

*Thank you for attending the second event in the CHAMPS
Change for the Better – Creating Work Relationships that Work
Webcast Series**

Introduction to Ethical Influencing: Asking for What You Want and Making Behavior Requests

A Live and Archived Webcast

Sponsored by Community Health Association of Mountain/Plains States (CHAMPS)

Presented by Libby Wagner on Wednesday, December 5, 2007



Supplementary Information Packet

Contents:

- Learning Objectives, AAFP Statement, Biography of Libby Wagner, and Description of CHAMPS
- Presentation Slides
- Working Handout
 - Create a Specific Request: The Behavior Request
- Working Handout
 - Practice Specific Positive Feedback

*For more information about the other webcasts in this series, please visit
http://www.champsonline.org/Events/Distance_Learning.asp.

Learning Objectives

- Converting undesirable behaviors to desirable behaviors
- Dealing with real-time issues that need to be resolved
- Utilizing specific, positive feedback as an additional influencing tool

AAFP Statement

This live webcast has been reviewed and is acceptable for up to 1.5 Elective credits by the American Academy of Family Physicians (AAFP). Application for 1.5 hours of Elective CME credit for the archived version of this webcast will be filed immediately after the live event. Libby Wagner has indicated that she has no relationships to disclose relating to the subject matter of his presentation. The AAFP invites comments on any activity that has been approved for AAFP CME credit. Please forward your comments on the quality of this activity to cmecomment@aafp.org.

Biography of Libby Wagner

Libby Wagner, The ***Influencing Coach***, is president of Professional Leadership Results, Inc. A recognized expert in leadership, performance management, and workplace development, she works with business leaders to align their people with their visions. ***Influencing Options*** is her strengths-based, ethical approach to help leaders impact the bottom line with integrity by creating clear visions, gaining commitment and buy-in, and dealing with confrontation without conflict.

Libby is a graduate of the National Institute of Leadership Development and the prestigious Million Dollar Consulting College®. Her client groups include large national and international corporations, colleges and universities, health care organizations, law enforcement and corrections agencies, small businesses, hospitality organizations, and many others. She is the author of numerous publications, including a full-length collection of poems and the forthcoming title, ***You and the Horse You Rode Up On: Leadership Skills They Didn't Teach You in Business School***. She holds a Master's Degree in Fine Arts and lives in Seattle where she supports the local coffee industry and rarely carries an umbrella.

Description of CHAMPS

CHAMPS, the Community Health Association of Mountain/Plains States, is a non-profit organization dedicated to providing a coordinating structure of service to the non-profit primary health care programs whose primary purpose is to serve the medically indigent and medically underserved of Region VIII (CO, MT, ND, SD, UT, and WY). CHAMPS also serves the Region VIII State Primary Care Associations that assist those nonprofit primary health care programs (CCHN, MPCA, CHAD, AUCH, and WYPCA).


Currently, CHAMPS programs and services focus on education and training, collaboration and networking, policy and funding communications, and the collection and dissemination of regional data for Region VIII Community, Migrant, and Homeless Health Centers (CHCs) and Primary Care Associations. For more information, please visit <http://www.champsonline.org> or call (303) 861-5165.

INFLUENCING OPTIONS®

Change for the Better – Part II: Introduction to Ethical Influencing with Libby Wagner

December 5, 2007 – 11:30 AM MT

Sponsored by
Community Health Association of
Mountain/Plains States (CHAMPS)



Community
Health
Association of
Mountain/
Plains
States
www.CHAMPSonline.org

This live webcast has been reviewed and is acceptable for up to 1.5 Elective credits by the American Academy of Family Physicians (AAFP). Application for 1.5 hours of Elective CME credit for the archived version of this webcast is pending with AAFP.
Libby Wagner has indicated that she has no relationships to disclose relating to the subject matter of this presentation.
This presentation was supported by Grant Number 5 H68CS00150-20-00 from the Department of Health and Human Services Health Resources and Services Administration (HRSA) Bureau of Primary Health Care (BPHC).
Views of the presenter do not necessarily represent the official views of CHAMPS or HRSA/BPHC.

INFLUENCING SKILLS - LIBBY WAGNER

INFLUENCING OPTIONS®


Do you need technical assistance?

