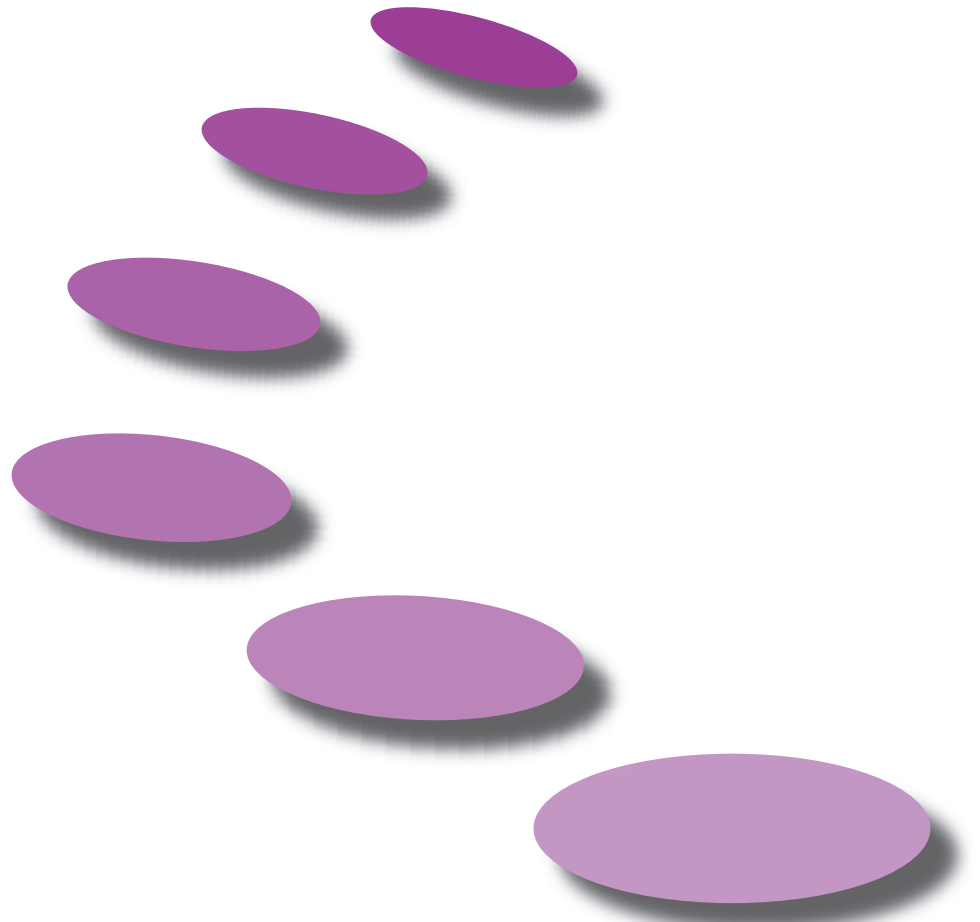


A Step by Step Guide to Influencing Effectively

by Deborah Dalley and Lois Burton



A Step by Step Guide to Influencing Effectively

by Deborah Dalley and Lois Burton

Foreword

Welcome to this guide to influencing.

Before taking you through the model for preparing a case to influence we would like to give you some background to our reasons for developing this guide.

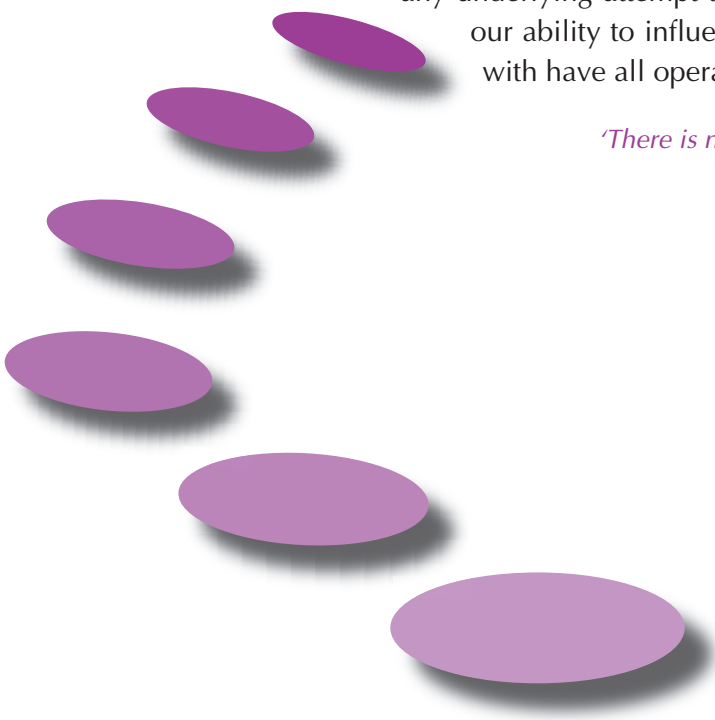
We have both worked in the field of training and development for over 20 years and on many occasions have observed the frustration individuals experience when they fail to utilise their full influencing potential. From studying these situations we have recognised two distinct areas for development to help people who want to improve their ability to influence.

The first area involves understanding the characteristics that influential people share and putting together a plan to develop them. This approach is covered in our book 'Developing Your Influence' which is available from www.amazon.co.uk

The second area for development is covered in this guide and is about understanding how to fully prepare yourself to influence the outcome of a specific situation. This is a stand alone set of tools that can be used without the need to have completed the work on developing the traits.

There is one fundamental principle that underpins all our work on influence and that is the belief that any underlying attempt to manipulate a situation will eventually sabotage our ability to influence. The most influential people we have worked with have all operated from a position of integrity.

'There is no such things as a minor lapse of integrity' - Tom Peters





Introduction

Effective influencing is the ability to persuade someone to act or behave differently.

It is important to recognise that this is not about being tactical – it is not controlling someone or manipulating their behaviour, it is about getting them to move willingly.

True influence is when we gain support and commitment from others by fully explaining our position and taking time to assess their views and needs. It is the ability to achieve our personal objectives whilst building, or at least maintaining productive working relationships with others.

