

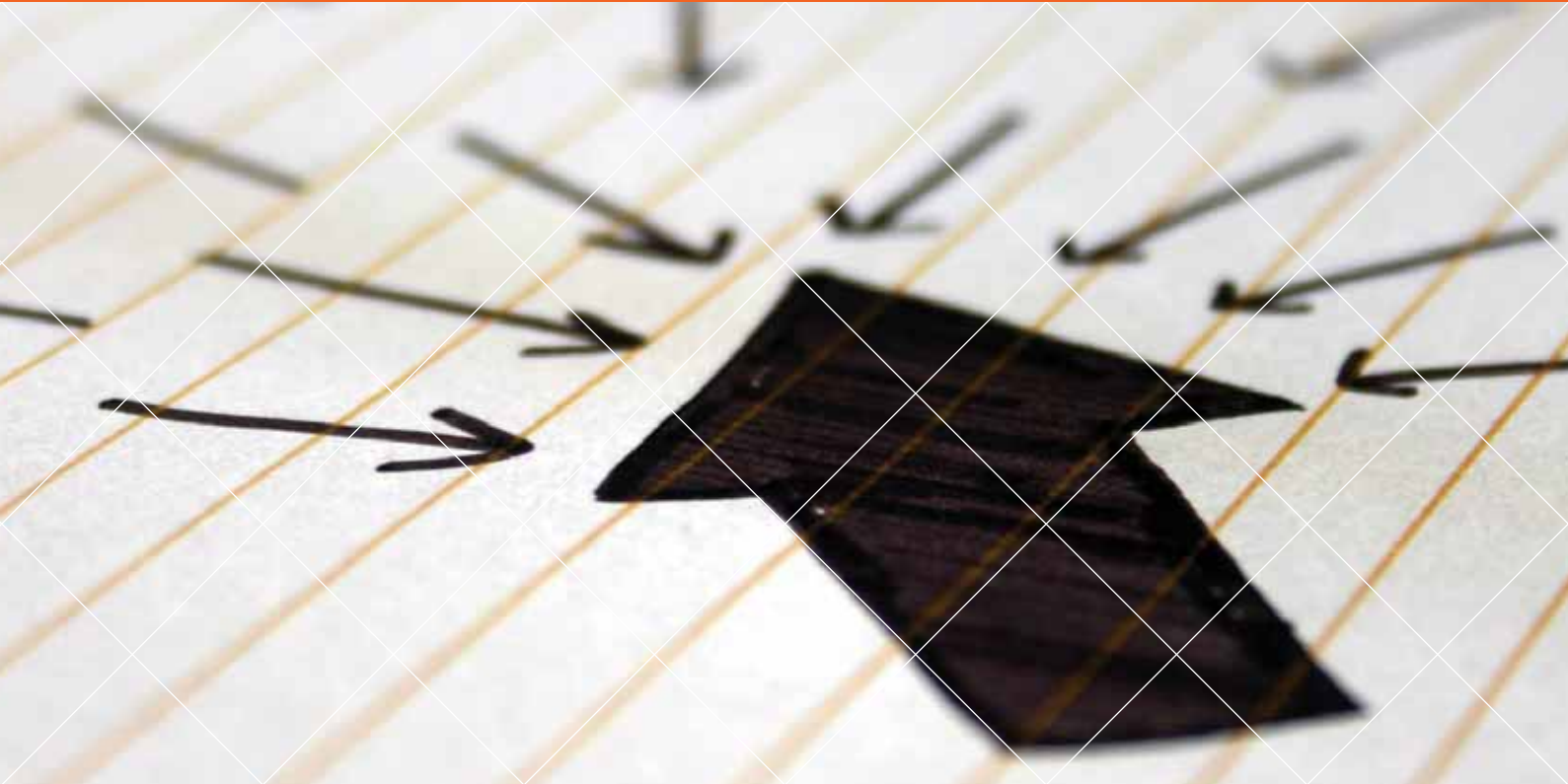
Communicating and Influencing

Communicating and Influencing

The Productive Leader

Releasing time to lead™



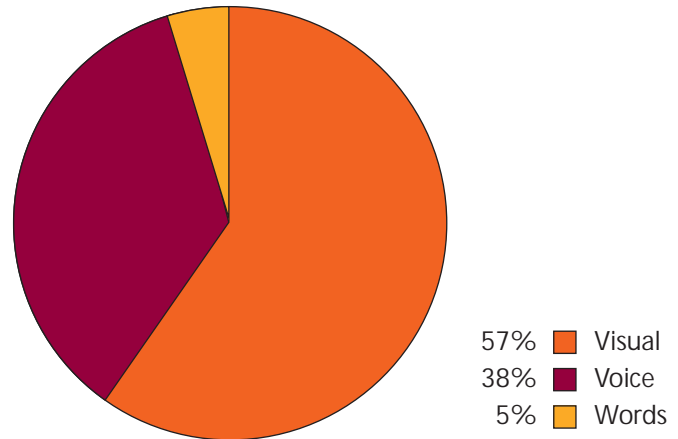


Communicating and Influencing: introduction

Communication is so much more than words. Human beings make their minds up very quickly about people. Typically, we do it in less than 20 seconds – about the length of a TV advertisement.

To reach such rapid decisions, we pick up many more cues than just the words another person uses. It has been estimated that 57% of the information we glean about other people is visual. Another 38% of this information comes from the voice of the other person – their intonation and their tone, leaving just 5% for words.

To communicate clearly and as we intend, it is important that we learn to understand and manage how our own communication style is perceived – and how to analyse other people's communication styles.



Your objectives

To get the most from this module, it is helpful to focus on some key personal objectives.

List three things you would like to gain from this programme:

1

2

3

In what ways do you think this programme could help you enhance your team leadership skills?

In what ways do you think this programme could benefit your organisation as a whole?

How would you need to think, feel and act in order to achieve these objectives?

Think

Feel

Act

This module is divided into three topics

1. Develop active communication

2. Adapt your language and style to
maximise understanding

3. Negotiate and influence

Active communication



Active communication

Communication is not just about transmitting information. It is a two-way process, and that means listening is just as important as speaking.

It is not just the person who is talking or writing who is responsible for effective communication. When people sit in meetings thinking, *'this is so boring!'* they are not playing a role in communication or taking responsibility for their part in the exchange.

This section explains active communication – listening attentively and building a rapport with others on a constructive and adult basis.



Transactional analysis

The theory of transactional analysis (TA) was developed by Dr Eric Berne in the 1950s. It works by identifying the roles we fall into when we communicate with one another.

The TA model is based on each of us having parent, adult and child aspects of ourselves. In TA these are known as ego states and each one has specific behaviours associated with it that you will probably recognise.

The model is very useful because it allows us to analyse how we communicate with other people, how to adapt the way we do this to get the best results and how we can best meet the communication styles of others.



