

Influencing Without Authority
with Cyndi Schaeffer, PhD

Training Objectives

- Compare and contrast leading with and without authority
- Describe emotional intelligence and understand their own personality type
- List the essential elements of communication skills

Objectives Continued

- Articulate various recognition programs and the use of cognitive strategies

Agenda

- Introductions
- Scavenger Hunt, p. 11
- Information, group activities

Rationale of why influence/ leadership skills are critical for successful work completion

- Work won't get done
- Organization suffers
- Customers aren't served exceptionally
- People get angry
- Morale goes down

Commonalities and differences of leading with authority and without authority

Differences	commonalities
• You aren't their boss	• You provide leadership
• You have to use more leadership skills	• You motivate
	• You have to get the work completed
	• Your held responsible

Challenges and opportunities of leading without authority

challenges	opportunities
<ul style="list-style-type: none">• Sometimes feel helpless• Can't deal directly with personnel issues• You have to provide more leadership tactics• Need to have clearer instructions	<ul style="list-style-type: none">▪ You probably have more expertise▪ You understand issues, problems▪ Increased communication with team players and their managers/supervisors▪ Provide the information regarding goal attainment and accountability▪ Develop leadership skills

Mistakes Made

- Underestimate relationships
- Afraid to state expectations
- Don't deal with problems
- Lose interest

- Take Leading without Authority Assessment, p. 12 and discuss

Critical people skills needed

- Emotional intelligence
- Communication skills
- Ability to lead teams and be a good team member
- Motivate others
- Using happiness

Emotional intelligence

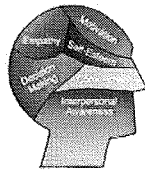
- Definition
- Process
- Results of using EI
- Using EI with others and teams
- Take the Myer Briggs

Self-Awareness: Emotional self-awareness; accurate self-assessment; self-confidence

Self-Management: Self-control, trustworthiness; conscientiousness, adaptability; achievement orientation; initiative

Social Awareness: Empathy; organizational awareness; service orientation

Social Skills: Visionary leadership; developing others; communication; change analyst; conflict management; building bonds; teamwork and collaboration



Emotional Intelligence

Studies show....

- ⊙EI results in higher individual and team performance (Day & Carroll, 2004; Druskat & Wolff, 2001; Stubbs, 2005; Pescosolido, 2002)
- ⊙EI improves leadership effectiveness (George, 2000; Ferres & Connell, 2004; Rossete & Ciarrochi, 2006; Zhou & George, 2003)
- ⊙EI reduces stress, improves performance, and enhances health (Slaski & Cartwright, 2003)

Myers Briggs

- Take the brief assessment, p. 13

- Score it

- What type are you?

What do the results mean?

- 16 different types, p. 14

- Preferences not skills

- Not a "type" that is perfect or "right"

Myers Briggs

- **E (Extrovert) or I (Introvert)**

- **N (Intuitive) or S (Sensory)**

- **T (Thinkers) or F (Feelers)**

- **P (Perceivers) or J (Judgers)**

Action Planning

- Go to your action plan
- Quickly identify a new "goal" and identify action steps and timelines



How do you Lead without Authority?

- Effort
- Good intent
- Clarity (State and restate)
- Engaged
- Know yourself
- Know the "other" (s)

Effective communication

- Basic communication skills, p. 28

- Communicating with other personality types, beginning p. 20

Communication Assessments

- Take the communication assessment, p. 25
- Take the listening assessment, p. 27
- Group exercise

Action Planning

- Go to your action plan
- Quickly identify a new "goal" and identify action steps and timelines



How to motivate

- Do the rating exercise- group exercise, p. 29
- Earning respect
- What does personality have to do with it? (styles and work)
- Your personality and others (Myers Briggs)
- Motivational strategies

Reward openly and often

- Handout, p. 30
- Celebrate as a team

Action Planning

- Go to your action plan
- Quickly identify a new "goal" and identify action steps and timelines



Closure

- **Emotional intelligence**
- **Effective communication**
- **Leading effective teams**
- **Knowing how to motivate**



Trainer

Cyndi Schaeffer, PhD

Cyndi has had over 20 years of supervisory and management experience in the private and public sectors. She has supervised from 5 to 100 employees and management teams of ten. She is currently the Change and Organizational Development Manager with King County. She has taught leadership, management and psychology courses at several state and private universities over the last 17 years, as well as internationally for companies and businesses. She earned a PhD in Leadership and Change Management. Her academic research addresses organizational change and leadership issues.

Scavenger Hunt: Find someone in the room who fits each of the following. Have them initial the item that "fits". You may only ask one question to each person before asking the next person. You may go back and ask people questions later.

