

# RUTGERS

New Jersey Agricultural  
Experiment Station

## LEADERSHIP & INFLUENCE

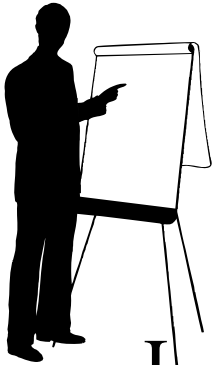
ENVIRONMENTAL STEWARDS

April, 2008



**Dr. Mary Nikola, Director, Leadership & Organizational Development**

**Rutgers Cooperative Extension**



# AGENDA

- I. Introduction: Agenda, Objectives and Review
- II. Problem-Solving/Decision-Making
- III. Influence - Credibility, Insight and Communication
- IV. Summary, Applications and Action Planning

# OBJECTIVES



- Identify problem solving skills
- Describe key elements of influence
- Develop plans for influencing others

## EFFECTIVE MANAGERS AND LEADERS

### Management

- Administration
- Implementation
- Focus on Structure & Control
- Motivate via discipline & sanctions
- Eye on bottom line
- Imitate

### Leadership

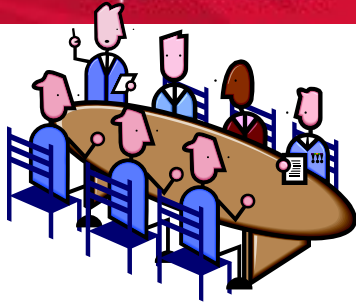
- Innovative
- Conception
- Focus on people & ways to inspire trust
- Motivate shared meaning/intrinsic
- Eye on horizon
- Originate

**IF IT AIN'T BROKE ...**

## INFLUENCE

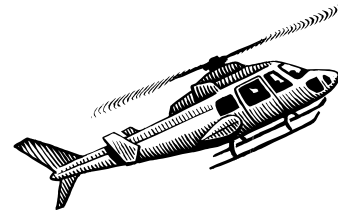
- Ideas that drive decisions come from many different sources
- For ideas to succeed, we need support from a network of people
- Collaboration is often critical in order to turn our ideas into reality





# PROBLEM-SOLVING AND DECISION-MAKING

- If you have participated in this exercise previously, please refrain from sharing until after the exercise
- Small Group Exercise – Cascades
- Behaviors and Skills in Mountain Survival Situation
- Actual cases where people lived or died based on their decisions
- Depends on how well group shares and processes information





# CASCADES

- Watch /listen to the video, read along in workbook
- When video is over rank items 1-12 with “1” as the most important item
- Work alone
- You have 10 minutes
- Close book when finished





# CASCADES

- Working as a group, review your rankings and come up with a new **TEAM** ranking
- Do not change any of your individual rankings
- You have 20 minutes



