

CPD Module

18

Using your influence



Introduction to the module

The ability to influence others is one of the key management skills. It is referred to throughout the Management Standards, for example, when

- developing and gaining support for the organisation's strategy
- managing change in the organisation's activities
- negotiating for resources
- motivating teams and individuals
- leading and participating in meetings, *and*
- taking decisions.

Managers who influence the behaviour of others plan their approaches, and communicate clearly, using a variety of techniques. Managers who are effective influencers

- develop and use contacts to trade information, and obtain support and resources
- present themselves positively to others
- create and prepare strategies for influencing others
- use a variety of means to influence others, *and*
- understand the culture of the organisation and act to work within it or influence it.

This CPD Module is designed to help you reflect on how you influence people and develop your influencing skills by applying them in a variety of familiar situations, such as motivating your team, negotiating for resources and gaining support for your projects and plans.

The sections of the module

There are four sections to this module:

Section 1: Some basic principles

Section 2: Motivating

Section 3: Negotiating

Section 4: Gaining support

How to approach this module

This module recognises that readers will have a variety of preferred learning styles.

If you are an *activist*, you will probably want to start using your influence straightaway. You might find Activity 3 in Section 2 (page 21) and Activity 3 in Section 3 (page 34) useful structures for testing out your motivating and negotiating skills. You could also try out some of the other Activities - particularly those about gaining support in Section 4 - with a group of colleagues at work.

If you are a *reflector*, you should find Section 1 particularly useful for reflecting on your experiences as an influencer and identifying the areas where you would like to develop your skills. You will probably find the Think Stops and Activities throughout the Module helpful in focusing your thoughts.

Section 1, *Some Basic Principles*, is designed to help you develop a theoretical structure for your past influencing experiences and achieve successful results in the future. This should be of interest to you if you are a *theorist*, as will the principles and theories underpinning motivation and negotiation described in Sections 2 and 3. You may find the mind-mapping exercises in Section 4 useful for seeing how different stakeholders and their interests fit together. If you want further information, have a look at the recommended books listed on page 47.

If you are a *pragmatist*, you will find the Activities useful for applying your influencing skills to practical problems at work and, hopefully, improving your results. In Sections 2 and 3, you might like to skim read the introductory pages first and then tackle Activity 3 in each Section (on pages 21 and 34 respectively). You can always refer back to the underlying principles and theories later, if necessary. Try doing the Activities in Section 4 in a group.



Your first action plan

Action planning has been introduced to you in divider 3 of your User Guide. Divider 2, *Focus on your Management Development Needs*, will have helped you to identify the specific management knowledge and skills you need to develop immediately.

In order to get started, you may find it useful to attempt the first three questions of an action plan before working on this module, to determine in greater detail your current competence.

Take an **action plan** sheet now and using the questions below, make an initial stab at producing your plan. You will find it useful to fill in as much as you can, but do not agonise over it too much.

1. *Where are you now?*

Consider what might be the main skills involved in this topic. What are your strengths in each area?
Where do you feel you could improve?

2. *In what general area do you most want to improve?*

Do you need to focus on any specific area?

3. *What specific skill or skills do you need to work on?*

Do not be too ambitious - take one step at a time.

Now go to Section 1...

Section 1

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Some basic principles



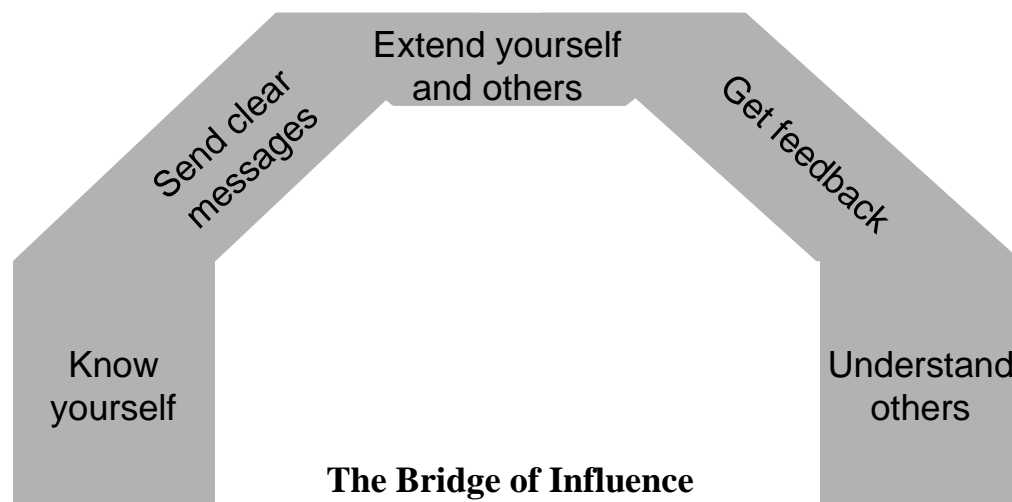
Introduction and anticipated outcomes of CPD

This CPD Section is designed to help you reflect of the basic principles which underpin all influencing activities and consider where your strengths lie and where you need to develop your influencing skills through practical application.

Influencing is a complex and often unpredictable art. We cannot ever know someone well enough to be able to guarantee what will motivate and influence them at any particular time - there are too many variables involved. However, we can learn from our own experience, and that of others, what is most likely to work in certain situations and be ready to modify our approach, when necessary.

Influencing also involves an ethical risk. Whenever we seek to use our influence we are manipulating others - and often ourselves. We need always to challenge our motives for influencing others - are they fully aligned with our personal values? And we need to check that the methods we use are not only effective but also ethically sound. The end does not always justify the means.

In this Section we will use the metaphor of building a bridge - The Bridge of Influence - between yourself and the people you want to influence. We will reflect on what you need to know about yourself and understand about other people in order to lay firm foundations for a relationship of trust. We will consider how to send clear and influential messages across the divide between yourself and others and get feedback to help you adapt your methods and style. Finally, we will think about how you may need to extend yourself beyond your current comfort zone and develop new skills and techniques as the keystone of successful influencing.



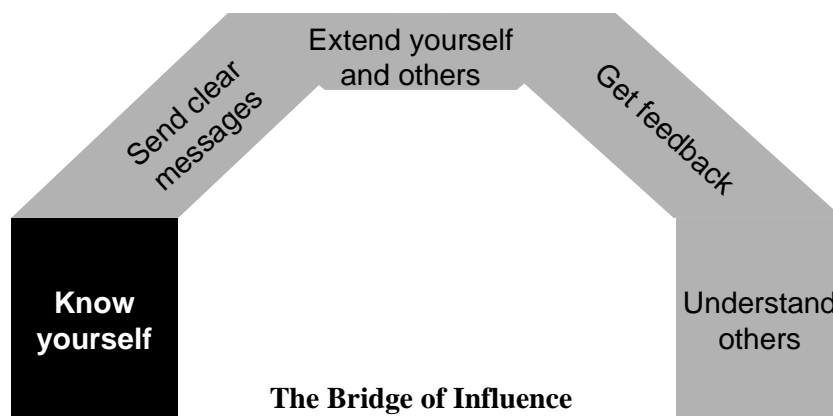
The outcomes you will seek to achieve whilst working through this Section are to:

1. *Develop your understanding of the basic principles of influencing*
2. *Recognise your strengths and weaknesses as an influencer, and where you need to develop your skills*
3. *Identify opportunities for applying these principles in your work.*

Often in this Section, you will be asked to stop and think how the simple principles discussed can apply to you and the complex situation in which you work. Take some time to reflect, both as you are reading this Section and later, from time to time. Influencing skills are not learned overnight. They are developed throughout a lifetime of action, reflection, hypothesising and planning new actions in the light of the experience gained. This is the essence of continuing professional development as discussed in the User Guide, particularly 'Becoming and Opportunistic Learner' in part 4. Always be looking for opportunities to test these principles at work, reflect on your experience and learn from the results.



Know yourself



Know then thyself, presume not God to scan, the proper study of mankind is man wrote Alexander Pope in his Essay on Man in the eighteenth century, emphasising the role of self knowledge in underpinning any worthwhile human endeavour. It is a dictum relevant to all those who seek to influence others to work towards common goals.