Transactional analysis

Ego states – parent, adult, child

Ego states have a profound effect on our style of communication. TA says that formal working communication is most effective when we are in the adult ego state.

Ego state	Description	Pros	Cons	How this ego state might respond to a request to attend a meeting
Parent	'Taught' part of our ego. This is the corner of our psyche where everything learned from authority figures resides. Parent communicators feel they are always right	Sometimes nurturing, helpful and caring Is prepared to deliver the unpopular bottom line	Controlling, patronising, critical, judgmental and demanding	<i>'I suppose I'd better. Nothing will be done properly if I am not there'</i>

Communicating and Influencing

Ego states – parent, adult, child

Ego state	Description	Pros	Cons	How this ego state might respond to a request to attend a meeting
Adult	'Thought' part of our ego. Our adult self is rational and capable of impartial analysis. In adult mode, we put ourselves to one side and communicate in a non-emotional and non-judgmental way	Straightforward, unemotional, rational Factual and logical		<i>'I will check if I am available'</i>
Child	'Felt' part of our ego. This is the part of us that throws its hands up in the air and shouts, <i>'not fair!'</i> Child ego states do not take responsibility for their communications and react instinctively and emotionally	Cooperative, spontaneous and free Fun	Rebellious, resistant, immature. Emotions dictate reason Spontaneity is not always a good thing Manipulative	<i>'Might; might not'</i>

Transactional analysis

Ego states

We are all capable of entering different ego states in different circumstances.

Our consciousness has been compared to a goldfish swimming in a bowl. The bowl is sectioned into different ego states, and the fish can swim through any of them. However it probably has a part of the bowl it feels most comfortable in. Similarly, people have an ego state they feel most at home in.

By recognising our own ego state and those of the people around us we can begin to steer communication to a more constructive and effective level.

At work we should always aim for adult – adult communication.



Transactional analysis Being adult

To get into adult mode we must set out to listen actively and put any judgement and emotion to one side. Adult communication opens up channels of exchange where people feel safe to say what they want to say.

When we communicate in adult mode it is very difficult for the person we are communicating with to respond in parent or child mode.

By communicating in adult mode, we bring about the possibility of a genuine exchange of information.



Transactional analysis

Typical crossed communication when managing others

What can happen if we do not communicate in adult mode



Transactional analysis

Behaviour styles of communication based on TA model

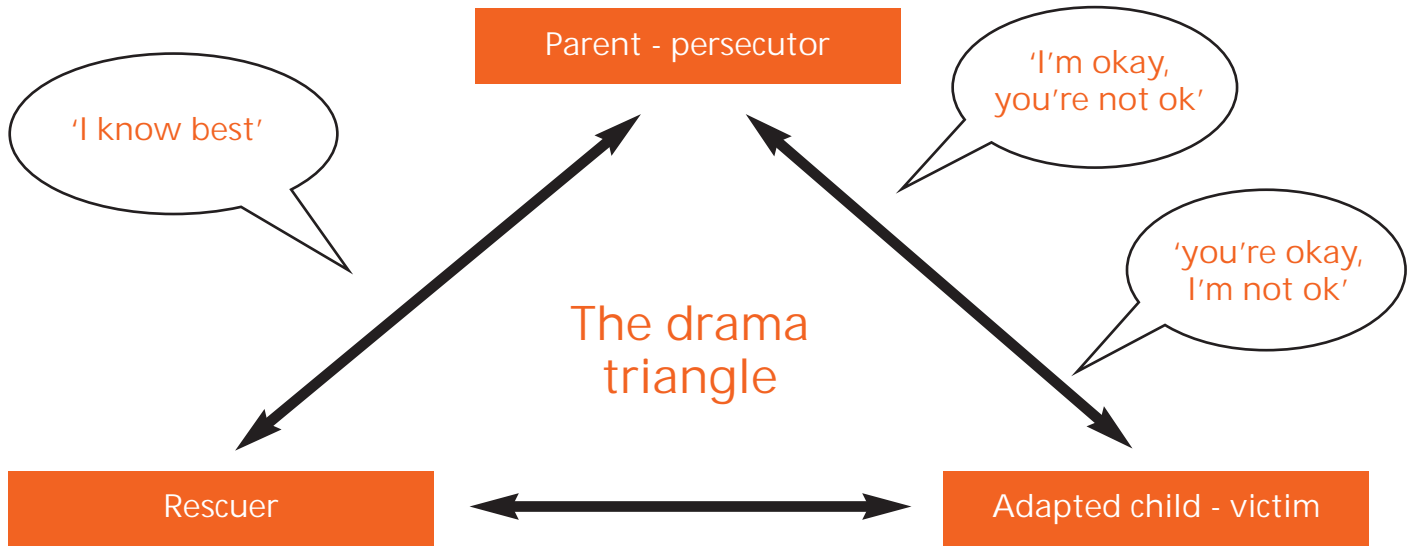
<p>Aggressive <i>'I am okay, you are not okay'</i></p>	<p>Assertive <i>'I am okay, you are okay'</i></p>
<p>Aggressive people achieve what they want by forceful verbal or physical means. They do not care about the rights of others and consider that they are right, regardless of what other people think or want. Their aggressive and bullying manner can result in the humiliation of others, and a great deal of resentment between the two parties.</p> <p>Body language: Pointing finger, leaning forward, a sharp, firm or sarcastic voice.</p> <p>Words/phrases: You would be better, do not be stupid, your fault, you should/ought/must, you are rubbish.</p>	<p>An assertive person respects their own rights and the rights of others, They see a working compromise rather than a victory. They express themselves directly and without being aggressive. These people have a sense of self-worth, allow other people to have different opinions, and can put their own opinion across calmly and openly.</p> <p>Body language: Relaxed, good eye contact, collaborative.</p> <p>Words/phrases: 'I' statements, we could, let us, what do you think? How do you feel about this? That information was incorrect.</p>