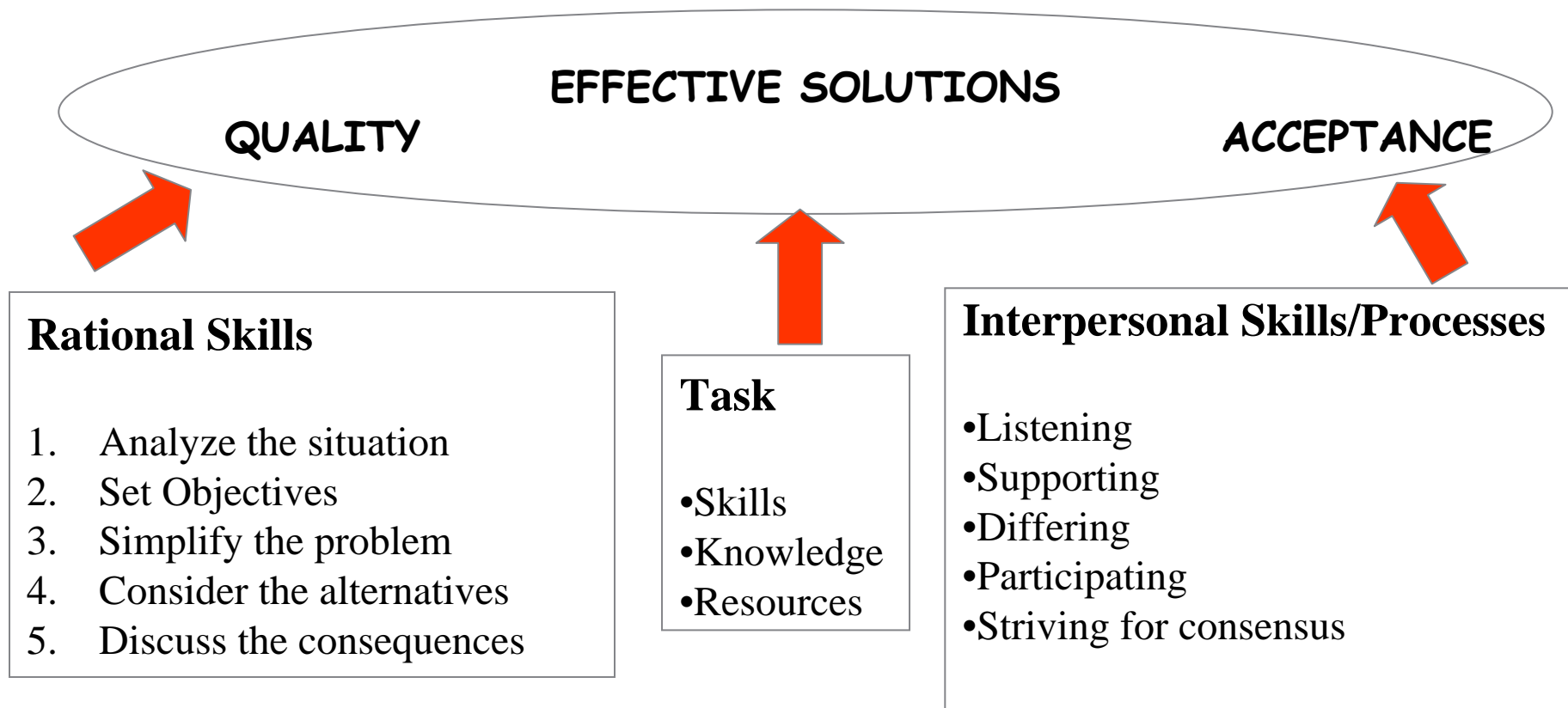


As a group ...  
discuss the following questions

1. What **problem solving** skills did your group use to resolve the situation ?



2. What **interpersonal skills** did your group use to come to consensus ?



## WHAT THE EXPERTS' SAY

- Listen/record experts ranking in step 3
- Find the difference between experts' & your individual rank (step 3- step 1). Record in step 4
- Find the difference between experts' and your team rank (step 3- step 2). Record in step 5
- Tally the step 4 and step 5

# SUMMARY

- Think of leadership in terms of establishing a **clear vision** and working to **influence** others to see the **same vision** you see.
- Think about your interpersonal communication skills of :
  - Listening
  - Supporting
  - Differing
  - Participating
  - Striving for consensus

**“People don’t at first follow worthy causes;  
they follow worthy leaders who have worthy causes”**

**John Maxwell**

**So, what is influence ???**

# INFLUENCE

- Ability to produce an effect without power or force
- Capacity to lead others without reliance on authority
- Influence essentials include:
  - Personal credibility
  - Insight about others
  - Communication

“What traits do you look for, admire in a leader...someone who you would **willingly** follow?”

Arrange these traits into these 3 categories  
with at least 5 traits in each.