Young children learn early how to influence their parents and others around them through their screams, sulks, smiles and tantrums. Tyrants rely on physical might, threats and fear - rather than self-knowledge - to keep their peoples in thrall. But if you wish to influence others through *reason*, rather than through *emotional blackmail* or the *abuse of power*, you must know yourself, understand your strengths, weaknesses and motivations, and what you are trying to achieve in the long, as well as the short term.

If you are not clear yourself what you want and the valid reasons why you want it, it is impossible to communicate your goal to people and convince them to help you achieve it. If, on the other hand, you are clear that you want, for example, a more collaborative environment at work, and you are able to describe a sharply-focused vision of what this might look like in practice and the benefits it would bring to your colleagues, you have a much better chance of obtaining their co-operation.

Section 1

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Think Stop

Who are you?

Think about yourself.

What are the things you are proud of?

What are your strengths and what are your weaknesses?

What are you seeking to achieve, both in your work and in your personal life?

What are the things you really enjoy doing and get excited about?

What things make you angry?

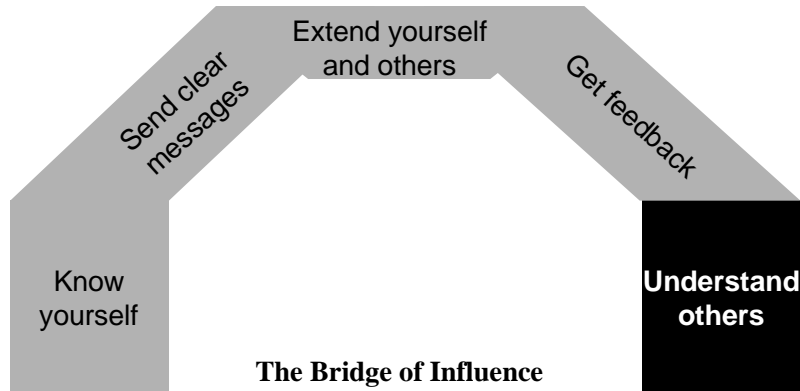
Make a few notes in the box below.

It takes a lifetime - possibly more - to really know and understand yourself. Increasing self-knowledge is part of everyone's continuing professional and personal development. But it is vital to have a clear understanding of your core values and key motivations if you want to convince others of the merit of your plans and infect people with your enthusiasm to see them realised.

This self-knowledge also provides you with confidence. Confidence that your cause is right and that you are justified in seeking to influence people's behaviour. Confidence that you can defend your position and counter objections which may be raised. And confidence that you can be yourself and use all your skills and strengths in the debate without fear of ridicule: others will respect the fact that you are arguing from a position of genuine conviction.



Understand others



It is difficult enough to know and understand ourselves, our values and our motivations, but to be successful influencers, we must also seek to understand what makes other people tick, what their motivations are and what might make them want to align their actions to our goals (motivation is discussed more fully in Section 2).

Psychiatrists use psychoanalysis and marketers use in-depth interviews and focus group research to try to discover in a scientific way what motivates individuals or groups of people. We may not always have a range of sophisticated methodologies available to us but there are a number of very straightforward techniques we can use to get to know others better.

- *Give people your full attention.* It is surprising how open people become if you are focusing your attention fully on them and the issues which are important to them. You cannot pick up all the indications and non-verbal messages they are giving you if you are not paying full attention, or you are worrying about what question to ask next or how to turn the conversation back to your goals.
- *Ask open questions designed to help you understand the other person.* Sometimes you do not really need questions at all, but just openings to get the other person to talk about the issues you want to explore. Phrases like 'I'd like to understand how you feel about...', 'Can you tell me something about...', 'Please explain what you mean by...', or 'Please help me understand why you decided to...' invite the other person to open up about their motivations without feeling that they are being interrogated or threatened. They are helping you to understand; they are not defending their position.
- *Listen carefully and actively.* Listen carefully to what people say and how they say it. Watch their body language to see whether they are comfortable and relaxed or tense and nervous. Show them that you are listening and understanding them with your nods, smiles, gestures and affirmative words like 'yes', 'right', 'ok', 'I understand'. If you do not fully understand, do not be afraid to say so. 'I did not quite understand...', 'Could you please explain what you meant by...', 'You seemed to be rather hesitant when you were saying...' are the sort of phrases which are useful for getting others to state their views and feelings more clearly.
- *Empathise with others.* Try to put your self in their shoes and really understand how they think and how they feel. This will not only enhance your understanding, but it will also help others to trust you more and be more open with you.
- *Paraphrase what others have said.* To check your understanding, try to play back to others, in your own words, what they have said. 'Let me check whether I have got this right...', 'If I understand you correctly, you are saying that...', 'I'm not sure I've fully grasped it, but you seem to be indicating...' are the useful kinds of phrases which help to confirm whether you have understood the other person correctly and also invite them to correct you and perhaps elaborate still further. They also help to

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build trust as they demonstrate that you have been giving them your full attention, listening carefully, and empathising with them.

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Think Stop

How well do you understand others?

Think back to a recent time when you were trying to influence someone.

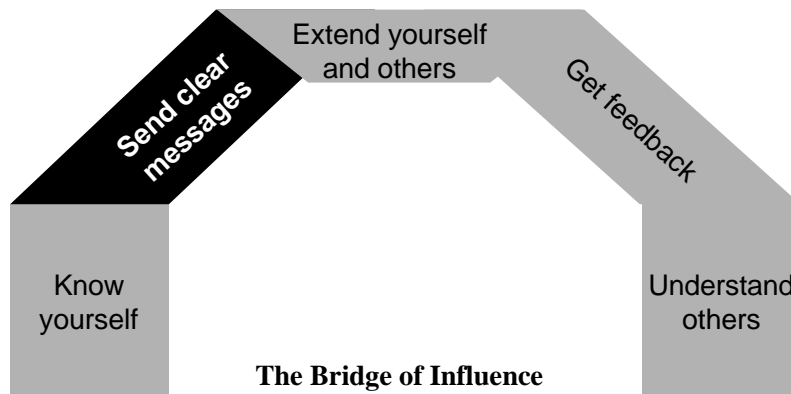
Did you fully understand their point of view and what might motivate them to act in the way you wanted?

Could you use some of the techniques listed above to understand people better?

If you like, make a few notes in the box below.



Send clear messages



Once you know what you want to achieve, and understand, at least in part, what motivates other people, you are in a position to start telling them what you would like them to do.

Buy this washing powder. It will please you and your family because it gets things really clean, leaves them feeling soft and smelling fresh. You can find it in your local shop in lightweight containers at a competitive price. This is a clear message which is transmitted hundreds of times each day on television screens across the world by numerous producers of washing powder. It tells the viewers:

- What the manufacturers want them to do. (*Buy this washing powder.*)
- Why they should do it. (*It will please you and your family because it gets things really clean, leaves them feeling soft and smelling fresh.*) The manufacturers and their advertising agencies have spent millions of pounds on researching the qualities of washing powder that motivate purchasers to buy, and the advertisements focus of these.
- How they should do it. (*You can find it in your local shop.*)
- Why common objections to buying are invalid. ('It's not available in my usual store,' 'It's too bulky to carry home,' and 'It costs too much' are countered by *You can find it in your local shop in lightweight containers at a competitive price.*)

It is a very successful message, which has been used, tested and refined by washing powder manufacturers over many decades now.

What we can learn from this is that if we want to influence people successfully we must know what we want them to do and understand what might motivate them to do it. We must then prepare clear messages that:

- Tell people what we want them to do.
- Tell people why they should do it, based on our understanding of what will motivate them.
- Tell people how they can do it, clearly describing the simple steps they need to take.
- Recognise the objections or resistance that people may put up, and have convincing arguments to counter these.

This is what the advertising agents do every time they prepare an advertisement for washing powder. What is it then which makes one advertisement more successful than another, one washing powder gain more market share than its competitors? It is in the execution of the advertisement, and particularly how well it succeeds in conjuring up an image of the lifestyle to which purchasers aspire. Television is an audio-visual medium that helps to make rapid associations between the product (with its logo and packaging clearly in evidence) and images of happy, healthy families, sunny spring mornings and the soft touch of sweet-smelling fabric against the cheek.

We should try, therefore, not only to prepare clear and simple messages, but to appeal to the senses, particularly the visual sense, in painting a clear picture of the desired situation which will come about if people do what we want them to do. Martin Luther King understood this in August 1963 as he delivered his famous *I have a dream* speech, nominated by the Guardian newspaper as the greatest speech of the twentieth century:

...I say to you today, my friends, that in spite of the difficulties and frustrations of the moment I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident; that all men are created equal.'