1. _____ Has visited two or more countries
2. _____ Likes Italian food
3. _____ Saw the "ARGO" movie
4. _____ Speaks another language well
5. _____ Wears hats
6. _____ Likes to hike
7. _____ Owns a pair of white or beige shoes
8. _____ Owned or rode on a motorcycle
9. _____ Cooked Mexican food during the last month
10. _____ Drives a fuel efficient vehicle
11. _____ Has a cat
12. _____ Has coached a sports team
13. _____ Can develop an Excel division formula
14. _____ Knows how to use Skype
15. _____ Owns a food processor
16. _____ Likes Country Western music
17. _____ Avoids coffee after noon

Leading Without Authority Assessment

Instructions: For each item, circle the rating that best represents your agreement to the following statements.

	1 Strongly disagree	2 Disagree	3 Sometimes	4 Agree	5 Strongly agree
1. I try to network with as many colleagues as possible.	1	2	3	4	5
2. I have mostly positive relationships at work.	1	2	3	4	5
3. I think about the other person's "personality" before I engage.	1	2	3	4	5
4. I take time to visit with people to get to know them.	1	2	3	4	5
5. I believe I can "catch more flies with honey than vinegar".	1	2	3	4	5
6. I ask people to talk about the idea I am championing.	1	2	3	4	5
7. I ask colleagues and others to talk about obstacles to my ideas.	1	2	3	4	5
8. I am patient with other's viewpoints even when they are different than mine.	1	2	3	4	5
9. I am comfortable talking about an idea –even if I know the other person is not fond of the idea.	1	2	3	4	5
10. I think about possible coalitions --who do I need "buy-in"?	1	2	3	4	5
11. I ask the people (I need their "blessings") their ideas/concerns.	1	2	3	4	5
12. I am told that I have "tact" when talking with others.	1	2	3	4	5
13. I can change how I think things need to get done, based on others' input.	1	2	3	4	5
14. I always give recognition to everyone involved in the project.	1	2	3	4	5

Key: 57- 70 Excellent
 49- 56 Good
 39 -48 Fair (Good development opportunity!)
 38 or below Needs work (Really great development opportunity!)

Psychological DYNAMIC APPROACH SURVEY

Instructions: For each of the following eight sentences, rate the degree to which you believe it describes you on a scale of 1-6, as described in the key. The sentences are paired in such a way that your ratings for each pair should add up to 7 (e.g., If you rate one sentence with a 3 then the other sentence in the pair should be rated a 4). For example, you might rate the first two sentences like this:

I am sociable, outgoing, gregarious, a people person, and talkative. 123456

I am reflective, deep, internally focused, an idea person, and quiet. 123456

So the total of the two ratings is $6+1=7$.

Key: 6 = Always 5 = Often 4 = Usually 3 = Sometimes 2 = Rarely 1 = Never

1. I am sociable, outgoing, gregarious, a people person, and talkative. 1 2 3 4 5 6

2. I am reflective, deep, internally focused, an idea person, and quiet. 1 2 3 4 5 6

(Total ratings for items 1 + 2 = 7)

3. I am practical, realistic, and factual, and I like details. 1 2 3 4 5 6

4. I am conceptual, theoretical, future oriented and a generalist. 1 2 3 4 5 6

(Total ratings for items 3 + 4 = 7)

5. I am firm, just, clear, and detached in
decision making. 1 2 3 4 5 6

6. I am humane, harmonious, and subjective
and I like multiple inputs. 1 2 3 4 5 6

(Total ratings for items 5 + 6 = 7)

7. I am structured, scheduled, planned and
in control. 1 2 3 4 5 6

8. I am adaptable, flexible, spontaneous,
and open. 1 2 3 4 5 6

(Total ratings for items 7 + 8 = 7)

Sentence 1: Extravert (E)	1 2 3 4 5 6
Sentence 2: Introvert (I)	1 2 3 4 5 6
Sentence 3: Sensor (S)	1 2 3 4 5 6
Sentence 4: Intuit or (N)	1 2 3 4 5 6
Sentence 5: Thinker (T)	1 2 3 4 5 6
Sentence 6: Feeler (F)	1 2 3 4 5 6
Sentence 7: Judger (J)	1 2 3 4 5 6
Sentence 8: Perceiver (P)	1 2 3 4 5 6

The Sixteen Types at a Glance

By Charles Martin, Ph.D.

ISTJ

For ISTJs the dominant quality in their lives is an abiding sense of responsibility for doing what needs to be done in the here-and-now. Their realism, organizing abilities, and command of the facts lead to their completing tasks thoroughly and with great attention to detail. Logical pragmatists at heart, ISTJs make decisions based on their experience and with an eye to efficiency in all things. ISTJs are intensely committed to people and to the organizations of which they are a part; they take their work seriously and believe others should do so as well.