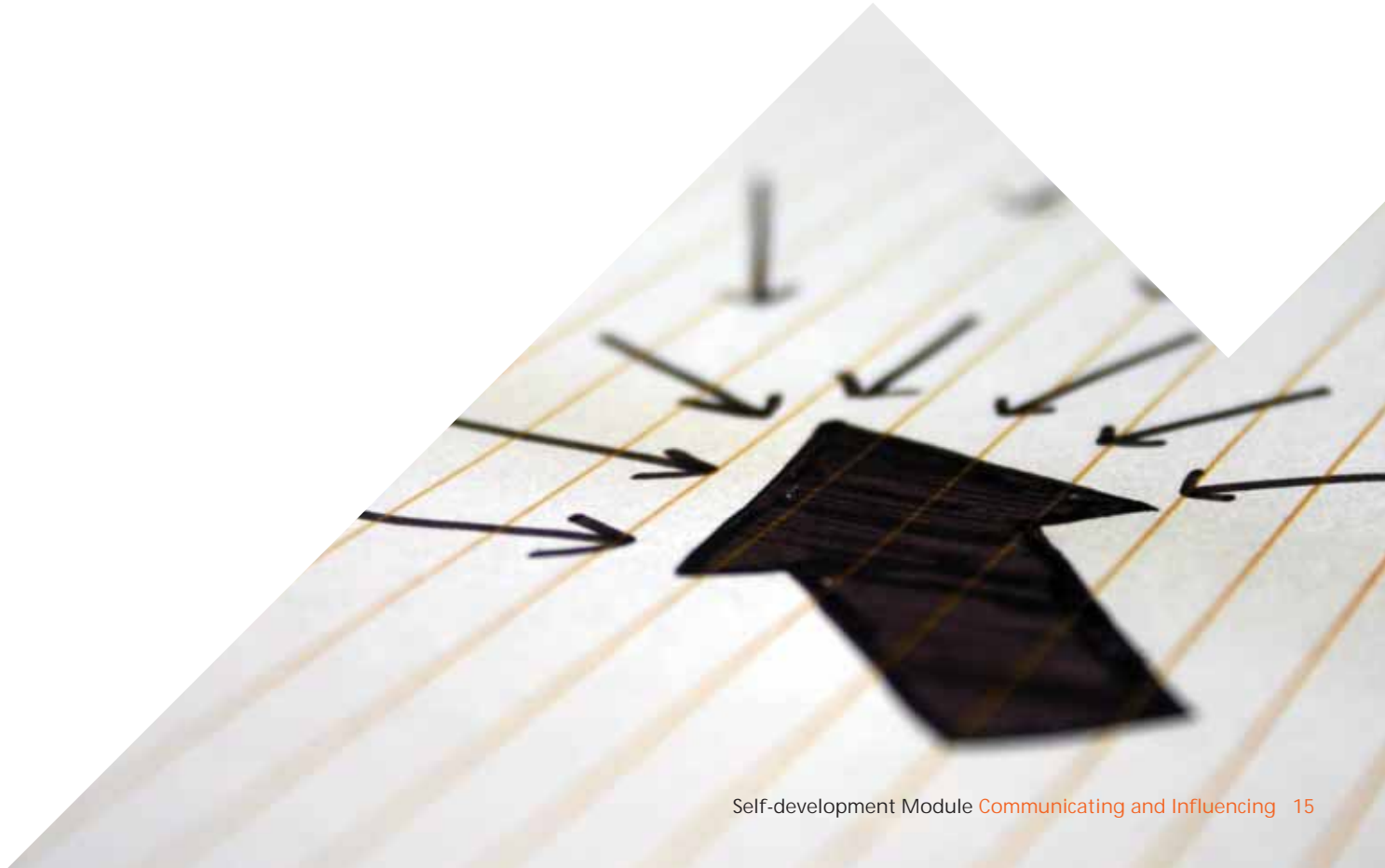
<p>Passive <i>'You are okay, I am not okay'</i></p>	<p>Passive aggressive <i>'You are not okay, I am not okay'</i></p>
<p>A person who is timid, shy and prefers to stay out of the limelight. These people can get what they want indirectly by triggering guilt in others who may feel sorry for them or protective, as they tend to become victims or martyrs.</p> <p>Body language: Hunched shoulders, downcast eyes, quiet voice, shifting of bodyweight.</p> <p>Words/phrases: Perhaps, maybe, I wonder if you could, I am hopeless, it is not important, never mind.</p>	<p>A person who is passive aggressive acts in what appears to be a passive manner, while feeling aggressive and often thinking, 'I will get my revenge later'. Their inability to express their anger or resentment in a constructive way results in frustration and causes them to manipulate people.</p> <p>Body language: Similar to passive, but with more negative emotional impact. For example, sighing, shrugging shoulders, raising eyes to ceiling, looking at the floor.</p> <p>Words/phrases: Similar to passive, but with more negative emotional impact.</p>

Transactional analysis

What can happen if we do not communicate in adult mode

If communications are parent – child, feelings of disempowerment can occur, bullying can happen, and an atmosphere of ‘them and us’ can develop.





Active communication: exercises



Exercise 1: observing transactional analysis in your workplace

Have you noticed people in your workplace behaving in a parent, adult or child mode? Identify specific situations and consider how the communication might be improved through adult – adult behaviours.

Are you aware of your own behaviour styles? Are there times when you personally go into parent or child mode? If so, what influences your behaviour and how might you adapt your communication in the future?



Exercise 2: active listening

Attention	Questions
What is being said How it is being said What is not being said	Listening questions Summarising questions
Encouragement	Interruption
Non-verbal responses Supportive statements Reflective statements	Do not interrupt – unless interrupting a monologue

Think about a meeting you attended recently:

- attention – did people give full attention to what was happening in the room and what was being said?
If not, what happened?
- encouragement – did people support one another? In what ways?
- questions – did people ask questions and give summaries?
- interruption – did people interrupt one another?

What could you do to enhance communication in future?

Exercise 3: focusing attention

Many people find their minds wandering in meetings and on the telephone. When this happens, their attention is fragmented and the quality of communication and recall is significantly reduced.

Are you able to tell when someone else is not giving you their full attention?
If so, how does this make you feel?

In what ways does it impact the effectiveness of the communication?

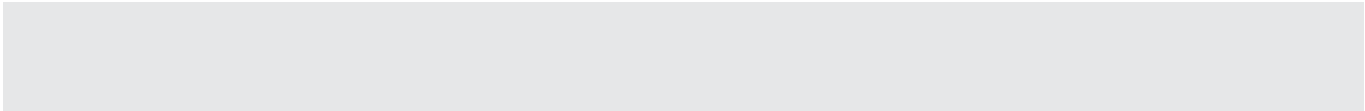
What action can you take to ensure that you give and gain full attention when you communicate with others?



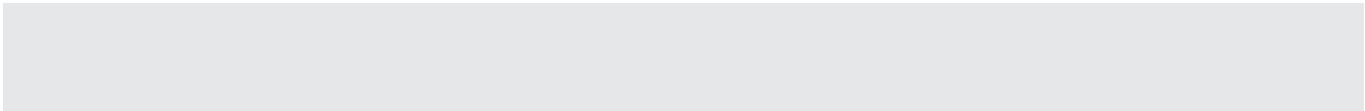
Reflection and actions

Use this page to record your observations.

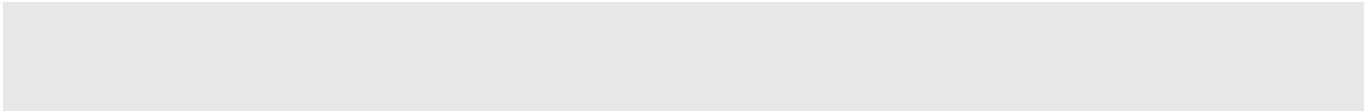
Have you noticed parent-child communication patterns occurring between management and clinical staff?