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former landowners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a desert state sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

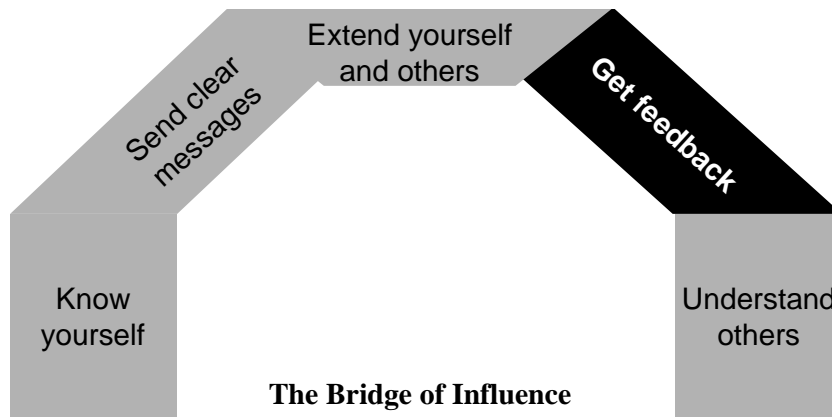
I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today...

Section 1



Get feedback



As you deliver your messages, you need to watch and listen to other people to get feedback on how you are doing. The cheers of the 200,000 crowd gathered at the Lincoln Memorial in August 1963 told Martin Luther King that he was getting his message across, as did the drafting of Civil Rights Acts which were put on the statute book in 1965.

Advertisers test their messages in focus groups and carry out consumer research to find out how these translate into buying patterns; they then adjust their messages accordingly. Fifteen years ago a well-known medical insurer was very proud of its high-tech and comfortable private medical facilities and presented images of green-gowned, masked surgeons amidst the gleaming steel of modern operating theatres and patients greeting their families in their five-star hospital bedrooms. Feedback told them that people do not want to think about being sick when buying medical insurance, so ten years ago they began to present images of successful young professionals enjoying a healthy lifestyle with their families. Perhaps realising that this lifestyle was not the aspiration of all their target market, five years ago the marketing focus changed to the individual with the 'You're incredible - we want to keep you that way' campaign, suggesting much more of a partnership approach to keeping a wonderfully complex machine - your body - functioning effectively.

You can involve other people directly in the delivery of your messages, by asking them regularly for feedback. 'Is that clear?', 'Am I making myself understood?', 'Do you follow me?', 'What do you think about that?', 'Is this a totally crazy idea, or do you think it could work?', 'How am I doing?' and 'So are we agreed that...?' are just a few of the numerous questions you can ask to check that others understand what you are saying, find out what they think about your ideas and gain their commitment to a positive outcome to the discussion.

If they raise objections or resistance, the preparation you have done to counter these will be invaluable. It is much better to find out about the other person's reservations and be able to overcome these than to discover later that you have not fully convinced them and they are not doing what you thought had been agreed. If the feedback continues to be negative, be quite open and ask them 'what do I need to do to convince you?'. This at least provides you with some clear parameters for negotiation, a subject discussed in detail in Section 3.

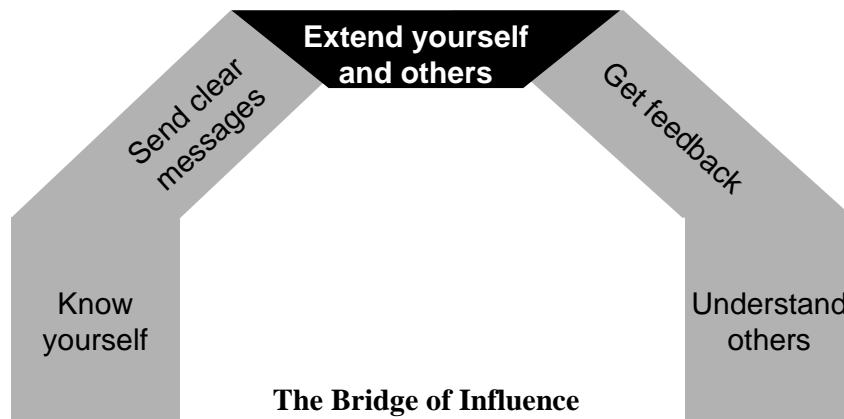
T**Think Stop****How do you get feedback?**

Again, think about a recent time when you were trying to influence someone.

What techniques did you use to get feedback on how you were doing?

What other techniques could you use? What questions could you ask?

If you like, make a few notes in the box below.

**Extend yourself**

You may be thinking that influencing others is a bit of a challenge. It is! You have to know yourself, your values and your strengths, you have to understand what might motivate others, you have to put your message across clearly and visually and you have to get feedback and adapt your approach to the feedback you receive. But these are things you do everyday, they are skills you are continually developing as you use your influence in both professional and social situations. Influencing is a challenge in which you become more successful as you practice these skills and extend your repertoire.

In order to be a successful influencer, you may need to go beyond your comfort zone, beyond those habits and limitations with which you are familiar. For instance, you may need to:

- challenge yourself and explore your own values, motivations and aspirations

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- take the time to get to know and understand a colleague with whom you find it difficult to work
- take care to present your proposals clearly so that they appeal to others
- rehearse the objections others may raise and how you will respond to these
- paint a vivid picture of the vision you have that you want others to share
- have the courage to ask directly for feedback on your proposals, even if this may be negative
- ask colleagues for help where you are not able to influence someone on your own.

There is always a certain level of risk and fear of failure in going beyond your comfort zone, but you can limit the risk by trying out new techniques in familiar situations or using your well-developed skills in new contexts.

T	Think Stop	
<p>Make a list of those things you do which you are confident about, and which you know work well. Think about how you could use the same knowledge and skills in other contexts. Give it a try.</p>		
Things which work well for you.	Other contexts in which you could use these skills	

In trying to influence people, you are asking *them* to go beyond their comfort zone, to join you in a new adventure. They will respect you and the strength of your conviction if you also are prepared to risk trying a new technique in order to obtain their commitment.

The other Sections of this CPD Module invite you to use your influence, to test out these basic principles and apply and develop your influencing skills in a number of different work contexts. Use the opportunity also to extend yourself, go beyond your comfort zone and try out new techniques that you can then add to your repertoire.



Outcomes achieved through CPD

Have you:

Developed your understanding of the basic principles of influencing? How have you done this?

Identified opportunities for applying these principles in your work? How have you done this?

Recognised your strengths as an influencer, and where you need to develop your skills? How have you done this?



Review your action plan

What further knowledge and skills do you need to develop to increase your effectiveness as a communicator and influencer?

Section 2

CPD Module

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Motivating



Introduction and anticipated outcomes of CPD

This CPD Section focuses in more detail on the subject of motivation, what drives ourselves and others to act in the ways that we do, and how to use our knowledge of motivation to influence people more effectively. It covers some of the main theories of motivation, including those developed by:

- McGregor
- Maslow
- Alderfer
- Herzberg
- Handy, and
- Pedlar.

It also asks you to consider how you could apply these theories in your own work context.

This CPD Section is not for occupational psychologists - they will already be fully familiar with these theories and their application. This CPD Section is for you if you are a manager who needs to get the best possible performance out of your team, or find ways of getting colleagues to behave in ways which are in line with your organisation's objectives.

Motivation theories also apply to influencing outside the organisation, encouraging customers to buy your products or friends to join you for a holiday, for example. However, this section concentrates on motivation to work.

The outcomes you will seek to achieve whilst working through this section are:

1. *Develop a good understanding of the most popular motivation theories*
2. *Apply these theories in your work situation to influence the behaviour of colleagues and team members.*



What motivates people?

What motivates people has been built up over a lifetime of various experiences. It is not something that you can seek to change in a relatively short period of time. In Section 1 of this CPD Module, we recognised that to influence other people you have first to understand what it is that motivates them and then communicate with them in ways which excite these motivating factors.



Activity 1: Motivating and demotivating factors

Think about yourself in your work.

What are the factors which motivate you to work hard to obtain results?

What are the factors which demotivate you and make you want to give it all up?

