

# *Building Impact Through Strategic Influence*

AAPA Executive  
Management Seminar

May 2007



## *How would coach these leaders?*



*James, CFO*



*Susan, Marketing Director*

## *EMC Day 4: Where We've Been*

- Leadership and management discussion
- Board management relations
- Strategic thinking
- Communications drill

# Agenda

- Baseline activity
- Influence defined
- Credibility and influence
- Model influencers
- Influence framework
- Influence skills
- Influence activity
- Influence planning

## *Baseline Influence Activity*

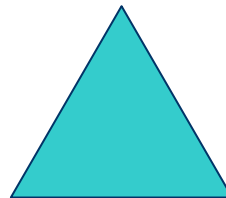
- Handout page 4
- Identify several influence challenges
- Identify one challenge to explore and share with table team
- Identify commonalities among your challenges

## *Influence Defined (Pg 5)*

- Types of communication
- Change in behavior as a goal
- Results and relationships
- Why influence?

**Results**

**Relationships**



**Share**  
AAPA

## *Influence and Power (Pg 6)*

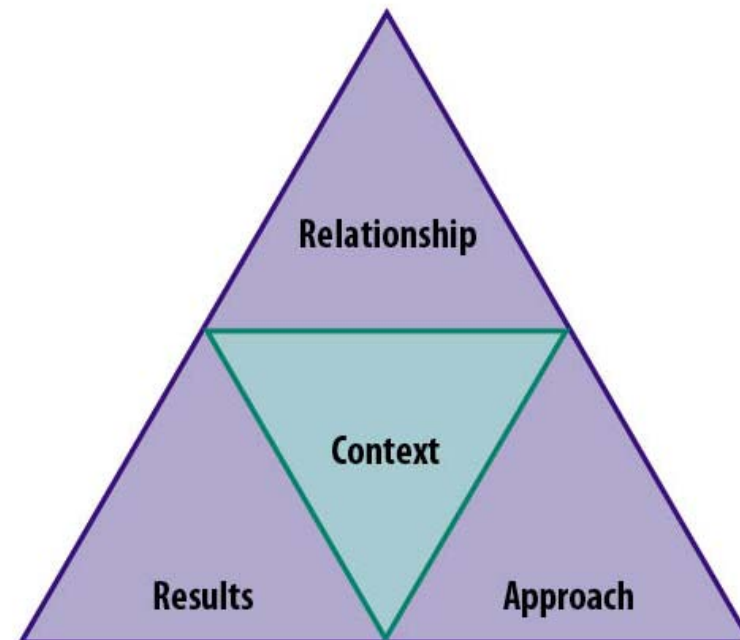
- Power defined
- Types of power
- Relationship of power to influence
- What about manipulation?

## *Model Port Industry Influencers*

- Handout page 10
- Refer back to the port leaders you identified in your team discussion (Monday night)
- Identify specific behaviors or practices they use to influence others



## *Influence Framework (Pg 11)*



## *You Have It, I Want It Activity*

- Find a partner; identify A and B
- A has 3 minutes to influence B to get what they want
- 1 minute of feedback from B to A
- Reverse roles and repeat

## *Influence Skills: Expressive (Pg 16)*

- *Tell: communicate the desired action*
  - *Suggest*: “I suggest we work together to develop a budget template”
  - *Express Needs*: “I need your help to create the budget template”

## *Influence Skills: Expressive (Pg 16)*

- *Sell: Convince the other to commit to action*
  - *Offer Reasons:* “There are 3 main reasons why this program will work...”
  - *Refer to Shared Values or Goals:* “Because our port is committed to innovative customer service,...”

## *Influence Skills: Expressive (Pg 16)*

- **Negotiate: Give the other party a vested interest in acting**
  - **Offer Incentives:** “If you will create the budget template, I will develop the cover memo to be distributed...”
  - **Describe Consequences:** “If you are unable to create the budget template, we may not be able to meet the deadline set by the executive director...”

## *Influence Skills: Expressive (Pg 16)*

- *Enlist: Create enthusiasm and alignment*

- *Envision*: “I have a sense we will get some well-considered and complete budgets using this new process...”
- *Encourage*: “You bring a lot of experience to the budget process; I’m confident the presentation to the leadership team will work really well.”

## *Influence Skills: Receptive (Pg 17)*

- *Inquire: Get information or involvement; guide thinking*
  - *Ask open-ended questions:* “What concerns you about my proposal?”
  - *Draw out:* “Can you say more about your second point regarding the cost?”

## *Influence Skills: Receptive (Pg 17)*

- *Listen: Learn limits or expand another's thinking*
  - *Check understanding:* “Let me make sure I heard your concern correctly...”
  - *Test implications:* “I wonder if part of your concern about cost is the time it will take to complete this project. Is that so?”



## *Influence Skills: Receptive (Pg 17)*

- *Attune: Build trust or increase openness*
  - *Identify with the other:* “If I were you, I might also think that the cost is very significant.”
  - *Disclose:* “I have to admit I underestimated the time and expertise it would take to create the budget package.”

## *Influence Skills: Receptive (Pg 17)*

- *Facilitate: Get the other party to take responsibility for action*
  - *Clarify issues:* “Sounds as if there are two primary concerns you have about the program...”
  - *Pose challenging questions:* “What would it take for you to support my proposal at the management meeting today?”

## *Influence Planning*

- Handout page 18
- Develop influence plan
- Find a partner and validate

## *Final Thoughts*

- Influence lives in the eye of the beholder
- Balance receptive and expressive behaviors
- If expressive behavior isn't working, switch to receptive behavior and vice versa
- If we ever make anyone admit to being wrong, stupid or incompetent, we lose our ability to influence that person