

RUTGERS

New Jersey Agricultural
Experiment Station

LEADERSHIP & INFLUENCE

ENVIRONMENTAL STEWARDS

April, 2010



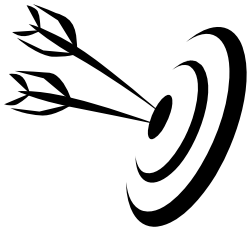
Dr. Mary Nikola, Director, Leadership & Organizational Development

AGENDA



- I. Introduction: Agenda, Objectives & Recap
- II. Influence - Problem-Solving/Decision-Making
- III. Influence - Credibility, Insight and Communication
- IV. Summary, Q&A, & Influence Homework

OBJECTIVES



- ❖ Describe key elements of influence
- ❖ Analyze problem solving/decision-making skills
- ❖ Assess personal influence situations
- ❖ Develop plans for influencing others

Good Leadership Experience

REVIEW

Recall a time when **you personally observed someone demonstrating good leadership.**

What was the situation? What did the person do? What was the impact?



Working in assigned teams, discuss your personal examples. Include actions and impact.

Capture **common leadership behaviors** or themes from the discussion.

REVIEW

What the Research Shows The Five Best Practices

- Kouzes and Posner
- 20 years of research and application
- 7500 Personal Best Examples
- 4000 Personal Best leadership survey
- 100,000 respondents in data base

REVIEW



1. Model the Way
2. Inspire a Shared Vision
3. Challenge the Process
4. Enable others to Act
5. Encourage the Heart

REVIEW

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

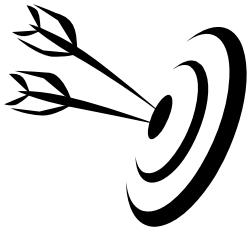
IF IT AIN'T BROKE

AGENDA



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

OBJECTIVES

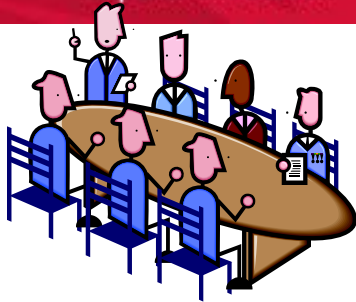


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INFLUENCE

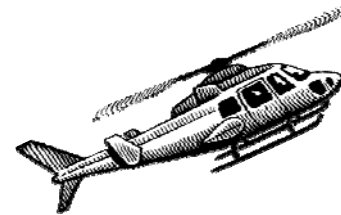
- ❖ Ideas that drive decisions come from **many** different sources
- ❖ For ideas to succeed, we **need support from** a network of people
- ❖ **Collaboration** is often critical in order to turn our ideas into reality