Motivating Factors	Demotivating Factors
	<p>Now think about a team member or colleague with whom you find it particularly difficult to work well together.</p> <p>What do you think are their motivating factors?</p> <p>What are the factors which demotivate this person?</p>
Motivating Factors	Demotivating Factors

Section 2

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Feedback on Activity 1

You probably found it much easier to identify your own motivating and demotivating factors. In order to understand your colleague's motivations, you need to spend a lot of time actively listening to them and gaining their trust.

Some common motivating factors include:

- money
- satisfaction of a job well done
- praise, recognition and respect
- variety
- autonomy of choice of working methods
- responsibility
- fulfilling promises and personal commitments
- pleasant working conditions
- stimulating colleagues
- flexibility in working hours
- status of working for a particular organisation.

Some common demotivators include:

- money
- boring and repetitive work
- poor working conditions
- ineffective or inefficient equipment
- lack of control over work
- bureaucracy
- no clear goals
- poor leadership and management.



Theory X and Theory Y

In the 1950, Douglas McGregor observed that managers demonstrated through their behaviour that they held one of two different theories about people in the workplace.

Theory X

Managers who believe in Theory X hold the following assumptions:

1. People are by nature indolent - they work as little as possible.
2. They lack ambition, dislike responsibility and prefer to be led.
3. They are inherently self-centred, indifferent to organisational needs.
4. They are by nature resistant to change.
5. They are gullible, not very bright, the ready dupe of the charlatan and the demagogue.

The implications of this theory for management are:

1. Management is responsible for organising the elements of productive enterprise - money, materials, equipment, people - in the interest of economic ends.
2. With respect to people, this is a process of directing their efforts, motivating them, controlling their actions, modifying their behaviour to fit the needs of the organisation.
3. People must be persuaded, rewarded, punished, controlled, their activities must be directed.

Theory Y

Managers who espouse Theory Y, on the other hand, believe that:

1. People are not by nature passive or resistant to organisational needs. They have become so as a result of experience in organisations.
2. The motivation, the potential for development, the capacity to assume responsibility, the readiness to direct behaviour towards organisational goals, are all present in people. It is a responsibility of management to make it possible for people to reorganise and develop the human characteristics for themselves.
3. Management is responsible for organising the elements of productive enterprise in the interest of economic ends, but their essential task is to arrange the conditions and methods of operation so that people can achieve their goals best by directing their own efforts towards organisational objectives.

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Think Stop

What sort of manager are you? Do you espouse Theory X or Theory Y?

Perhaps there are aspects of both theories that you can relate to.

Think about your behaviour at work and the decisions you take. Are they consistent with your espoused theory?

Would a Theory X manager approach motivation differently to a Theory Y manager. How?

Motivation is an important success factor for both Theory X managers and Theory Y managers.

However, Theory X managers would have people working in a much more controlled environment and

Section 2

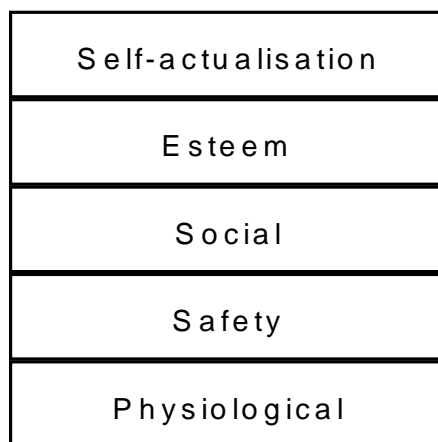
they are likely to try to stimulate motivating factors such as money, status and working conditions. Theory Y managers would give people much greater autonomy and focus on motivating factors such as job satisfaction, responsibility, recognition and respect.



Classifications of motivators

Many of the popular theories associated with motivation focus on the classification of different motivating factors.

In 1970, Maslow suggested that there is a hierarchy of human needs which cry out to be satisfied.



Maslow's Hierarchy of Needs

Physiological needs are those basic needs such as food, drink and shelter. Once these have been satisfied, people seek to meet their needs for safety, protection against danger, threat and deprivation. Only then do the social needs kick in, the need for love and affection and a sense of belonging to a social group. When these are satisfied, human beings look to increase their self-esteem, their reputation and status. Finally, when all other needs have been met, people are motivated by the need to realise their potential through continual self-development.

Intuitively, Maslow's hierarchy seems to make sense. People who are starving do not care about their self respect or achieving their potential - all they want is food. Once you have slaked your thirst, more water does not motivate you. You begin to want higher order things like human association, conversation and knowledge.

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Think Stop

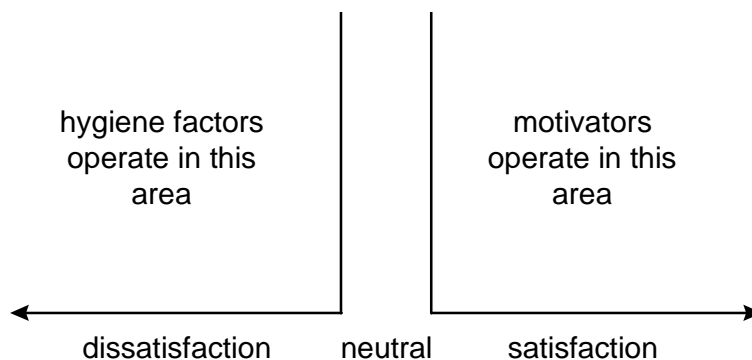
Consider Maslow's Hierarchy of Needs. Which needs are currently met by your current job?

Alderfer further developed the needs-driven approach in 1972. He suggested that there are just three levels of need:

1. Existence needs - those relating to survival and reproduction, such as food, clothing and shelter.
2. Relatedness needs - social needs which can be satisfied through contact with others, for example the need to be respected.
3. Growth needs - needs relating to personal development, such as the need to learn new skills or the need for self respect.

Whereas Maslow's proposition is that once a need is satisfied it no longer acts as a motivator, Alderfer suggests that all levels of need can be motivators at the same time. Furthermore he suggested that, if people are prevented from satisfying higher level needs, the lower level needs become more important. For example, if a job is designed so that people's growth needs cannot be satisfied, the relatedness needs (having friendly colleagues) becomes more important. If the job allows no room for social interaction, money - the ability to acquire food, clothing and shelter - becomes the driving force.

In the 1950's, Frederick Herzberg developed his two-factor theory of job satisfaction. According to Herzberg there are two separate scales and two distinct sets of factors that influence the way people feel about their jobs. The dissatisfiers or hygiene factors affect how dissatisfied people are. Altering these factors can move people's position on the scale from *dissatisfied* to *neutral* but it cannot make them satisfied. On the other scale there are the satisfiers or motivators which can move people from being neutral to being satisfied in their work.



Herzberg's Two-Factor Theory

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Think Stop

Look back at the list of motivators and demotivators you identified in Activity 1.

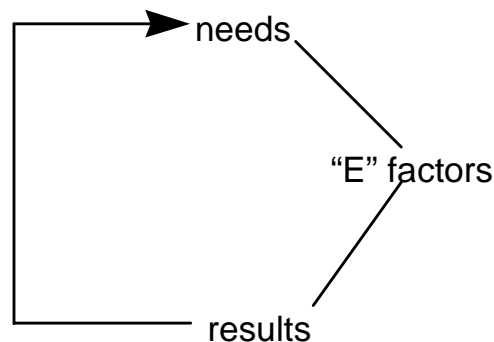
Do the motivators equate to Herzberg's "satisfiers" and the demotivators equate to Herzberg's "dissatisfiers" or "hygiene factors"?

Section 2



Needs and results

In his management classic, *Understanding Organisations* (1976), Charles Handy identified that the presence of needs is not sufficient for someone to be motivated to do something. They must also believe that their action will produce the desired results. Handy's *Motivation Calculus* shows how needs and results combine to produce the necessary motivational effort.



Handy's Motivation Calculus

Handy believes that the level of a person's motivation depends upon:

- The strength or *salience* of the need
- The *expectancy* that "E" (effort, energy, excitement, enthusiasm, emotion, expenditure of time, money and passion) will lead to a particular result
- The *instrumentality* of that result in reducing the need in (a).

For example, a person with a need for power, if given a task to do and promised promotion at the end of it, will expend effort and energy on the task to the degree that he or she believes:

- that good performance will lead to promotion (expectancy)
- that promotion will satisfy his or her power needs (instrumentality).