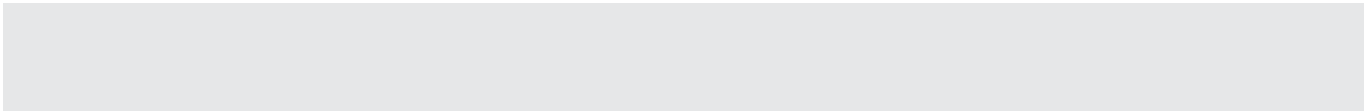
Could you use these concepts to encourage personal accountability within the organisation?



How does your own communication impact others?



Are there any actions you could take to help you and your stakeholders communicate more effectively in the future?



Tips

- The quality of understanding achieved through communication relies on each person participating actively. Try to give others your active participation and encourage them to do the same.
- Encourage people in your team to behave in adult – adult mode to nurture respect between team members.
- Help those who are in child mode to move into adult mode by helping them set clear goals and monitor how well they achieve these.

Adapting language and style



Personalities, priorities and communication styles

The previous section looked at how people transact communication, according to their ego states.

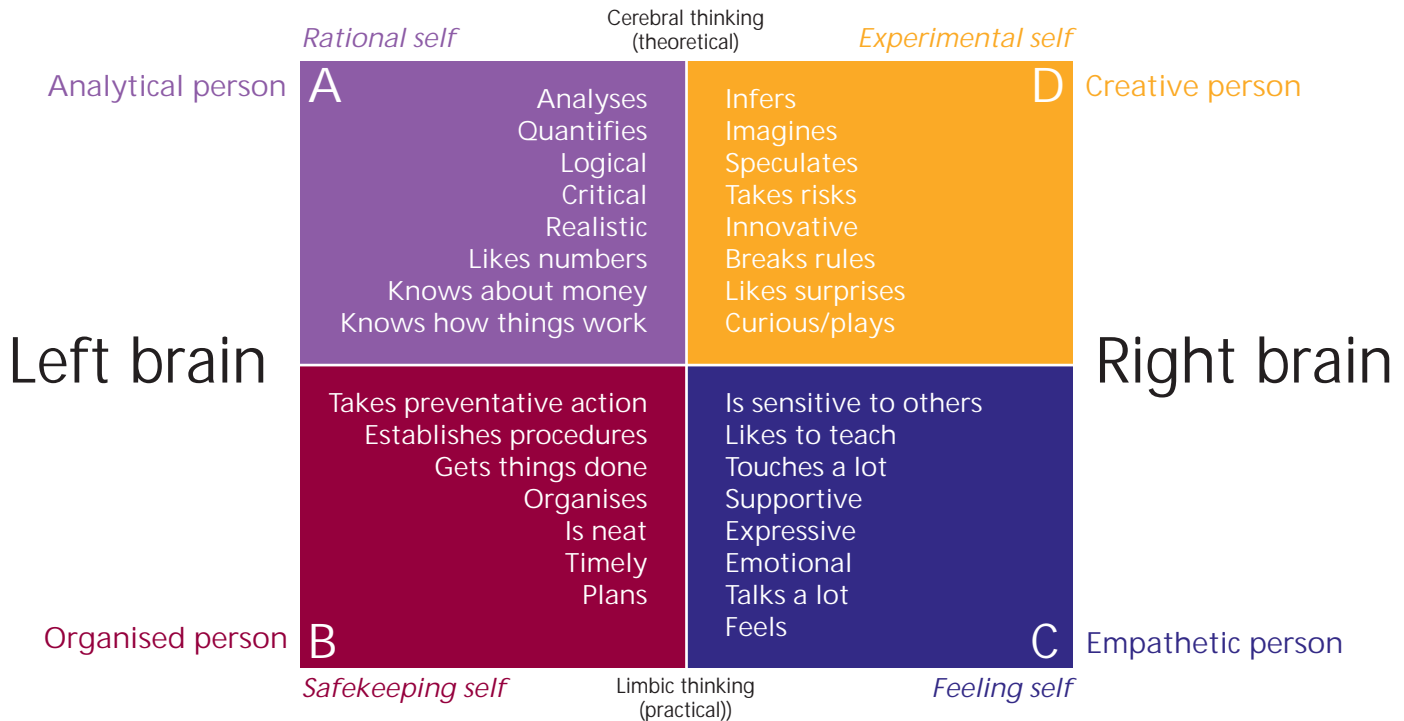
In addition to this you need to consider how personalities and perceptions of personality types colour and influence communication.

In this section you will use the Herrmann Thinking Preference Model to help facilitate communication between individuals and groups who may have very different personalities and priorities.



Four types of personality

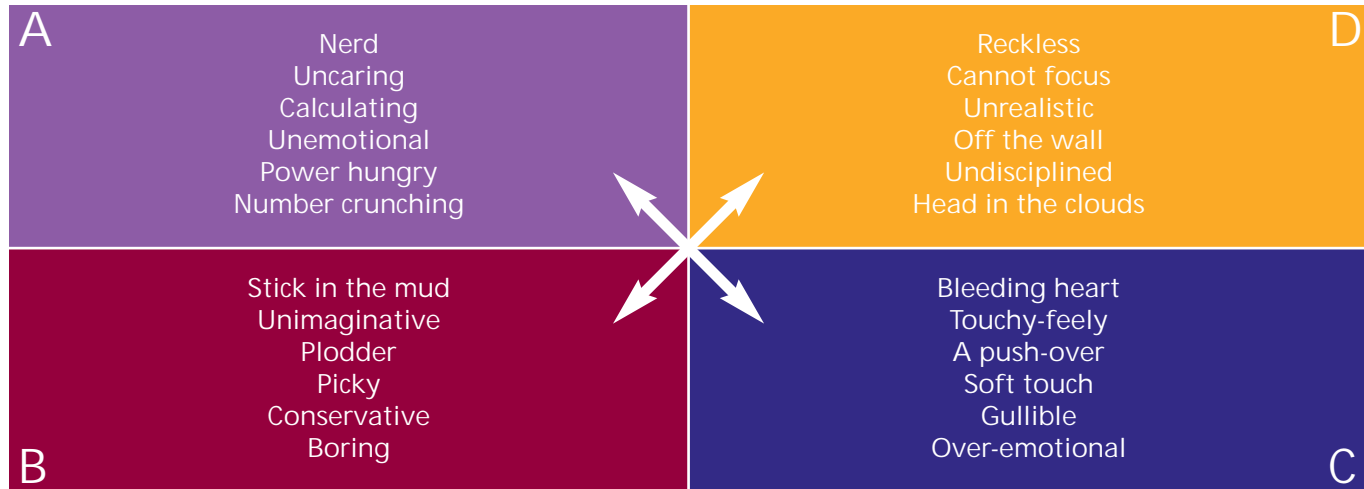
The Herrmann Thinking Preference Model defines four distinct personality types. These different personalities have different preferences and priorities which have the potential to conflict with those of other people.



