

OUT**THINKER**
INFLUENCE
GAME

BECOMING A MASTER INFLUENCER

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▶ THE INFLUENCE “GAME”

Influence is fundamental to our function. It is a skill we exercise every day to shape the environment in which our companies operate. When we communicate with investors, meet key clients, coordinate internal resources, or even plan with our colleagues, we are, consciously or not, exercising influence.

Increasing the effectiveness of our influence will, by definition, result in achieving better results in all of our interactions. It will ultimately result in a healthier environment for those who use our products, our communities, and our company.

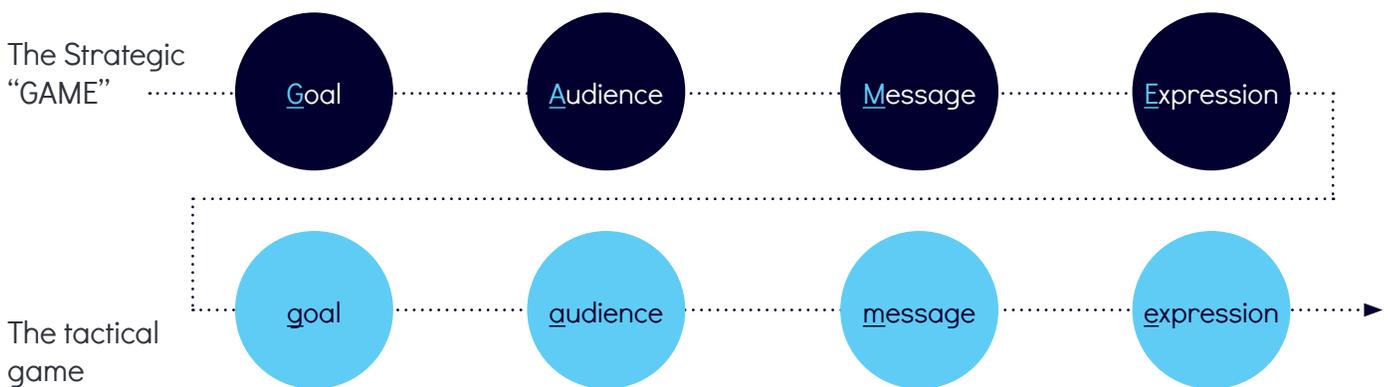
One way to understand effective influence is to break it down into four components:

1. **G**oal: What do you want to achieve?
2. **A**udience: Whom do you need to influence or get input from?
3. **M**essage: What do you want to say – or learn?
4. **E**xpression: How will you deliver the message?

Note, this “GAME” framework was first developed by a group of communication experts at McKinsey & Co.

At any time, you are involved in two “games.” At the high level, you are playing a part in the strategic GAME. This is the big picture or long-term mission that we are pursuing. Whether we achieve this mission is determined by the everyday moments of influence we encounter: meetings, calls, presentations, etc. The success of each is similarly determined by its own goal, audience, message, and expression (the tactical “game”).

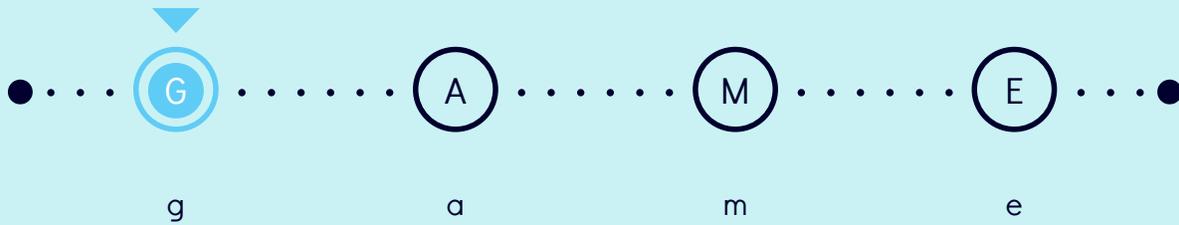
Just as a good chess player keeps in mind her long-term goal (e.g., to achieve checkmate) as she moves pieces across the board, it helps to hold in mind the strategy GAME while you are playing the tactical game.



How to use this guide

We suggest using this guide in one of two ways. You can walk through it in whatever order you prefer, picking topics that are of particular interest to you.

▶ THE “BIG G” – DEFINING THE STRATEGIC GOAL



A successful influence strategy begins with a clear articulation of its goal. What specific action or decision do we want taken and by whom. This action or decision need not be definitive (e.g., to win a new client). Often we seek simply to create awareness of an issue. In general, consider three possible types of goals you may set:



CREATE AWARENESS:
get their attention



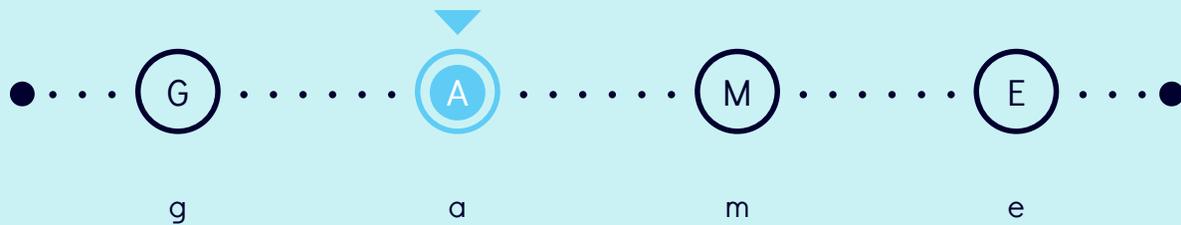
SHAPE ATTITUDE:
get them to care about something or get them to agree



DRIVING ACTION:
get them to take the specific action you seek

A good place to start when defining the goal is with the end-user. Ultimately we and our stakeholders all pursue the same objective: to help the individual.

▶ THE “BIG A” – DEFINING THE STRATEGIC AUDIENCE



Once you have defined your goal, you must decide whom to influence with your idea. This decision can be critical to your idea’s fate. Many great, well-supported ideas have failed simply because they were communicated to the wrong stakeholder.

By understanding the interests and dynamics between key stakeholders– who might resist your idea versus who would support it – you can more effectively guide your idea toward realization. This requires analyzing both internal and external stakeholders. While many people seem born with a natural sensitivity to managing inside an organization, a few tools and habits can significantly enhance your ability in this critical area.

▶ A TOOL FOR ANALYZING STAKEHOLDERS

In 1968 Dr. Spence Silver, a scientist at 3M, was working on a project to develop a super-strong adhesive. He failed. His efforts resulted in adhesive with precisely the opposite properties he desired. He created super-weak adhesive.

But he believed this weak adhesive had some potential. It turned out, as we shall see, he was right. But his efforts, over the course of six years, fell on deaf ears. He shared his findings with anyone he could within 3M, but drew few supporters.

In 1974 another 3M manager, Art Fry, was in church when a scrap of paper he was using as a bookmark fell out of his book of Psalms. He had heard Dr. Silver’s pitch, and he suddenly saw the potential that Dr. Silver could not quite articulate: sticky bookmarks that would not fall out of your book.

He believed passionately in this new application of Dr. Silver’s adhesive and convinced 3M to study the market potential. But market analysis showed no promise. The official 3M process killed off his idea.

But Art Fry persisted against 3M’s bureaucracy. By skillfully choosing whom to influence, he overcame resistance to his idea and won approval.

He had tried selling 3M’s top management (the VPs) on his sticky bookmark idea, but they saw no need for it. They could not think of any problems that the idea would solve. So instead, Art Fry turned to people who met two important criteria. First, they were people who would see a need for his product. Second, they were people who held great influence (informally) within the company.

▶ **WHOM DO YOU THINK HE FOCUSED HIS ATTENTION ON?**

Art Fry had a small batch of his bookmarks manufactured and gave them to the secretaries of the 3M VPs from whom he needed support. He felt these secretaries would find the bookmarks useful (they had a need) and he knew they could influence their bosses.

The secretaries tried out Art Fry’s bookmarks and liked them. In fact, they used them not just as bookmarks, but as note paper on which they wrote reminders, and then pasted them to various office papers and to their desks. When the secretaries adapted their work habits around the use of these sticky note sheets, they grew to depend on them. Next, Art Fry cut off their supply. When they asked for more notes, Art Fry told them he could not produce more without the approval of 3M’s VPs.

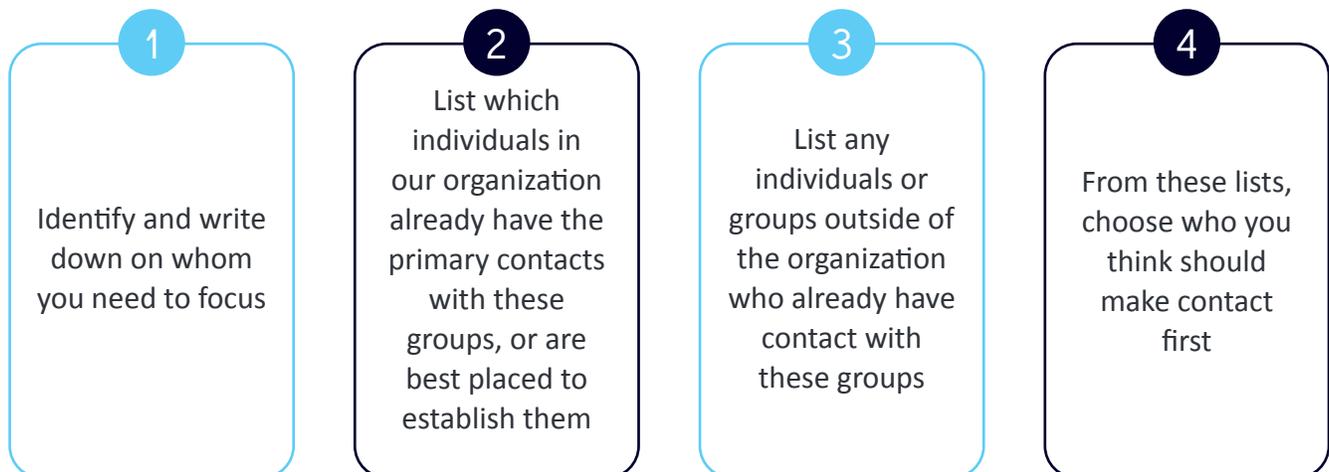
Need met influence when the secretaries spoke to their bosses, convincing them there was a need for Art Fry’s bookmarks. Because the secretaries carried greater influence than Art Fry did, the VPs were persuaded. They approved the launch of a new 3M product called “post-it notes.”



3M launched their new product in 1980. By 1990 it had become one of the top five selling office products in America.

What did Art Fry do that Dr. Silver did not? He correctly identified who could help him influence the key decision-makers, introduced them to his idea (Awareness), got them to care (Attention), and got them to act (Action).