If either of these conditions does not apply, the person will not expend effort and energy over and above that needed to keep him or her employed (assuming that the need for security is operating).



Activity 2: Calculating your motivation

Consider a recent piece of work you have completed into which you put a significant amount of energy, effort and enthusiasm.

What needs were you satisfying by carrying out this work?

What results were you expecting to achieve?

In what ways did you expect these results to satisfy your needs?

Describe the "E" factors which led to your results.

Use the table on the next page.

Title of piece of work	
What needs were you satisfying?	
What results were you expecting to achieve?	
How would these results satisfy your needs?	
What "E" factors did you expend?	

F Feedback on Activity 2

You probably found that a number of different needs, at different levels in the hierarchy were relevant. The work may have given you personal satisfaction and the opportunity to develop new skills, but at the same time a good job was required of you if you wanted to keep your position and salary.

Amongst the results, there would be the intrinsic results of the work itself and the sense of satisfaction it gave you, as well as extrinsic results, such as the praise and recognition from colleagues. These extrinsic results may not have been well-formed in your mind when you started the work.

You also probably did not calculate exactly how these results would satisfy your needs, nor the amount of effort and enthusiasm required to achieve the results. Sometimes the motivation calculus is a precise and conscious activity, but more often than not it is approximate and unconscious, especially where little effort is required to achieve the results.

Section 2

Each individual makes his or her own calculation of the effort and energy that it is worth expending, but if there is no need, no expectancy that the effort will lead to the required result, or no instrumentality in the result satisfying the need, the individual will not be motivated.

This is similar to Pedlar's Theory of Self-Directed Change which states that adults will only change if:

- They feel it is in their best interests to do so
- They feel dissatisfied with their existing level of performance
- They are clear about the desired level of performance
- They are clear about the steps they can take to move from the existing to the desired level of performance.

Both Handy's Motivation Calculus and Pedlar's Theory of Self-Directed Change are valuable models for understanding how people can become motivated to achieve results, how you can influence their motivation through effective performance management.

A

Activity 3: Motivating your team

Is there a member of your team who seem to lack the motivation to perform effectively?

Discuss with them your perception of the situation openly and honestly. Ask them to share with you their perception and try to get them to be open with you about what might be preventing them performing well.

You may find that they did not share your expectations of them, or that they are avoiding certain tasks because they do not want to admit that they do not understand what they have to do, or because they fear they will fail due to lack of the necessary skills. These issues can be dealt with through discussion, briefing and coaching or training.

If they know what is expected of them and just do not see the point in doing a good job, you know you've got an opportunity to help someone motivate themselves.

Talk to them about their needs - sometimes they just need your attention and recognition of their work. Sometimes they welcome responsibility and the recognition of the colleagues of their role in the team. Sometimes you may have to explain to them carefully what the consequences of continuing poor performance may be in order to stimulate their dormant need for money, security or the relationship with work colleagues.

Discuss with them the results of the type of performance you expect. Discuss the intrinsic results, such as their important contribution to the team and organisation and their sense of achievement, and the extrinsic results, such as praise, recognition, greater variety in their work and, if necessary, continued employment.

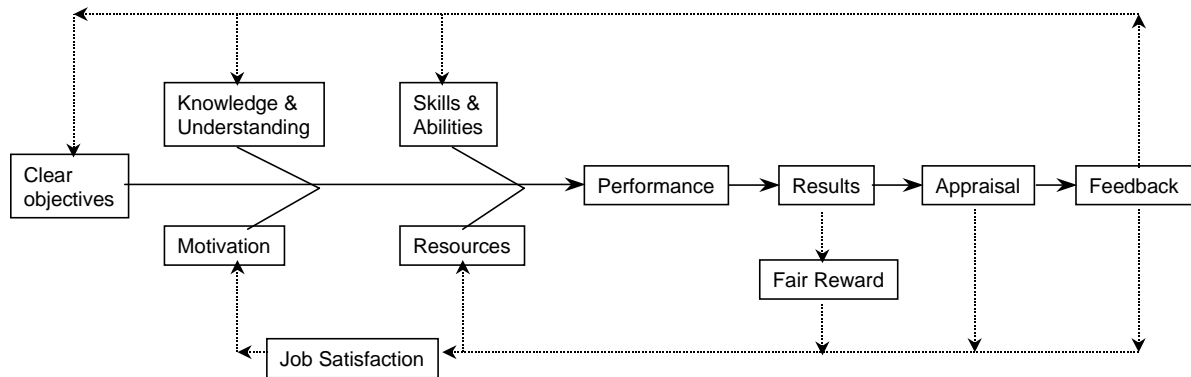
Agree with them when you will appraise their performance and the measures you will use, and be clear what the reward for satisfactory performance, or the sanction for unsatisfactory performance, will be.

Follow through on your agreement, and see just how far you can help individuals motivate themselves.



Managing performance

As the figure below shows, motivation is just one element in achieving effective performance.



Motivation in Performance Management

Clear objectives, or agreed results to be achieved by the individual, are important to the Motivation Calculus and the Theory of Self-Directed Change as discussed above. However, individuals also need the necessary knowledge and understanding, skills and abilities as well as access to resources such as information, equipment and people. If all these ingredients are present and the individual is sufficiently motivated to contribute the required effort, satisfactory performance will lead to the expected results.

Downstream of the results, the appraisal process will measure the extent to which results match the objectives, and the individual will receive feedback, which may include the need to gain new knowledge and understanding, hone skills and abilities, reallocate resources or clarify objectives. A hygiene factor also comes into play here - the individual must also feel that they have been fairly rewarded for the work that they have done, for them to enjoy full satisfaction from their job which in turn leads to increased motivation.

T

Think Stop

Compare your organisation's performance management process with the figure above.

Does it recognise the need for:

- clear objectives
- necessary knowledge and understanding
- appropriate skills and abilities
- the right level of motivation
- required resources

to deliver competent performance and achieve results?

Does it include a systematic appraisal and feedback system, with fair rewards, to tackle those areas which could lead to improved performance?

Does it seek to reinforce job satisfaction and increase individual motivation?

Section 2

What improvements could you recommend to your performance management system?



Influencing through motivating

This section has focused on motivation in the context of motivation to work. However, the same principles apply in other contexts. When a salesperson is at work, he or she tries to find out about customer needs, match a product or service to those needs, and convince the customer that the product or service will fully satisfy those needs. When you try to persuade a friend to come on holiday with you, you find out whether they are looking for an exhilarating and exciting time or rest and relaxation and emphasise those aspects which best satisfy their needs. You would find it difficult to convince your friend that canyoning and bungee-jumping would be a relaxing way to pass a fortnight or that a bridge weekend would satisfy their craving for open air exhilaration.



Activity 4: Influencing through motivating

Think of the different contexts, both at work and in your private/social life, in which you can apply your knowledge of the principles of motivation.

Make some notes in the second column as to when you will next get the opportunity to apply this knowledge and what you plan to do.

Context	Notes



Outcomes achieved through CPD

Have you:

Developed a good understanding of the most popular motivation theories? How have you done this?

Applied these theories in your work situation to influence the behaviour of colleagues and team members? How have you done this?

R

Review your action plan

What further knowledge and skills do you need to develop your understanding of motivation and how to apply it in your work?

Section 3

CPD Module

18

Negotiating



Introduction and anticipated outcomes of CPD

Negotiations are some of the most common situations in which we have the opportunity to practice our influencing skills. A negotiation takes place when two parties have slightly different views of a desired result. Think about these examples at work:

- you want to obtain an increase in salary
- you want to agree the budget for your department
- you want to agree with suppliers the terms and conditions for goods and services you need
- you want to agree individual performance objectives with members of your team
- you want to go home early one day and make up the time on the next day
- you want an item which is important to you to get on the agenda of a meeting.

Think also about these examples in your private/social life:

- you want to agree a holiday destination with your family
- you want the children to come home at a reasonable hour
- you want your friend to turn up on time for once
- you want your son to brush his teeth before he goes to bed.

