Negotiating and influencing
November 2016
What we will cover

• What we understand by influence
• When and how influence is at work
• Skills to enhance our personal influence
• Avoiding pitfalls and using advantages
• Practical applications for more effective influencing and negotiating
• Working out how, when and whom to influence for your projects
What do we mean by influence?

• The ability to affect others’ behaviour
• To get people to do what we want, willingly
• Persuading, inspiring, getting support, engaging others
• Understanding yourself and your impact on others
What influences us?

• Nagging, being worn down
• Coercion
• Fear
• Ambition
• Peer pressure
• Basic needs
• Pleasure
• Respect
• Empathy
• Understanding
The 5Ps

• Pitch: The lower the pitch the more authoritative and credible you sound
• Power: your volume – softer can be more effective than loud
• Pace: too fast, and your message can be lost; too slow and you may come across as boring
• Pause: using silences to allow people to absorb information. They can help force a conclusion
• Posture: your energy, the way you sit or stand to indicate control and authority
Communicating for influence

• Active listening:
  • *Listening to the other person/people in order to understand their ideas, opinions and feelings, in such a way that they KNOW they have been heard*
  • "So, what you're saying is ......?", "Let me check my understanding .....",

• Enquiring
  • *Using questions in such a way that you expand your understanding of the issues that are important to the OTHER person/people*

• Persuading:
  • *Putting forward your point of view backed up with reason and logic and with enough conviction in order to be taken seriously*

• Clarity of purpose
  • *Making a clear statement of what you want, need or expect from another/others and, where relevant, making precise the repercussions of meeting / not meeting your request*
Transactional analysis

- Three ego states in our personality: Parent, Adult and Child
- We adopt different states in different interactions – these are the transactions between individuals
- Transactions are formed of stimulus and response
- Different ego states are adopted in different conversations and stages of conversations
- We may have states in which are more comfortable
Ego states
## Recognising ego states

<table>
<thead>
<tr>
<th>Ego State</th>
<th>Stands For</th>
<th>Expressions</th>
<th>Body Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
<td>TAUGHT Formed by beliefs &amp; values imposed on us before we thought for ourselves</td>
<td>This is how to.. Under no circumstances.. Always... Never... Don’t...</td>
<td>Finger pointing Patronising gestures Aggressive or impatient body language</td>
</tr>
<tr>
<td>Adult</td>
<td>THOUGHT Our ability to make decisions and analyse data. Keeps parent &amp; child under control</td>
<td>Who, what, why, when, where, how much..? In my opinion, probably, I think.. Reasoned statements</td>
<td>Composed, calm, open</td>
</tr>
<tr>
<td>Child</td>
<td>FELT Internal reaction and feelings to external events</td>
<td>I wish, I want, it’s not fair No! Pleeease.. Worst day of my life.. I don’t care</td>
<td>Shoulder shrugging Whining Baby voice Giggling Tantrums</td>
</tr>
</tbody>
</table>
Not just what we say...

• Only 7% of stimulus / response is based on the words used
• 38% on how it is said
• 55% on facial expression
• Transactional analysis helps us to recognise and understand why communication is not working
• We can choose and adapt our ego state to get more effective communication and influence
• Keep transactions complementary so both parties hear what is really being said: pick the one that will be heard
When conflict occurs

• Move to an adult state where facts prevail:
  • Ask a question
  • State a few facts
  • Ask for their view

• Appeal to their nurturing parent:
  • Ask for their help / advice / expert opinion
  • Communicate your fears / worries

• Lighten the mood by using your Free Child to appeal to theirs (with caution):
  • Be yourself
  • Show the funny side
  • Be enthusiastic
  • Show an unconventional way of looking at things
Summary

• We influence and are influenced all the time, consciously or unconsciously
• Non verball signals and influences are significant
• We are more likely to be positively influenced by respect, empathy and understanding so need to take time to listen
• Transactional analysis can help us understand where we or others are reacting, not responding, and manage our own responses differently for greater impact
• We don’t always come across as we think we do: the meaning of communication is the response we get, not what we think we said
Using influence

- Who do we need to influence?
- Recognising how and when to use different levels of influence
- Communicating with effect
- Position power for effective influence in meetings
- Key negotiating steps
Who do we need to influence?
The Network Secrets of Great Change Agents
Julie Battilana & Tiziana Casciaro, Harvard Business Review

• 1. Change agents who were central in the organization’s informal network had a clear advantage, regardless of their position in the formal hierarchy.

• 2. People who bridged disconnected groups and individuals were more effective at implementing dramatic reforms, while those with cohesive networks were better at instituting minor changes.