▶ **PRACTICE DEVELOPING A CONTACT STRATEGY**



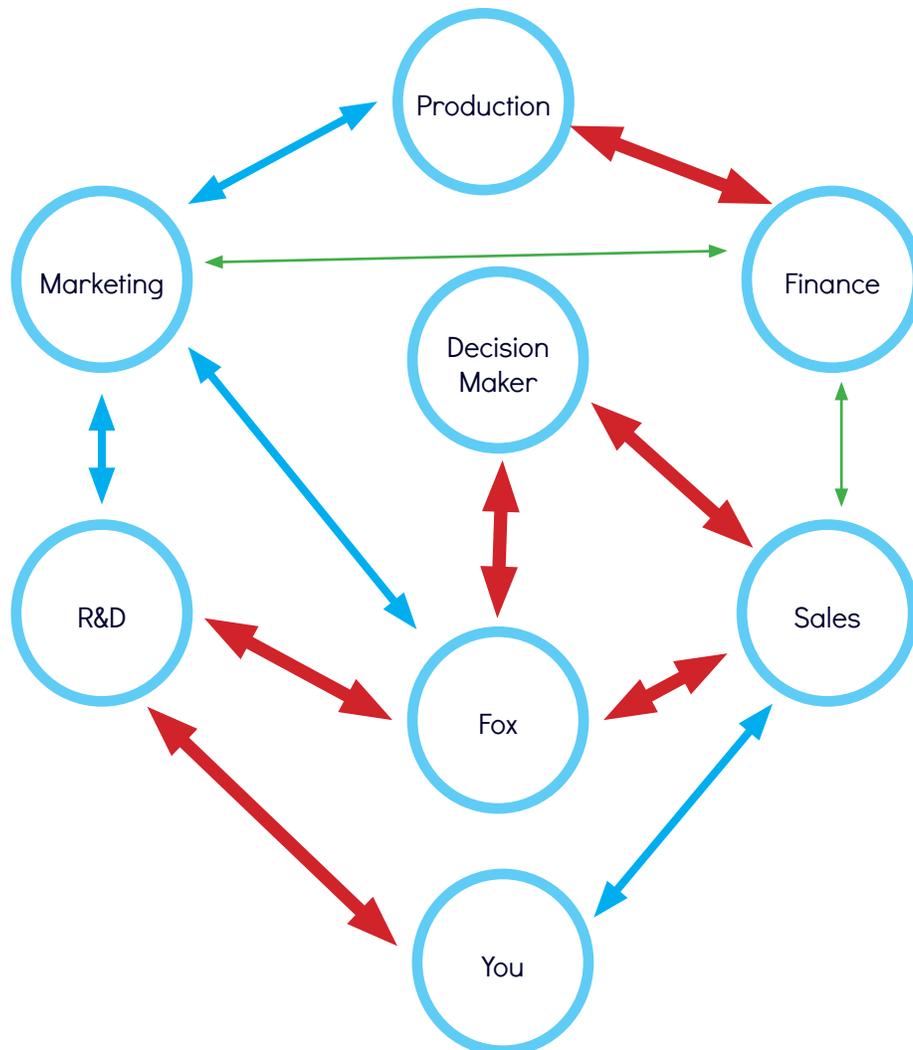
▶ STAKEHOLDER MAPPING

Stakeholder mapping is a systematic process by which key stakeholders are identified and assessed in terms of the influence they bring to bear and our ability to engage with them. Your goal in mapping stakeholders is to understand, categorize and, ultimately, engage the most appropriate stakeholders that have the greatest ability to influence the key decision makers or those who influence them. This involves qualitative and sometimes quantitative evaluation of how each stakeholder rates against key criteria relevant to the issue.

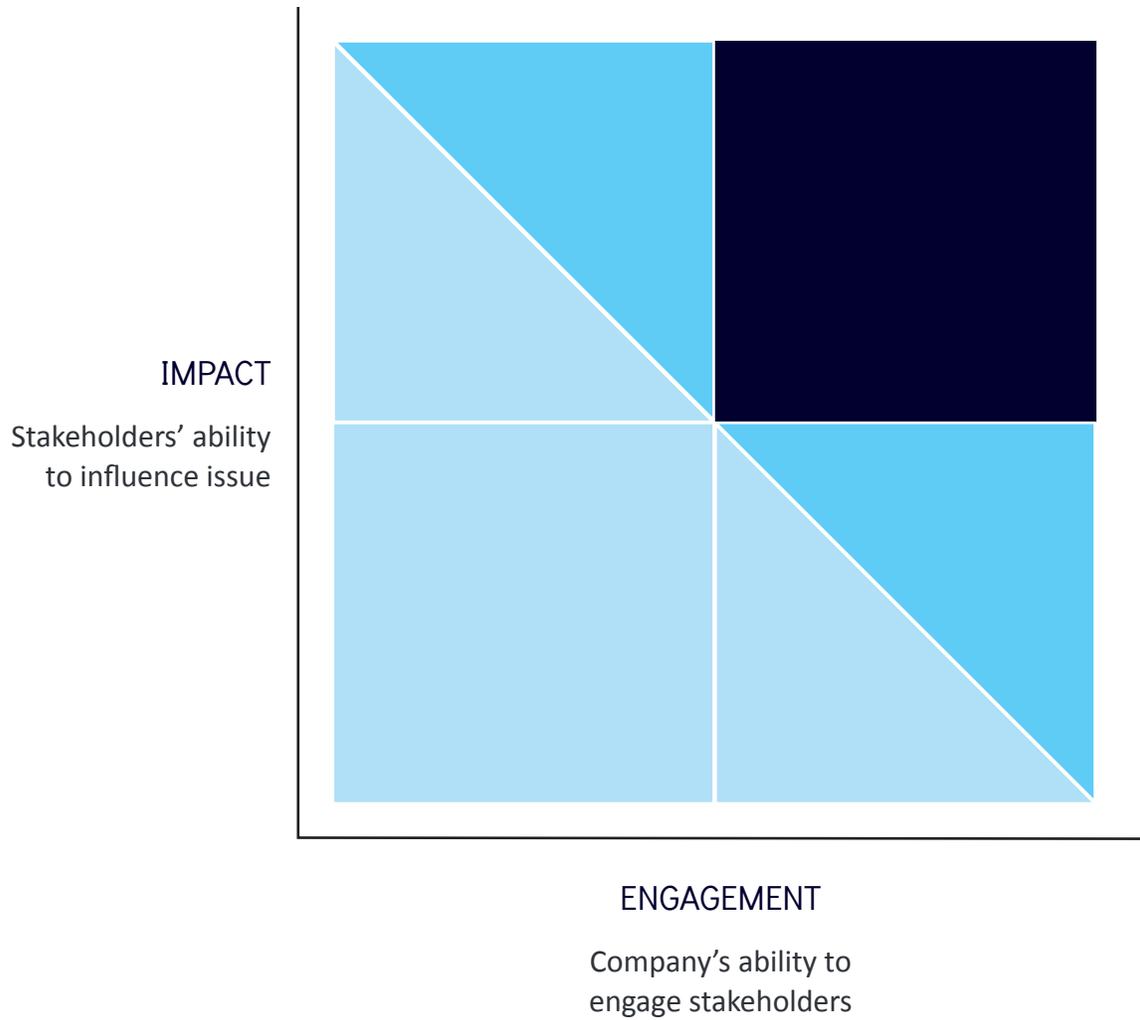
To analyze stakeholders, follow six steps:

STEP 1		Identify organizations or individuals who are affected by the decision and currently are, or have the potential to get, involved. Create a list using brainstorming, desk research, and internal interviews.	
STEP 2		Categorize and summarize key information on each stakeholder/organization and where it makes sense to dive into more detail, map key subgroups	<ul style="list-style-type: none"> • Organizational units • Identity groups • Power groups
STEP 3		Build influence networks (lines of direct and indirect influence)	<ul style="list-style-type: none"> • Who defers to whom • Opinion leaders • The level of influence between each group/individual
STEP 4		Assess their impact potential using criteria relevant to the issue at hand	<p>For example:</p> <ul style="list-style-type: none"> • Scale of activities/activism • Reach into key audiences • Visibility & media coverage • Credibility • Organizational resources
STEP 5		Identify our ability to engage	<ul style="list-style-type: none"> • Openness to an approach by your company for dialogue • Likelihood to collaborate or partner with your company on areas of common interest • Prior experience, engagement by your company
STEP 6		Assess their views and dispositions	<p>For example:</p> <ul style="list-style-type: none"> • Supporters • Opponents • Persuadables

The process will result in a map like the one below and often reveals a creative path to achieve your goal with minimal resistance.



It will allow you to focus your efforts strategically on the most important influencers (those with the greatest impact and with whom we have the greatest potential to engage).



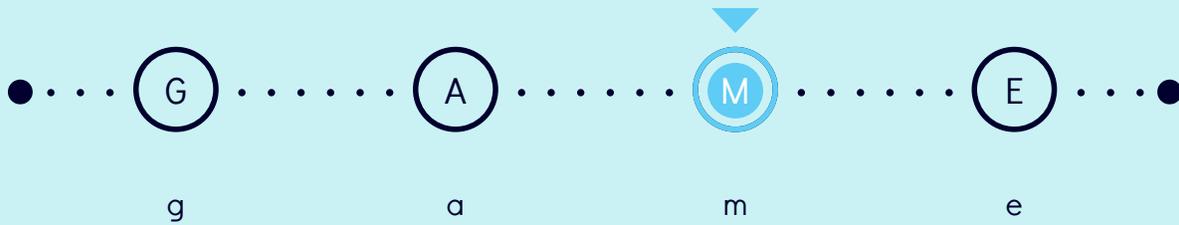
- High ability to influence & engage; Very informed
- Strong ability to either influence or engage; Can be friend or foe
- Ability to influence/engage dependent on informational outreach

It can also be helpful to map stakeholders according to how positively/negatively aligned they are.

FURTHER READING: *The First 90 Days* by Michael Watkins.



▶ THE “BIG M” – DEFINING THE STRATEGIC MESSAGE



Once you have defined the key stakeholders, you will want to craft the right message or approach for each stakeholder. While it is important to keep the goal in mind and ensure consistency of messages, it is also important to tailor the message to different audiences. To do this, it helps to think through who they are, what positions they hold now, what we need from them, and what they need from us.

► IDENTIFY AND ANALYZE KEY STAKEHOLDERS

STAKEHOLDER/ GROUP	WHAT WE NEED FROM THEM	THEIR CURRENT POSITION	WHAT THEY NEED FROM US	MESSAGES/ APPROACH
<p>Which individuals/ groups do we need to engage?</p> <p>What internal & external stakeholders might also help us?</p> <p>Whom do we need to keep informed?</p>	<p>What do we want this stakeholder to think or do?</p> <p>How could they support our work?</p> <p>What potentially negative impact might they have?</p>	<p>What is their view of us? What is their existing/past relationship or experience with us?</p> <p>What is their attitude to this area or topic:</p> <ul style="list-style-type: none"> • What do they care about? • What do they feel most positive about? • What are possible risks, concerns or areas of disagreement? • What do we need to find out to understand this stakeholder better? 	<p>What needs to happen for this stakeholder to succeed/view our desired outcome as positive?</p> <p>What could we do or say to increase their confidence in us, create value for them and help to resolve any issues?</p>	<p>What are our key messages for each stakeholder?</p> <p>What is their (likely) MBTI type?</p> <p>How do they like to work/interact?</p> <p>What influencing strategies and approach will we use?</p> <p>Frequency?</p> <p>Timing?</p> <p>Responsibility?</p> <p>How will we follow up/get feedback on a regular basis?</p>

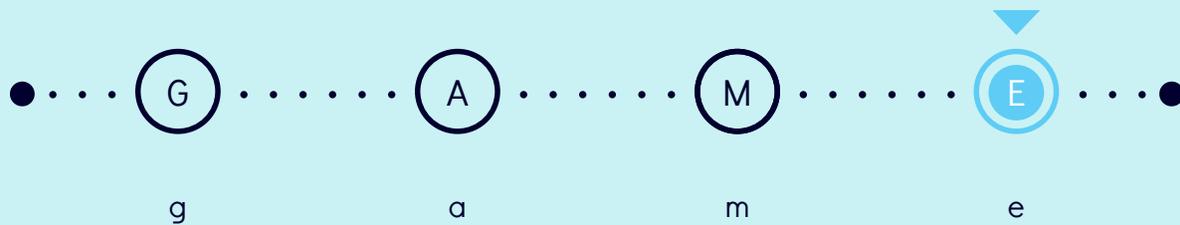
▶ **STAKEHOLDER INFLUENCE WORKSHEET**

STAKEHOLDER/ GROUP	WHAT WE NEED FROM THEM	THEIR CURRENT POSITION	WHAT THEY NEED FROM US	MESSAGES/ APPROACH

As you refine the message, remember that different stakeholders/groups will likely require different messages, and consider taking three steps:

1. Decide how you want to frame the debate. For example, one client of ours successfully framed a debate about regulating one of their products in a particular country into a debate about how that country regulated all of the companies in its sector.
2. Develop and test messages. Political communications experts, for example, often try out messages informally and formally on members of key stakeholders to assess what resonates most effectively.
3. Capture and create message proof points. By bolstering your message with facts you strengthen it.