Our guide to successful influencing is made up of six specific steps. Each of these steps needs to be included, many people will intuitively consider two or three of the steps however it is important to follow them all.

The six steps are:

Step 1 *Defining what you want*

Step 2 *Assessing the views of others*

Step 3 *Defining our influencing power*

Step 4 *Communicating appropriately*

Step 5 *Providing space for discussion, questions and feedback*

Step 6 *Concluding*

Using this approach will help you to build trust, foster collaborative working relationships and increase your credibility. These are all characteristics that will help you to become a more influential force both at work and at home.

We will take each step in turn, providing explanations and exercises to help you to prepare your case to influence.

As a starting point it is useful to write down one specific situation in which you want to influence the outcome - work through the steps with this situation in mind.

I want to influence the following situation:



Step 1: *Defining what you want*

Effective influencing starts by being clear about what a successful outcome looks like. It is true that we have to begin with the end in mind.

One of the reasons people are ineffective in their influencing is because they have focused on what they don't like or are unhappy about in a situation rather than focusing on what they would like to happen. Many managers will be able to cite examples of people coming to tell them about something they want to change and focusing on all the things they are dissatisfied with. However, when asked the question 'What would you like to see happen here?' there is no reply.

This demonstrates how weak an influencing position this is - if we don't know what we want how can we expect anyone else to know? It is equally important to be willing to consider whether what you want is possible and reasonable because again you are unlikely to achieve a successful outcome if your desired outcome is unrealistic.

Think about the situation in which you want to influence and ask yourself the following key questions:

What do I want to happen - what would success look like for me?

How will that affect other people?

How realistic and reasonable is what I want?

What do I not want to happen?



Step 2: Assessing the views of others

The next step is about exploring the views of others. Sometimes we limit our ability to influence others successfully by only looking at the issue as we see it and then trying to persuade someone else about the validity of that position. We believe that if we present our ideas clearly and logically others will follow our suggestions - if this does not happen we begin to try harder by restating the same facts but in a louder voice and with more emphasis. This usually has one of two effects - it either raises resistance in the other person or they 'back down'. This is not true influencing as forced compliance often leads to resentment and bad feeling and if we have to try to influence that person or group again those feelings will re-emerge.

Therefore, when preparing to influence, it is crucial to explore and understand the perspectives of the people that you are trying to influence as well as appreciating the other factors impacting on the situation. The ability to step away from our personal viewpoint and explore someone else's perception and the wider picture is critical.

The following exercises can help you to do that.

- **Walk a mile in my shoes** – this exercise can be used if the situation you are trying to influence involves one or two people.
- **Circle of perspectives** – this exercise is useful if the issue that you are trying to change involves influencing a number of different people

Exercise One - Walk A Mile In My Shoes

Think about the person you are trying to influence. You are going to imagine what the situation looks and feels like from their perspective.

What might be the benefits to them?

What might be the problems they can see?

What may they possibly be concerned about?

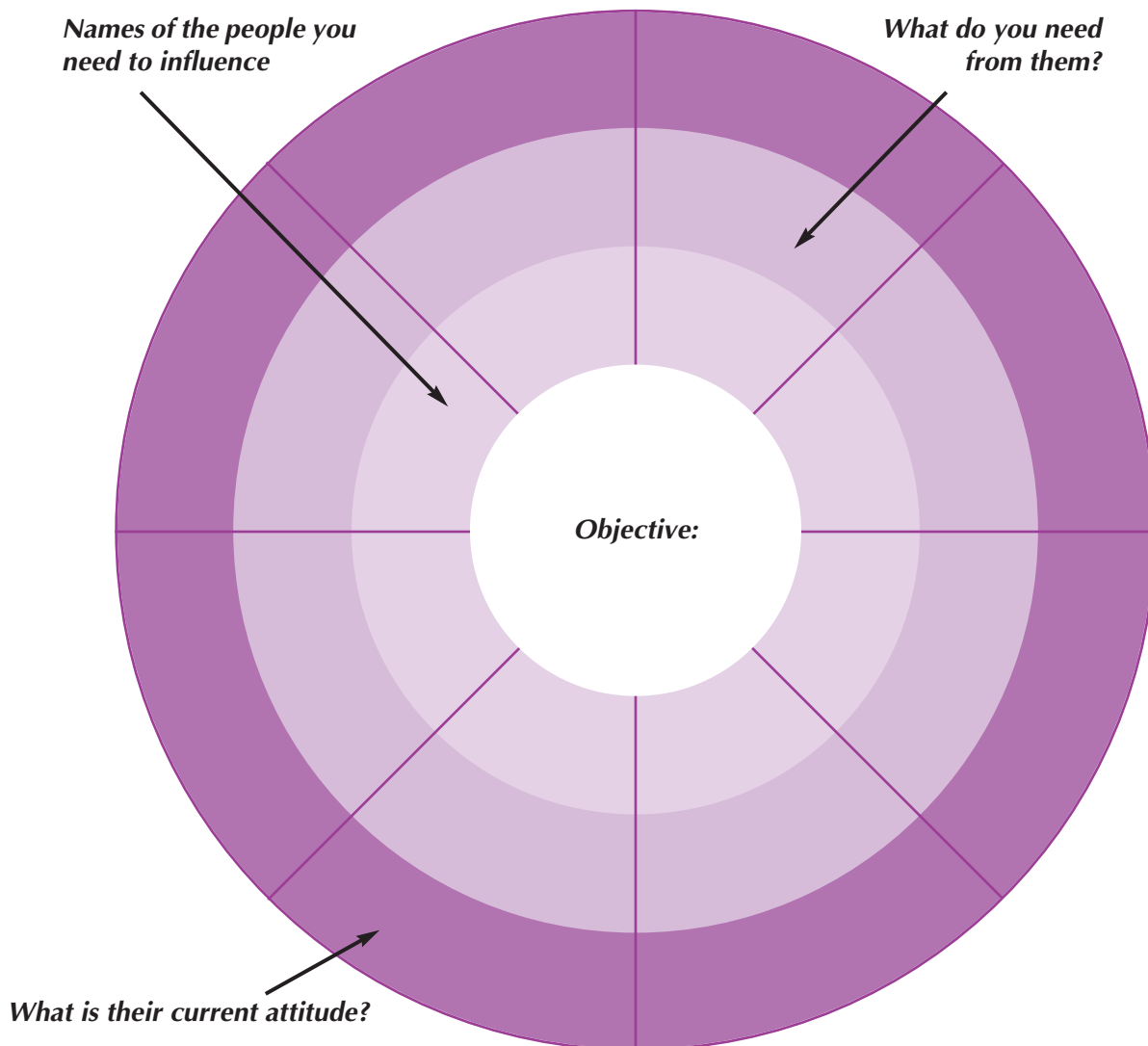
What other feelings might they have?