ISFJ

For ISFJs the dominant quality in their lives is an abiding respect and sense of personal responsibility for doing what needs to be done in the here-and-now. Actions that are of practical help to others are of particular importance to ISFJs. Their realism, organizing abilities, and command of the facts lead to their thorough attention in completing tasks. ISFJs bring an aura of quiet warmth, caring, and dependability to all that they do; they take their work seriously and believe others should do so as well.

INFJ

For INFJs the dominant quality in their lives is their attention to the inner world of possibilities, ideas, and symbols. Knowing by way of insight is paramount for INFJs, and they often manifest a deep concern for people and relationships as well. INFJs often have deep interests in creative expression as well as issues of spirituality and human development. While the energy and attention of INFJs are naturally drawn to the inner world of ideas and insights, what people often first encounter with INFJs is their drive for closure and for the application of their ideas to people's concerns.

INTJ

For INTJs the dominant force in their lives is their attention to the inner world of possibilities, symbols, abstractions, images, and thoughts. Insight in conjunction with logical analysis is the essence of their approach to the world; they think systemically. Ideas are the substance of life for INTJs and they have a driving need to understand, to know, and to demonstrate competence in their areas of interest. INTJs inherently trust their insights, and with their task-orientation will work intensely to make their visions into realities.

ISTP

For ISTPs the driving force in their lives is to understand how things and phenomena in the real world work so they can make the best and most effective use of them. ISTPs are logical and realistic people, and they are natural troubleshooters. When not actively solving a problem, ISTPs are quiet and analytical observers of their environment, and they naturally look for the underlying sense to any facts they have gathered. ISTPs do often pursue variety and even excitement in their hands-on experiences. Although they do have a spontaneous, even playful side, what people often first encounter with them is their detached pragmatism.

ISFP

For ISFPs the dominant quality in their lives is a deep-felt caring for living things, combined with a quietly playful and sometimes adventurous approach to life and all its experiences. ISFPs typically show their caring in very practical ways, since they often prefer action to words. Their warmth and concern are generally not expressed openly, and what people often first encounter with ISFPs is their quiet adaptability, realism, and "free spirit" spontaneity.

INFP

For INFPs the dominant quality in their lives is a deep-felt caring and idealism about people. They experience this intense caring most often in their relationships with others, but they may also experience it around ideas, projects, or any involvement they see as important. INFPs are often skilled communicators, and they are naturally drawn to ideas that embody a concern for human potential. INFPs live in the inner world of values and ideals, but what people often first encounter with the INFP in the outer world is their adaptability and concern for possibilities.

INTP

For INTPs the driving force in their lives is to understand whatever phenomenon is the focus of their attention. They want to make sense of the world -- as a concept -- and they often enjoy opportunities to be creative. INTPs are logical, analytical, and detached in their approach to the world; they naturally question and critique ideas and events as they strive for understanding. INTPs usually have little need to control the outer world, or to bring order to it, and they often appear very flexible and adaptable in their lifestyle.

ESTP

For ESTPs the dominant quality in their lives is their enthusiastic attention to the outer world of hands-on and real-life experiences. ESTPs are excited by continuous involvement in new activities and in the pursuit of new challenges. ESTPs tend to be logical and analytical in their approach to life, and they have an acute sense of how objects, events, and people in the world work. ESTPs are typically energetic and adaptable realists, who prefer to experience and accept life rather than to judge or organize it.

ESFP

For ESFPs the dominant quality in their lives is their enthusiastic attention to the outer world of hands-on and real-life experiences. ESFPs are excited by continuous involvement in new activities and new relationships. ESFPs also have a deep concern for people, and they show their caring in warm and pragmatic gestures of helping. ESFPs are typically energetic and adaptable realists, who prefer to experience and accept life rather than to judge or organize it.

ENFP

For ENFPs the dominant quality in their lives is their attention to the outer world of possibilities; they are excited by continuous involvement in anything new, whether it be new ideas, new people, or new activities. Though ENFPs thrive on what is possible and what is new, they also experience a deep concern for people as well. Thus, they are especially interested in possibilities for people. ENFPs are typically energetic, enthusiastic people who lead spontaneous and adaptable lives.

ENTP

For ENTPs the driving quality in their lives is their attention to the outer world of possibilities; they are excited by continuous involvement in anything new, whether it be new ideas, new people, or new activities. They look for patterns and meaning in the world, and they often have a deep need to analyze, to understand, and to know the nature of things. ENTPs are typically energetic, enthusiastic people who lead spontaneous and adaptable lives.