**Most Critical traits**

**Important traits**

**Less Important traits**



# LEADERSHIP CHARACTERISTICS

Rank the traits in your **Most Critical** category  
selecting the top 4 traits.

|       |                 |       |                 |
|-------|-----------------|-------|-----------------|
| _____ | Ambitious       | _____ | Honest          |
| _____ | Broad-minded    | _____ | Imaginative     |
| _____ | Caring          | _____ | Independent     |
| _____ | Competent       | _____ | Inspiring       |
| _____ | Cooperative     | _____ | Intelligent     |
| _____ | Courageous      | _____ | Loyal           |
| _____ | Dependable      | _____ | Mature          |
| _____ | Determined      | _____ | Self-controlled |
| _____ | Fair-minded     | _____ | Straightforward |
| _____ | Forward-looking | _____ | Supportive      |

Believability in the source of communication predicated on:

- Perceived trustworthiness
- Their expertise
- Their dynamism

*Those rated high on these three dimensions are perceived to be more credible sources of information*

*Kouzes & Posner, 2002*

## What the research data says .....

|            |                        |            |                  |
|------------|------------------------|------------|------------------|
| <u>13%</u> | Ambitious              | <u>88%</u> | <b>Honest</b>    |
| <u>40%</u> | Broad-minded           | <u>28%</u> | Imaginative      |
| <u>23%</u> | Caring                 | <u>5%</u>  | Independent      |
| <u>63%</u> | <b>Competent</b>       | <u>68%</u> | <b>Inspiring</b> |
| <u>28%</u> | Cooperative            | <u>40%</u> | Intelligent      |
| <u>29%</u> | Courageous             | <u>11%</u> | Loyal            |
| <u>32%</u> | Dependable             | <u>13%</u> | Mature           |
| <u>17%</u> | Determined             | <u>5%</u>  | Self-controlled  |
| <u>49%</u> | Fair-minded            | <u>33%</u> | Straightforward  |
| <u>75%</u> | <b>Forward-looking</b> | <u>41%</u> | Supportive       |

## Leadership

- Honest
- Inspiring
- Competent
- Forward-looking

## Credibility

- Trustworthiness
- Dynamic
- Expertise

+  
**VISION**

## Eight tips to increase personal credibility

1. Respect confidences
2. Keep commitments
3. Admit mistakes
4. Avoid blame
5. Demonstrate interest/concern for others
6. Share information
7. Seek win-win solutions
8. Get to know people on a personal level

**If you don't believe in the messenger,  
you won't believe in the message.**



## Clarkson Airport

1. Read the case, decide if you would take the job
2. Discuss your decision with your group
3. Identify 5 interested parties in the case and chart their concerns
4. Select a team spokesperson to report out



# CLARKSON AIRPORT CASE

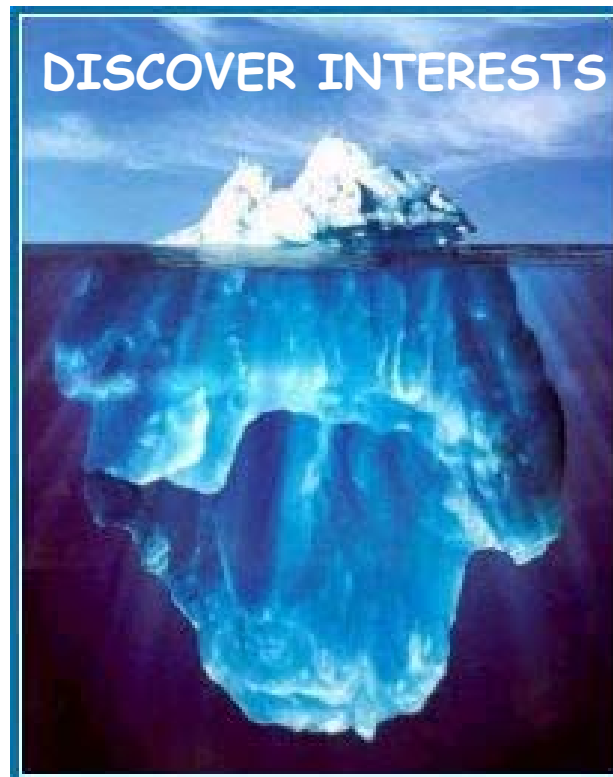
| <b>Parties</b> | <b>Interests/Concerns</b> | <b>Notes</b> |
|----------------|---------------------------|--------------|
|                |                           |              |
|                |                           |              |
|                |                           |              |
|                |                           |              |
|                |                           |              |
|                |                           |              |