What assumptions might you be making about how they see the situation?

Exercise Two - Circle Of Perspectives

1. In the centre of the circle write your influencing objective.
2. Consider all the people that that you will need to influence if that objective is to be realised and write their names in the segments of the second circle.
3. In the segments in the third circle write what you need or expect from each of those people in relation to your objective.
4. In the outer circle write down what you think their current perspective is on the issue - do you know whether their attitude is positive or negative?

Often we begin by talking to the people we believe will be supportive and leave the 'more difficult' ones until later. However, it is usually more effective to start with the negative people - firstly they may become more entrenched if they are not spoken to early. Secondly, the sooner that you understand what their resistance is the quicker you can begin to address it. Finally, if they truly have the wrecking power and are not going to be influenced then you may be able to save a lot of time by accepting that on this occasion you are not going to be successful.





Step 3: *Defining our influencing power*

Once we have considered the views of others we need to assess whether we have any power to influence in this situation.

If we define influence as the process by which we effect a change in someone else's behaviour then it follows that we have to have some power to do that. Effective influencing is the judicious application of our power. Two key things to remember here are:

- Power used appropriately is a strong aid to influence and results in commitment, cooperation and acceptance.
- Power used inappropriately usually fosters resentment and makes people resistant to being influenced – it may result in compliance but this is not the same as truly influencing.

Power can take many forms, we may agree to do something because we like the person that is asking us or because compelling evidence has been provided that has influenced our thoughts. Over the years we have worked with thousands of people and have asked them to identify the main reasons they have willingly been influenced. From their responses we have identified 8 sources of power.

Position Power

There are many situations in which the underlying capacity we have to influence comes from the position that we hold. This is sometimes referred to as legitimate power and comes when someone is given a role by their organisation or society that has some kind of authority attached to it. Managers in organisations have the right to make reasonable requests of their staff and to expect them to be carried out. Similarly most people would be influenced by someone in authority e.g a police officer asking them to do something.

Hazard Power

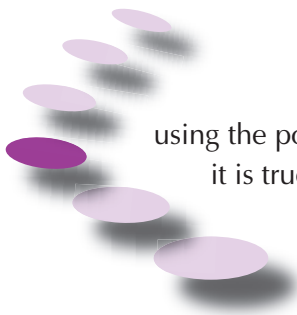
This capacity to influence involves outlining risks or consequences to someone in order to persuade them to behave in a different way. Examples of this could be explaining to someone the legal implications of a certain action or letting a colleague know that something contravenes company policy. In a few situations it may be the only power that will influence someone, particularly if the action that you want them to take has no perceived benefit to them personally. People often feel that hazard power is quite a negative source of power however this is not necessarily the case. It is often very effective because the individual you are trying to influence is not aware of the risk or consequence of their behaviour and as soon as it is pointed out they willingly move or change their behaviour.

Expert Power

Sometimes an individual will be able to influence us because we perceive that they have an expertise in a particular area. This expert power may come from their qualifications, skill or experience. A classic example of this occurs when we consult a doctor - we are likely to do what they suggest because we believe they have the knowledge to give us the right advice

Connection Power

This source of influence is the power that comes from being connected to someone who can exert influence. This is used quite a lot in organisations where the hierarchy is quite flat - so telling someone that you need information from them for a report you are putting together for the Chief Executive is



using the power of connection. In many cases it is an important and legitimate source providing it is true!

Association Power

We are influenced by those who we associate with certain qualities that attract us.

This is the foundation of using celebrities to advertise certain products. If we associate someone with success, expertise, prestige etc and these are qualities we respect or are attracted to then we will be influenced by them. Sometimes these are qualities we feel we possess ourselves or qualities which we aspire to. Association power also applies to achievements - if someone has achieved something we admire then we will be influenced by the achievement we associate with that person. This also applies to successful companies. Think of brands such as Disney or Virgin - other companies feel they enhance their chances of success by the association.

Reward Power

Possibly the most straightforward source of influence and the most easily understood.

Influence is exerted through the provision of a tangible reward - this can be financial or a more intrinsic reward such as praise, recognition or visibility. We are influenced by those who can either directly or indirectly provide us with rewards we seek.

The key to reward power is understanding what we personally are able to offer as a reward and understanding what kind of reward is important to the other person.

Personal/Relationship Power

We are influenced by certain people simply because we like them or care about them. This is the power of simply being you and the way that you build relationships. The way in which we behave and use our interpersonal skills is the foundation of this source of influence. It is our own interactions with people and the relationship we have built with them that creates our power to influence them.

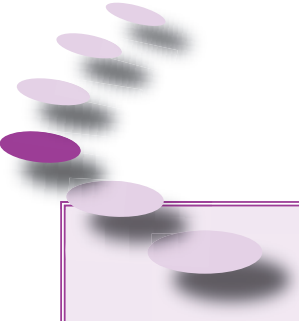
Many of us will be influenced by the personal power of those we find charming, trustworthy, friendly, warm, fun etc.

Information Power

The phrase "knowledge is power" is well known, however it also has connotations of manipulation i.e the hoarding or over protecting knowledge in order to gain power. Our definition here is different and rests on the fact that the right information to support a case is a very definite source of influence.