▶ THE “BIG E” – CHOOSING THE STRATEGIC EXPRESSION



As you decide how to express your message, consider that you have numerous forms available. At the individual level, you may pick up the phone, have a one-on-one meeting, or have lunch, for example. At the group level you might engage with an existing coalition, form a new coalition, or establish an adhoc group. When you do this, it helps to ensure that one or more of the members is aligned with the initiative and can influence others. Finally, consider the mass-media level. For large-scale public affairs activities you want to create a tactical media plan.

For efforts that will depend less on media, you want to think through in what format you should deliver your message. Consider, for example:

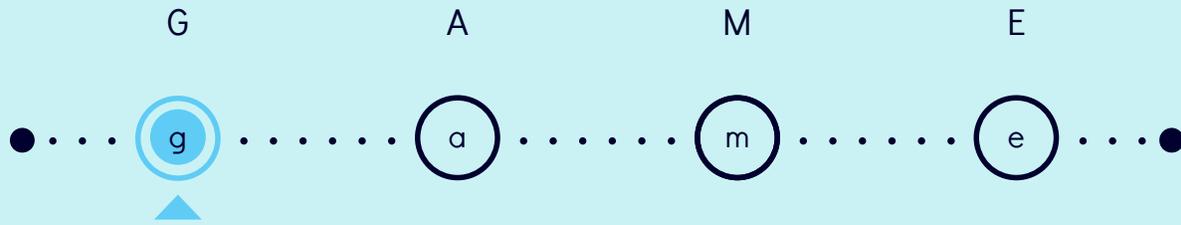
- One-on-one meetings at the office
- One-on-one meetings over lunch
- Informal group meetings
- Formal presentations
- Large-scale presentations (e.g., at a conference)
- Telephone
- E-mail
- Post
- Creating or joining an interest group
- Etc.



Keep in mind that each audience may require a different form of expression. What you could accomplish by phone in the U.S., for example, may require an in-person lunch meeting in Latin America.

Also consider that the expression you choose will evolve over the course of the project. You may, for example, start with one-on-one meetings initially and, as trust builds, shift to less personal forms (e.g., email, telephone).

▶ THE “LITTLE G” – DEFINING YOUR INTERACTION’S PURPOSE



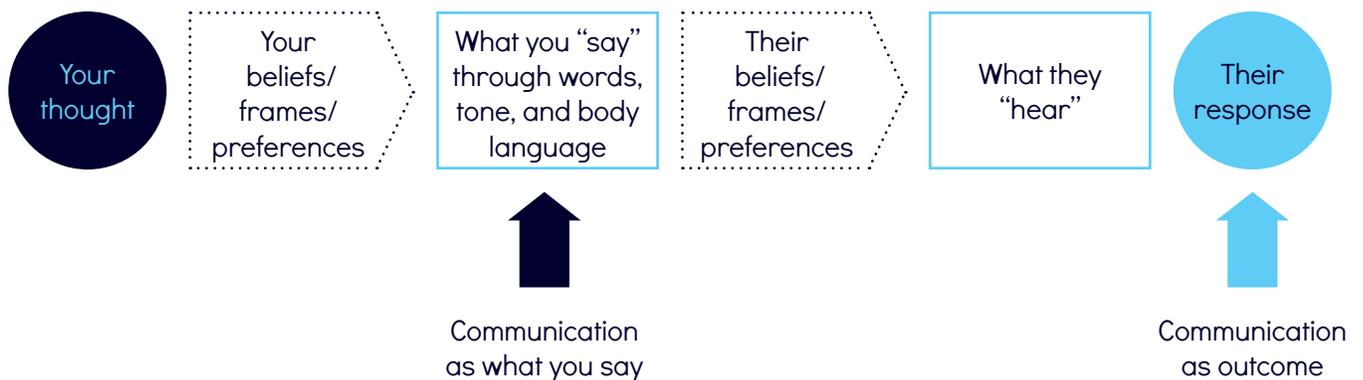
Just as our big GAME starts with a clear understanding of the goal, your influence on effectiveness is enhanced by your holding a clear understanding of the outcome you want to achieve.

▶ COMMUNICATION IS THE OUTCOME YOU PRODUCE

A common view of communication focuses on what we say (the words, tone, and body language we produce). A more challenging approach is to define your communication by what outcome you produce through what you say. This requires you to take ownership of a complex cognitive filter through which the person you are interacting with listens to your communication.

The process of communication, one can say, begins with what you want to communicate. This is then translated through a network of your beliefs, frames, and preferences into language (words, tone, and body language). This language then passes through a network of beliefs, frames, and preferences that others hold. It is through these filters that they will ultimately “hear” what you say. What they hear and what you say will be different. Their responses, and thereby the outcome of your communication, are a function of what they hear and value.

By defining your goal as the outcome it produces, you take ownership of the entire chain of events and increase your chances of success.



▶ THREE TYPES OF OUTCOME

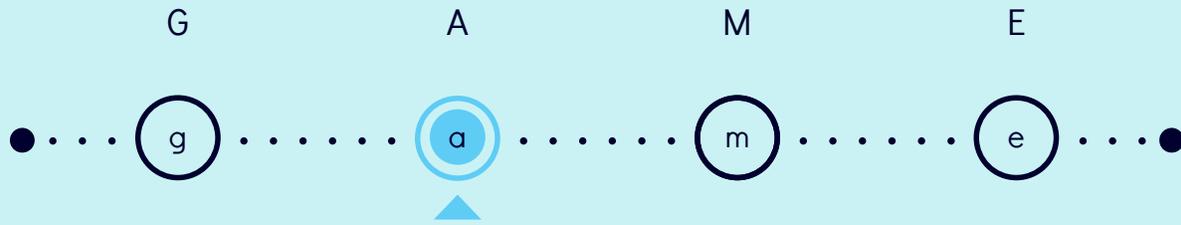
There are generally three types of outcomes you might want to achieve through your communication:

- **To understand:** You may not yet be sure what position someone holds or what role they play. So you are often seeking simply to better understand their view and role.
- **To loosen:** When someone is in strong opposition and/or when you have multiple opportunities to engage with someone, you may only need to move them toward being open to another point of view. If you can get them to say “I’m willing to consider alternatives” or “OK, I’m willing to hear more” that may be all you need to produce agreement.
- **To convince:** Alternatively, your goal may be to convince someone of something and have them take action on that conviction.

To clarify your goal, ask the following questions:

1. How does this interaction fit into the big picture?
2. What role does this person play in us ultimately achieving our “big G” goal?
3. What position do I think this person holds right now?
4. How many more interactions will we have with the person?
5. Is my goal to understand, loosen, or convince?
6. What specific outcome do I want to achieve? By when?

▶ THE “LITTLE A” – UNDERSTANDING YOUR AUDIENCE



Having defined the goal, the next step is to engage the person you are seeking to influence and establish a sufficient understanding of them. To do this effectively, consider doing four things:

- Build rapport
- Study eye patterns
- Climb their “values ladder”
- “Read” their MBTI type

▶ BUILD RAPPORT

“We were sweeping up into the library, the librarian in tow, and now he had his big ears on. She was explaining her program and he was in heavy listening mode, the most aggressive listening the world has ever known: aerobic listening. It is an intense, disconcerting phenomenon—as if he were hearing quicker than you can get the words out, as if he were sucking the information out of you. When he gives full ear—a rare enough event; he’s usually ingesting from two or three sources—his listening becomes the central fact of the conversation. He was doing this now, with the librarian, and she was staggering under it.”

- Excerpt from *Primary Colors* by Anonymous, a book reportedly about Bill Clinton’s first presidential campaign

Listening is a powerful influencing tool. It seems easy enough, yet few of us can actually listen well. We can easily spot when someone appears to be listening but is not. They nod and repeat “mm-hmm” and “interesting” to us but their eyes betray that their minds have wandered.

Spotting when we ourselves are doing this is more difficult. We find ourselves looking into someone’s eyes and suddenly realize we did not hear what they just said. We were thinking about a grocery list or remembering we needed to call someone. We are too embarrassed to admit we were not actually listening so we don’t. And the speaker, anyway, appears not to have noticed. So we go on, smiling, nodding, and repeating “mm-hmm.”

But if you have ever been with someone who knows how to listen, who is completely present when you are speaking, you have experienced the subtle power of such attention. You feel heard, and because the other person actually heard you, they are able to respond accurately to your interests and concerns. They become far more effective influencers.

▶ GREAT INFLUENCERS ARE GREAT LISTENERS

A University of Maine researcher, Dr. Marisa Pickering, identified four characteristics of effective listeners:

1. **Desire to be other-directed**, rather than to project one's own feelings and ideas onto the other.
2. **Desire to be non-defensive**, rather than to protect the self. When the self is being protected, it is difficult to focus on another person.
3. **Desire to imagine the roles, perspectives, or experiences of the other**, rather than assuming they are the same as one's own.
4. **Desire to listen as a receiver, not as a critic, and desire to understand the other person** rather than to achieve either agreement or a change in that person.

Further, she identifies ten discrete skills to listening in a way that builds intimacy:

▶ 10 SKILLS FOR LISTENING IN A WAY THAT BUILDS INTIMACY

1. **Attending, acknowledging:** Providing verbal or non-verbal awareness of the other, e.g., eye contact
2. **Restating, paraphrasing:** Responding to the person's basic verbal message
3. **Reflecting:** Reflecting feelings, experiences, or content that have been heard or perceived through cues
4. **Interpreting:** Offering a tentative interpretation about the other's feelings, desires, or meanings
5. **Summarizing, synthesizing:** Bringing together in some way feelings and experiences; providing a focus
6. **Probing:** Questioning in a supportive way that requests more information or that attempts to clear up confusions
7. **Giving feedback:** Sharing perceptions of the other's ideas or feelings; disclosing relevant personal information
8. **Supporting:** Showing warmth and caring in one's own individual way
9. **Checking perceptions:** Finding out if interpretations and perceptions are valid and accurate
10. **Being quiet:** Giving the other time to think as well as to talk



Source: Pickering, Marisa, "Communication" in Explorations, a Journal of Research of the University of Maine, Vol. 3, No. 1, Fall 1986, pp 16-19

To develop yourself as a powerful listener, it helps to practice the following four sequences when listening:

STEP 01

First, **release your agenda**, setting aside at least temporarily your intention or goal for the conversation you are in. You converse patiently and with an open mind to whatever turns the conversation may take.