If you are listening by telephone:

- Click on the “Help” button at the top of your screen
- Email support@vcall.com
- Dial *0 on your telephone

If you are listening over your computer:

- Click on the “Help” button at the top of your screen
- Email support@vcall.com
- Call 1-888-523-2450




INFLUENCING SKILLS - LIBBY WAGNER

INFLUENCING OPTIONS®

Webcast Goals

- Asking for What You Want & Making Behavior Request Goals
- Converting undesirable behavior to desirable behaviors
- Dealing with real-time issues that need to be resolved
- Utilizing specific, positive feedback as an additional influencing tool




INFLUENCING SKILLS - LIBBY WAGNER

INFLUENCING OPTIONS®

Why Influencing?

- To get people to do what you want or need them to do.
- To make things happen in your organization.
- To meet your goals or expectations.




INFLUENCING SKILLS - LIBBY WAGNER

INFLUENCING OPTIONS®

Two Tools from Today’s Webcast

- 1—the Behavior Request
- 2—the Positive Feedback Request




INFLUENCING SKILLS - LIBBY WAGNER

INFLUENCING OPTIONS®

Brief Review

- A strong foundation for influencing has two elements—commitment to shared vision or goals
How can you gain buy-in?
- Trust and relationship power
Delivering high levels of the Core Dimensions—Respect, Empathy, Specificity and Genuineness




INFLUENCING SKILLS - LIBBY WAGNER

INFLUENCING OPTIONS®

Trust at work . . .

Definition: Trust is the belief, at the moment, that the other person is going to be accepting, non-judgmental and honest; they do what they say they will do and you can count on them to follow-up and follow-through. You don't have to like each other, but you believe the person's *word* is good and that their behaviors will match up with what they say.

INFLUENCING SKILLS - LIBBY WAGNER




INFLUENCING OPTIONS®

Understanding vs. Committed

- *Understanding* the goal or vision means they can articulate what it is and they can tell you the justification, etc.
- *Commitment* to the goal or vision means that their behaviors consistently support the goal or vision—it's not just talk, it's action, too.

INFLUENCING SKILLS - LIBBY WAGNER




INFLUENCING OPTIONS®

Ethical Influencing: Defined

Influencing with integrity happens when you can get people to do what you want or need them to do while increasing trust and decreasing defensiveness.

INFLUENCING SKILLS - LIBBY WAGNER




INFLUENCING OPTIONS®

Influencing or Manipulation?

People feel manipulated when they are convinced to do something *and* one or more of the Core Dimensions is missing—Respect, Empathy, Specificity and Genuineness.

INFLUENCING SKILLS - LIBBY WAGNER




INFLUENCING OPTIONS®

Situations Requiring Influencing at work . . .

What are some common situations where you need to influence people at work?


INFLUENCING SKILLS - LIBBY WAGNER



INFLUENCING OPTIONS®

Generally, we want to influence someone because we want a new behavior or behavior change.

INFLUENCING SKILLS - LIBBY WAGNER




INFLUENCING OPTIONS®

What are some real-time issues/challenges you are dealing with in the workplace?

- Perception that I have no influence, especially relative to supervisor
- Difficulty communicating successfully at a distance (many offices)
- Mistrust, miscommunication, & vague guidelines
- Lack of partnership (support & respect) between admin & clinical staff
- Difficulty motivating providers who feel they are treated unfairly
- Staff not following established procedures
- Gossip & bickering
- Resistance to change
- Unspoken agendas, plans, expectations
- Destructive & passive-aggressive behavior
- Extreme nitpicking is time consuming & frustrating
- Lack of inclusion

INFLUENCING SKILLS - LIBBY WAGNER




INFLUENCING OPTIONS®

Three Empowering Options

1. **Influence:** choose to influence the situation by doing something to change the external circumstances.
2. **Acceptance:** choose to accept the situation by creating an internal change within our selves—a letting go.
3. **Removal:** choose to remove ourselves from the situation entirely, especially if it's a "deal breaker" and goes against our values and principles.

INFLUENCING SKILLS - LIBBY WAGNER




INFLUENCING OPTIONS®

The Red Zone

If you don't choose one of the three Empowering Options, you are choosing to be...

Stuck, Unhappy, Miserable,
Negative, Toxic

INFLUENCING SKILLS - LIBBY WAGNER




INFLUENCING OPTIONS®

What do you want the person to do?

Often, it's easier for us to think about what we *don't want* rather than what we *do*—focus on what you *do want* in order to become more effective at influencing.

INFLUENCING SKILLS - LIBBY WAGNER




INFLUENCING OPTIONS®

Converting Undesirable to Desirable

What are some of the undesirable behaviors you'd like to change in the workplace?

INFLUENCING SKILLS - LIBBY WAGNER




INFLUENCING OPTIONS®

What does the brain "see"?