The emphasis must be on gaining the right information and using it appropriately. A good example is "we are losing 300 days a year through sickness" as a supporting piece of information for influencing a case around better support for health and well being of staff.

The right power, used appropriately is the key to how easily and effectively you will be able to influence in a situation. Unfortunately many people see exerting power as a negative thing because they have observed the manipulative application of it rather than it being used positively.



Go back to your influencing objective and ask yourself these three questions:

Which powers do I have available to me in this situation?

Which one is the most appropriate to use with this group or individual?

If I currently do not have any power with this group or individual which source could I develop?



Step 4: *Communicating appropriately*

You can prepare well and take into consideration all the previous steps and still forget that *HOW* you communicate your case is crucial.

There are 3 main things to consider, your case needs to be communicated in a way which is:

- **Compelling**
- **Credible**
- **Understandable**

Compelling - this relates back to your understanding of the other person or people's perspectives and your ability to articulate the benefit to them.

Credible - providing the right information - not just the facts but information relating to the source of power that you identified in step 3.

Understandable - this relates to your ability to be clear and congruent. It is key to clearly state what you hope to achieve and to show empathy in the way you communicate. The congruence comes from ensuring that you match your words, tone of voice and body language in order to avoid giving a mixed message.

The following framework can help you to prepare your communication:

- **Introduce the issue**

- Set the scene and the context - including what you want to achieve and how you will work together.
- It is important to express, right at the start, that the influencing process is a two way process.

An example of a good introduction is:-

'I'd like to see if we can reach a better understanding about how we are going to work together to manage the monthly returns.'

- **Acknowledge all perspectives** - your own and the other person(s);

- *'I appreciate that this is very important to you.....'*
- *'I am aware that this change will present challenges for all of us.'*
- *'I know this is going to be a very big upheaval for your department'*

- **Outline the agenda** - what you will be covering;

- **Provide the compelling reasons for your case** - remember these must provide a benefit for the other person/people;

- **Offer a space for discussion** and questions (Step 5).



Step 5: *Providing space for discussion, questions and feedback*

It is very easy once you have presented your case, to be so convinced of its essential rightness that you don't want further discussion, you simply want agreement!

Remember that most people presented with something new need time to process their thinking and ask questions for clarification. This is not to be construed as rejection or negativity but needs to be seen as part of the natural process of influencing.

The more open you are to discussion at this point, the more chance you will have of influencing the final outcome. Your openness needs to be genuine - remember it is very likely that the perspectives presented will be valid and also someone may have a point that you have completely missed.

This stage is about looking for common ground and there are some simple do's and don'ts that can really help:-

Do

Let the other person speak

Listen

Be understanding of those concerns

Actively look for common ground

Be prepared to compromise

Use insightful questions to draw out their concerns

Don't

Interrupt

Get defensive

Switch off

Just keep repeating your own point of view

Give up

Examples of insightful questions:

"What are your main concerns?"

"Tell me more about what is concerning you?"

"How do you think this will impact on you/us/our customers?"

"What do you think is the best way of implementing this change?"

"What do you think are our options?"

"How do you think we can move forward"?

Don't Get Defensive

It is worth just saying a final word about defensiveness. Defensiveness is a very natural reaction when we feel we need to justify our point of view but it almost never has the desired effect. Defensiveness will derail an influencing process quicker than anything else, so it is really important to try and avoid this pitfall. Continuing to use empathy without giving up will be much more effective.

e.g:- "I know this is a big upheaval and I want to support you as much as possible. I am also feeling the challenges, and I think if we all discuss our concerns it will really help."

If you can stay open minded and provide a genuine space for discussion and feedback you will be giving yourself the best chance for a good outcome to your influencing.



Step 6: Concluding

Our final step sounds very obvious but is another commonly missed part of the process. Once you have discussed the options and come to some form of conclusion, it is really important to establish clearly, exactly what has or has not been agreed and what follow up actions will be necessary.

There are 3 potential conclusions to the influencing process:-

- ***Full agreement has been reached***
- ***Partial agreement has been reached***
- ***Agreement has not been reached***

All require different strategies at this point.

If full agreement has been reached

- Summarise exactly what has been agreed
- Decide what the next steps will be and who will be responsible for any actions
- Agree if you need any follow up meetings/conversations in order to progress and if so when these will be
- Confirm all of this by email so that all parties have the agreement in writing

If partial agreement has been reached

- Summarise exactly what has been agreed *AND* what has not been agreed

If the compromise reached is sufficient and you do not need to revisit any areas in which you have disagreed then follow the process exactly as per if full agreement has been reached i.e

- Decide what the next steps will be and who will be responsible for any actions
- Agree if you need any follow up meetings/conversations in order to progress and, if so, when these will be
- Confirm all of this by email so that all parties have the agreement in writing

If the compromise reached is a good initial outcome but you need to revisit any of the areas in which you have not agreed then you need to agree how you will revisit these.

It maybe that one of you has to do some further fact finding, it may be that you need to talk to other people, it may be that you are waiting on the outcome of some other process. Whatever is going to happen next you need to:-

- Agree on any follow up actions and who will be responsible for them
- Agree at what point those actions will be completed
- Set a date to come back together to discuss the next steps
- Confirm all of this by email so that all parties have the agreement in writing

If no agreement has been reached

- Decide on whether you can or cannot leave it like this and state very clearly whether you will continue to pursue this matter
- Agree if anyone else needs to be consulted
- Always keep the door open for further discussion

Examples of ways to keep the door open:-

"Lets both take time to review our options and see if we can think of any ideas that will help us move forward. How about if we meet again next week when we have both had a chance to think?"

"I think we have raised a lot of important issues today and at least we are clear on what the areas of concern are, maybe if we talk again in a few days we can come up with some ideas that will help us resolve some of those concerns".

"I will have a chat to and then get back to you and let you know how they feel. In the meantime if there is any more information I can get for you that will help please let me know".

- Finally, again confirm by email what you are doing and how you intend to move forward.