STEP 02

Second, **focus on the speaker** with 100% of your mind, listening beyond what is being said. Since your mind can think many times faster than anyone can talk, your thoughts will start to wander if you listen just to the speaker's words. It helps, we have found, to listen at three levels:

1. What the speaker is saying
2. The emotions that are behind what the speaker is saying. This is revealed by physical clues in the speaker's body and facial gestures as well as his/her intonation
3. The commitment that is behind the emotions. Try to get "into the speaker's world" and see what beliefs, convictions, or missions ground him/her.

STEP 03

Third, **reflect** back to the speaker what he or she is saying. You can simply repeat to show you understand. You can paraphrase to test your understanding. But as you do this, also reflect back non-verbally. Match his/her body movements and emotions.

STEP 04

Fourth, **amplify** what the speaker is communicating by asking him/her to clarify or repeat what he/she is saying. Dig deeper by asking questions that encourage the speaker to explain the reasons behind what he/she is saying.

▶ **FINDING A SHARED IDENTITY**

Powerful listeners are also able to quickly establish common ground with others. The key is to find some area of commonality. Technically what you are doing is finding some common “identity” with the other person that allows you two to belong to the same category.

Consider that you are composed of multiple identities. At work, you may introduce yourself as “marketer” if you are in marketing. But in other contexts you may introduce yourself as mother or a runner or a classic movie fan. You hold, in fact, many different identities.

The person you are communicating with also holds multiple identities. If you start your communication having identified a common identity, a powerful psychological shift occurs in your communication. You share a sense of belonging to a group. This triggers a deeply rooted human motivation to collaborate with those you “belong” with.

When starting a conversation with someone, try to identify common identities quickly. Look around for clues. If you are in the person’s office, look at photographs and memorabilia. It will help to investigate three common sources of connection:

EXPERIENCES



Have you traveled to the same places? Attended the same schools? Grown up in similar geographies? Are you both parents?

INTERESTS



Do you share similar hobbies? Do you both play the same sport? Do you like movies or books or shopping, etc.?

BELIEFS



Do you share common political or religious beliefs?

By subtly probing in these areas for common identities you can often make a personal connection quickly that sets a strong foundation of rapport/intimacy.

▶ RAPPORT/INTIMACY EXERCISE (1)

🕒 15 MINUTES

YOUR SCENARIO

The rapport role play will give you the opportunity to practice your listening and intimacy-building skills. In preparation for the role play, please do the following:

- Identify a recent meeting or encounter where you wanted to build or strengthen a relationship. Ideally this should be a work situation, though you can use a personal example if you wish.
- Identify one key person with whom you particularly wanted to build rapport, and think about:
 - » The nature of your existing relationship (level of intimacy)
 - » What he/she was trying to communicate to you, both verbally and non-verbally
 - » How you responded: what worked well/less well
- Identify some key characteristics/behaviors of the other person so you can brief your role-play partner
- Think about the rapport-building techniques you would like to practice during the role play, e.g.:
 - » Building an initial connection (experiences, interests, beliefs)
 - » Suspending your own agenda
 - » Focusing totally on the other person
 - » Reflecting, summarizing and play-back
 - » Probing and amplifying

You will have 15 minutes for the role play. Spend two-three minutes briefing your role-play partners on the situation and the other individual. You should allow five minutes for the role play, and at least five minutes for feedback.

OBSERVER GUIDE

As Observer, you have a dual role: to note what happens and provide feedback, and to ensure the exercise is completed within time. You have 15 minutes in total:

- Ask the scenario owner to quickly explain (five minutes) the situation, her/his objective, current relationship and the other person to be played.
- Get the role play underway as quickly as possible and end it promptly, allowing a minimum of five minutes for feedback.

During the role play, look out for/make notes on the following:

RAPPORT-BUILDING SKILLS	OBSERVED?	COMMENT
Builds an initial connection (experience, interests, beliefs)		
Suspends their own agenda, listens with an open mind		
Focuses totally on the other person		
Reflects and summarizes to show understanding, matches body language		
Helps the speaker amplify what he/she is saying through gentle probing		

FOR THE DEBRIEF

- Ask the scenario owner whether she/he felt rapport was effectively built. Ask him/her to describe the techniques he/she consciously employed.
- Ask the other role player how she/he felt during the role play, and to give examples of what worked well/less well.
- Add any further comments from your checklist that could help your colleague enhance his/her rapport-building skills.

▶ RAPPORT EXERCISE (2)

You are having a casual conversation with someone else in an informal setting. Perhaps you have bumped into them in the hallway or having lunch. You strike up a topic that you know enough about that you do not need to think too much about what you are saying or hearing.

As you launch into the dialogue, you should focus on the “space” between you. Great artists understand good composition not by looking just at the objects in the painting, but also by assessing the “negative space” between and around the objects. During your conversation you should focus primarily on this white space. Think about:

- What shape is the space between you taking?
- If you were both in a pool of water and that water froze instantly, what shape would the ice between you take?
- Would it be symmetrical or uneven?
- Would it be round or jagged and sharp?
- As you continue talking, how quickly is the shape changing?
- Are you moving closer or further away?

▶ RAPPORT EXERCISE (3)

Go to a public space and observe two people talking. Ignore who they are and how they look and focus instead on the space between them.

- How narrow or wide is the space?
- Is it symmetrical?
- How quickly is it changing?
- In what way does it change?

▶ THE “LITTLE A” – UNDERSTANDING YOUR AUDIENCE



▶ STUDY EYE PATTERNS

The Five Aggregates model posits that all influence begins at the “form” level with the direct input of our senses: what we see, hear, feel, smell, or taste. This insight is confirmed by modern cognitive science which shows that the human mind is layered. “Downstream” mental activities occur close to our spinal cord and are associated primarily with direct sensing of stimuli (what we see, hear, feel, smell, or taste). This information is selectively passed to “upstream” levels of the brain where more complex calculations and reactions are formulated. The field of Neuro Linguistic Programming (NLP) is based on the identical insight: that all influence originates with our direct senses.

So, to effectively influence others we naturally want to begin at the beginning, by understanding which senses are most appropriate to the person and situation. There are two effective ways to do this.

The first is to listen to the word choices of the person you are seeking to influence. Their choices serve as a fairly accurate indicator of what sense they prefer or what “channel” they prefer.

Each of us prefers one sense over another. Some of us are visual people who notice images before we hear sounds, who remember scenes of past experiences rather than their smells, and who can visualize a possible outcome more easily than we can imagine what that outcome might taste like. Other people notice sounds. When you say “train” they hear in their minds the sound of a locomotive before they imagine what color that locomotive might be. They remember the sound of the waves during their last vacation, but have difficulty recalling the color of the sand.

If you can match your approach to the other’s influencing preference, you compound your effectiveness.

Here are some examples of word choices you might look for to help you identify if someone prefers visual, auditory, or kinesthetic inputs:

	 VISUAL	 AUDITORY	 KINESTHETIC
How was your vacation?	The beach had soft sand	The waves crashed	The sand tickled my feet
What was your first car?	A bright red sports car	It was a loud machine, it roared	You could feel the engine roar
What is our company's greatest challenge?	We just don't see that if we want to expand we need to invest	It's like nobody is listening, the message is loud a clear, we need to invest	If we want to grasp the opportunity, we need to invest

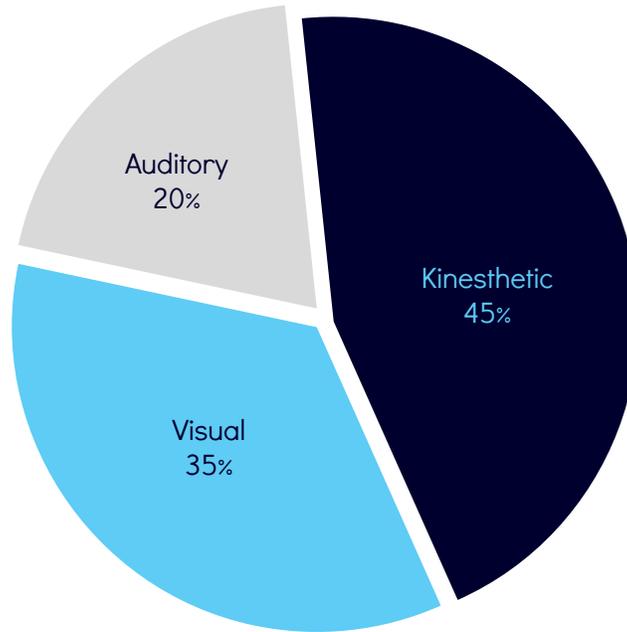
The second way to assess other people's sense preferences is to observe their eye movements. If you have not tried this before you will likely be surprised at how little control we have over our eye movements and how much we can learn by tracking others'.

This graphic describes how one can translate eye movements into the senses people are accessing. If you ask a question about the past and observe that someone looks upward, this means they are likely visually oriented because they are accessing visual information. While if that person looks to the side, toward their ears, they are more likely to prefer auditory stimuli.

▶ **EYE MOVEMENT PATTERNS OF A TYPICAL RIGHT-HANDED PERSON**



▶ PERCENTAGE OF PEOPLE BY PRIMARY REPRESENTATIONAL SYSTEM



▶ EYE PATTERNS EXERCISE

This exercise is designed to help you familiarize yourself with recognizing eye patterns so that you begin to do this naturally and automatically.

1. Sit directly across from your partner.
2. Choose an "A" and a "B."
3. "A" should ask "B" questions that will make "B" access visual, kinesthetic, or auditory experiences. Do not worry yet about whether you are triggering conducted or remembered experiences. Sample questions might be: "What was the color of your last car?" or "What does it feel like to pet a web cat?" or "What does it sound like to scratch a blackboard?" Note to "B": The goal of this exercise is not for you to practice controlling your eye movements, but rather for "A" to practice noticing them, so act naturally. Do not try to restrict or misdirect your eye movements.
4. "A" should ask "B" questions that will make "B" alternatively access remembered and constructed experiences. Sample questions might be: "What was the color of your last car?" and then "What would your car look like if it were bright pink?"
5. Repeat steps 3 and 4 with "B" asking questions and "A" answering.

▶ THE “LITTLE A” – UNDERSTANDING YOUR AUDIENCE



▶ CLIMBING THE “VALUES LADDER”

Have you ever met someone who talks to you but does not seem to understand you? They chat about surface facts – the weather, TV – but never lead the chat into more personal territory?

Contrast that person now with someone who seems to “get” you, who understands and cares about what matters to you.

Whose advice are you more likely to follow? Whose request are you more likely to grant?

The ability to step into the minds of others and understand what motivates them is not only a way to strengthen your influence; it also can bring great value to the person you are seeking to understand. It helps you build influence because it gives you insight into the higher-order beliefs and values of others. This is important because it is a natural human drive to seek congruence of beliefs. If you try to introduce a new idea to someone, they will take it in only when it fits their existing network of beliefs and categories. If the idea conflicts with an existing belief or category, you are forcing the person to make a choice. They can either rewire their beliefs to fit the new idea or they can reject the idea. The latter choice causes less disruption, so they will naturally prefer it.

Understanding another person’s hierarchy of beliefs enables you to craft your idea in a way that avoids conflicting with their hierarchy. You might, for example, realize that with a small change you turn your idea into a better one, one that preempts conflict. You may also find that you can better position your idea so as to link to what they care about and thereby help them see the idea’s value.