## **Considering the Stakeholder's Perspective**

- Identify “what’s in it for them” to support your proposal
- Identify potential concerns about your proposal
- Understand how their concerns might be addressed
- Identify how to support them in addressing their own agendas

## *Positions – “The Tip of the Iceberg”*



Positions



Interests

## POSITIONS

- Things they say they want
- Demands they make
- Terms and conditions
- Things they say they will or won't do

## INTERESTS

- Underlying Motivations
- Needs and concerns
- Fears and aspirations

- Look behind positions
- Put yourself in other's shoes
- Ask "why", "why not", "what's wrong with" ?

# AUDIENCE NEEDS ANALYSIS

| <b>Stakeholders &amp; Concerns/Needs</b> | <b>Stakeholder #1</b> | <b>Stakeholder #2</b> | <b>Stakeholder #3</b> |
|--|-----------------------|-----------------------|-----------------------|
| <b>Financial</b>                         |                       |                       |                       |
| <b>Performance</b>                       |                       |                       |                       |
| <b>Image</b>                             |                       |                       |                       |
| <b>Power</b>                             |                       |                       |                       |
| <b>Achievement</b>                       |                       |                       |                       |
| <b>Recognition</b>                       |                       |                       |                       |
| <b>Affiliation</b>                       |                       |                       |                       |
| <b>Order</b>                             |                       |                       |                       |
| <b>Safety</b>                            |                       |                       |                       |
| <b>Other</b>                             |                       |                       |                       |

# SAMPLE AUDIENCE NEEDS ANALYSIS

**Goal: Convince council to go green with future improvements & purchases**

| <b>Stakeholder/<br/>Needs</b> | <b>Councilman X</b>                            | <b>Finance Officer</b>  | <b>Mayor</b>                 |
|-------------------------------|--|---|------------------------------|
| <b>Financial</b>              | <b>Supports economic reinvestment</b>          | <b>Bottom line reputation</b>                                     |                              |
| <b>Performance</b>            |  | <b>Make/ exceed financial goals</b>                               |                              |
| <b>Image</b>                  | <b>Sees town as leader in the state</b>        |   | <b>Concerned how is seen</b> |
| <b>Power</b>                  |  | <b>Been politicking to obtain appointment to current position</b> |                              |
| <b>Achievement</b>            |  | <b>Needs to prove can handle job</b>                              | <b>Legacy is important</b>   |
| <b>Recognition</b>            | <b>To be seen as a leader</b>                  |   |                              |
| <b>Affiliation</b>            | <b>To get along with other council members</b> |   | <b>Community oriented</b>    |
| <b>Order</b>                  |  |   | <b>Follows procedures</b>    |
| <b>Safety</b>                 |  | <b>Cautious</b>   |                              |

# YOUR INFLUENCE SITUATION

1. What do you want to accomplish ?
2. What is your objective ?
3. Whose support do you need ?
4. What is important to them ?



# AUDIENCE NEEDS ANALYSIS

| <b>Stakeholders &amp; Concerns/Needs</b> | <b>Stakeholder #1</b> | <b>Stakeholder #2</b> | <b>Stakeholder #3</b> |
|--|-----------------------|-----------------------|-----------------------|
| <b>Financial</b>                         |                       |                       |                       |
| <b>Performance</b>                       |                       |                       |                       |
| <b>Image</b>                             |                       |                       |                       |
| <b>Power</b>                             |                       |                       |                       |
| <b>Achievement</b>                       |                       |                       |                       |
| <b>Recognition</b>                       |                       |                       |                       |
| <b>Affiliation</b>                       |                       |                       |                       |
| <b>Order</b>                             |                       |                       |                       |
| <b>Safety</b>                            |                       |                       |                       |
| <b>Other</b>                             |                       |                       |                       |