All these propositions are about what you want. If the other party is in full agreement - your boss is keen to increase your salary, and your teenage children enthusiastic about the prospect of being home before midnight for once - then there is no negotiation. Also, if your suppliers just give in to your unfair terms or your son brushes his teeth purely out of fear of you, there is no negotiation. However, this is rarely the case. Usually people put up a counter proposal ("I'll agree to increasing my sales target if you send me on that negotiating course", "Can my friend Hilary come on holiday with us? OK, then Greece it is!") and jointly you arrive at a middle ground which is acceptable to both parties.

T

Think Stop

In what types of situations, in your working and private/social life, are you involved in negotiations?

Do you look forward to negotiations or try to avoid them? Why is that?

This CPD Section looks at the principles and processes involved in effective negotiation, and how you can use your influencing skills to persuade the other party to join you at a result you can both live with. It is not about bullying the other party into submission by using your superior physical, market or intellectual strength. Rather, it is about fully understanding the other party and using the synergy of working together to come up with a satisfactory solution perhaps neither of you would have come up with on your own.

The outcomes you will seek to achieve whilst working through this section are:

1. *Develop a good understanding of the principles and processes of effective negotiation*
2. *Identify opportunities for applying these principles and processes in your work*



The structure of negotiations

There is opportunity for negotiation whenever two parties are looking for different results from a situation. The two parties have to talk to each other - either face to face, via correspondence or through intermediaries - gradually understanding each other's positions better, possibly trading concessions until they arrive at an agreement, a result they can both live with. Sometimes an agreement is not reached and the parties walk away from the negotiations believing that a mutually acceptable solution is not possible - sometimes this is just a tactic (we see it all the time in international peace negotiations), but sometimes it is because the parties literally cannot do business together on mutually acceptable terms.

Negotiations start with both parties having their objectives, the results they want to achieve from the negotiation. It is important to be clear what you want to achieve before you start negotiating, otherwise you weaken your position - you may be influenced into making a lower opening bid by the other party's initial offer.

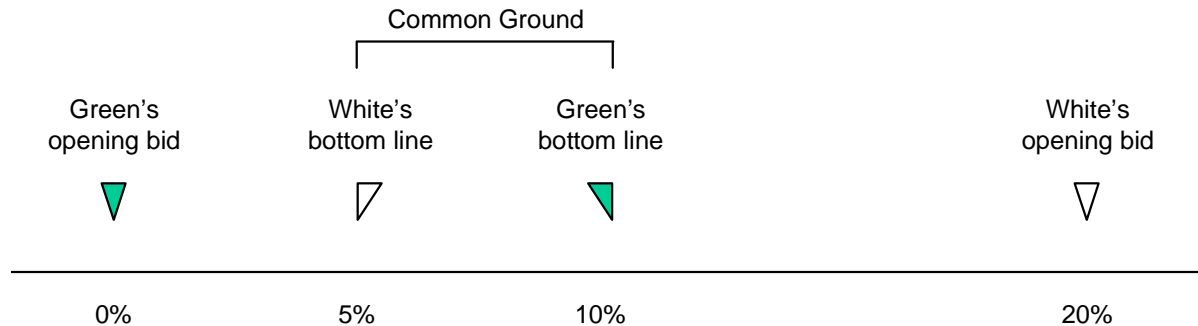


Let us take the example of Mr White who is negotiating his annual salary increase with his boss, Ms Green. Mr White has performed very well during the year and made a significant contribution to the organisation. He would like to achieve a rise of 20%. Green acknowledges White's contribution, but is under strict instructions to keep the overall salary budget the same as last year - if White gets an increase it must mean a decrease for someone else or a redundancy somewhere in the department. The chance of reaching an agreement seems remote.

White is not unreasonable. He enjoys working for the organisation and does not want to look elsewhere. However, he would feel cheated if he did not get at least some financial recognition for his efforts as well as the positive feedback he always gets from Green. If he does not get an increase of at least 5% he will start looking in the situations vacant columns. Green does not want to lose White and believes that, in other circumstances, an increase of 10% would be quite justified, but how can this be achieved without

Section 3

overspending her budget, making redundancies and receiving similar demands from other members of staff?



They agree to sit down together to discuss the situation and see if they can find a mutually acceptable solution. They do not reveal their bottom lines to each other, but the fact that they are talking indicates that there is some flexibility in their positions, a sincere desire to find that mutually acceptable solution. Green is open about her budgetary constraints. White confirms he wants to stay, but needs some financial recognition. They agree to work on the problem together. They discuss various possibilities.

White What if somebody leaves during the year? There's always a gap of two or three months while we're recruiting someone new. You would then save their salary costs on the budget.

Green That's true, but I can't take a gamble on someone leaving, and anyway we would probably have to find a temp to provide cover for some of the gap. Maybe we could review your salary later in the year, when the budget position is clearer.

White No, that's unfair. My salary shouldn't be dependent on the budget position. It should reflect my value to the organisation.

Green
(a) I agree, but there is no way I could sanction a 20% increase, even if the budget were available. It would be very unfair on the other staff. You know how they grumble sometimes about the time you spend away from the office on your management course.

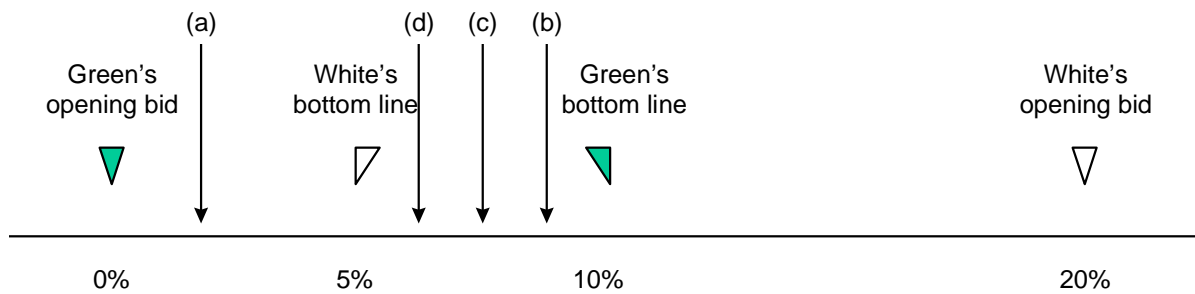
White
(b) I know I'm worth that 20%, but I'd be prepared to settle for less... I've been thinking. I would like to have some time off in the summer, in addition to my annual leave, to prepare for my exams. If I could have a month's extra leave before my exams, I would be happy with a smaller increase, say 5%, this year. We could then have a fuller review of my salary and my career prospects when I've got my diploma.

Green
(c) I think we may be on to something, but I couldn't spare you for a month and you'd have to make sure all your work was up-to-date before you take your leave.

White Of course, you know you can always rely of me.

Green
(d) If you take three weeks unpaid leave before your exams, that will save 5% of your annual salary. I can then give you a 5% salary increase straightaway. If you pass your exams, I will have some more ammunition to ask the board to review your total package and perhaps find a further increase later in the year.

White I was hoping for the increase **and** the extra leave, but I can live with this solution for the time being. But you'd better give the board fair warning - there's no way I'm going to flunk those exams!



White and Green together explore the various possibilities. If someone leaves it could mean a budget saving, but this is uncertain and so they abandon this approach. However, at (a) Green indicates that she is prepared to move some way from her opening position, but certainly not as far as 20%. This encourages White to open up at (b) and offer an innovative and concrete proposal (5% increase and an extra month's leave), which may never have come up if the two parties had not been prepared to negotiate. The proposal is attractive to Green, but she sees problems in it, and makes the counter proposal of three weeks' leave, which White tacitly accepts. At (d), Green clarifies the offer (three weeks' unpaid leave, 5% increase in salary immediately and a review after the exams), which is not exactly what White had in mind, but is acceptable to White as it is before his bottom line and is probably the best he can get at the moment. He will get another opportunity to test his negotiating skills after his exams.

Who influences whom in this negotiation? Of course, they both influence each other as they are prepared to be open with each other, build on their already-established relationship of trust, and first seek to understand the other person and their constraints and then be understood.

Who won the negotiation? They both did. They both achieved an acceptable outcome. The result was win-win.



Preparing for negotiations

When preparing for negotiations, you need to be clear about your objectives:

1. What must you achieve? What is your bottom line, beyond which you would have to walk away from the negotiation?
2. What would you like to achieve? What is your opening bid, which would reflect the best possible result you could hope to obtain?
3. What do you intend to achieve? What are the different results, between your opening bid and your bottom line, which would represent acceptable outcomes from the negotiation? What concessions are you prepared to trade, and what are you looking for in return?