ESTJ

For ESTJs the driving force in their lives is their need to analyze and bring into logical order the outer world of events, people, and things. ESTJs like to organize anything that comes into their domain, and they will work energetically to complete tasks so they can quickly move

from one to the next. Sensing orients their thinking to current facts and realities, and thus gives their thinking a pragmatic quality. ESTJs take their responsibilities seriously and believe others should do so as well.

ESFJ

For ESFJs the dominant quality in their lives is an active and intense caring about people and a strong desire to bring harmony into their relationships. ESFJs bring an aura of warmth to all that they do, and they naturally move into action to help others, to organize the world around them, and to get things done. Sensing orients their feeling to current facts and realities, and thus gives their feeling a hands-on pragmatic quality. ESFJs take their work seriously and believe others should as well.

ENFJ

For ENFJs the dominant quality in their lives is an active and intense caring about people and a strong desire to bring harmony into their relationships. ENFJs are openly expressive and empathic people who bring an aura of warmth to all that they do. Intuition orients their feeling to the new and to the possible, thus ENFJs often enjoy working to manifest a humanitarian vision, or helping others develop their potential. ENFJs naturally and conscientiously move into action to care for others, to organize the world around them, and to get things done.

ENTJ

For ENTJs the driving force in their lives is their need to analyze and bring into logical order the outer world of events, people, and things. ENTJs are natural leaders who build conceptual models that serve as plans for strategic action. Intuition orients their thinking to the future, and gives their thinking an abstract quality. ENTJs will actively pursue and direct others in the pursuit of goals they have set, and they prefer a world that is structured and organized.

Table 11.3 Psychological Types

TYPE	VALUE	APPEARANCE
ESTP	Competition	Active, pragmatic, incisive, demanding
ISTP	Efficiency	Active, capable, concrete, proficient
ESFP	Realism	Energetic, inquisitive, encouraging
ISFP	Cooperation	Flexible, synergetic, pragmatic
ESTJ	Organization	Methodical, focused, planned
ISTJ	Productivity	Persistent, logical, practical
ESFJ	Harmony	Helpful, supportive, practical
ISFJ	Consideration	Cooperative, committed, understanding
ENTJ	Command	Analytical, blunt, planned
INTJ	Effectiveness	Analytical, tough minded, systematic
ENTP	Knowledge	Assertive, competitive, resourceful
INTP	Ingenuity	Conceptual, analytical, critical
ENFJ	Collaboration	Warm, supportive, inclusive
INFJ	Creativity	Inventive, idealistic, insightful
ENFP	Innovation	Imaginative, enthusiastic, expressive
INFP	Empathy	Passionate, intuitive, creative

Psychological Preferences and Leadership

PREFERENCE	LEADERSHIP PLUSES	LEADERSHIP MINUSES
Thinker	Objective Rational Problem solver	Critical Demanding Insensitive
Feeler	Empathetic Cooperative Loyal	Indecisive Changeable
Extravert	Energizing Communicative Open	Communication overload
Introvert	Quiet Reflective Thinking	Slow to decide Hesitant
Intuitive	Strategic thinker Future oriented	Hazy Nonspecific
Sensor	Practical Action oriented	Unimaginative Detail oriented
Judger	Decisive Sticks to plans	Rigid Inflexible
Perceiver	Flexible Curious Informal	Scattered Unfocused

Source: Adapted from Type Talk at Work, by O. Kroeger and J.M. Theusen, 2002, New York; Dell

IF YOU ARE AN...

IF YOU ARE A...

LEADING AN...

	Extravert	Introvert
Extravert	<p>Allow E's ample time and space to talk out ideas, issues, and problems without premature closure or threat of penalty</p> <p>Remember that little of the volume generated counts for anything.</p> <p>Think before you speak.</p> <p>Push and repeat what's really important.</p>	<p>Talk to E's frequently and openly, engage them, and keep them active.</p> <p>Remember that they tend to exercise power in a way that is vocal, visible and active—so at times force yourself into the spotlight.</p> <p>Ask for feedback and argue/discuss it on the spot.</p> <p>Now and then, have a simple chat.</p>
Introvert	<p>Remember that silence does not mean agreement or consent.</p> <p>Allow time and space for I's to assimilate and reflect.</p> <p>Remember that they tend to exercise power in a way that is understated and reflective.</p> <p>Ask for performance feedback, and then listen to what they have to say.</p>	<p>Engage in disclosing your ideas, intentions, and plans, and actively solicit input and feedback.</p> <p>Role-model some overt actions that might facilitate communication.</p> <p>Determine what issues need verbal vs. written reinforcement.</p> <p>Keep reminding yourself that silence is not always golden—sometimes it's yellow!</p>
Sensor	<p>Communicate how specific actions and efforts will affect the big picture.</p> <p>Seek outside help to keep you aware of trends, patterns, and future possibilities.</p> <p>Focus on the positive possibilities the future could bring, and then communicate them to your followers, along with the specific actions.</p>	<p>Remember that your focus on the big picture will irritate as much as inspire your follower(s).</p> <p>Allow a focus on specifics and details, but encourage your follower(s) to discuss how micro issues add up to form a bigger effort.</p> <p>Remember that your vision will be realized only when details are seen to and ideas are implemented.</p>
Intuitive	<p>Remember that your focus on details and facts will frustrate as much as inspire your follower(s).</p> <p>Within the context of acting on a new possibility, push your follower(s) to develop detailed plans of action.</p> <p>Remember that your management of detail and specifics will manifest itself in good leadership when focused toward attaining some future state.</p>	<p>Communicate what specific actions will be taken, when, and by whom.</p> <p>Seek outside guidance to keep you aware of which details of your industry will impact your efforts.</p> <p>There cannot be too many reality checks.</p>