Seeking to understand others’ hierarchy of values also enriches others because they often do not know themselves what they value. In the process of understanding what really matters to them you help them discover this for themselves.

Understanding another’s hierarchy of values requires simply asking a series of questions that lead them higher. For example:

- Why is that important to you?
- Tell me more about that?
- Interesting, why does that matter?

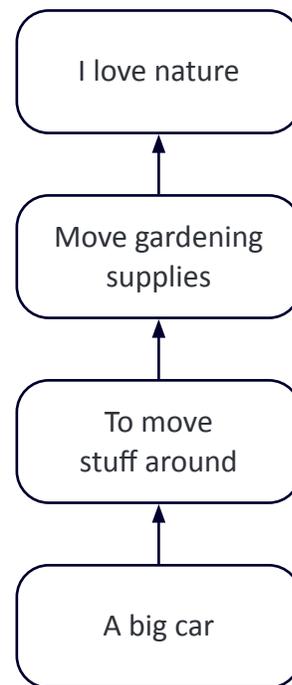
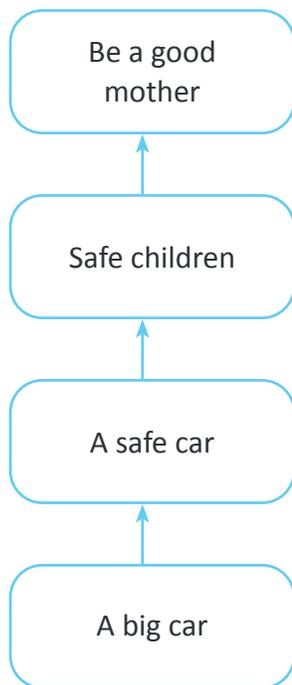
Such simple questioning may lead to surprisingly different ends. You may discover that the real reason someone holds a position is entirely different than what you anticipated. Take for example the simple case of two people who want to buy a big car.

Imagine you are a car salesman who asks a new potential customer “what are you looking for in a car?” The other person seems to be quite clear about their needs and states simply “I’m looking for a big car.”

You have two choices now. You can either start showing them big cars or you can start climbing their values ladder to understand why they want a big car. If you climb their values ladder, asking questions like those mentioned above, you may find that one person is driven ultimately by the desire to be a good mother, while another person is driven by a love for nature.

This process is likely to be enlightening for them as well, for they perhaps are not clear just what it is they really care about. It also gives you invaluable insight into who they are, what motivates them, and what messages will resonate most strongly.

▶ **THE VALUES LADDER CAN LEAD TO SURPRISINGLY DIFFERENT HIGH-LEVEL VALUES:
THE CASE OF TWO PEOPLE WHO WANT A BIG CAR**



▶ THE “LITTLE A” – UNDERSTANDING YOUR AUDIENCE



▶ “READ” THEIR MBTI TYPE

If you were able to build rapport/intimacy, you should now know quite a bit about the other person. This information will help you understand what type of person he/she is.

Specifically, it will help you to make an educated guess as to where he/she lies across four dimensions, as defined in the Myers Briggs Type Indicator (MBTI) model:

1. **Introvert or Extrovert:** Does he/she get energy from being alone (introvert) or being with other people (extrovert)?
2. **Sensor or Intuit:** Does he/she get information by focusing on facts and details (sensor) or by thinking about high-level implications or theories (intuit)?
3. **Thinking or Feeler:** Does he/she make decisions based on cold logic (thinker) or how the decision will make others feel (feeler)?
4. **Judger or Perceiver:** Does he/she drive to reach closure or a conclusion (judger) or is he/she comfortable with keeping things open (perceiver)? Judgers are generally highly structured while perceivers are more creative/free thinkers.

This framework is not definitive. Breaking down human behavior into four dimensions is obviously a simplification of something complex. But analyzing others through this framework can be very helpful in understanding what type of influencing style will work best.

The table below offers some characteristics that will help you guess others’ MBTI types.

► GUESSING OTHERS' MBTI TYPE

QUESTIONS		ASSESSMENT	
1	From where does he/she get energy?	Extraverted Characteristics <ul style="list-style-type: none"> Act first, think/reflect later Feel deprived when cutoff from interaction with the outside world Usually open to and motivated by outside world of people and things Enjoy wide variety and change in people relationships 	E
		Introverted Characteristics <ul style="list-style-type: none"> Think/reflect first, then act Regularly require an amount of "private time" to recharge batteries Motivated internally, mind is sometimes so active it is "closed" to outside world Prefer one-to-one communication and relationships 	I
2	How does he/she process information?	Sensing Characteristics <ul style="list-style-type: none"> Mentally live in the Now, attending to present opportunities Using common sense and creating practical solutions is automatic-instinctual Memory recall is rich in detail of facts and past events Best improvise from past experience Like clear and concrete information; dislike guessing when facts are "fuzzy" 	S
		Intuitive Characteristics <ul style="list-style-type: none"> Mentally live in the Future, attending to future opportunities Using imagination and creating/inventing new possibilities is automatic-instinctual Memory recall emphasizes patterns, contexts, and connections Best improvise from theoretical understanding Comfortable with ambiguous, fuzzy data and with guessing its meaning 	N
3	What is his/her natural approach to making decisions?	Thinking Characteristics <ul style="list-style-type: none"> Instinctively search for facts and logic in a decision situation Naturally notices tasks and work to be accomplished Easily able to provide an objective and critical analysis Accept conflict as a natural, normal part of relationships with people 	T
		Feeling Characteristics <ul style="list-style-type: none"> Instinctively employ personal feelings and impact on people in decision situations Naturally sensitive to people needs and reactions Naturally seek consensus and popular opinions Unsettled by conflict; have almost a toxic reaction to disharmony 	F
4	What is their action orientation?	Judging Characteristics <ul style="list-style-type: none"> Plan many of the details in advance before moving into action Focus on task-related action; complete meaningful segments before moving on Work best and avoid stress when keep ahead of deadlines Naturally use targets, dates and standard routines to manage life 	J
		Perceiving Characteristics <ul style="list-style-type: none"> Comfortable moving into action without a plan; plan on-the-go Like to multitask, have variety, mix work and play Naturally tolerant of time pressure; work best close to the deadlines Instinctively avoid commitments which interfere with flexibility, freedom and variety 	P

▶ DESCRIPTIONS OF THE 16 MBTI TYPES

ISTJ

Practical, hard-working, logical in thought and action. Realists. Quiet, thoughtful and responsible. Diligent in their work, they have the ability to focus intently on the task at hand, regardless of distractions. When they climb the ladder of success it is through careful planning, excellent organizational skills, and an orderly, sensible approach to their work and career.

ISFJ

Quiet and responsible, also friendly and concerned with others' feelings. Thoughtful, loyal and courteous; desire harmonious relationships and environment. Meticulous and organized, crave order at work and at home. Thorough in every task they take on, great attention to detail.

INFJ

Insightful and perceptive. Value relationships and are loyal to those they care about and to their own carefully honed values. Want to make the world a better place and have clear ideas about how to do this. Work in a logical and organized fashion.

INTJ

Value intellect and reason. Motivated and ambitious in achieving their goals. Have high standards for themselves and others. Need to have work they believe in and if they find this they are hard workers, adept at organization and with an ability to focus. Independent, can be critical where they find fault.

ISTP

Flexible and adaptable. Quiet and introspective, but when called for they are quick to action, thinking logically and swiftly to analyze and correct the problem at hand. Tolerant and quietly observant of others.

ISFP

Able to live in the moment, enjoying the world around them. Quiet but sociable, kind, sensitive. Loyal to people important to them, and to their own values. Dislike confrontation and arguments; desire harmony with others. Prefer to work alone and on their own clock; dislike rushing. Respect others' opinions and ideas.

INFP

Although introverted, they are also 'people' people who are perceptive and tuned in to others. They work well with others and are helpful. Very loyal to people who are important to them. Flexible, adaptable, but with definite and fixed values, which, when threatened, make the usually laid-back INFPs take action. Idealistic; require the world around them to be consistent with their values.

INTP

Value intellect and reason over feelings and social interactions with people. They are idea people, but with an analytical approach to implementing the ideas. Quiet and abstract, sometimes critical and skeptical but also flexible and adaptable. Able to focus intently on tasks and projects that interest them.

ESTP

Prefer to live life in the moment. Enjoy social interactions and people in general and are accepting of others. Enjoy luxury and material possessions. Practical approach to problem solving; impatient with ideas and concepts. Flexible and spontaneous, energetic, lovers of life and all its possibilities – optimistic. Prefer hands-on training and learning.

ESFP

Fun-loving, enthusiastic, enjoy social interactions and people in general. Enjoy luxury and material possessions. Practical, common-sense approach to problem solving; realistic – see what is here and now. Flexible and spontaneous, energetic, lovers of life and all its possibilities. Make friends wherever they are. Prefer to train and learn alongside other people.

ENFP

Optimistic, believe life has much to offer. Flexible and spontaneous, energetic, lovers of life and all its possibilities. Fun-loving, enthusiastic, enjoy social interactions and people in general. Intuitive with advanced verbal skills and quick intellect – rapidly make connections and see patterns. Generous with their support and encouragement, they also look to others for their own affirmation.

ENTP

Spontaneous, at times impulsive, adventurous. Intelligent, clever, alert, not afraid to state opinions or beliefs. Exciting to be with. Perceptive of others, adept at problem-solving. Idea people who can also analyze concepts. Many interests, often passing.

ESTJ

Practical, logical. Take-charge personalities, organized and efficient. Detail oriented. Very decisive, firm. Managers of projects, and of the people needed to get the job done. Set high standards for themselves and others.

ESFJ

Kind and caring, get along well with others and desire harmony in all situations; are willing to work for it. Helpful; anticipate others' needs and give all they can. On the job, prefer to work with others, and are cooperative. Take pride in doing their work correctly and meeting deadlines. Like to have approval of others for their work and actions.

ENFJ

Perceptive and tuned in to others' feelings. Motivators, like to help others, see the good in all people. Kind and compassionate. Excellent leaders. Sensitive and responsive to others' opinions of them, good and bad. Enjoy socializing with others.

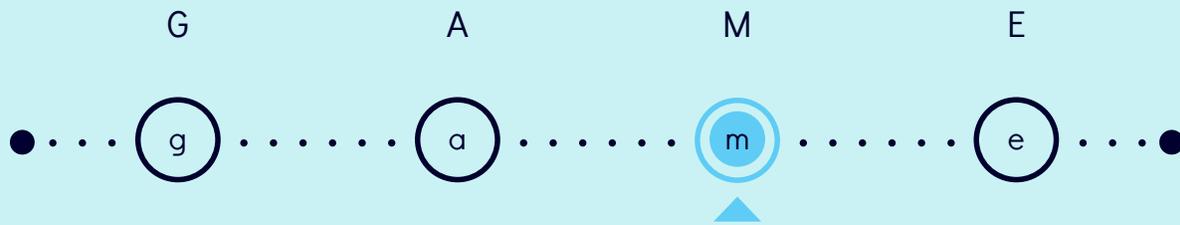
ENTJ

Prefer order and efficiency in organizations. Quick to analyze problems; enjoy leadership as an opportunity to reform inefficiency and outdated policies and procedures. Matter-of-fact, direct, and decisive. Good problem solvers and planners. Adept at creating new systems or procedures when needed. Can be assertive in convincing others to take on their ideas.