You should also think about what the other party's objectives might be, what concessions they might be prepared to make (which are valuable to you, but less costly to them), and what is the common ground where you could reach agreement.

You have all the information you need about the issues affecting your side of the negotiation. Try to find out about the problems, issues and constraints affecting the other party. Much of the negotiation process

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is about trading and testing this information to arrive at common understanding of all the issues and a mutually-acceptable solution.



Activity 1: Preparing for negotiations

The next time you are involved in a negotiation, prepare for it carefully.

Use the table below to help you.

Your objectives	
What will be your opening bid?	
What is your bottom line?	
What are your resistance points?	
Their objectives	
What do you think will be their opening bid?	
What do you think will be their bottom line?	
Concessions	
What concessions could you trade?	
What concessions would you like to obtain?	
What are the values of these concessions, to you and to the other party?	
Information	
What information do you have that can help you in your negotiations?	
What information do you need to obtain from the other party?	
Roles	
If you are negotiating as a team, what roles will each member play?	



Win-win and other outcomes

Win-win, the situation where both parties are satisfied with the result of the negotiation, is an outcome available only to mature negotiators who share mutual respect and trust. Other outcomes are much more common.

Win-lose Win-lose is a common, but immature, approach to negotiation where you are seeking to maximise the result in your favour and wipe the floor with the other party. This is very common between children vying for their parents' affection - if one gains the mother's attention the other child loses it.

This approach is brilliantly portrayed in the film *The Lion in Winter* starring Peter O'Toole and Katherine Hepburn. In 1183, Henry II abuses his power to bully his queen and negotiate Philip of France out of the remainder of his possessions. The characters take such pleasure of the discomfiture of the others that the opponent's losing seems almost more important than the rewards of winning.

Unscrupulous firms sometimes abuse their power to force suppliers into contracts at suicidal prices. In the long-run, however, both sides lose out, as trust decays along with willingness to do business with the bully.

Lose-win Lose-win is another common but immature approach, used by the natural victim, who says, "Go on, trample all over me, everyone else does." "I'll do anything for a quiet life." "I'm hopeless at negotiating."

The natural victim is the immediate prey of unscrupulous negotiators, but again it is an unsatisfactory situation for both parties. There is no mutual respect and the victim goes through life with a grudge and probably bad-mouthing the other party, whereas if they had had the courage to stand up for themselves they might have achieved a result they could have been happy with.

Lose-lose This is probably the most immature approach of all, "If you won't let me score a goal, I'll take my ball away." Both parties end up the poorer.

Employees have a great deal of potential for applying the lose-lose approach. If they do not win the terms and conditions of employment they want, they can quietly sabotage the organisation through poor quality work and poor customer service, which in turn lead to reduced profits and fewer opportunities for improving terms and conditions. "If I'm going down, I'll take you with me."

Win Win is a very common approach to negotiation where you do not think about influencing the other party at all. You just want to get your own way. If they are happy about it, fine. If not, tough. You may get your way in the short term, but cause irreparable damage to longer-term relationships through your insensitive behaviour. That might make negotiations considerably more difficult in the future.

Win is justifiable when it is a very urgent or life-and-death issue. If your child's life were in danger, you would stop at nothing to win the attention of the best medical care, even if this meant taking it away from someone else. Relationships can be patched up afterwards.

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Win-win or No deal

This is a very powerful form of win-win, where you can honestly say, “I want to find a solution with you which is satisfactory to both of us. I don’t want a solution which suits me but you feel bad about. That’s only going to damage our long-term relationship. If we really can’t find a win-win solution after we have given it our best shot, let’s shake hands and part with mutual respect.”

Win-win or No deal is an approach which can be extremely liberating, encouraging openness, honesty and creative thinking. It is not appropriate for all situations, however. If you are already in a relationship as a business partner, employee or spouse, No deal is not an option. You can’t just walk away. You have to hammer out a solution, even if it is a compromise.

A

Activity 2: Approaches to negotiations

Think about different negotiations, either at work, with your friends or family, that you have been involved in recently.

What was your approach to the negotiation, win-win, win-lose, lose-win, lose-lose, win, or win-win or no deal?

What was the result of the negotiation, win-win, win-lose, lose-win, lose-lose, win, or win-win or no deal?

Negotiation	Approach	Result

F Feedback on Activity 2

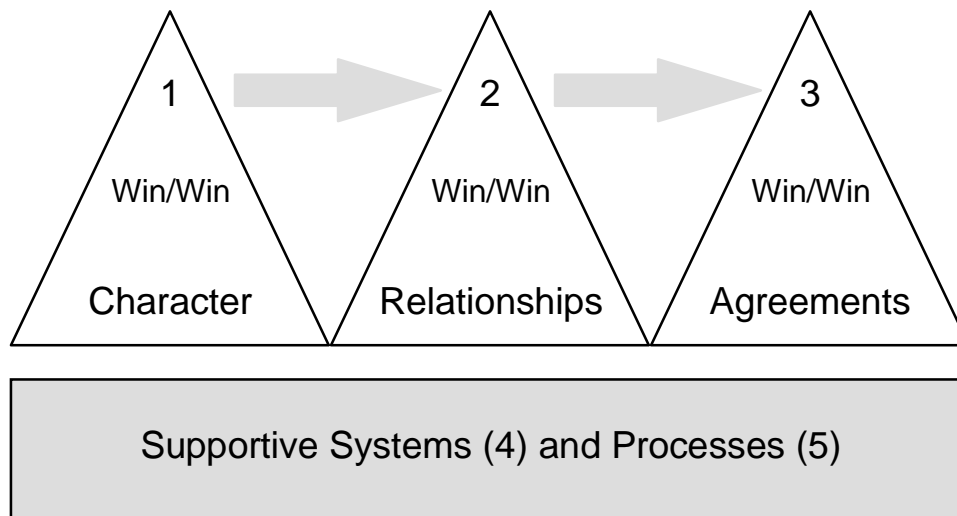
Your answers in the “Result” column should be identical to your answer in the “Approach” column.

If you entered “win-win” in the “Approach” column, but the result was actually that you feel dissatisfied with the outcome, it means that you did not follow through your win-win approach, but resorted to “lose-win”.

A key element in negotiation is stamina. In *The Lion in Winter*, when the ageing King Henry II thinks he has won, the young Philip of France reminds him that he has time on his side, he can carry on the negotiations for another 30 years.

→ Five dimensions of win-win

In his highly-influential book, *The Seven Habits of Highly Effective People*, Stephen R Covey develops his model of win-win based on five dimensions.



Covey's Five Dimensions of Win/Win

According to Covey, *character* is the foundation of win-win, with three key traits:

Integrity

Covey defines integrity as *the value we place on ourselves*. It relates to the first of the principles we discussed in Section 1 of this module: *Know yourself*. To achieve win-win you must know what you really want, what constitutes a win for yourself. The other party must see that you truly believe in the outcome you are seeking, and are prepared to make the effort to obtain it.

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Maturity Covey defines maturity as *the balance between courage and consideration*. We dismissed many of the other approaches to negotiation as being immature, either because they were too macho (based purely on courage and lacking in consideration), or because they were too timid (overly considerate of the feelings of others, and lacking the courage of one's convictions). Win-win is not an approach for softies. You will need a high level of courage to be open with the other party and hold out for a result you believe to be justified. But you will also need a high level of consideration for the needs and feelings of the other party, and strive continually to ensure that these are respected.

Abundance Mentality Abundance Mentality is the paradigm that there is plenty out there and enough to spare for everybody. It is the opposite to Scarcity Mentality, the paradigm of the cake of finite size - if I get a bigger slice there is less for everyone else. Perhaps there are limited resources, but if you and I look at the problem together, maybe we can come up with a new way of using those resources which will satisfy both our needs. Maybe we can come up with a Third Alternative.

The character of the individuals involved underpins the second dimension of win-win: *relationships*. A relationship of trust is essential so that we can both put our cards on the table and see the world from each other's perspective. Trust is built up by actively listening to the other person, really trying to understand their point of view before seeking to be understood yourself.