**“First seek to understand,  
then to be understood”.**

**Stephen Covey**



**1. Sell** - Communicate ideas in a way that is credible, understandable, convincing and that speak to the needs or values of others



## **Speak in Terms of Benefits**

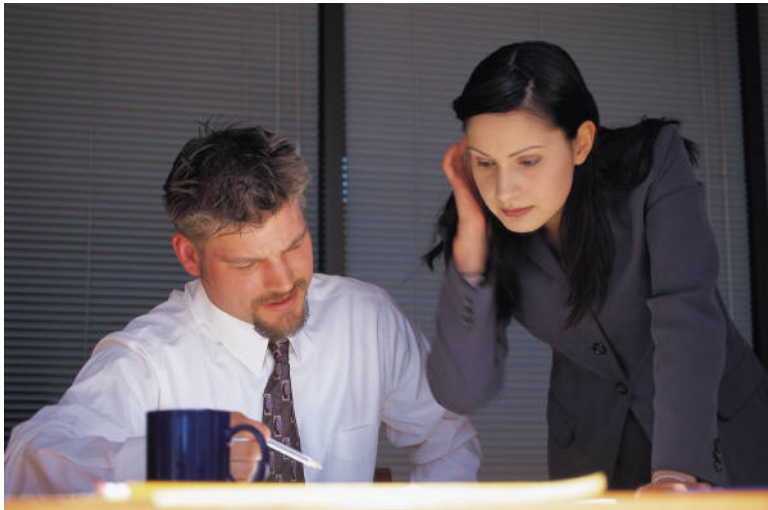
- Think about the other person's beliefs, goals, challenges & values
- Position your 'sell' in terms of their benefits
- Describe the benefits of your proposal to the other person

1. Newly married
2. Newly divorced
3. No time
4. Bored
5. Values adventure
6. Values friendship
7. City slicker sophisticate
8. Small town "girl/ guy"
9. Intellectual
10. Athlete



Persuade Someone to  
Take a Cooking Class

## 2. Engage - Ask questions, listen actively to acknowledge & solicit other's reactions and concerns.



Ask ....

What's your reaction to this idea?

What's the impact on you?

How does this fit in with what you need?

What are your concerns?

What would make this work for you?

**3. Collaborate** - Significantly modify the proposal to address others' needs & concerns

OR

Collaborate with others at the outset to build on an idea and plan its execution



## Collaboration Questions to Ask

### Reshaping a Proposal

- What ideas do you have for making this work?
- How can we work together to make this happen?
- How can we both get what we need?
- What do we need from each other to make this work?
- What might be a better way to go about doing this?



### Building on an idea

- Here's my vision of what we need to do and why. What are your reactions, thoughts?
- How do our ideas coincide?
- What is the best of my thinking and your thinking?
- What have we missed?
- What do we need from others to be successful?



## 7 Tips to Handle Objections

1. **Paraphrase:** Restate your understanding of their concerns, position, objections
2. **Clarify Misperceptions:** Clarify your intent
3. **Provide a Balanced Response:** Clarify both the strengths & concerns of your idea
4. **Articulate Areas of Agreement:** Emphasize what each of you do agree on
5. **Emphasize the Benefits:** Remind them of the benefits to them
6. **Modify:** Adjust your proposal to address their concerns/incorporate their suggestions
7. **Drop it:** If their concerns are overwhelming compared to the idea's importance to you.

## **SUMMARY ON INFLUENCING SKILLS**

- Clarify what you want to accomplish
- Identify whose support need and WIIFT
- Identify the benefits the idea offers them
- Determine how to demonstrate your idea merits their support

## **FOLLOW - UP ACTIVITIES**

- Keep track of what motivates your stakeholders
- Think in terms of how your ideas benefit your stakeholders



**REMEMBER THE GOAL OF INFLUENCING**

**IS TO**

***FIND WAYS THAT YOUR IDEA CAN  
WORK FOR EVERYONE  
INVOLVED***



# NOTES