▶ MBTI EXERCISE

Engage in an informal conversation with your partner. Ask questions about them that will help you make an informed guess as to what their preference is along each of the four MBTI dimensions. After you feel you have gathered enough information, guess their MBTI type. If they already know their type, see how close you were. If they do not know their type, then read to them a description of the MBTI type you guessed them to be and ask them to tell you if it sounds right.

▶ THE “LITTLE M” – CRAFTING YOUR MESSAGE



Having understood your audience, you must now decide what type of message will most likely achieve your desired outcome. The tools in this section were chosen to help you enhance your ability to package your communication in an effective message. It specifically covers three things:

- Select from eight influencing tactics
- Choose your metaphor
- Compose your story

▶ EIGHT INFLUENCING TACTICS

One characteristic of highly influential people is that they are versatile; they draw from a broad repertoire of influencing tactics. Here you will find a useful “playbook” of eight influencing approaches with which you can expand your own influencing repertoire.

Having completed the “little a” – having understood sufficiently the person you are seeking to influence – your challenge is now to take what you know about the person and situation and apply the right influencing approach. One might say that all the work you have invested thus far to “read” the other person was in order to succeed in what happens next. You want to select the influencing tactic that will most likely resonate.

▶ EXPANDING YOUR REPERTOIRE

One of the key distinctions between good and poor chess players is the number of moves each has in their repertoire. Master chess players, for example, have been shown to have twice as many moves stored in their memory as expert chess players. Grand masters have in their memory bank five times as many patterns as master players do. To become a master requires adding new patterns or moves to your playbook.

Most of us, however, stop adding new plays to our playbooks once our playbook seems sufficiently robust. We learn a few approaches to influencing others and then stop learning new ones.

There have been significant amounts of research studying how people can influence others. In 1967, for example, two scholars published a study which identified sixteen differing influencing tactics ranging from promises and threats to debt and moral appeal. Two other influential studies have classified

such influencing tactics into eight groups including assertiveness, rationality, and coalitions. We have identified the commonalities from three such studies and derived a taxonomy consisting of eight influencing tactics (see next page).

Looking at these eight influencing tactics, ask yourself:

1. What tactics do I use most often?
2. What tactics do I rarely use?
3. What tactics do I rarely use because I feel uncomfortable using them?
4. What tactics do I rarely use because they simply do not occur to me?
5. Which tactics do I want to “add to my repertoire” by practicing them consciously until I use them naturally?

Sources: G. Marwell and D.R. Schidt, “Dimensions of Compliance-gaining Behavior: An Empirical Analysis,” *Sociometry*, Vol. 30 (1967), pp. 350-364; “G. Yulke and C.M. Falbe “Influence Tactics and Objectives in Upward, Downward, and Lateral Influence Attempts,” *Journal of Applied Psychology*, Vol. 75 (1990), pp. 132-140

▶ THE EIGHT INFLUENCING TACTICS

1	AUTHORITY	<p>This is simply citing a higher authority in order to persuade someone to do something. When you try to get someone from another group or even from your team to give you data you need and you say “the boss wants this done,” you are citing a higher authority to legitimize your demand. This can be a very effective tactic in hierarchical situations. It makes people feel safe or obligated to comply because they are “following the rules,” but it will not necessarily gain their personal commitment.</p>
2	LOGIC	<p>This is when you string together a set of facts to reach an inevitable conclusion. While we rely on this tactic often to convince others of our views, it has drawbacks. First, it takes time to research the facts and build a logical argument. Second, studies have shown logic is a relatively ineffective approach to changing minds. Rather, people use non-logical approaches to make up their minds and only thereafter use logic to support their decision. You must therefore use something other than logic to convince someone of your position and then use logic to lock in their new conviction.</p>
3	FRIENDSHIP	<p>This is asking a friend for a favor. We find it hard to say ‘No’ when a friend asks for a favor, which makes this a powerful influencing tactic. If you regularly have lunch with someone in another department or attend industry events to regularly bump into potential clients or partners, you build your relationship with that person. You can do this also by sharing interesting new articles and simply picking up the phone periodically to chat. You can then appeal to this friendship when you ask her/him for information or support.</p>
4	CONSULTING	<p>This is when you invite people to give their input to help you solve a problem or make a decision. When an expert holds a belief our research shows is probably incorrect, you may ask, “That makes sense. What we are having trouble reconciling, however, why do you think we might be seeing that?” Or “If we act as people are suggesting, that could have a significant negative impact on people who depend on this medicine. What do you think we might do to avoid such an impact?” This is often effective at getting people to collaboratively seek solutions or to build buy-in for your idea, provided your questions and interest in their answers are genuine. People quickly become cynical if you ask their opinion and never pay attention to their response.</p>

5	ASSERTING	<p>This is simply saying what you want. You may be surprised how effective this tactic is. Rather than engaging someone from another department in the logic of “why” you need data, you simply say “I need XYZ, please send it to me by the end of the day.” When you offer too long a preamble to a request, you may frustrate the person you are talking to or even build resistance that would not have been there if you had simply gotten to the point.</p>
6	VISION AND VALUES	<p>What is it that would inspire this person? If you understand his/her values, you can appeal to them when trying to change the person’s mind. If you were effective at building rapport, you should be able to identify one or more commitments or values the person you are influencing holds. By linking your request to one of these commitments or values you can win enthusiastic support.</p>
7	EXCHANGING/ INTERESTS	<p>This is about giving something and getting something in return. When we try to influence people, there is often an element of exchange along with whatever influencing tactic we try to use. We share global research insights, for example, in exchange for having a voice in how policies are shaped. By continually making helpful “deposits” with others in the form of help and data, we may find getting cooperation later to be easier. The important thing about exchanging is that your currency of exchange – what you offer – must be of value to the other party. This requires that you understand the other party’s interests.</p>
8	COALITION BUILDING	<p>This involves building networks and groups that decide to make something happen. The pull of consensus is strong. When you use this fact to convince others to get on board, by listing, for example, other individuals or groups that are already on board, you are using coalition building.</p>

▶ MAPPING TACTICS TO MBTI

If you can guess someone's MBTI code and are versed in all eight influencing tactics, you have the raw ingredients to be highly effective at influencing this person. Each MBTI type has a natural sensitivity to different influencing tactics.

Strong "feelers," for example, are rarely influenced by logic. Vision and Values is a far more effective approach to getting such people on board.

But we tend to choose the tactics that work best on us. If we like logic we will attempt to use logic on others, even strong "feelers," and our influence attempts will likely fail.

Instead, by looking at the influencing challenge from the perspective of the person we are trying to influence, we can make a more educated decision. By recognizing, for example, that the person we are talking to is a "feeler" (e.g., he may tend to say things like "this feels right" rather than "this is right") you can avoid making the mistake of pulling out the logic tactic and instead use Vision and Values. You will become a far more effective influencer.

To help you optimize your influencing approach, refer to the two charts below, which map our eight influencing tactics to each of the 16 MBTI types.

▶ **MAPPING MBTI TO INFLUENCING TACTICS**

	ISTJ	ISTP	ESTP	ESTJ	INTJ	INTP	ENTP	ENTJ	ISFJ	ISFP	ESFP	ESFJ	INFJ	INFP	ENFP	ENFJ
AUTHORITY	8	8	8	8	1	2	1	6	10	8	7	10	6	6	6	6
LOGIC	8	10	8	10	7	10	6	10	6	2	0	6	1	0	0	1
FRIENDSHIP	4	4	6	4	4	4	5	6	8	10	8	8	8	8	8	8
CONSULTING	3	6	9	8	10	7	10	8	6	5	5	5	9	6	10	10
ASSERTING	10	8	6	8	4	6	6	8	5	1	2	6	1	1	1	3
VISION AND VALUES	1	1	1	1	6	6	7	7	8	8	7	9	10	10	8	8
EXCHANGING/ INTERESTS	6	6	10	6	5	4	6	5	8	8	8	8	8	8	8	8
COALITION BUILDING	0	5	7	7	0	0	6	5	9	8	10	8	5	6	8	9

Score 0= Least likely to be effective under normal circumstances

Score 10= The best influence approach under normal circumstances

▶ INFLUENCING TACTICS EXERCISE

🕒 15 MINUTES

YOUR SCENARIO

This role play will give you the opportunity to practice using influencing tactics with which you may be less familiar and thereby expand your influencing repertoire. Apply influencing versatility techniques in a safe, supportive environment, to begin expanding your comfort barrier.

In preparation for the role play, please do the following:

- Identify a recent meeting or encounter in which you needed someone outside of your immediate team to take an immediate action. For example, you may have wanted them to give you data, prioritize your project/request, or agree to attend a meeting. Ideally this should be a work situation in which you do not hold formal authority over this person and in which the person does not hold formal authority over you.
- Identify one situation in which you particularly wanted to practice your influencing.
- Do NOT think about the individual you will try to influence. For this scenario we will assume you are attempting to influence someone you do not know.
- Think about what influencing tactics you will use:
 - » Which influencing tactics do you usually use?
 - » Which do you rarely use? Which do you feel uncomfortable using?
 - » Choosing one of the influencing tactics you rarely use, how would you use that tactic in this situation? What would you say?
- Think about your objective. What immediate action do you want the person to take?
- Describe the situation you have chosen to your partner. Remember, do NOT describe the individual you are asking them to play. They are playing someone you do not know. They are susceptible to just one influencing tactic. Your goal is to try new tactics until you attempt the right one.

You will have 15 minutes for the role play. Spend two-three minutes briefing your role-play partners on the situation. You should allow five minutes for the role play, and at least five minutes for feedback.

OBSERVER GUIDE

As Observer, you have a dual role: to note what happens and provide feedback, and to ensure the exercise is completed within time. You have 15 minutes in total:

- Ask the scenario owner to *quickly* explain (five minutes) the situation and his/her objective (what immediate action he/she wishes for you to take).
- Select **one** influencing tactic that you will respond to. Do not select the “logic” tactic. This will be the only tactic that will convince you to comply with your partner’s request. You will not agree to any other tactic your partner attempts.
- Get the role play underway as quickly as possible and end it promptly, allowing a minimum of five minutes for feedback.

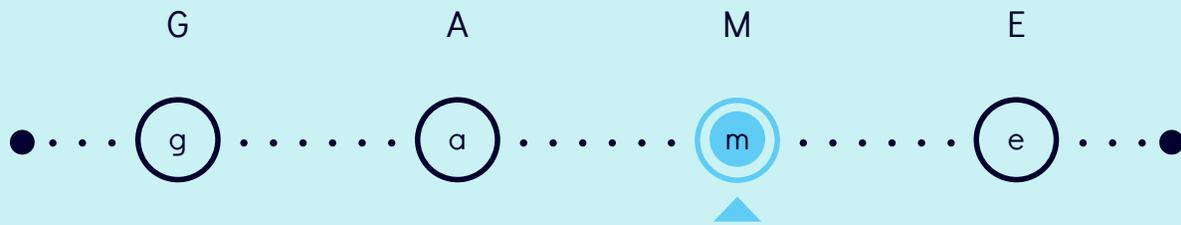
During the role play, look out for/make notes on the following:

TACTIC	OBSERVED (PUT SLASH MARK EACH TIME TACTIC ATTEMPTED)
Authority	
Logic	
Friendship	
Consulting	
Asserting	
Vision and Values	
Exchanging/Interests	
Coalition building	

FOR THE DEBRIEF

- Share which influencing tactics you think the observer did not attempt or did not attempt with sufficient frequency
- Ask the scenario owner which tactics he/she felt uncomfortable with and then share how it felt to you when they attempted these tactics

▶ THE “LITTLE M” – CRAFTING YOUR MESSAGE



▶ METAPHORS

Don't think of an elephant!