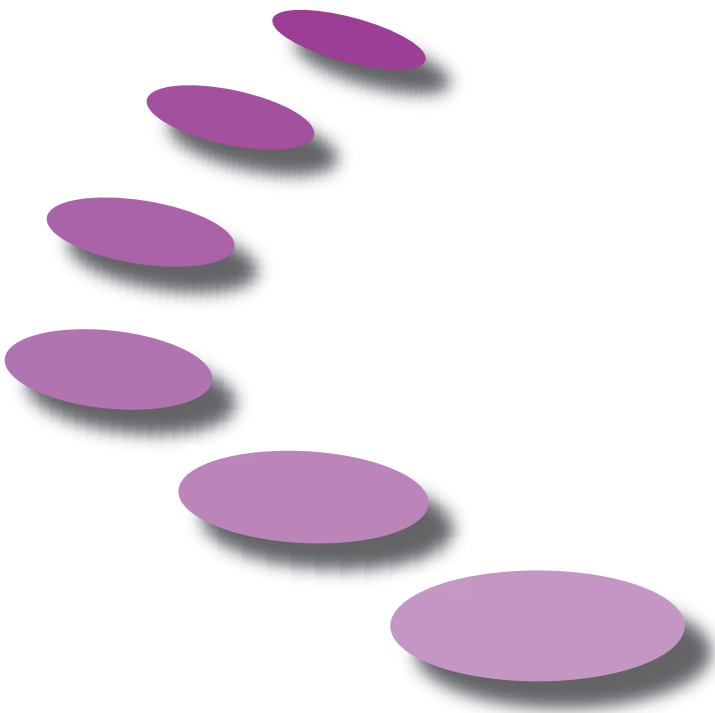
Final Thoughts

Michaelangelo famously quoted that *“Genius is infinite patience”* and the same could be said of influencing!

We know from experience that if you follow the six steps to influencing you are giving yourself the best chance of a positive outcome, however, that does not mean to say that you will succeed immediately. It is so important that you are prepared to have patience if you do not achieve your goals in the very first instance. One of the most important Don'ts we mention in Step 5 is Don't Give Up. If you believe you have a strong case you may have to follow the process several times in order to finally succeed.

Remember too, that you will be presenting ideas that you have thought through but the person or people you are trying to influence are coming fresh to your ideas and will need time to think, particularly if what you are asking for has a significant impact on them.

If you are prepared to be patient, keep the door open and keep revisiting the steps as necessary you will significantly increase your chance of influencing successfully.



Case Study One

Charlotte came to a coaching session despairing about the way her monthly management meetings were going. She did not chair them herself and so felt completely powerless to do anything to improve them. When asked to describe a typical meeting she said that she felt the whole thing was a total waste of time for several reasons. Firstly the meeting was dominated by three very overbearing members of the team who argued constantly. The agenda was never completed because people went off at tangents and the chair did not control the time. No actions were agreed at the end of each item and the whole experience was extremely frustrating.

Step 1 - Defining what you want

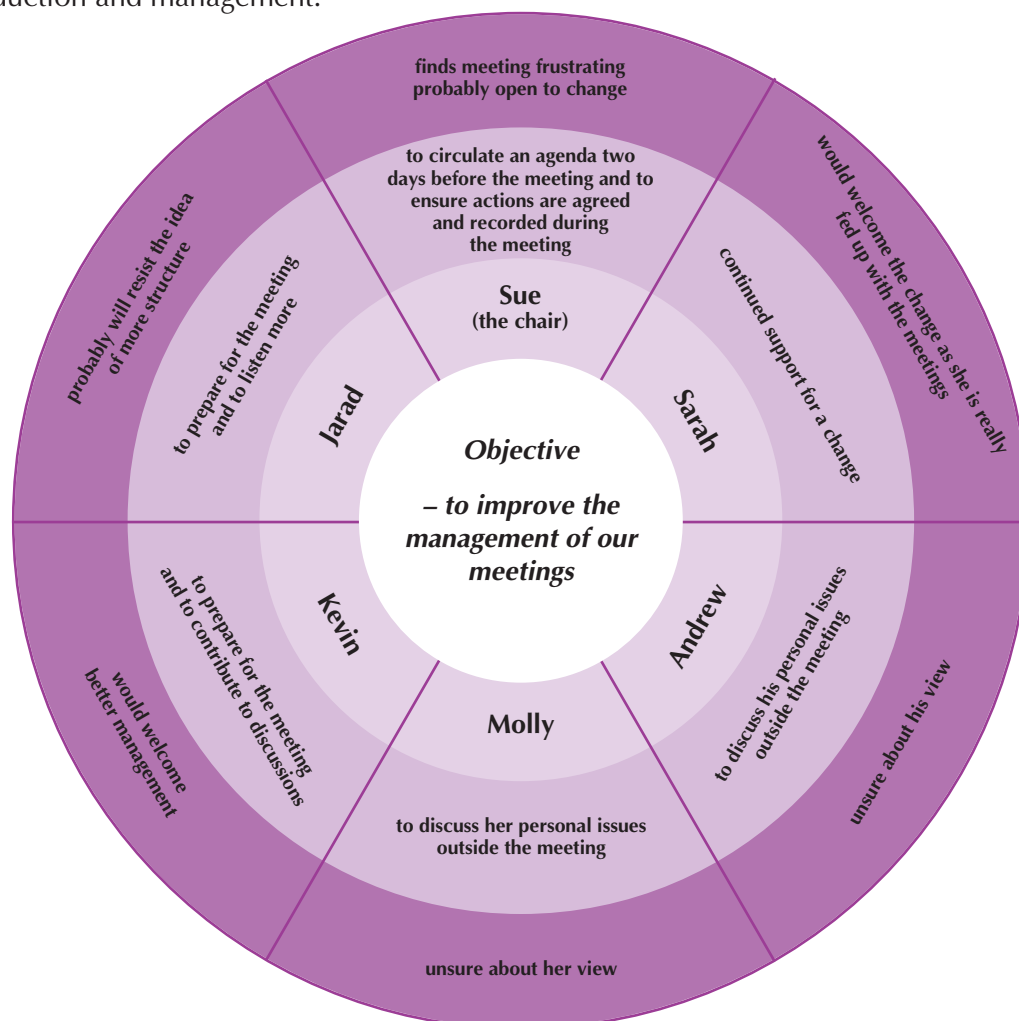
Charlotte was asked what a successful outcome would look like? What would she like to see happen? She identified the following as the ideal outcome:

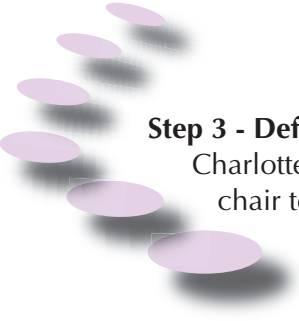
- The meeting limited to two hours - starting and finishing on time
- Realistic agenda
- Well chaired to ensure even contribution
- Clear actions recorded and completed

Step 2 - Assessing the views of others

We then completed the circle of perspectives to see who would need to be influenced and to consider their current position.

This exercise highlighted that the influencing process needed to start with the chair as most of the issues revolved around the meeting not having a clear enough focus and this could be achieved through better agenda production and management.





Step 3 - Defining our influencing power

Charlotte identified a number of sources of power that she could use to try and influence the chair to change the meeting.

Reward power - outline how much better it would be for everyone if the meeting could take less time as everyone would gain time and be able to do more work in other areas.

Personal power - to describe how frustrating she was finding it and ask if it would be possible to change the way it was run.

Association power - describe to the chair how meetings were run in a different department and suggest modelling our practice on that.

Having considered all these powers she decided that reward power would probably be the most compelling one for Sue (the chair) as she knew that she was concerned about how much work everyone had to do at the moment.

Step 4 - Communicating appropriately

- Introduce the issue

'I would like to talk to you about the management meeting last week.'

- Acknowledge all perspectives, your own and the other person(s);

'I am not sure how you feel they have been but I was quite frustrated at the last meeting at how much time we spent discussing things without agreeing any action. I know how busy we have all been over the last few months and I think one of the casualties of that has been the time people can give to preparing for the meetings.'

- Outline the agenda (what you will be covering);

'I would like to suggest a new way to put the agenda together in order to help people prepare better and to share some of the roles such as minute taking during the meeting.'

- Provide the compelling reasons for your case (remember these must provide a benefit for the other person/people);

'Hopefully this will save time for all of us and stop all the administrative burden falling on you.'

- Offer a space for discussion and questions (Step 5).

'How does that sound to you?'

Step 5 - Providing space for discussion, questions and feedback

Despite being slightly defensive to begin with Sue quickly recognised that this was not an attack on her but a genuine desire to improve the situation for everyone. The discussion that followed focused on the practical things that could be done to achieve the desired outcome and was productive and valuable.

Step 6 - Concluding

- Summarise exactly what has been agreed.

- Charlotte and Sue agreed that the meeting was not achieving as much as it could and that it would be something that would be discussed at the next meeting.

- Decide what the next steps will be and who will be responsible for any actions.

- Sue agreed to circulate an agenda 48 hours before the next meeting and to make one of the agenda items – 'Ways to make this meeting more productive'

- Charlotte offered to take the minutes at the next meeting

- Confirm all of this by email so that all parties have the agreement in writing.

- After the discussion Charlotte sent an e-mail to Sue thanking her for her time and confirming the actions they had agreed.



Case Study Two

A client came to a coaching session with the following influencing issue. He managed in a customer service environment where many of the customers had difficulty accessing their services between 9-5. There was already some flexible opening which included opening at 8.30am and one night a week staying open until 7pm. It was proposed that these opening times should be increased to opening at 8am and staying open 4 nights a week until 7pm. This meant that the working patterns of the staff had to be changed and this was causing a lot of problems. There had already been one staff meeting which was very turbulent and no agreement had been reached. It was very important for the client to influence the staff over this issue. He could simply implement the new system and bulldoze over the resistance (and at one point this was the only option he could see). However, this would fail in its key objective of giving better service to the customer if staff were angry and resentful. We worked on identifying his steps to presenting his case.

Step 1 - Defining what you want

The client was asked what a successful outcome would look like? What would he like to see happen? He identified the following as his ideal outcome:-

- The new system was implemented within the month
- Staff agreed that it was both necessary and the best way forward for the customers
- Staff worked together on how to manage the new working patterns and these were realistic and workable
- Anger and resentment were replaced by commitment and enthusiasm

The client identified that the key people to influence were the 11 staff who would need to change their working patterns.

Step 2 - Assessing the views of others

We used the circle of perspectives on the staff involved and looked at them as individuals rather than one group. (see next page)

The manager identified that he needed the same things from each individual, but their perspectives were varied so one approach would not work for everyone. It also helped him to start to understand their perspectives and how his own approach and lack of understanding had raised the initial resistance.

