Building Impact Through Strategic Influence

AAPA Executive Management Seminar

May 2007
How would coach these leaders?

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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?

<table>
<thead>
<tr>
<th>Results</th>
<th>Relationships</th>
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Diagram: Triangle connecting Results and Relationships.
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