Now what are you thinking of? Have you followed directions? Can you?

It is highly unlikely that you are able to follow the above direction. This fact opens up for us a powerful tool for influencing others. This is a tool that history's greatest orators have used masterfully to sway opinions and direct events.

The reason that you cannot NOT think of an elephant when asked to do so is because the very word “elephant” lights up a set of related things like a trunk, ears, a zoo, or a circus. And everything that follows is now heard from this frame.

These sets of related words – technically called a “frame” – are programmed into us from a young age. They operate constantly behind our consciousness, guiding what we notice and how we interpret what we notice.

To see how they are formed, consider this simple example. Imagine a picture of a blue square. Now the “square” in this picture is processed by one part of your brain and the color “blue” is processed in another part. The reason you are able to put these two “things” together into one cohesive whole is that you have seen blue squares before. More specifically, you have experienced seeing the color “blue” and seeing “square” at the same time. The very first time you saw a blue square it may have amazed you. But by now, these two things have occurred enough times simultaneously that your brain has associated them.

In technical terms, you have constructed a neural binding that associates two or more things. Upon seeing one thing your brain immediately, automatically, and subconsciously expects to see a set of related things. You perceive a car and become automatically on the lookout for tires, windshield wipers, an engine, a street, etc.

Metaphors operate on us – guiding what we pay attention to and what we ignore – on multiple levels.

- **Surface metaphors:** are the types of metaphors we tend to easily identify. When you say “we are all in the same boat,” for example, or “Fred is an angel” you are invoking a surface metaphor
- **Deep metaphors:** are much more powerful. They operate deep within our subconscious, often guiding us without our knowledge, telling us, for example, that up is good and down is bad or that red is hot while blue is cold

What does this have to do with influence?

Great influencers are masterful in choosing which “frames” to trigger in the people they are attempting to influence. In the 2008 U.S. presidential election, for example, the Republican candidate John McCain advocated “increasing oil production” while the Democratic candidate, Barack Obama, countered by standing against “extracting oil.” Consider the two frames or metaphors these two sets of choices trigger:

OIL PRODUCTION	OIL EXTRACTION
<ul style="list-style-type: none"> • Manufacturing plant • Increased output • Creation of new things • Assembly line 	<ul style="list-style-type: none"> • A vessel • Remove but cannot replace • Emptying something • Removal
<p>Entailment (implication): We can get more oil and not have to worry about it running out. This is a sustainable solution.</p>	<p>Entailment (implication): If we get more oil we will have less in the ground. This is a short-term solution.</p>

The rest of the debate involved technical details about how much oil there was and how long it would take for new U.S. oil to bring down oil prices. But to the vast majority of the public the debate was waged subconsciously. The two frames were repeated continually by each candidate, one creating a metaphor of a manufacturing plant increasing output and the other the metaphor of an emptying vessel.

Great influencers are highly skilled at activating helpful frames and metaphors. It matters less what logic they present than what associations they trigger. They know this. They use this to their advantage.

▶ METAPHORS AND FRAMES EXERCISE 1

To appreciate how important metaphor and frame choice is to highly effective influence, read through the opening of Martin Luther King Jr.'s famous "I Have a Dream" speech and notice what metaphors he triggers for his audience. Highlight these. Then consider that he was speaking as much to his African-American listeners as he was to the white majority and consider how his choice of metaphor appealed to both. He chose words that triggered helpful frames in both directions: that stirred his followers and gave those in power reasons not to resist his "dream."

ORIGINAL TEXT OF MARTIN LUTHER KING JR. SPEECH

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize a shameful condition.

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check — a check that will give us upon demand the riches of freedom and the security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quick sands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

METAPHOR OR FRAME TRIGGERED

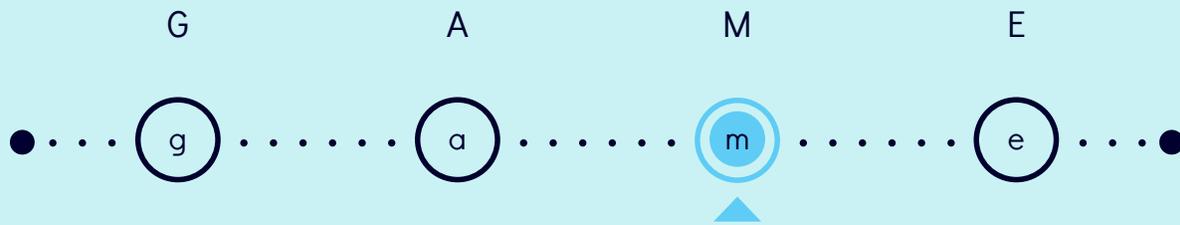
▶ METAPHORS AND FRAMES EXERCISE 2

Find a partner and ask him/her to talk about a position they feel strongly about. This could be, for example, a view they hold on public policy, a rule at work they agree or disagree with, or an opinion they hold about a personal matter.

Let that person explain to you why they believe what they believe. Ask them to convince you of their point of view. As you listen, however, pay less attention to the logic of their argument and instead carefully notice the verb choices they make. See if you can figure out what metaphor underlies their view on the subject.

Then, come up with an alternative metaphor that may loosen them away from their position. Think of a way to subtly introduce that metaphor in your conversation and observe their response.

▶ THE “LITTLE M” – CRAFTING YOUR MESSAGE



▶ NARRATIVES/STORIES

Stories are important because they tell your colleagues, partners, and potential users what to focus on and what to expect in the future. Like turning the rudder of a ship, you can change the future they anticipate by retelling the past.

This requires far greater effort than you might think. Communicating your version of the past and future—your vision—demands repeatedly delivering it to your audience using creative methods to remind them, to keep them convinced.

In 2007, Michael Dell took back the reins of his company. The company that had revolutionized the computer industry by introducing a direct-to-consumer model was in serious trouble as competitors began copying that model. With its stock sinking, the company turned to its founder, Michael Dell, for help.

In trying to craft a turnaround, Michael Dell has played, as all turnaround experts do, on the story. He repeatedly says that “this is a defining moment in our history and in our relationships with customers.” The first part of his message is a wake-up call: the future that Dell employees and partners are imagining is not the right one because the old direct model is no longer unique. He then paints a future of promise: “We know our competitors drive complexity and needless cost into consumers’ environments...We intend to break this cycle.” In other words, he is arguing that the competition is stuck and that this represents an opportunity for his company.

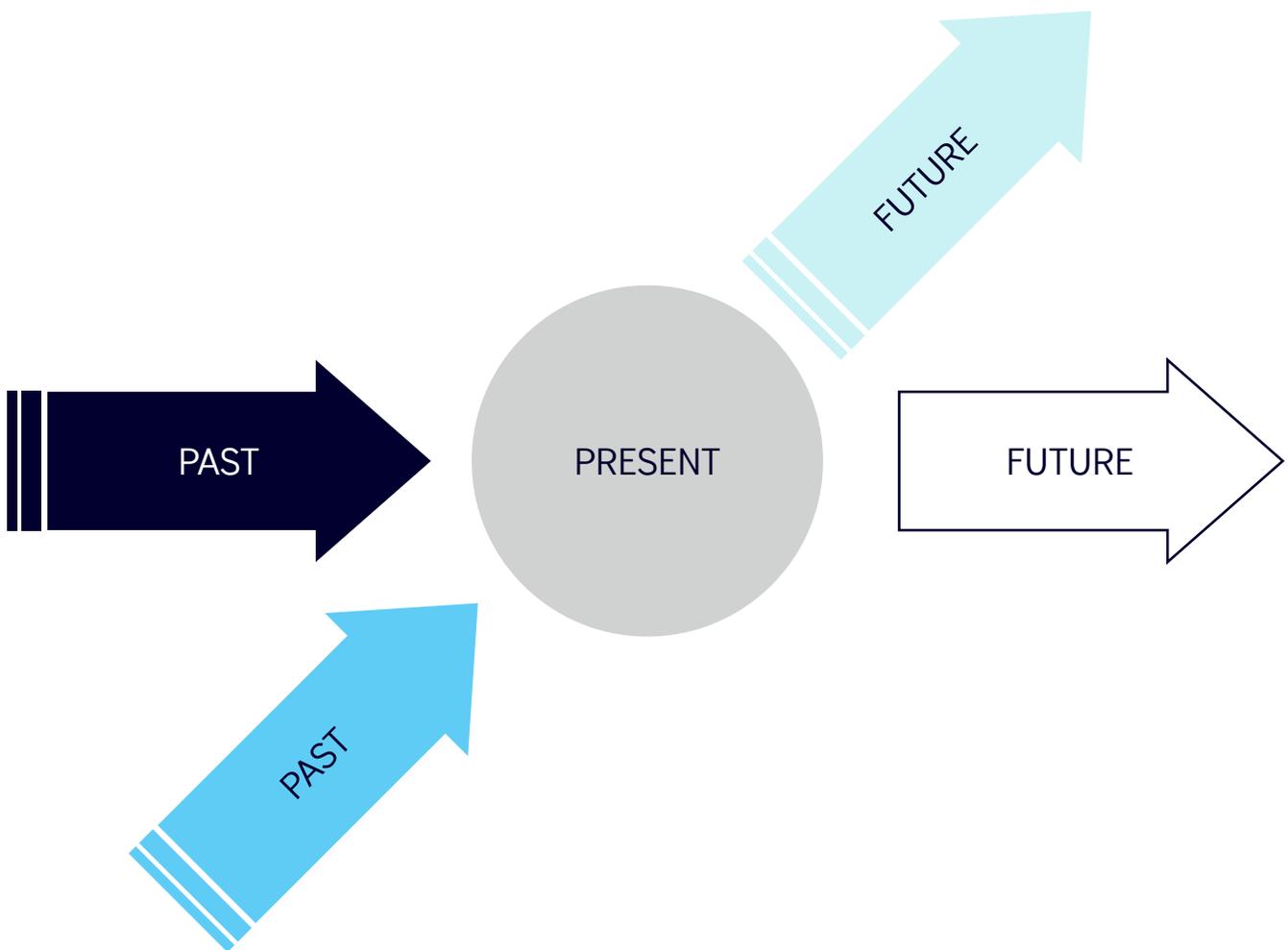
In the 2008 U.S. presidential election, Republican candidate John McCain was down in the polls by about seven points. A story was emerging in the media that he would lose, that it was too late for him to catch up. But McCain spun an effective counter story. He told people “we may be the underdog but they have written us off before and we have proven them wrong.” He was evoking a powerful cultural narrative about the “underdog” who, against the odds, prevails. He did this by reminding people that the current situation is consistent with a new story, one that would lead to him winning.

While not ultimately effective, this “underdog” story was effective at keeping his supporters motivated and believing in the campaign.

Great writers are masterful at building plots that engage others. There exist several schemas of possible plots. H. Porter Abbott, for example, has identified 20 “Master Plots” from which one can build almost any narrative one wishes. These include the “quest” (in which the character embarks on a journey to find something that will change their life), the “underdog” (in which, like John McCain, someone who is behind overcomes odds), and “transformation” (in which the main character experiences a major change through a series of journeys and stages of life). Click here (<http://www.mit.edu/~mbarker/exercises/plot.html>) for descriptions of these plots and exercises to practice them. Click here (<http://www.amazon.com/Master-Plots-How-Build-Them/dp/0898795958>) to read Tobias’ book.

