

What Brought You Here?

Please take five minutes to write down what you hope to accomplish during today's program. Be as specific as possible.

No one will see what you have written except you, but you will be asked to refer to your written description during the program.

The Groundwork for Influence

1. ____ You have a workplace relationship that is productive and agreeable with everyone, and you demonstrate this with your consistent, friendly manners. (Your peers can count on your even temper even when you are under stress.)
2. ____ You understand what each person in your library does and how each person contributes to the library's mission. You demonstrate this in your specific and sincere praise for each person's accomplishments. (You appreciate the work of both the shelvers and the original monograph catalogers.)
3. ____ You understand how your work impacts everyone else and demonstrate this by checking in with everyone at regular intervals. (You assume, before making a decision in your department that it could have unforeseen consequences for other people. So you make a sincere effort to do research and seek feedback before plunging ahead.)
4. ____ You negotiate explicitly. You demonstrate this by ensuring they never have to read your mind. (People can count on you to operate transparently.)
5. ____ You can work next to someone for seven years and not like them, and they'll never know it. You demonstrate this by treating everyone the same, no matter how you feel about them. (The person you don't like tells you that she is a better person for having worked with you.)
6. ____ You do not blame, placate, judge, or distract. You demonstrate this by staying good-humored and unconditionally constructive. (During a crisis, people can count on you to tell appropriate jokes, ask useful questions, stay focused on the solution, and cheerfully take responsibility for fixing mistakes.)
7. ____ When you are upset with someone, he or she is the first to hear about it and usually the only person who knows. You demonstrate this by being careful whom you tell. (If there is a problem, there is not the added burden of gossip or an audience.)

How to Negotiate/Influence: Three Steps

Based on peer-based, empathetic relationships, measurable and describable data, and personal responsibility and action.

1. Rapport = Empathy
2. Information = Objectivity
3. Action = Consequences

Power in the Workplace

Ability to impose meaningful and significant consequences through legitimate authority. Based on legal and fiscal contracts.

Authority in the Workplace

Rank, status, reputation, tenure, position, title, credentials, ability. Based on tribal model of hierarchy. (Legitimate, illegitimate, earned.)

First Step: Rapport = Empathy

Understanding the other person's world

Negotiate/design the contract or agreement.

Listen and discuss.

Excess: Placater

1. Like or similar: part of the tribe, a peer, an equal.
2. One or more facets of each person connect with each other.
3. Pace (match) the other person's speed;
4. Use the same language.
5. Recognize the other person's story.
6. See, hear, and understand the world from his or her point of view, whether or not you agree.
7. The other person feels visible and validated.

Second step: Information = Objectivity

Understanding the Big Picture

Write/decide the contract or agreement.

Facts and evidence.

Excess: Bureaucrat

1. Explicit and precise.
2. No mind reading.
3. Emotionally neutral.
4. No judgment.
5. In the person's learning preference: visual, auditory, kinesthetic.
6. In a timely fashion.
7. Information exchange is give and seek.
8. In appropriately sized chunks.
9. Measurable and observable data.

Third step: Action = Consequences

Understanding Your Choices

Enact/enforce the contract or agreement.

Change and act.

Excess: Bully

1. Take responsibility: Be accountable.
2. Be a stand-up person.
3. Respect the behavioral impact of Cause and Effect.
4. Alternatives are created.
5. Choices are made.
6. Risks are evaluated and taken: the cost of doing business.
7. Actions can be positive or negative. Positive works best
8. Something changes. Something moves.

Twenty-four Ways to Influence Behavior: Teach, Lead, Sell, Change

Did the person you are trying to influence have time:

1. To think about it silently.
2. To read about it silently.
3. To write it down, perhaps more than once.
4. To hear the information out loud from someone else.
5. To say the information out loud.
6. To observe how it is done.
7. To teach it to someone else.
8. To evaluate it and test it.
9. To practice it.
10. To change it to make it their own.
11. To have a hand in creating it.
12. To learn the details.
13. To learn the big picture.
14. To know why.
15. To know who.
16. To work in a small group.
17. To experience the consequences of doing it well or not.
18. To create a physical model.
19. To observe themselves doing it.
20. To be tested.
21. To have a second or third meeting.
22. To interact with it on a web site or read it online.
23. To organize it in a way that made sense to them.
24. To create a “learning outline” or structure first.

Motivation

What helps people feel committed and inspired?