Step 3 - Defining our influencing power

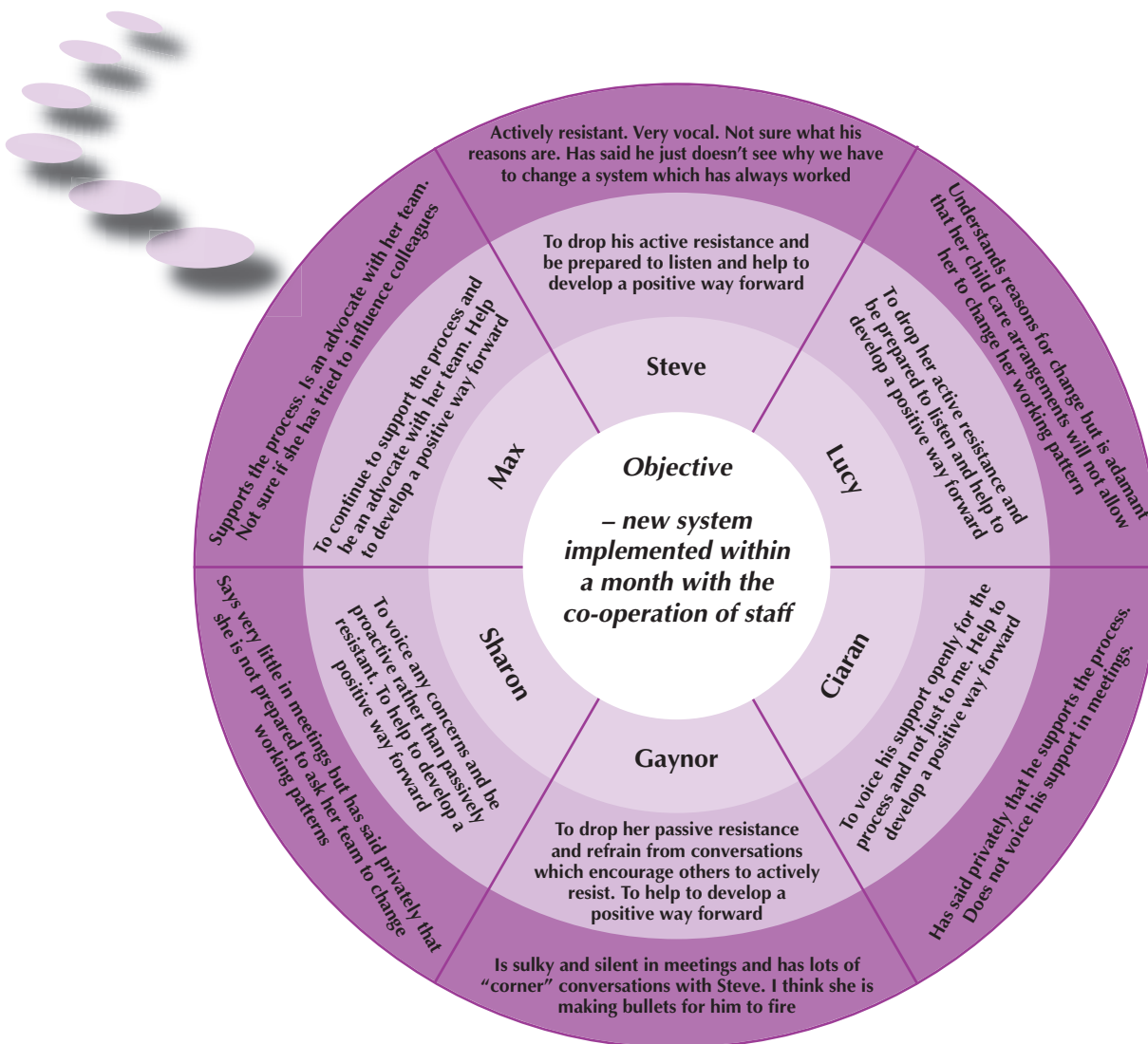
The manager realised he had a number of sources of power in this situation: position power as he did have the authority to insist on the change, hazard power as this change could help to prevent job losses and reduction of service in the future, reward power in terms of giving the staff the opportunity to influence their personal rota patterns. He decided that the most appropriate were reward and judicious use of hazard power. Interestingly he felt that although he had position power this would not give him the result he wanted.

Step 4 - Communicating appropriately

We talked through the options for communicating in this situation. Discussion and feedback would be needed and exploring how individuals felt and their different perspectives was far more important than speed. He decided that the most appropriate method to use was face to face meetings with individuals.

We then developed a scripted opening following the communication framework which he could use with everyone:-

"Hi, thanks very much for giving me some time today. I have had time now to think about the meeting regarding the new opening hours and wanted to discuss all the concerns that were raised. I know that everyone's perspective on this is different, so I thought it was important to talk to you all individually to make sure I don't miss anything important."



I am committed to implementing the new system within the next month, however, I am also committed to dealing with as many of your concerns as possible and to discuss any major problems this may cause for you.

I would really like us to discuss your views today and see if we can reach a better understanding about how this might work.

Is that ok by you?"

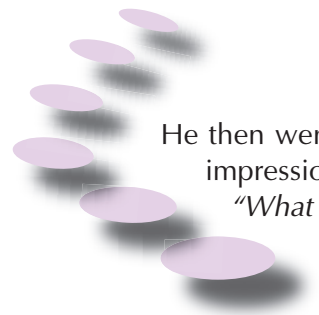
This opening allowed him to set the scene, introduce the context, state clearly what his goal was but also start to show empathy about the concerns and problems this might cause.

He then went on to speak first about the potential concerns that the individual may have e.g. *"I understand that this may impact on your childcare arrangements and could cause you some difficulties, will you tell me about that?"*

He then allowed the members of staff to express their concerns and simply listened until he was sure that he fully understood the situation *before* moving into any solutions.

When he did start to discuss solutions he firstly reinforced the benefits using his power to influence, but also checking his understanding of the staff's personal concerns. e.g.

I think I understand your situation now and but please tell me if I have got any of this wrong. I feel as if you understand that this will benefit all of us in terms of giving us all more flexibility and make our customers happier and will also make sure we can keep this location open rather than having to join with the central site, but your main problem is still your need to be able to collect your children by 6.30 on Tuesdays and Thursdays - is that right?



He then went on to ask for input and ideas but continuing to make sure he did not give the impression of backing off from his goal.

"What ideas do you have on how we could implement this system and make it work for you?"

He then opened up step 5 for discussion and feedback.

Step 5 – Providing space for discussion, questions and feedback

We talked about the fact that he should still expect quite a lot of discussion and probably still resistance and negativity and he needed to actively support people to express their views and manage it rather than take it personally and start to defend his position which would put him back to square one.

This part of the conversation cannot be scripted as such as it is impossible to know what others will say, but to give himself time to think if he started getting frustrated we rehearsed some phrases he could use in the conversation e.g "I really understand your concerns, how can we move forward here"? "What are your ideas at this point about our options", "Let me check that I have understood your main concerns.....".

The key thing is to keep focused on the ultimate outcome, but keep the conversation as a genuine discussion rather than allowing it to become defensive.