"Don't slam the door!"

"Please close the door quietly behind you when you come in."

INFLUENCING SKILLS - LIBBY WAGNER




INFLUENCING OPTIONS®

Shift Your Focus

- Focus on what you want, and ask for it
- Deliver high levels of Specificity—give them enough information to be successful

INFLUENCING SKILLS - LIBBY WAGNER




INFLUENCING OPTIONS®

Converting Behaviors

Examples

INFLUENCING SKILLS - LIBBY WAGNER




INFLUENCING OPTIONS®

Create an Effective Request

1. Own it with an “I” statement
2. Convey the importance
3. Be specific
4. Share the impact

INFLUENCING SKILLS - LIBBY WAGNER




INFLUENCING OPTIONS®

“I” Messages

- People will not have to guess what you want.
- More powerful than asking for something for someone or something else.
- Most direct, effective way to convey importance.

INFLUENCING SKILLS - LIBBY WAGNER




INFLUENCING OPTIONS®

Share the Importance

- Use a “degree of choice” phrase, i.e. “I would like you to . . .” or “I expect you to . . .”
- Answer the subconscious question of the other person: “why do you want me to do this?”

INFLUENCING SKILLS - LIBBY WAGNER




INFLUENCING OPTIONS®

Be Specific

- Ask for exactly what you want.
- If necessary, convert undesirable behaviors to desirable behaviors.
- Think about what you want them *to do* rather than what you don’t want them to do.


INFLUENCING SKILLS - LIBBY WAGNER



INFLUENCING OPTIONS®

Share the Impact


- Focus on the positives.
- Remember the difference between *respectful honesty* and *disrespectful honesty*.
- Appeal to enlightened self-interest and the WIIFM factor.


INFLUENCING SKILLS - LIBBY WAGNER

INFLUENCING OPTIONS®

Using a Script for Practice


Refer to handout—use a script to prepare a behavior request.


INFLUENCING SKILLS - LIBBY WAGNER

INFLUENCING OPTIONS®

Sample Behavior Requests


Behavior Request: “Jody, I would like you to be on time for our team meetings. By that I mean, at the conference table ready to go by 8 a.m. As a result, you’ll get to participate fully, I’ll be assured of your commitment to our team, your team members will feel you’re respecting their time and you’ll be setting an example for high professional standards.”


INFLUENCING SKILLS - LIBBY WAGNER

INFLUENCING OPTIONS®

Behavior Request 2


Behavior Request: “Joe, I would like you to improve your communication with your team members. By that I mean, speaking calmly and respectfully when interacting, allowing someone to fully complete an idea before sharing your own, and increasing the time you spend to explain procedures with our new team members. As a result, you’ll be seen as the expert professional, your team members will treat you with more respect, your stress will decrease because they’ll be more likely to support your efforts, and I’ll be able to concentrate on getting the additional resources we need for the new projects.”


INFLUENCING SKILLS - LIBBY WAGNER

INFLUENCING OPTIONS®

Too much, or too little?


- Make sure you include all four elements of a successful request.
- You don’t have to deliver it in one sentence (or one breath!) and you can integrate it into the give and take of regular conversation.


INFLUENCING SKILLS - LIBBY WAGNER

INFLUENCING OPTIONS®

What’s missing?

- “Connie....”
- “Joe...”
- “Monique...”
- “Bob....”


INFLUENCING SKILLS - LIBBY WAGNER


INFLUENCING OPTIONS®

Key Points: Why this Behavior Request works

The four elements of the Behavior Request answer four sub-conscious questions someone has:

1. Who wants this?
2. Why do they want it?
3. What do you mean by that?
4. What's in it for me?


INFLUENCING SKILLS - LIBBY WAGNER



INFLUENCING OPTIONS®

Submit a Behavior Request

INFLUENCING SKILLS - LIBBY WAGNER




INFLUENCING OPTIONS®

Shifting gears—Using Specific Positive Feedback to Influence

Specific, positive feedback is a request for continuation of desired behavior.

INFLUENCING SKILLS - LIBBY WAGNER




INFLUENCING OPTIONS®

You give someone specific positive feedback for two main reasons:

1. You want to recognize and ***sincerely acknowledge*** your appreciation of their behaviors or actions.
2. You want them to know exactly what you want them to ***do again***.

INFLUENCING SKILLS - LIBBY WAGNER




INFLUENCING OPTIONS®

Compliments do not increase trust or improve an influencing situation!