Great influencers are skilled at revising, editing, and re-crafting prevailing stories, transforming them into new narratives (plots) that people recognize. Through this process they strengthen support for their ideas.

What prevailing story is creating resistance for your ideas? How can you retell the facts into a new story, one that gets people on board?



▶ STORIES AND NARRATIVES EXERCISE (1)

1. On your own, write the story of your career. Explain how you got to where you are today, mentioning all the salient facts and key turning points. This is your “old” story.
2. Looking at this story, ask yourself, “where is this story leading?” and “is that where I want to go?”
3. Then write your “new” story by simply starting the story again, covering the key turning points, but considering alternative explanations for events and choices. This new story must meet three criteria:
 - a. It must be “your truth,” fitting all of the facts as you know them. You must be able to believe this story
 - b. It must excite you by appealing to what you care about, what you see as your purpose
 - c. It must lead you to action, showing you some immediate steps to take now

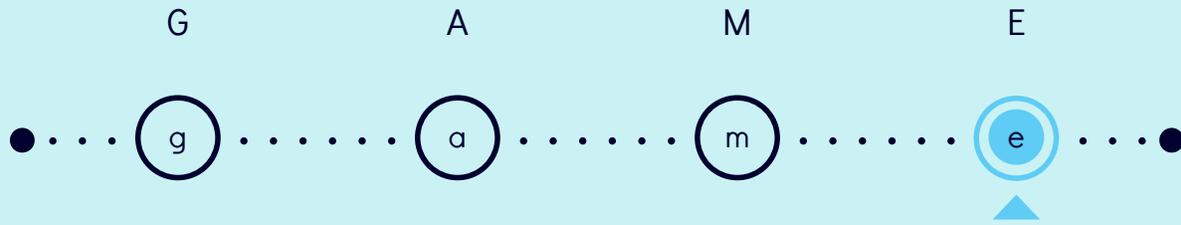
▶ STORIES AND NARRATIVES EXERCISE (2)

Find a partner and ask him/her to talk about a position they feel strongly about. This could be, for example, a view they hold on public policy, a rule at work they agree or disagree with, or an opinion they hold about a personal matter.

Let that person explain to you why they believe what they believe. Ask them to convince you of their point of view. As you listen, however, pay attention to the story they are telling. Does it remind you of any other story you have heard (e.g., a fairy tale with similar structure, a movie, the history of a famous person)?

Then, come up with an alternative story that weaves together the key facts and turning points but offers different explanations for them and leads to a different future. Think of a way to subtly introduce this new story in your conversation and observe their response.

▶ THE “LITTLE E” – EXPRESSING YOUR MESSAGE EFFECTIVELY



“Power lasts ten years; influence not more than a hundred.”
-Korean proverb

You have devised a brilliant idea and proven it. You have identified whom you need to get on board first in order to ensure that the idea is adopted. The last step is to convince those first critical supporters to buy into your idea. Unfortunately too many ideas fail at this final stage. In thinking about how best to “express” your message, consider two factors that may prove more important even than the words you choose:

- Body congruence
- Tone and rhythm

▶ **BODY CONGRUENCE**

The words of a message can be easily negated if your body is not in congruence with what you are saying. There are techniques available that help you use physical triggers to control your body gestures. You can, for example, stand with equal weight on both feet, hold your hands open in front of you, maintain eye contact, and gesture with round movements.

But a more effective approach to improving your presence is to work on its source: your mind. By observing your inner dialogue – what you are telling yourself about yourself – you gain access to the source of your presence. You can thereby shift your confidence into the most effective state: confident, but not arrogant.

Your confidence or lack thereof, is a major driver of congruence. Your body, voice, and gestures align automatically with your mind (your internal dialogue). So when you are confident you stand taller, gesture with greater conviction, and speak more clearly. People believe you because you believe in yourself.

	LACK OF CONFIDENCE	CONFIDENCE	ARROGANCE
YOUR PERCEPTION	<p>I'm not sure</p> <p>Others know more than I do</p> <p>What if I say something wrong</p>	<p>I know what I am talking about</p> <p>I can deliver this message effectively</p> <p>They will understand/ see my point of view</p>	<p>I know more than these guys</p> <p>I can fool them even if I don't know</p> <p>I'll impress them</p>
OTHERS' PERCEPTION	<p>Too junior</p> <p>Needs more experience</p> <p>Should I really be listening?</p>	<p>I believe what I am hearing</p> <p>She/he knows his/her stuff</p> <p>I can trust this person to make it happen</p>	<p>She/he is over-confident</p> <p>Does he/she understand his/her capabilities?</p> <p>This is irritating</p>

There are several effective methods for building confidence without slipping into arrogance. Some include:

1. Focus on the larger goal rather than on getting others to like/approve of you.
2. Accept that there are some things you know and other things you do not know and don't be ashamed of what you do not know.
3. Let go of seniority distinctions. When talking to someone senior or junior to you, remember that you are just talking to another person.
4. Acknowledge what your dialogue is saying that is leading to lack of confidence or to over-confidence (e.g., "they think I am not smart") before going into your meeting
5. Remind yourself of the contribution you can make and stay focused on that contribution
6. Imagine you are someone else observing you from an external perspective. This removes you from your internal dialogue.

▶ BODY CONGRUENCE EXERCISE

🕒 15 MINUTES

YOUR SCENARIO

This role play will give you the opportunity to apply presence-building techniques in a safe, supportive environment, to see the difference they can make.

In preparation for the role play, please do the following:

- Identify a recent meeting or encounter where you felt your confidence and presence were inappropriate, and so reduced your impact. Ideally this should be a work situation, though you can use a personal example if you wish.
- Identify one key person that you particularly wanted to influence. Think about:
 - » Why you found it difficult to establish a suitable presence with him/her
 - » What your 'inner dialogue' was saying to you before the encounter
 - » Your *actual* objective for this person (e.g. establish a relationship, get input, get direction, get a decision, build her/his confidence in you)
- Identify the key characteristics/behaviors of the other person so you can brief your role-play partner.
- Identify another time when you felt confidence and presence were strong and appropriate and resulted in a good outcome. Ideally this should be a work situation, though you can use a personal example if you wish. Think about:
 - » What your "inner dialogue" was saying to you before the encounter
 - » What your "inner dialogue" was saying about the person/people you were influencing at the time
- Compare these two situations, thinking about the differences between your inner dialogue, behavior, and outcome.
- You will now replay the first situation, using what worked well for you during the second situation. Think about what you will do differently for the role play, e.g.:
 - » Was your objective realistic given all the circumstances? Would it make sense to set a different objective for the role play?
 - » How could you change your inner dialogue to help you achieve greater presence? E.g.: focus on larger goal not on being liked, feel positive about your ability to contribute, feel comfortable that you may not know everything or have every detail nailed down.
 - » How could you change your physical state to improve your presence?

You will have 15 minutes for the role play. Spend two-three minutes briefing your role-play partners on the situation and the other individual. You should allow five minutes for the role play, and at least five minutes for feedback.

OBSERVER GUIDE

As Observer, you have a dual role:

- Note what happens during the role play, and provide feedback at the end.
- Act as timekeeper, ensuring that the exercise is completed within time.

You have 15 minutes in total for the role play:

- Ask the scenario owner to *quickly* explain (five minutes) the situation, their objective and their concerns, and to describe the other person to be played.
- Get the role play underway as quickly as possible and end it promptly, allowing a minimum of five minutes for feedback.

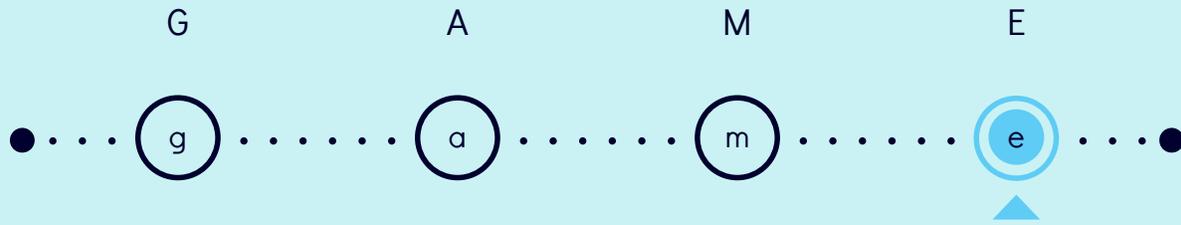
During the role play, look out for/make notes on the following:

PRESENCE POINTERS	OBSERVED?	COMMENT
Projects confidence and positive energy (both verbally and non-verbally)		
Focuses on the larger goal rather than 'being liked'		
Makes their contribution crisply and effectively		
Handles the unexpected comfortably, even if they do not have all the answers		
Not arrogant or diffident/intimidated		

FOR THE DEBRIEF

- Ask the scenario owners whether they felt they established an effective presence. Ask them to describe the inner dialogue they employed to help them.
- Ask the other role players how they felt during the role play, and to give examples of what worked well/less well.
- Add any further comments from your checklist that could help your colleagues enhance their presence in the future.

▶ THE “LITTLE E” – EXPRESSING YOUR MESSAGE EFFECTIVELY



▶ **TONE AND RHYTHM**

One major difference between jazz music and classical music is that the former emphasizes rhythm while the other emphasizes melody. Listen to a jazz song focusing on its tune and you may find it repetitive. But focus instead on its rhythm and the experience miraculously shifts. You experience its complexity.

Studies have shown that the rhythm of your voice has a significant influence on the effectiveness of your communication. Your rhythm may, at times, be even more important than what you say.

Rhythm triggers a subconscious response. It can excite, calm, and even mesmerize. To ignore its effect on others is to ignore a powerful tool for enhancing your influence.

TONE AND RHYTHM EXERCISE (1)

▶
 Listen to a speaker that you particularly enjoy. As you listen, try to block out the meaning of his words and notice instead only the tone. Imagine that you cannot understand the language. Imagine the speaker is just a drum and notice his tempo and the patterns of his speech. Notice when he accelerates or decelerates. Notice when his rhythm shifts from sets of two to sets of three to sets of four.

TONE AND RHYTHM EXERCISE (2)

▶
 Pick a children’s book and read it in three ways:

1. Read it in whatever manner comes naturally to you.
2. Read it as if you were trying to put a child to sleep. Start at a normal pace and then gradually slow down the pace, as if you were trying to slow down your child’s activity level, until you reach a calm, peaceful repetition.
3. Read it as if you want to build excitement. Start with a normal tone and then gradually increase the excitement. Reach an exaggerated crescendo with you telling the story as if you were incredibly excited about it and wanted the whole world to know.

▶ RECOMMENDED READING

- *20 Master Plots and How to Build Them* by Ronal Tobias
- *The Art of Woo* by G. Richard Shell and Mario Moussa
- *Coaching for Performance* by John Witmore
- *The First 90 Days* by Michael Watkins
- *The Heart of Change* by John P. Kotter
- *Iconoclast* by Gregory Berns
- *Influence* by Robert Cialdini
- *Irresistible Communication* by King, Novik, and Citrenbaum
- *Management Rewired* by Charles Jacobs
- *Made to Stick* by Chip Heath and Dan Heath
- *The Political Mind* by George Lakoff
- *The Political Brain* by Drew Westen
- *Power Base Selling* by Jim Holden
- *The Power of Story* by Jim Loehr
- *SPIN Selling* by Neil Rackam
- *The Trusted Advisor* by David H. Maister