LEADING AN...

	Thinker	Feeler
Thinker	<p>Your follower(s) will judge your effectiveness as a leader by your ability to remain objective, employ cause-and-effect logic, and make tough decisions that transcend human whim.</p> <p>Focus on what the impact of your actions and decisions are on the people you lead.</p> <p>Remind yourself that all humans have emotions and feelings.</p>	<p>Your follower(s) will judge your effectiveness as a leader by your ability to remain objective, employ cause-and-effect logic.</p> <p>Say what you mean, mean what you say, and let go of it.</p> <p>Work hard not to personalize everything.</p> <p>Be slow to compliment and to apologize.</p>
Feeler	<p>Your follower(s) will judge your effectiveness as a leader by your ability to connect personally and adjust your decision making to circumstances.</p> <p>"Thank you" and "I'm sorry" can buy a great deal of motivation.</p> <p>Try not to fix or improve everything.</p> <p>Schmoozing (within limits) can be good.</p>	<p>Your follower(s) will judge your effectiveness by your ability to connect personally and adjust your decision making to circumstances.</p> <p>Role-model tough and impersonal behavior now and then.</p> <p>The more you want to rescue and get personally involved, DO NOT!</p>
Judger	<p>Schedule a little spontaneity every so often.</p> <p>Now and then, "upset the apple cart."</p> <p>Role-model and show options every chance you get.</p> <p>Give advance warning of impending changes</p>	<p>State your boundaries and stay within them.</p> <p>Do the structure and closure thing even when you do not want to.</p> <p>Limit your changes of mind to one a day or week or...</p> <p>Don't be afraid to be FINAL and STICK TO IT!</p>
Perceiver	<p>State and restate your boundaries and limits.</p> <p>Let go now and then and learn from experience.</p> <p>Be genuine in trying new behaviors.</p> <p>Balance each criticism with a compliment or keep the criticism to yourself.</p>	<p>Now and then, follow through on something.</p> <p>Compete with one another in being timely.</p> <p>Plan your work and work your plan.</p> <p>Jointly check off, with some regularity. Something on the check-off list.</p>

Team Building

IF YOU ARE AN...

	EXTRAVERT	INTROVERT
EXTRAVERT	<ul style="list-style-type: none"> • Avoid talking over each other. Take turns. • Allow time overnight before making any decisions or before finalizing anything. • Listen more, talk less. 	<ul style="list-style-type: none"> • Beware that your silence may be mistaken for consent. • If others claim that you did not say something you thought you had, consider that they may be right. • Allow others to use you as a sounding board.
INTROVERT	<ul style="list-style-type: none"> • Remember that others' silence is not necessarily consent. • If others say "I told you that" or "I already said that", consider that you may not have been truly listening. • Don't invade others' space. Allow for privacy and reflective time. 	<ul style="list-style-type: none"> • Be animated and assertive, and try to read each other's' behavior. • Talk more, edit less—Share spontaneously. • Teamwork is team building—Don't wait until you are alone to deal with stuff.

IF YOU ARE AN...

	SENSOR	INTUITIVE
SENSOR	<ul style="list-style-type: none"> • Be sure you agree on details, facts and specifics. • Remind yourself that there's more to the life of the team than the task at hand. • Find three stumbling blocks and work toward avoiding them. 	<ul style="list-style-type: none"> • Be clear and concise. • Show where specifics fit within the grand scheme. • Remember the old adage, "Tell them what you are going to tell them, tell them, and then tell them what you have just told them."
INTUITIVE	<ul style="list-style-type: none"> • Push for specifics—then push again. • As often as necessary, ask, "What do you mean by...?" • Before saying that something can't be done think of ways to do it. 	<ul style="list-style-type: none"> • Concentrate on what is practical. • Try not to get lost in strategizing. • Be sure you have a way to implement your strategy.

Problem Solving

IF YOU ARE AN...