1. Listen for their stories. What is important to them, on their terms? What gives their lives meaning and purpose?
2. See all the facets of them, not just the good or the bad.
3. Use the values that are significant to the person, in the language or words he or she uses, from his or her perspective.
4. Learn from them. Ask questions before you tell someone what to do; maybe you don't have to micromanage after all!
5. Stay in the present moment and talk about a compelling future.
 - a. Use the past for information, not for punishment.
 - b. Tell them what you want, not what you don't want.
6. Be concise.
7. Use the same sets of behavior with the people you like AND the people you don't like.
8. Keep track so you don't forget anyone.
9. Less than five praises to one criticism can cause feelings of depression and inadequacy even in healthy people. Do you recognize people only when they are wrong?
10. Beware of cheapening praise by "gushing."
11. Say thanks with your whole body: eyes, voice, smile and posture.
12. Praise so that it does not sound empty, rote and insignificant.
13. Model the behavior you want to elicit from others. For example, accept criticism gracefully, invite specific feedback, praise publicly, thank people for their help, let others manage and lead, delegate significantly, share the rewards, keep in touch, do not choose to whom to be polite based on status, position, tenure, or title, treat everyone with the same courtesy.
14. Help colleagues to save face: Criticize only in private.
15. Take responsibility for the mistakes you have made with colleagues and employees in the past. Be aware that these will come back to haunt you when you change your behavior.

Negative (And Sometimes Addictive) Behaviors

1. Generalizations: always, never, all, every.
2. Repeating the same negative stories or information more than once in the same conversation.
3. Repeating the same old stories in response to new information.
4. Assuming the worst of the people you don't like.
5. Ignoring or not being able to see and hear positive change.
6. Your first response is to criticize or say something negative.
7. Feeling as if feeling good means you have lost the battle.
8. Equating telling the truth as telling other people off, instead of apologizing for your own mistakes first.
9. Saying negative things if someone says something good about someone you don't like.
10. Telling new people only the negative things about the workplace and other people.
11. Spending time thinking and talking about other people's past mistakes.
12. Spending encounters with other people watching for mistakes.
13. Rejecting offers of help with "Yes, but."
14. Rejecting people who are positive and constructive.
15. Saying that your own mistakes in communication and behavior are justified, because other people did something to you first.
16. Exaggerating bad news and minimizing or discounting the good news.
17. Using punishment words. Sarcasm. Wounding others.
18. Trying to convince other people how bad things are.
19. Distorting meaning through negative filters.

What is your score?
How would others score you?

Resources

Nathaniel Branden. *How To Raise Your Self-Esteem*. Bantam (1988), ISBN: 0553266462. \$7.50. Branden emphasizes personal.

*Michael Brooks. *Instant Rapport*. Warner Books (1990), ISBN: 0446391336. \$13.95. Audio version available. A quick-read book on communication skills.

Roger Fisher and William Ury. *Getting to Yes: Negotiating Agreement Without Giving In*. Penguin USA (1991), ISBN: 0140157352. \$14.00. The first and most famous in a series on negotiation.

Linda A. Hill. *Becoming a Manager: How New Managers Master the Challenges of Leadership*. Harvard Business School Press (2003), ISBN: 1591391822. \$19.95. What is different about being a manager; an instant classic.

Joan Magretta. *What Management Is: How It Works and Why It's Everyone's Business*. Free Press (2002), ISBN: 0743203186. \$25.00. An instant classic.

Karen Pryor. *Don't Shoot the Dog: The New Art of Teaching and Training*. Bantam Books (1999), ISBN: 0553380397. \$14.95. Check out for her web site at <http://www.clickertraining.com/home/index.htm>. Introduction to positive reinforcement, influence and behavioral science in a fun format.

Virginia Satir. *The New Peoplemaking*. Science and Behavior Books (1988), ISBN: 0831400706. \$25.95. One of the most important books on human behavior in families explains how we react to each other in the workplace.

Martin Seligman. *Learned Optimism: How to Change Your Mind & Your Life*. Pocket Books (1998), ISBN: 0671019112. \$14.00. Audio download available at Amazon.

Martin Seligman. *What You Can Change... and What You Can't: The Complete Guide to Successful Self-Improvement: Learning to Accept Who You Are*. Ballantine Books (1995), ISBN: 0449909719. \$12.95.

Herding Kittens: How to Have Influence When You Don't Have Power or Authority
North Dakota State Library Spring Workshop – April 6, 2015
with Pat Wagner, www.sieralearn.com