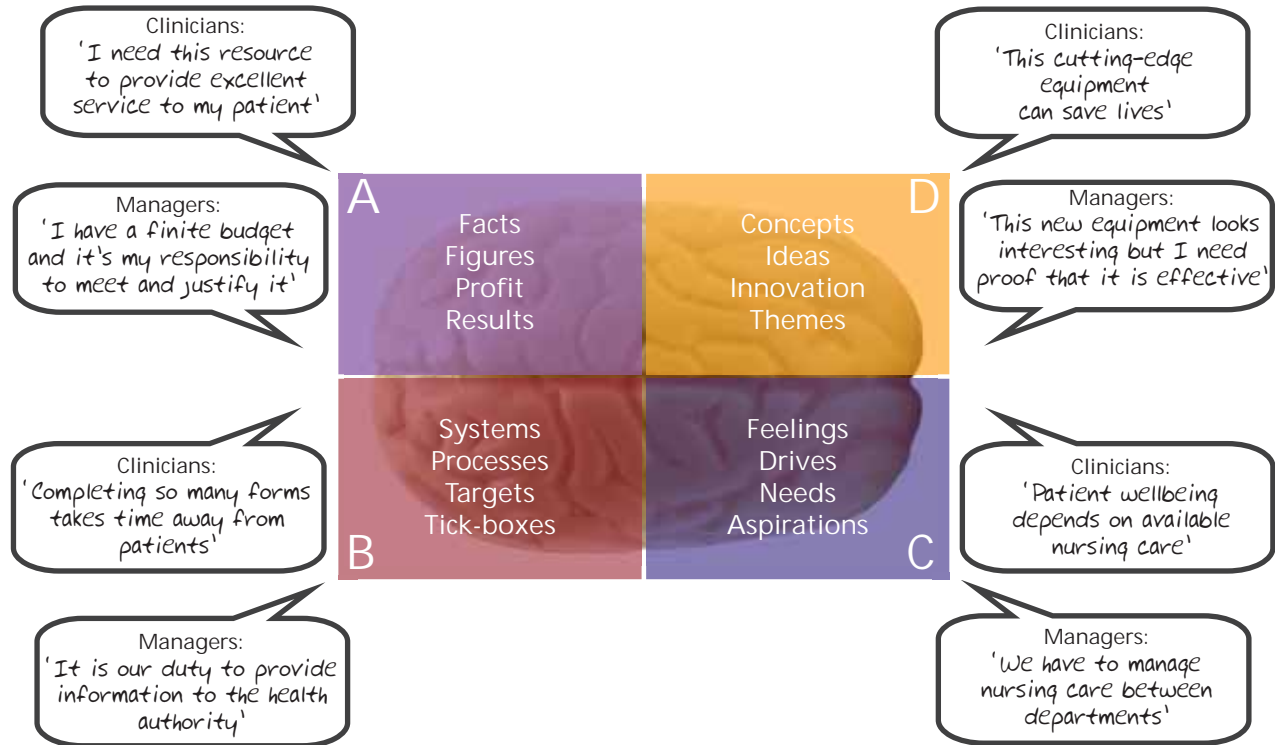
Each personality type uses a different language

A Accurate, analytical, assets, commodity, critical, dividends, profitable, data, measurement, rigorous, problem solving, rational, technical, revenue, reality, investment, facts, result	D Adventurous, amazing, ambiguous, breaking rules, conceptual, dynamic, entrepreneur, fantasy, opportunities, optimistic, flexible, spontaneous, integrated, progressive, original, independent, potential
B Administrative, bureaucratic, cautious, controlled, conventional, dedicated, evaluate, examine, insurance, implement, traditional, tenacious, sequential, safeguard, operations, organisation	C Belong, care, client/customer, coaching, cooperate, communicate, expressive, emotional, encouraging, relationships, listening, human, sharing, intuitive, teamwork, people, interpersonal, harmonious

The language used by different personality types can be perceived negatively by others



Values and priorities can conflict



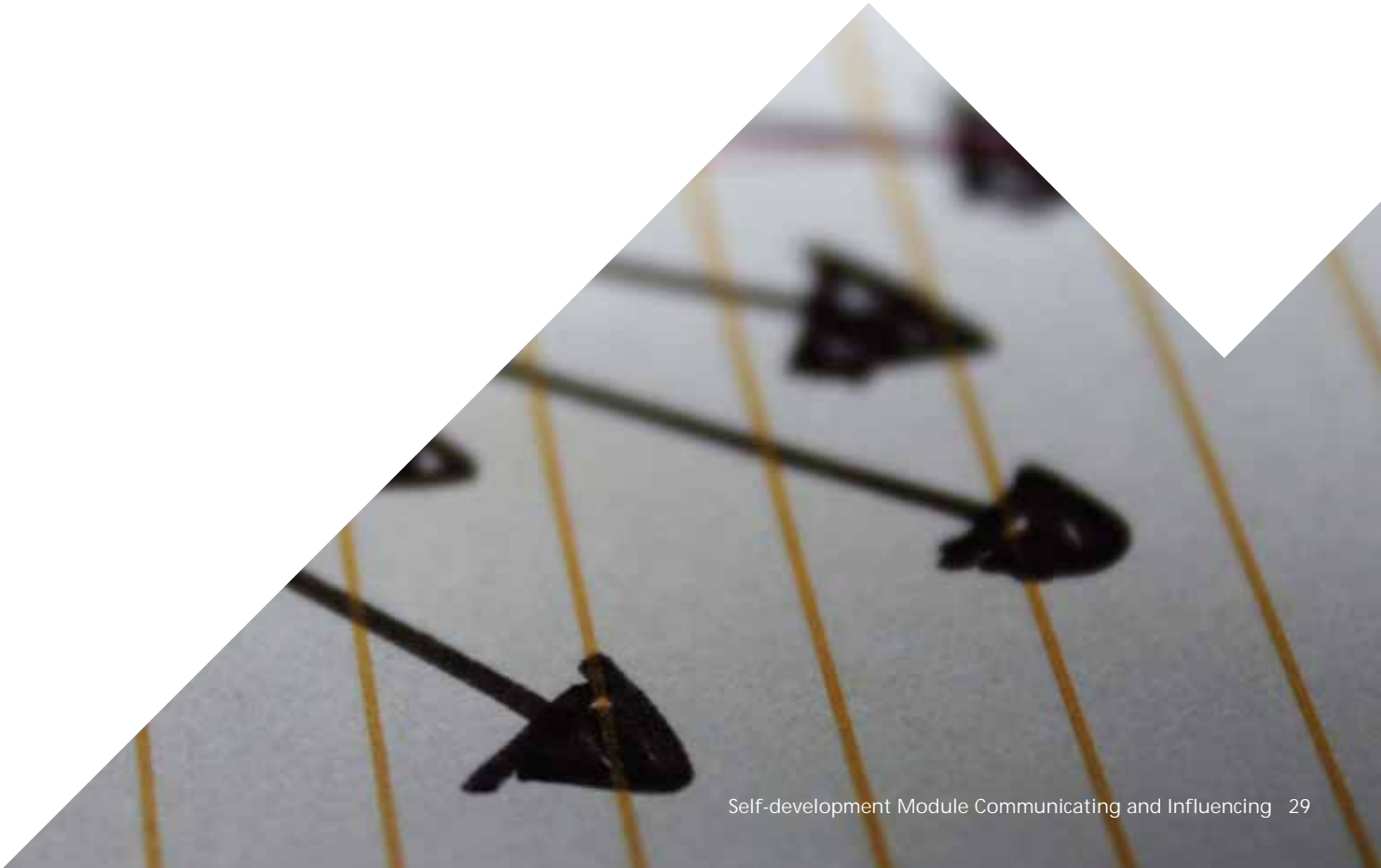
How the Herrmann Thinking Preference Model helps us communicate more effectively