EXTRAVERT	EXTRAVERT	INTROVERT
	<ul style="list-style-type: none"> • Repeat what you have heard for verification and ask that others do the same. • Try not to speak at the same time as another. • Pause after a comment or question before resuming—if need be, count to five before speaking. 	<ul style="list-style-type: none"> • Ask for quiet time and space. • Work at being direct and expressive. • Raise your voice if you need to make your point heard—don't wait to be asked.
INTROVERT	EXTRAVERT	INTROVERT
	<ul style="list-style-type: none"> • Make private time and reflection—sitting in silence—part of the problem solving session. • Now and then, put it in writing instead of saying it. • Raise issues and problems prior to a meeting to allow time for reflection and consideration. 	<ul style="list-style-type: none"> • Speak out, even if it seems awkward. • Edit yourself out loud, not internally. • Share more "than you think" is necessary and request the same from your colleague.

IF YOU ARE AN...

SENSOR	SENSOR	INTUITIVE
	<ul style="list-style-type: none"> • Work on stating the obvious in general terms. • Share your hopes and visions with each other. • Try to keep each other from interpreting what is being said too literally. 	<ul style="list-style-type: none"> • Remember that much of what you say might be taken literally. • Correlate your interpretations with others' so that you are satisfied. • Keep in mind that precision and facts are key to formulating a response.
INTUITIVE	SENSOR	INTUITIVE
	<ul style="list-style-type: none"> • Correlate interpretations and meanings so that you are satisfied with what is being said. • Be prepared for your colleague to give general responses to your specific questions and statements. • Expect others to be irritated with overly specific or detailed questions, plans, or data. 	<ul style="list-style-type: none"> • Be sure to double-check the meaning of what each of you is proposing. • Be mindful that the solutions you seek need to be attainable in the here-and-now world. • Push for specifics about what each person is saying, answering the who, what, when, where, how and how much.

Conflict Resolution

IF YOU ARE AN...

	EXTRAVERT	INTROVERT
EXTRAVERT	<ul style="list-style-type: none"> • Have one party listen while the other talks and then switch roles. • Remember that the last word is rarely the final word. • Try to argue the other's viewpoint; repeat what you heard the other say. 	<ul style="list-style-type: none"> • Demand that your colleague be silent for a while and listen. • Try to blurt out the first thoughts that come to mind without editing them in advance. • Commit yourself to sharing your thoughts, even if you need to write them down first.
INTROVERT	<ul style="list-style-type: none"> • Avoid overkill and redundancy. • Say your peace, then back off and allow the other time to respond. • Jot some thoughts down on paper and share them with your colleague. 	<ul style="list-style-type: none"> • Force yourself to speak on issues. Above all, do not avoid conflict by being silent. • Commit yourself to working out the issue together, rather than internally. • Assume that your colleague is experiencing at least as much stress as you are over the conflict.

IF YOU ARE AN...

	SENSOR	INTUITIVE
SENSOR	<ul style="list-style-type: none"> • Beware of over loading each other with facts and specifics. • When you disagree on details, stop the action and check each other's accuracy before continuing. • Try to explore the implications of what you say before you say it. 	<ul style="list-style-type: none"> • Respect the fact that it may be necessary to consider specifics in order to resolve the conflict. • Help your colleague to see the meaning and implications of the details he or she is presenting. • Avoid trying to win an argument by focusing only on the big picture.
INTUITIVE	<ul style="list-style-type: none"> • Keep your colleague grounded and specific. • Try to grasp the implications and meaning of what is being said. • Avoid introducing so many details that you lose sight of the bigger picture. 	<ul style="list-style-type: none"> • Recognize that you both tend to avoid facts or to bend them in order to prove your case. • If you disagree over perception, stop and check for accuracy before the conflict escalates. • Work hard to stay grounded, precise, and in the present.

Conflict Resolution

IF YOU ARE AN...

THINKER	THINKER	FEELER
	<ul style="list-style-type: none"> • Know when to stop analyzing and competing. • Recognize that you both have emotions and that hurt feelings may result from your disagreement. • Remember that it is okay to lose the argument. Life will go on. 	<ul style="list-style-type: none"> • Try to remember that not all criticism is directed at you. • Stand your ground. State your position and try to stay objective. • Avoid saying "I'm sorry" or "you're right" too often. It's okay to argue. Life will go on.
FEELER	THINKER	FEELER
	<ul style="list-style-type: none"> • Keep in mind that whatever you say may be taken personally, even if you don't mean it that way. • Remember that it is good to say "I'm sorry" when you mean it. • Try to show your human side during the conflict. 	<ul style="list-style-type: none"> • Face the conflict. Stand tough and don't avoid it. • Don't give in early for the sake of harmony. • Remember that conflict can be a positive, learning experience.