For this particular manager's staff these conversations felt so different from their previous interaction that it took a little time for them to feel confident that the manager did want to hear their views and he had to work quite hard in the discussions to stay empathic, however, it provided huge dividends. Once people genuinely felt his empathy they started to drop their resistance and come up with options. After he had seen everyone individually, he called another staff meeting at which he fed back the ideas people had come up with in the one-ones and invited a free discussion on which ideas would work best. Everyone (including himself) was much less defensive than they had been previously and they worked out rotas to suit people's individual needs as far as possible and made sure that shifts which caused real problems were kept to a minimum. Eg the woman whose childcare had been an issue was, with the co-operation of her colleagues, able to structure most of her shifts around her husband's work pattern. It only meant her paying for 2 extra childcare hours per month which she was happy with.

The manager achieved his aim of bringing the new system in with a spirit of co-operation rather than conflict.

Step 6 – Concluding

Individual conversations followed different patterns and the manager made sure that he closed off each individual meeting with a summary of what had been agreed which was backed up by email confirmation. As a staff meeting was to follow each of the individual conversations all of these fell into the partial agreement box, as until the staff meeting had taken place it was impossible to have full agreement.

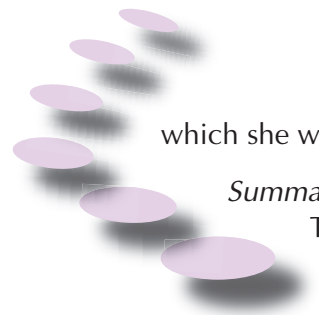
Following the individual conversations therefore:-

Summarise what has and has not been agreed and Decide on Next Steps

- Each of the members of the team agreed to write up their ideas and forward to the manager to be put forward for discussion with everyone at the staff meeting.

- The manager acknowledged receipt of these and prepared an agenda for the staff meeting including everyone's ideas for discussion.

After he had seen everyone individually and received their written up ideas, the manager called another staff meeting at which he fed back the ideas people had come up with in the one-ones and invited a free discussion on which ideas would work best. Everyone (including himself) was much less defensive than they had been previously and they worked out rotas to suit people's individual needs as far as possible and made sure that shifts which caused real problems were kept to a minimum. Eg the woman whose childcare had been an issue was, with the co-operation of her colleagues, able to structure most of her shifts around her husband's work pattern. It only meant her paying for 2 extra childcare hours per month



which she was happy with.

Summarise what has been agreed and confirm in writing

This was the result he had been hoping for so after the staff meeting there was full agreement and the exact agreements were confirmed as part of the new rota so that everyone was clear about what had been agreed.

Decide on next steps and confirm in writing

There was also an agreement to review the system after 8 weeks to make sure it was working and iron out any problems. The manager asked his secretary to co-ordinate this meeting and emailed everyone to inform them of the date, venue and time. He also issued a paper with questions such as:-

What has worked well now we have implemented the new rota?

What problems have you encountered?

If you have encountered problems what are your ideas for how we could solve these problems?

What feedback have you had from our customers?

These helped to focus people on what they were discussing in the next meeting.

Overall outcome

The manager achieved his aim of bringing the new system in with a spirit of co-operation rather than conflict.

Deborah Dalley and Lois Burton

Deborah Dalley and Lois Burton have been working in the field of learning and development for over 20 years. Both run successful consultancy and coaching businesses and work on collaborative projects as colleagues and friends. Together and individually, they have worked with thousands of individuals and groups and bring that collective experience and complementary styles to their work on developing influence.



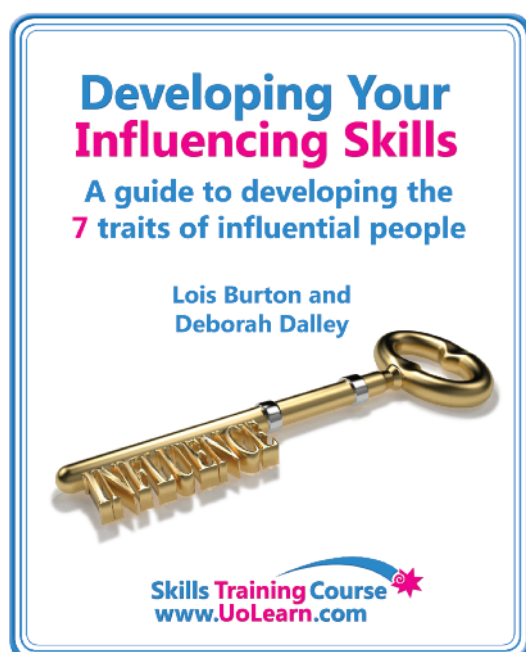
Developing Your Influencing Skills

A guide to developing the 7 traits of influential people

by Lois Burton and Deborah Dalley

What are the characteristics that make some people more influential than others?

This book answers that question, it will help you to identify ways to increase your influence at work and at home. It explains how becoming more influential is not about using manipulative techniques to get your own way but is about developing a set of beliefs and behaviours that make you a more influential force. We have identified 7 traits that influential people share and, the good news is, they can be developed.



In this book you will discover how to:

- Decide what your influencing goals are and state them in a compelling way.
- Find ways to increase your credibility rating with other people.
- Develop stronger and more trusting relationships.
- Inspire others to follow your lead.
- Become a more influential communicator.
- Avoid manipulative practice and become more authentic

Packed with case studies, exercises and practical tips, the book will help you to develop the traits required to become a more influential person.

Published by Universe of Learning

ISBN: 978184970042

UK RRP £12.99, available on www.amazon.co.uk

Copyright © 2011 Deborah Dalley and Lois Burton

First edition February 2011

All rights reserved. No part of this publication may be reproduced or transmitted in any form without written permission from the authors.

The authors assume no liability for any loss or damage, personal or otherwise which is directly or indirectly caused by the application of any of the contents of this publication.

Deborah Dalley and Associates Ltd
www.deborahdalley.com
info@deborahdalley.com

Lois Burton Ltd
www.loisburton.co.uk
loisburton@me.com

ISBN 978-0-9568006-0-2

Published by Deborah Dalley