If we know and understand the personalities and priorities of the people we are communicating with we can use this insight to promote effective communication. We do this by emphasising elements that are most likely to be of concern because they come high on their list of priorities.

Empathy is a vital management skill and this model helps us to develop it.

For example, if you need to get buy-in for the restructuring of a department it helps to know what people's priorities are likely to be.

<p>A</p> <p>How much will it cost?</p> <p>What will the efficiencies be?</p> <p>What supporting data do you have to support this move?</p>	<p>D</p> <p>It is a totally innovative approach</p> <p>It will pave the way for new care models</p> <p>It will bring different disciplines closer together, allowing more creative approaches</p>
<p>B</p> <p>How will this affect MRSA control?</p> <p>How will we re-establish procedures?</p>	<p>It will improve patient care</p> <p>It will improve staff morale</p> <p>It is based on an extended team approach</p> <p>C</p>



Adapting language and style: exercises



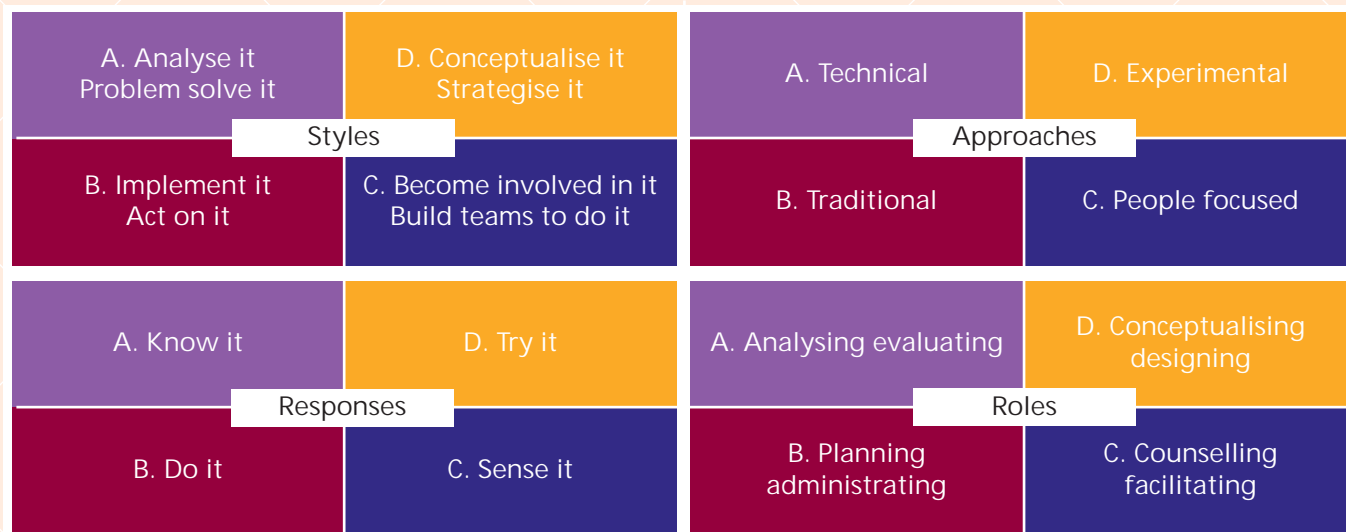
Exercise 1: consider one of your key relationships

Use this template for helping you understand yourself and the other people's priorities and preferences.

- | | | |
|---|--|--|
| <input type="checkbox"/> Formal, analytical, cool-headed | <input type="checkbox"/> Gesticulates when excited | <input type="checkbox"/> Emotions and intuition before facts |
| <input type="checkbox"/> Enthusiastic and optimistic | <input type="checkbox"/> To-the-point conversation | <input type="checkbox"/> Focused in the 'now' |
| <input type="checkbox"/> Wants facts, figures, statistics | <input type="checkbox"/> Interested in leading edge options | <input type="checkbox"/> Interested in ethics and values |
| <input type="checkbox"/> Future-oriented | <input type="checkbox"/> Focus on security and managing risk | <input type="checkbox"/> Likes a practical plan of action |
| <input type="checkbox"/> Focuses on profits before feelings | <input type="checkbox"/> Warm, friendly and talkative | <input type="checkbox"/> Turned off by statistics |
| <input type="checkbox"/> Talkative about ideas | <input type="checkbox"/> Needs detailed written information | <input type="checkbox"/> Results-focused |
| <input type="checkbox"/> Needs evidence and case studies | <input type="checkbox"/> Informal | |
| <input type="checkbox"/> Big picture thinkers | <input type="checkbox"/> Organised and good at administrative detail | |
| <input type="checkbox"/> Critical/devil's advocate | | |

Exercise 2: leadership

Look at the templates below and consider what your personal leadership style is. Consider whether it changes in different situations and with different people.



Is there anything you would change about your leadership style in the future?

Exercise 3: needs and priorities template

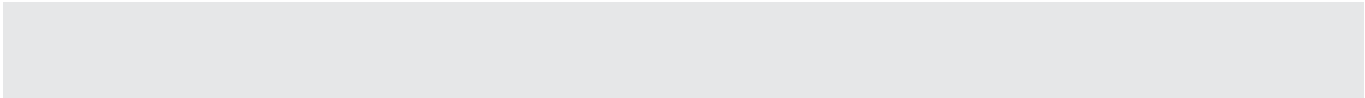
The next time you have to prepare a presentation or communicate at a meeting, use this template to help you meet the diverse needs and priorities of the group.