IF YOU ARE AN...

JUDGER	JUDGER	PERCEIVER
	<ul style="list-style-type: none"> • Keep in mind that conflicts can't be scheduled, but the resolution of them can be. • Bring up the issues, then schedule a time to deal with them later. • If an issue isn't yet resolved, don't say that it is just to bring closure to the situation. 	<ul style="list-style-type: none"> • Recognize that your colleague may sound angrier than he or she really is. • Seek alternatives to win-lose situations. • Hit and run: Drop the topic of the conflict and leave, then come back and deal with it later.
PERCEIVER	JUDGER	PERCEIVER
	<ul style="list-style-type: none"> • Allow some latitude to explore different aspects of a subject. • Make a positive resolution the goal, rather than winning. • Help your colleague to stay focused and to deal with one issue at a time. 	<ul style="list-style-type: none"> • Help each other stay focused on one topic at a time. • State your opinions and needs as clearly as possible—no waffling. • Try to negotiate win-win situations. Or decide which one of you can "win" and "lose" each issue.

Communication Self-Assessment

Instructions: For each item, circle the rating that best represents how often you think perform the described behavior with interactions with others.

	1	2	3	4	5
	Seldom	Occasionally	Sometimes	Often	Consistently
15. I listen attentively when others speak.	1	2	3	4	5
16. My actions demonstrate that I am interested in what others have to say.	1	2	3	4	5
17. I show support, approval, or appreciation of others.	1	2	3	4	5
18. I express a willingness to help others.	1	2	3	4	5
19. I plan meetings in advance, reserve space, prepare an agenda, and inform participants about the meeting.	1	2	3	4	5
20. I let others know what the discussion is about.	1	2	3	4	5
21. I ask others for their solutions before offering advice.	1	2	3	4	5
22. I refrain from making accusatory or personally derogatory statements.	1	2	3	4	5
23. I deliver clear and concise information.	1	2	3	4	5
24. I offer helpful expertise.	1	2	3	4	5
25. I let others know clearly what I expect from them.	1	2	3	4	5
26. I ask questions rather than providing information.	1	2	3	4	5
27. I ask questions to encourage candid responses.	1	2	3	4	5
28. I summarize the main points covered and confirm commitments in a meeting or an interaction.	1	2	3	4	5

29. I make sure unresolved issues are not forgotten
in a meeting an interaction.

1 2 3 4 5

Scoring:

65-75 Excellent

50-64 Good

30-49 Adequate, but some improvement needed

30 or less Need to focus on communication improvement

Rate You're Listening

1- Often 2 - Frequently 3- Sometimes 4 - Seldom 5 - Almost Never

1. Finding myself silently criticizing a speaker's delivery or mannerisms	1	2	3	4	5
2. Listening primarily for facts and not paying attention to the feelings and emotions of the speaker	1	2	3	4	5
3. Passively listening and pretending to understand when I really don't	1	2	3	4	5
4. Paying more attention to a speaker's words than his/her facial expressions and other non-verbal communication	1	2	3	4	5
5. Letting my own emotions show while I am listening to the speaker	1	2	3	4	5
6. Thinking about how I am going to reply to what the speaker is saying	1	2	3	4	5
7. Drawing conclusions before the speaker is finished talking	1	2	3	4	5
8. Daydreaming or spacing out while someone is talking to me	1	2	3	4	5
9. Feeling restless, impatient, or eager to end the conversation	1	2	3	4	5
10. Interrupting the speaker with solutions or taking over the conversation to get my own point of view across	1	2	3	4	5

Total points

— — — — —

Total score _____

40-50 Very good- you are using the power of listening well

30-40 Good- but room for improvement

20-30 Ok, but you could be a better listener

0-20 Poor- Get ready to work on your listening skills

7 Active Listening Skills

1. Nonverbal and verbal behaviors
 - a) Eye contact
 - b) Body language
 - c) Facial expressions
 - d) Culture and gender

2. Use open ended questions
 - a) Start questions with "I'm curious what you mean" "Could you help me understand why...?"
 - b) Avoid closed ended questions..."do you think you are right?"..."Do you think that will really work?"

3. Paraphrasing content: thoughts and ideas
 - a) Using own words acknowledge thoughts and ideas
 - b) Using own words paraphrase emotional statements used
 - c) Don't repeat verbatim
 - d) Avoids jumping in with solutions

4. Perception checking "self"
 - a) Know how you feel
 - b) Put your "self" and ideas/thoughts/arguments, emotions on the "side"
 - c) Try to get in the other person's "shoes"

5. Summary statement or reflections- validating content and emotion
 - a) Check out their emotions with words you think reflect their feelings
 - b) Empathize with emotions
 - c) Be "in the moment" don't cloud empathy with your feelings

6. Passive listening- attentive, no interruptions
 - a) Allow speaker to talk , uninterrupted- does not jump in with solutions
 - b) Give complete attention
 - c) Watch facial expressions and body language
 - d) Provide minimal encouragers to show you are listening

7. Empowers employee to identify solutions and strategies.

Remember.....No demeaning comments or judgments

What Workers Want

Rank the following items from 1 to 10. 1 being what motivates most employees the most and 10 being what motivates employees the least.