1. Vague compliments -
Low on the Core Dimensions, especially Specificity.
2. Generalized compliments -
“They have no idea...”

INFLUENCING SKILLS - LIBBY WAGNER




INFLUENCING OPTIONS®

Specific Positive Feedback: What's the Difference?

1. “Todd, we really couldn't have done this without your input and help. Thanks a lot!”
2. “Todd, I really appreciate your efforts lately. Your participation on this project was important to its success. Your attention to detail on the collected reports and your willingness to put in extra hours on the weekends really helped us pull this off. And, you were so positive during the whole process—even when tensions were high! Thanks so much!”


INFLUENCING SKILLS - LIBBY WAGNER



INFLUENCING OPTIONS®

Submit Your Positive Feedback Request

INFLUENCING SKILLS - LIBBY WAGNER




INFLUENCING OPTIONS®

Key Points

- Sharing specific, positive feedback can increase trust.
- Specific, positive feedback is a good way to sincerely point out something the person is doing right, especially if there have been some undesirable behaviors present in the past.
- Specific, positive behavior is “but-free”! Deliver it separately and exclusively, and try not to deliver it when you are also asking for something else. Just genuinely and specifically offer the positive feedback. That’s it.

INFLUENCING SKILLS - LIBBY WAGNER




INFLUENCING OPTIONS®

Q & A

What questions do you have about . . .

- Creating a strong foundation for influencing?
- Focusing on desirable behaviors rather than undesirable?
- Utilizing the Core Dimensions when you make requests?
- How to use specific positive feedback to influence?
- Other?

INFLUENCING SKILLS - LIBBY WAGNER




INFLUENCING OPTIONS®

Closing

“Every human interaction is for better, or for worse.”
R. Carkhuff

It is your behaviors that influence,
not your intentions.

INFLUENCING SKILLS - LIBBY WAGNER



INFLUENCING OPTIONS®

Thank You for Joining CHAMPS and Libby Wagner for this Webcast!

Your opinions are very important to us.
Please take a few minutes to complete the Evaluation for this webcast. If you are applying for Continuing Medical Education (CME) credit, you must complete the CME questions found at the end of the Evaluation.

Only one person per computer may use the online version of the Evaluation/CME form.
Click on the link to the side of your screen to download a printable form that can be completed by additional participants and faxed to CHAMPS.

The AAFP invites comments on any activity that has been approved for AAFP CME credit. Please forward your comments on the quality of this activity to cmecomment@aafp.org.

Don't Miss Session 3 – Confrontation without Conflict – 02/07/08
Register today at www.CHAMPSonline.org/Events/Distance_Learning.asp.

INFLUENCING SKILLS - LIBBY WAGNER

Community Health Association of Mountain/Plains States (CHAMPS)
www.CHAMPSonline.org – 303-861-5165



Create a Specific Request: The Behavior Request

Use the following worksheet to create a draft for making a specific request. Include all four parts of a successful influencing request:

- 1. Own it using an “I” statement**
- 2. Share the importance**
- 3. Be specific**
- 4. Share the impact**

QUESTIONS TO HELP

1. How important is this to you? Why do you want them to do this?

2. What, specifically, do you want them to do? Convert undesirable to desirable behavior, if necessary.

3. What are the positive consequences—the good stuff—that are likely to occur?

4. What's in it for them? How will they benefit?

SAMPLE SCRIPT

I _____ you to _____.

DEGREE OF CHOICE

DESIRED BEHAVIOR

By that I mean, _____

_____, and as a result

POSITIVE CONSEQUENCES AND *WIIFM*

**PRE-ASSESSING YOUR REQUEST:
ASK A PARTNER TO HEAR YOUR REQUEST**

1. If you were hearing this request, would you know exactly what I wanted you to do?
(Ask them to tell you what they heard.)

2. Do you know why this request is important to me? Why I want you to do this?

3. Do you know the WIIFM factor? What's the good stuff that's going to happen if I agree?

4. Is there any language in the request that might make someone defensive or decrease trust?

Practice Specific Positive Feedback

Who needs to hear some specific, positive feedback from you right now? Write four specific, positive feedback statements, including the following elements:

1. a feeling using an “I” statement
2. specifics about the behaviors or actions
3. the results of their behaviors or actions

For someone in your workplace:

For your boss or supervisor:

For someone in your workplace with whom you need to increase trust:

For someone in your personal life:

IN PARTNERS

1. Share two of your specific positive feedback statements with your partner.
2. Offer feedback on specificity and genuineness.
3. Switch roles.