A Does it use facts? Are they quantified? Does it show clear analysis? Is it to the point? Is it logical?	D Does it show the big picture or an overview? Is it visual and colourful? Does it use metaphors? Does it look at the future?
B Does it provide details? Is it organised? Is it legible? Is there an action plan? Does it anticipate questions?	C Does it relate to the audience? Is it interactive? Is it helpful and friendly? Does it acknowledge emotional issues?

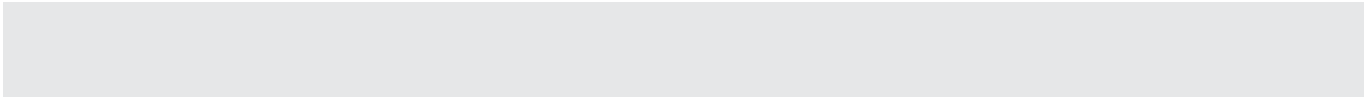
Reflection and actions

Use this page to record your observations.

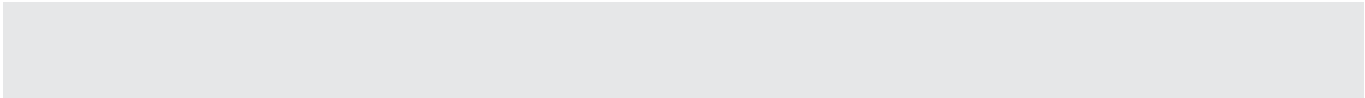
Do you recognise how the different members of your team think?



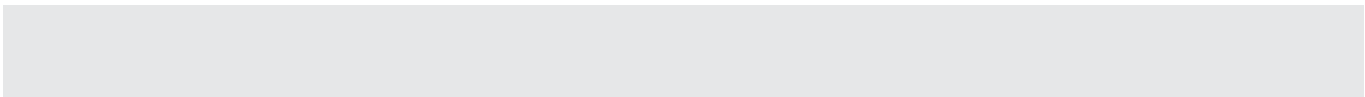
Are people open to different approaches and challenges?



How is preference and style impacting communication in your organisation? Consider your communication in emails and at meetings



How can you apply this information to enhance working performance and relationships in your own environment?



Tips for adapting language for effective communication

- Observe other people's language and priorities. Acknowledge them and work with them as much as possible to enhance cooperation.
- Help people to understand other people's perspectives. Any organisation requires front office (eg clinicians) and back office (eg managers) to function and provide effective service. When each group can value the other's input, they can combine to achieve common goals.
- Try putting yourself in the shoes of the person you are communicating with. What is important to them? If you understand this, you can adapt your style to bridge gaps.

Negotiating and influencing



Negotiating and influencing

The information and exercises in the previous two sections will help you in situations where you need to negotiate with and influence others. The important part of negotiating and influencing is to have a vision of a positive outcome, and maintain positive expectations of all parties concerned.

Many people go into negotiations anticipating difficulty, rather than approaching it as an opportunity to cooperate towards an agreed goal.

Neuroscientists say, '*there is no such thing as a private thought*'. Your mental attitude is very important. Your doubt or negativity could be more visible to others than you think.

The importance of the tone of your voice should not be underestimated. Keeping your body language positive will allow you to get the most from your audience.

Be clear about what you will or will not accept, but realise that there may be options that you have not yet considered.

'He who wishes to exert a useful influence must be careful to insult nothing. Let him not be troubled by what seems absurd, but concentrate his energies to the creation of what is good. He must not demolish, but build.'

Goethe

Your body language

Even if you are using positive words and emphasising the points you believe will be of most interest to your listeners, you may not communicate effectively if your body language is wrong and does not match what you are saying.

Keep your body language friendly, open, neutral and relaxed. Sit straight, with your limbs uncrossed and unfolded.

Make eye contact for about one third of the time. Any more may seem confrontational, any less may seem furtive or disinterested.



Debate and dialogue

Debate is when you have an idea or opinion that you will strongly defend. You will not move from that position and you have an arsenal of arguments as to why you should not. Debate is combative and does not allow room for exchange.

Dialogue is when a genuine exchange of ideas, experience and opinion occurs and compromise is possible.

To move communications into dialogue mode you need to listen attentively and genuinely consider other points of view. You should also use spoken and body language that is not defensive or aggressive and therefore does not shut down communication.



Creating the outcome together – moving from debate to dialogue

From debate	To dialogue
Knowing	Finding out
Winning/losing	Sharing
Defending	Exploring
Advocacy	Facilitation
Proving	Creating
Answers	Questions
Power/hierarchy	Uniqueness/equality

The tone of your voice

'It ain't what you say, it's the way that you say it.'

Keep your voice neutral. Do not shout, and do not snipe. Steer away from tones that could be perceived to be sarcastic or patronising.

If you feel your patience running thin, take a deep breath before you speak. Keep your tone even and measured.

Not only will this help to keep you calm and focused, it will make it very difficult for the person you are communicating with to make their tone anything but adult and neutral.

Let them rant

If the person you are communicating with needs to rant – let them do it. Respect their position. Keep your body language and tone neutral, and actively listen to what they are telling you. If you do not fan the flames with emotion, negative body language or clipped tones, their rant will soon die out and you will be able to initiate dialogue.

Being assertive

All of the behaviours and techniques described so far in this module culminate in the concept of assertiveness.

Assertiveness has had a bad press. It is often confused with aggression or domineering behaviour, but in fact nothing could be further from the truth.

A person who is assertive takes responsibility for their communication being effective. They seek feedback, enter into dialogue, compromise and always aim for win-win situations.

An assertive person makes sure that they are okay, and that the person they are talking to is okay.



The assertive three-step model

1

Actively listen and demonstrate that you have heard
(if you miss this stage out, communication is likely to fail)

