelings Commentary We often think that good negotiators are poker faced and keep their feelings to themselves. In fact, this is not true. Skilled negotiators tend to make statements about what is going on in their minds, what they are thinking and feeling in a non-threatening way - "My feeling is". This gives the other person a greater feeling of security and trust - the feeling that they are dealing with someone who is honest.

Ineffective Behaviours

Irritators Certain words and phrases are often used by poor negotiators which have no persuasive effect, but actually irritate the other person. These include phrases like 'generous offer', 'fair', 'reasonable', which he uses to describe his own proposals. This actually has an irritating effect because they imply that the other person's proposals are unreasonable and unfair. Irritators, then, antagonise rather than persuade, and should be avoided.

Counter proposals When an opponent makes a proposal an ineffective negotiator will tend to make an immediate counter proposal. The other party sees this as blocking, negative behaviour and suggests a lack of interest in the original proposals.

Defend Attack Making personal attacks, trying to allocate blame for something that has gone wrong, statements like 'it's not my fault', tend to be unproductive and so are avoided by effective negotiators.

Argument Dilution You may think that it's best to present as many benefits and arguments that support your own case as possible. The skilled negotiator knows that if he does this, his opponent will simply take his weakest benefit or argument and challenge it - perhaps successfully. The skilled negotiator chooses two or three of the best arguments and presents them strongly. This way there is no chance of argument dilution.

Taking Action

*The highest reward for man's toil is not what he gets for it,
but what he becomes by it. John Ruskin*

Unless one is committed there is hesitancy, the chance to draw back, always ineffectiveness. Concerning all acts of initiative and creation, there is one elementary truth, the ignorance of which kills countless ideas and splendid plans - that the moment one definitely commits oneself, then providence moves too. All sorts of things occur to help one that otherwise would never have occurred. A whole stream of events issues from the decision raising in one's favour all manner of unforeseen incidents and meetings and material assistance which no man would have dreamed would come his way.

*Whatever you can do or dream you can, begin it
Boldness has genius, power and magic in it
Begin it now!*

Goethe

1. Review

Looking back over the days what are your areas of strengths, development needs and the actions you need to take?

Communication Skills Overview:

Strengths

Development Areas

Actions

Other thoughts?

Relating to Others:

Strengths

Development Areas

Actions

Other thoughts?

Assertiveness:

Strengths

Development Areas

Actions

Other thoughts?

Self-Confidence:

Strengths

Development Areas

Actions

Other thoughts?

**Influencing:
Strengths**

Development Areas

Actions

Other thoughts?

Conflict Handling:

Strengths

Development Areas

Actions

Other thoughts?

Presentation Skills:

Strengths

Development Areas

Actions

Other thoughts?

2. Setting Goals

Looking back over your learnings what are your key goals for each of the following areas? Write specific goals against each area. The guidelines from the Sedona Method (www.Sedonamethod.com) can be helpful.

- **Phrase it in the now (I will listen to ... now)** If you keep goals in the future they will always be out of reach.
- **Phrase the goal positively, without any negatives** Put in what you want - not what you don't want.
- **It should feel real, realistic and right to you.** Set your sights high, but not out of sight. It needs to feel good to you or you won't do what's necessary to get there.
- **Include yourself in the statement in relationship to the goal** e.g. "I allow myself to" or "I have" or "I am".
- **Be precise and concise**
- **Be specific, but not limiting.**
- **Eliminate the word "want"** **Because** when you want something, you feel like you don't have it and you need to get it.
- **Focus on one goal per statement**

Personal Worth/Self-Confidence/Positive Self-Belief

Goals	How: First Specific Practical Action	When: Time Allocated	Support: Who?

Strengths and Skills Development

Goals	How: First Specific Practical Action	When: Time Allocated	Support: Who?

Organisational and Job Actions

Goals	How: First Specific Practical Action	When: Time Allocated	Support: Who?

Relationships

Goals	How: First Specific Practical Action	When: Time Allocated	Support: Who?

My Four Top Priorities

Goals	Success Measures
1	
2	
3	
4	

My Contract with Myself

I promise myself that I will work towards these goals and review my progress every month.

I will share these goals with _____

And let them know of my progress every month.

Specifically I will commit to the following actions:

And I will reward myself for my success by:

Date: _____

Signature: _____

Reading

Assertiveness

Back, K and K, **Assertiveness at Work**, McGraw Hill

Bolton, R., People Skills, Spectrum

Dickson, A., **A Woman in Your Own Right**, Quartet,

Influencing Skills

Johnson, S. and Wilson, L., **The One-Minute Sales Person**, Fontana,

Negotiating Skills

Fisher, W., and Ury, R., **Getting to Yes**, Harvard

Kennedy, G., **Everything is Negotiable**, Arrow 1982

Conflict Handling

De Bono, E., **Conflicts: A Better Way to Resolve Them**, Hasrap

Hart, L.B., **Learning from Conflict**, Addison - Wesley, 1981