PROBLEM-SOLVING & 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

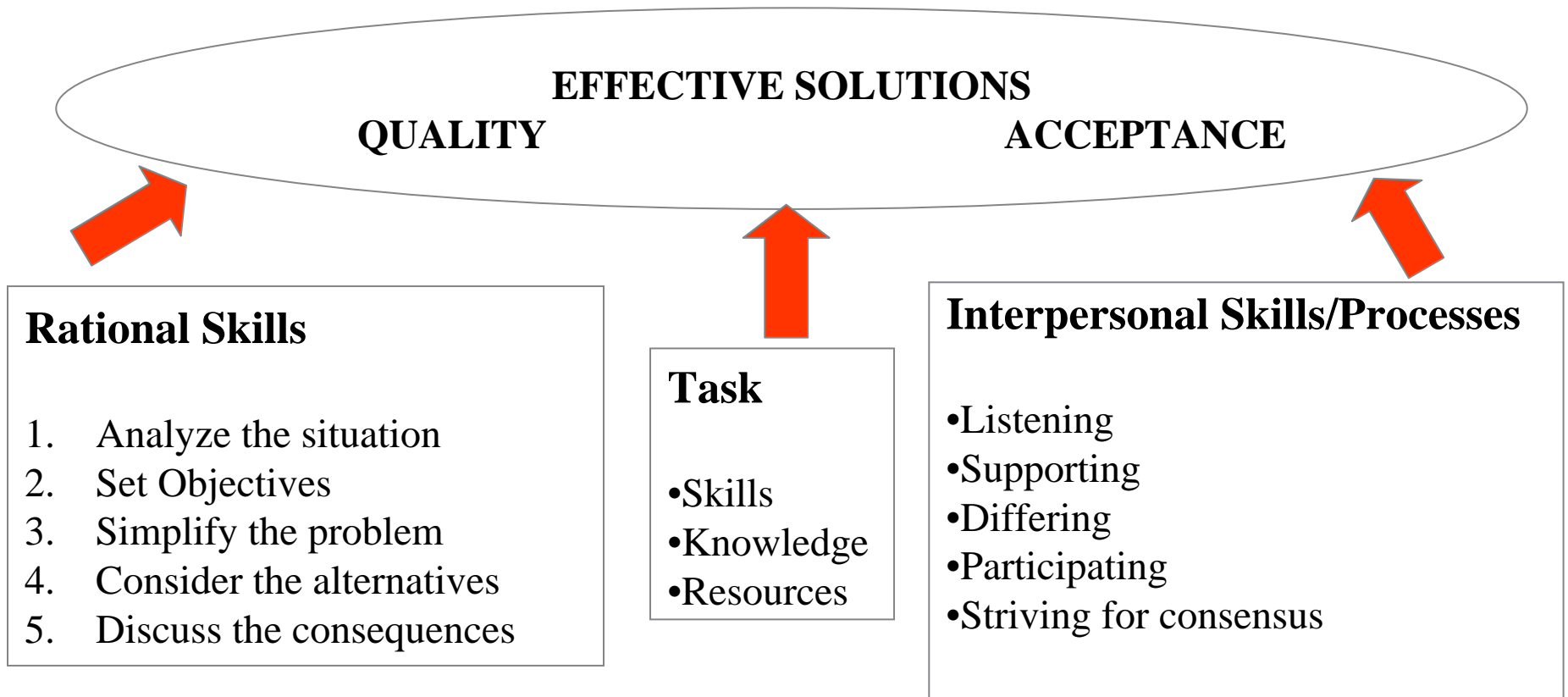


As a group ...
discuss the following questions

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

Skill 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

So, what is influence ???

“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 |

What the research data says

| | | | |
|------------|------------------------|------------|------------------|
| <u>13%</u> | Ambitious | <u>88%</u> | Honest |
| <u>40%</u> | Broad-minded | <u>28%</u> | Imaginative |
| <u>23%</u> | Caring | <u>5%</u> | Independent |
| <u>63%</u> | Competent | <u>68%</u> | Inspiring |
| <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> | Forward-looking | <u>41%</u> | 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

Leadership

- **Honest**
- **Inspiring**
- **Competent**
- **Forward-looking**

Credibility

- **Trustworthiness**
- **Dynamic**
- **Expertise**
- **????**

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

John Maxwell

INFLUENCE

- Ability to produce an effect without power or force
- Capacity to lead others without reliance on authority



- Influence essentials include:
 1. Personal credibility ??
 2. Insight about others
 3. Communication

1. PERSONAL CREDIBILITY

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

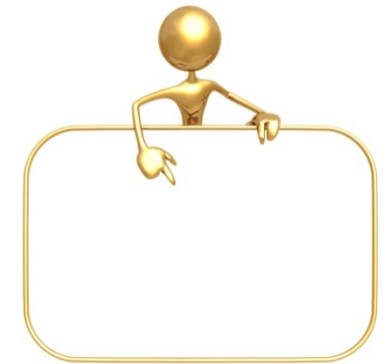
Eight tips to increase personal credibility

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

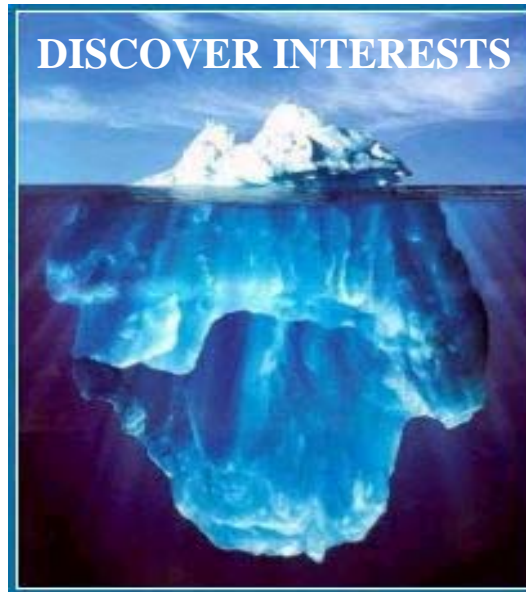
2. INSIGHT

Consider Others' Perspectives

- ✓ Identify “**what’s in it for them**” to support your idea/proposal
- ✓ Identify **potential concerns** about your idea/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, terms/ conditions
- Things they say will /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” ?



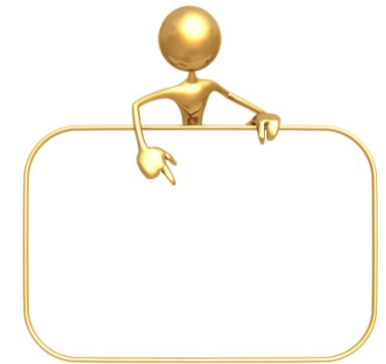
Clarkson Airport

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



Consider Others' Perspectives

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- ✓ Identify **potential concerns** about your idea/proposal
- ✓ Understand how their concerns might **be addressed**
- ✓ Identify how to **support them** in addressing their own agendas



AUDIENCE NEEDS ANALYSIS

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

3. COMMUNICATION



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



1. Sell

- * Communicate ideas ...
- * Be credible, understandable, convincing
- * Speak to their needs or values

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 them

2. Engage

- * Ask questions
- * Solicit & acknowledge their 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

SUMMARY INFLUENCING SKILLS

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

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

Stephen Covey

HOMEWORK

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 ?



APPENDIX

- Collaboration Questions to Ask
- 7 Tips to Handle Objections
- Sample Audience Needs Analysis
- Homework Template

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.

SAMPLE AUDIENCE NEEDS ANALYSIS

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

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

HOMWORK

INFLUENCE NEEDS ANALYSIS

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

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