2

Say what you think or feel

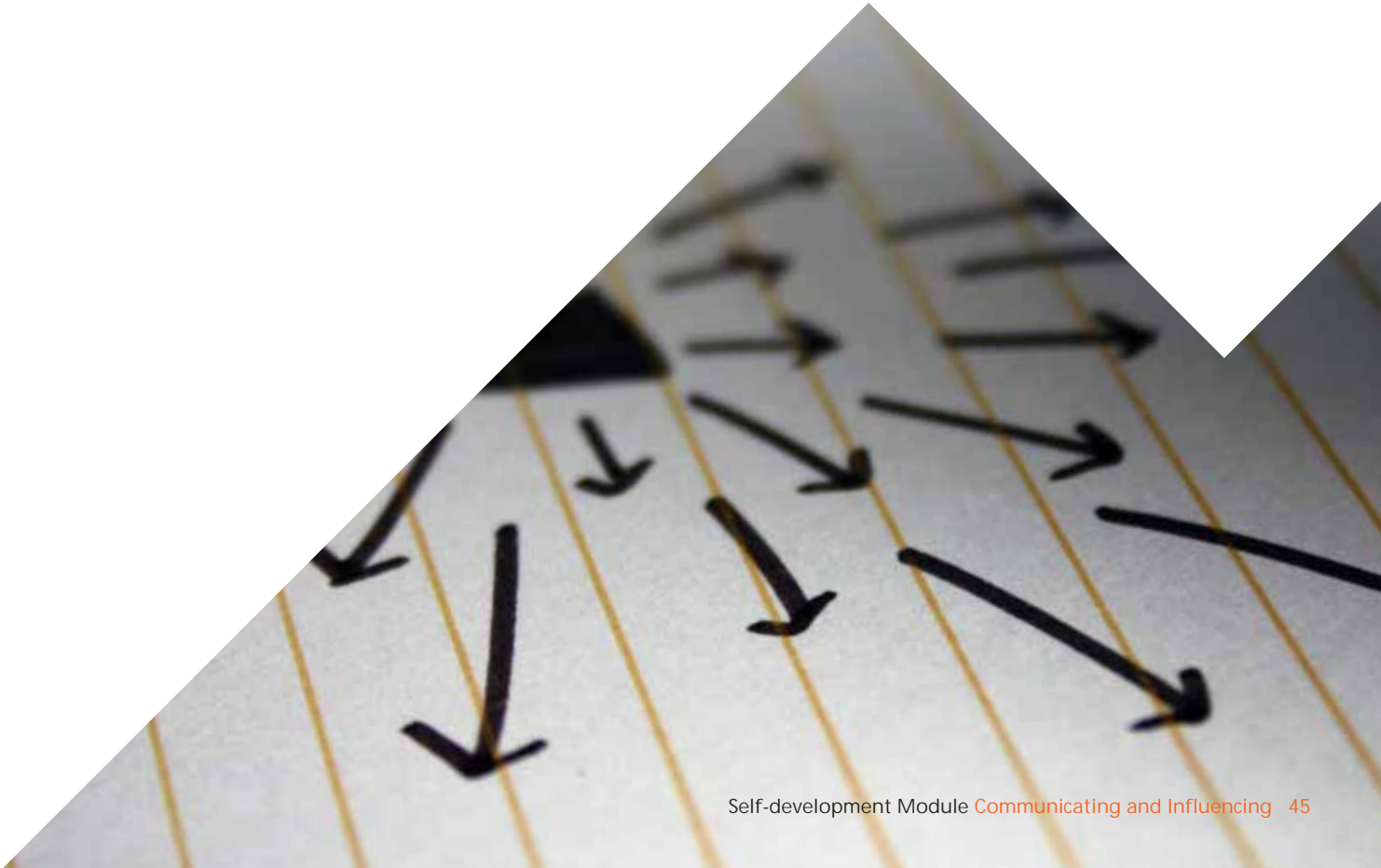
3

Say what you would like to happen and suggest a win-win solution

The principles of assertive communication

When your style is assertive you act as a role model for others

- Respect yourself and others
- Express your needs
- Allow others to express their needs
- Be able to say, *'no'*
- Be able to say, *'I do not understand'*
- Seek a win-win solution



Negotiating and influencing: exercises



Exercise 1: planning a negotiation

Think of a situation in the future where you will need to negotiate with another person.

Identify an ideal outcome.

Think about what the other person might consider to be their own ideal outcome.

What type of person are you dealing with? Think about the Herrmann Preferences Thinking Model and the adult, parent, child ego states. What styles of communication will help you to understand one another?

What mental and emotional state will enable you to approach the meeting in a spirit of cooperation?

What knowledge and information do you need to be well prepared for the negotiation?

Exercise 2: enhancing communication through the new shoes thinking model




Most of the time we see the world from our own perspective (first person): looking outwards at others with all our own perceptions, prejudices, concerns and aspirations. You can use this model to develop empathy and intuition by attempting to see the world from another perspective (second person). You can also gain insight by taking an objective viewpoint (third person) – the ‘wise’ fly on the wall.

First person – me	Second person – the other person	Third person – the wise observer
Start with your own perspective. What do you want from this situation? What are your emotions, concerns, aspirations and pressures; how are they impacting on your own behaviour? How might they impact on the other person?	Stand in the other person's shoes. What do they want? What are their concerns, emotions and aspirations? What might be influencing their behaviour towards you?	Stand right outside the situation and imagine yourself as a wise observer. What might this observer see in the interaction between you and the other person? What might they advise you to do differently?

Now imagine a difficult situation you may be facing with another person. Start from your own perspective, then move to the second and third positions.

Exercise 3: runway viewpoints for aligned and joined-up action

People can get stuck in their own perspective or departmental needs and lose sight of the bigger picture. It can help you to achieve more joined-up thinking if you imagine that you can rise above the situation and look down to get a better view of the organisation as a whole. Take a situation where you feel there is a lack of understanding between department heads and apply this model to help you think laterally about the problem.

		
1. Ground level	2. 10,000ft	3. 20,000ft
Immediate objectives (eg manager's need to save money on surgical equipment or services)	How does this objective impact others? What consequences could there be? (eg the equipment is less effective; saving money on laundry/cleaning services may result in more MRSA cases)	Looking down on the whole organisation, is the decision good for just one department or is it good for the organisation as a whole? For example, saving in one department may lead to increased costs later, with the replacement of equipment or the cost of managing MRSA

Reflection and actions



Use this page to record your observations.

How can you apply these models to your future negotiations?

Grey rectangular area for recording observations.

How can you help your department and clinical heads to adopt more joined-up thinking on decisions?

Grey rectangular area for recording observations.

In what situations can you more effectively engage emotions to get individual commitment to actions?

Grey rectangular area for recording observations.

Tips

- Find out as many facts about the situation as possible before you plan to communicate, negotiate or influence.
- Having empathy is not a weakness. It is an essential management skill that gives you the insight needed to gain agreement.
- Be prepared to take small steps towards agreement – patience can bring rewards.
- Engage emotions as well as words. A 'yes' at a meeting does not signify action unless it is accompanied by emotional commitment.

Decision time: make three decisions now

Decide three changes to help you communicate more effectively in your team.
Commit to doing these three things next week.

My decisions are:

1

2

3

See your success

Visualisation has been proven to support the successful achievement of goals. It is a technique used by many athletes, actors and professionals.

Close your eyes for a moment and visualise your success; see yourself achieving your goals, step-by-step:

- what barriers will you manage to get past?
- what will you be doing?
- what will you look like?
- how will you feel?
- how will other people know?

Make the images clear, positive and colourful. Imagine yourself in the picture and notice what it feels like to achieve your goals.



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