Item	Rank
Sympathetic help with personal problems	
Good wages	
Feelings of being in on things	
Job security	
Tactful discipline	
Promotion and growth in organization	
Good working conditions	
Personal loyalty to employees	
Full appreciation of work done	
Interesting work	

Recognition is what matters

The principle of recognition that "You get what you reward" is a universal yet often underused principle in day-to-day management. Recognition can and should be used to build the morale and pride of the staff as they make progress toward departmental goals.

Recognition is all around us every day, just waiting to be used to encourage the behavior and performance you most need from those with whom you work. Prioritize what you most want from your group and start recognizing those things when you get them.

How to Give an Effective Praising

In the workplace, praise is priceless, yet it costs nothing. In one recent poll, workers identified a personal praising from their managers for doing a good job as the number one most motivating incentive. However, almost 60 percent of employees say they seldom if ever receive such a praising from their managers.

Although giving an effective praise may seem like common sense, many people have never learned how to do it. I suggest an acronym—ASAP-cubed—to remember the essential elements of a good praising. That is, praise should be as soon, as sincere, as specific, as personal, as positive, and as proactive as possible.

As soon—Timing is important when using positive reinforcement, according to extensive research on the topic. You need to give others praise as soon as the achievement is complete or the desired behavior is displayed. Even interrupt someone who's in a meeting to provide a quick word of praise until you are able to discuss the achievement with her at greater length.

As sincere—Words alone can fall flat if you are not sincere in why you are praising. You need to praise because you are truly appreciative and excited about the other person's success, otherwise it may come across as a manipulative tactic—something you are doing only when you want an employee to work late, for example.

As specific—Avoid generalities in favor of details of the achievement. "You really turned that angry customer around—you let him unload all his emotions and then focused on what you could do for him, not what you could not do for him." Specifics give credibility to your praising and also serve a practical purpose of stating exactly what was good about an employee's behavior or achievement.

As personal—A key to conveying your message is praising in person, face-to-face. This shows the activity is important enough to you to put aside everything else you have to do and just focus on the other person. Since we all have limited time, those actions you do personally indicate they have a higher value to you.

As positive—Too many managers undercut praise with a concluding note of criticism. When you say something such as “You did a great job on this report, but there were quite a few typos,” the “but” becomes a verbal erasure of all that came before. Save the corrective feedback for the next similar assignment.

As proactive—Most of us need to work on taking the time and effort to praise more frequently. Look for opportunities to praise whenever there is positive news such as in staff meetings. Use praising tools such as thank you notes, voicemail, or notations on your planning calendar. Lead with the positive and “catch” people doing things right—or else you will tend to be reactive and primarily focus on mistakes in your interactions with others.

Ten Ways to Motivate Employees

Employees may not need a pay raise as much as they do a personal thanks for a job well done from their managers. Following (in priority order) is my top 10 list of motivators for employees.

1. Personally thank employees for doing a good job—one on one, in writing, or both. Do it timely, often, and sincerely.
2. Be willing to take the time to meet with and listen to employees—as much as they need or want.
3. Provide specific feedback about performance of the person, the department, and the organization.
4. Strive to create a work environment that is open, trusting, and fun. Encourage new ideas and initiative.
5. Provide information on how the company makes and loses money, upcoming products and strategies for competing in the marketplace, and how the person fits into the overall plan.
6. Involve employees in decisions, especially when those decisions affect them.
7. Provide employees with a sense of ownership in their work and the work environment.
8. Recognize, reward, and promote people based on their performance; deal with low and marginal performers so that they improve or leave.
9. Give people a chance to grow and learn new skills; show them how you can help them meet their goals within the context of meeting the organization’s goals. Create a partnership with each employee.
10. Celebrate successes—of the company, of the department, and of individuals in it. Take time for team- and morale-building meetings and activities.

Bob Nelson: T+D Journal (ASTD Training and Development), March 2013

What Workers Want

Robbins, S. (2003). Organizational Behavior. New Jersey: Prentice Hall.

Item	Rank
Interesting work	1
Full appreciation of work done	2
Feelings of being in on things	3
Job security	4
Good wages	5
Promotion and growth in organization	6
Good working conditions	7
Personal loyalty to employees	8
Tactful discipline	9
Sympathetic help with personal problems	10