• 3. Being close to “fence-sitters,” who were ambivalent about a change, was always beneficial. But close relationships with resisters were a double-edged sword: Such ties helped change agents push through minor initiatives but hindered major change attempts.
<table>
<thead>
<tr>
<th></th>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1C</td>
<td>Commissioners</td>
<td>Those who pay the organisation to do things</td>
</tr>
<tr>
<td>2C</td>
<td>Customers</td>
<td>Those who use the services provided by the organisation</td>
</tr>
<tr>
<td>3C</td>
<td>Collaborators</td>
<td>Those with whom the organisation works to develop and deliver its services</td>
</tr>
<tr>
<td>4C</td>
<td>Contributors</td>
<td>Those who help the organisation to provide services</td>
</tr>
<tr>
<td>5C</td>
<td>Channels</td>
<td>Those who recommend or refer customers (or provide a ‘route to market’)</td>
</tr>
<tr>
<td>6C</td>
<td>Commentators</td>
<td>Those whose opinions of the organisation are heard by customers and others</td>
</tr>
<tr>
<td>7C</td>
<td>Consumers</td>
<td>Those who benefit from the service of the organisation: i.e. patients, families, carers</td>
</tr>
<tr>
<td>8C</td>
<td>Champions</td>
<td>Those who believe in and will actively promote the project</td>
</tr>
<tr>
<td>9C</td>
<td>Competitors</td>
<td>Those who offer similar or alternative services (in the same area)</td>
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Acknowledgments: Advancing Change Team
Prioritising Stakeholders

### Stakeholder has **High Power** over project

**Satisfy**
Opinion formers. Keep them satisfied with what is happening and review your analysis of their position regularly.

**Manage**
Key stakeholders who should be fully engaged through full communication and consultation.

### Stakeholder has **Little / No Power** over project

**Monitor**
This group may be ignored if time and resources are stretched.

**Inform**
Patients often in this category. Increase their influence by organising into groups or taking active consultative work.

### Project has **Little or No Impact** on stakeholder

**Acknowledgments:** Advancing Change Team
##Know your stakeholder template

<table>
<thead>
<tr>
<th>Who are they?</th>
<th>What do they know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specify their roles but also consider their status, connections, whether they are supporters, peers, influencers, saboteurs, funders, delivery partners...</td>
<td>About you, the subject, the language, the history, the context, the people</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What do they fear?</th>
<th>What do they want?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs, time, boredom, requests they can’t meet, missing something, letting people down, more work, bad publicity</td>
<td>To make a difference, save money, hit targets, promotion, fame, a cause, their lunch...</td>
</tr>
</tbody>
</table>
Do you prefer...

• Doing things right, or doing things better?
• Moving towards a solution, or away from a problem?
• A logical, rational argument, or the emotional, human effect?
• How many instances will it take to convince you: once, twice, consistently over time?
Stages of negotiation

• Preparation
• Discussion
• Clarification of goals
• Negotiate towards a Win-Win outcome
• Agreement
• Implementation of a course of action
• Or more informally: Attitudes, Knowledge, Interpersonal skills
Position for influence: The Corner Position

• Allows friendly casual conversation
• Good eye contact
• Allows you to use and observe gestures
• Table provides a partial barrier, reducing threat but avoiding territorial division
• Most successful strategic position for B to deliver a presentation
• Reduces tension
The Co-operative Position

• Allows good eye contact and the opportunity for mirroring
• A good position for presenting your case and having it accepted
• The trick is to move into this position without A feeling threatened
• Useful position if a third party is introduced and can be seated opposite A.
The Competitive / Defensive Position

• Good for restaurant meals!
• Can create a defensive, competitive atmosphere
• Each side may take a firm stance – the table becomes a solid barrier
• Can be used by A to establish a superior / subordinate role if on his territory
• Conversations will be shorter
• Less recall, shorter sentences, more likely to argue
• Less likely to achieve successful outcome
The Independent Position

• “Diametrically opposed”
• Signals lack of interest, indifference or even hostility
• Not to be used where open discussion is your goal
Increase your influence

• Most power comes from the head of the table (facing the door)
• Most cooperation comes from those beside you – more from the right than the left
• Most resistance comes from those directly opposite
• If you sit in the middle, you are part of the team, there to collaborate
• If you want more power, shift your chair slightly back to create space
• A round table suggests equality – unless one person has superior status, then power diminishes the further people are from them
How might you use this?

• Who do you most want to influence? Where is the best place to sit to achieve this?
• Who is most likely to argue or oppose?
• Who is in a seat that will give them power?
• If you want to control, where do you need to sit?
Influence in presentations

• People retain up to three times as much information about things they see in their right visual field than in their left

• People who sit at the front learn more, participate more and are more enthusiastic

• Those at the back will be more negative, confrontational – or simply disengaged

• Stand on the right of the stage (to the audience’s left) when you want to appeal to their emotional response

• Use the communication skills we have practised!
Summary

• Pay attention to how you communicate, verbally and non-verbally
• Think about who you need to influence and negotiate with – not just the immediately obvious suspects
• Take time to understand their point of view and what drives them
• Think about who you need to influence in meetings or presentations and position yourself and them accordingly
• Different states and different positions are needed for different situations
• You are doing it already – this is just about doing it better
More information

• Kurt Mortensen: persuasion and influencing skills – more information at http://www.magneticpersuasion.com/

• Transactional Analysis: Games People Play by Eric Berne (widely available)

• For more information and to find out your preferred states try an online site and / or test eg: http://www.transactional-analysis.info/menutests.php

• A good clear summary of the stages of negotiation and how to use them is available at: http://www.skillsyouneed.com/ips/negotiation.html#ixzz4H0pxLuGm

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