From relationships flow the *agreements* that give definition and direction to win-win. Win-win agreements make it very clear what is expected of each party to the agreement, how and when performance will be measured, and what will happen if the agreement is respected or broken. They are made up of five components:

Results	What is to be done by each of the parties and when.
Guidelines	The parameters or constraints (principles, policies etc.) within which the parties can operate.
Resources	What resources are available to accomplish the results.
Accountability	The standards and measures of performance and the time when evaluation will take place.
Consequences	What will happen - good and bad, natural and logical - as a result of the evaluation.

The win-win approach must be underpinned by appropriate organisational *systems*. You cannot achieve win-win in an organisation whose systems reward win-lose or other approaches. Systems which have managers fighting each other for resources or salespeople competing for the Salesperson of the Year Award underline the distinction between those who win and the others who lose. They are poor preparation for reaching win-win agreements.

T**Think Stop**

Make a list of the obstacles that prevent you from applying the win-win approach more frequently.

What can you do to eliminate some of these obstacles?

Win-win can only be achieved with the support of appropriate *processes*. In his book, Covey recommends that people and organisations seeking win-win solutions become involved in the following four-step process:

1. See the problem from the other point of view. Really seek to understand and to give expression to the needs and concerns of the other party as well or better than they can themselves.
2. Identify the key issues and concerns (not positions) involved.
3. Determine what results would constitute a fully acceptable solution.
4. Identify possible new options to achieve those results.

Effective negotiation is not about taking a stance and trying to influence the other party to come round to your way of thinking. Effective negotiation is about being clear what you want to achieve, whilst being open to alternative ideas and ways of achieving it. If you have the courage to be yourself, you can both allow yourselves to be influenced and, at the same time, develop your own ability to influence others.

A**Activity 3: Developing the Win-Win Approach**

Select a specific relationship where you would like to develop a win-win agreement. This could be with your boss, a member of staff, a colleague, a supplier or customer.

Try to put yourself in the other person's shoes, and write down explicitly how you think that person sees the solution.

Then describe, from your own perspective, what would constitute a win-win agreement.

Approach the other person and ask if he or she would be willing to communicate with you until you reach a point of agreement and find a mutually beneficial solution.

Section 3



Outcomes achieved through CPD

Have you:

Developed a good understanding of the principles and processes of effective negotiation? How have you done this?

Identified opportunities for applying these principles and processes in your work? How have you done this?



Review your action plan

What further knowledge and skills do you need to develop your understanding of negotiation and how to apply it in your work?

CPD Module

18

Gaining support



Introduction and anticipated outcomes of CPD

This CPD Section is about influencing people to gain their support whether it be for your organisation and its strategy, for specific projects or programmes of work or for your team and its on-going operational activities.

Gaining support is a key management skill and appears many times in the Management Standards, for example, in

- A3.2 Plan activities to meet requirements
- A5.4 Agree the introduction of change
- A6.3 Develop effective relationships with stakeholders
- A7.4 Gain support for organisational strategies
- C14.4 Promote and protect delegated work and those who carry it out
- D3.2 Participate in meetings
- D6.4 Advise and inform others

Whatever the context, the process for gaining support is similar and follows a logical framework of three key questions:

1. *Who* are the people from whom are need support? Who has an interest in your organisation or your work? Who could help you and who could hinder your work?
2. *Why* do you need their support? What exactly do you want them to do? What do you want to prevent them doing?
3. *How* are you going to obtain their support? What approaches and techniques will you use? How will you know whether or not you have gained their support?

This CPD Section helps you answer these questions with reference to your own organisation and the work you do. The outcomes you will seek to achieve whilst working through this section are:

1. *Identify your key stakeholders*
2. *Decide why you need their support and what you want they to do*
3. *Plan how to influence them to gain their support.*

Section 4



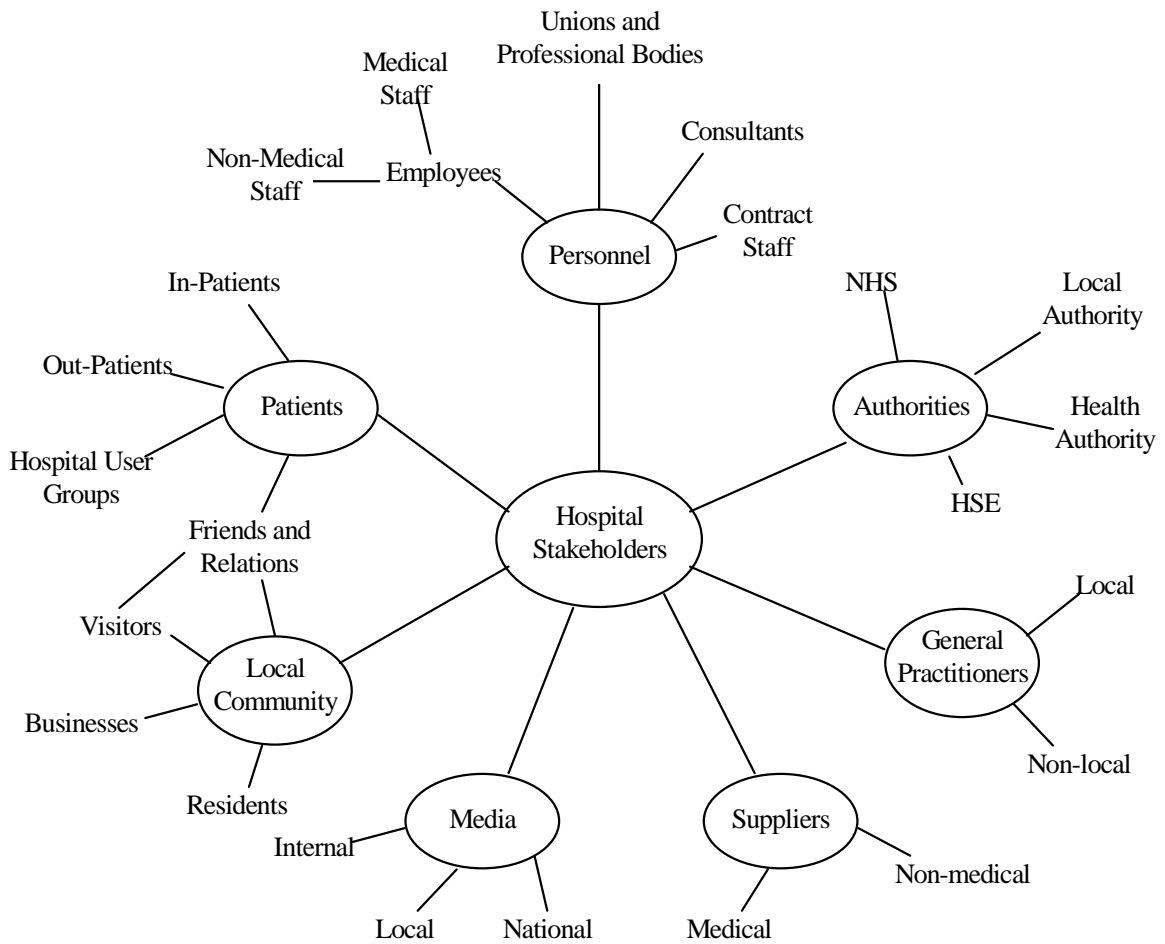
Who do you need to influence?

In a nutshell, you need to be able to influence all those who may be able to help or hinder your work.

If you have responsibility for an organisation, these will include all those who work for the organisation, whether on a paid or voluntary basis, those who own or manage the organisation, such as shareholders, board or committee members, and external people, such as customers and suppliers, local and national government, regulators and interest groups. The Management Standards refer to these as *stakeholders*.

You will find that there are various groups, or clusters, of stakeholders. One group might be personnel. Personnel might break down into a number of sub-groups such as management, staff, volunteers, contract workers and employee representatives, each of which you may need to influence in a different way. The staff sub-group may again break down into further sub-groups, for example, head office staff and field staff, manual workers and office workers, skilled and unskilled workers, each of which you may want to treat differently. Of course, each sub-group is composed of named individuals, each with their personal motivations as well as common interests. Never forget that it is the individuals whom you are trying to influence - always address your messages to individuals, not to a faceless category of stakeholders.

Mind-mapping is a good technique to identifying your organisation's stakeholders as it helps you to cluster sub-groups with common characteristics and identify the links between the groups. A mind-map of the stakeholders in a general hospital might look like this:



Stakeholders of a General Hospital

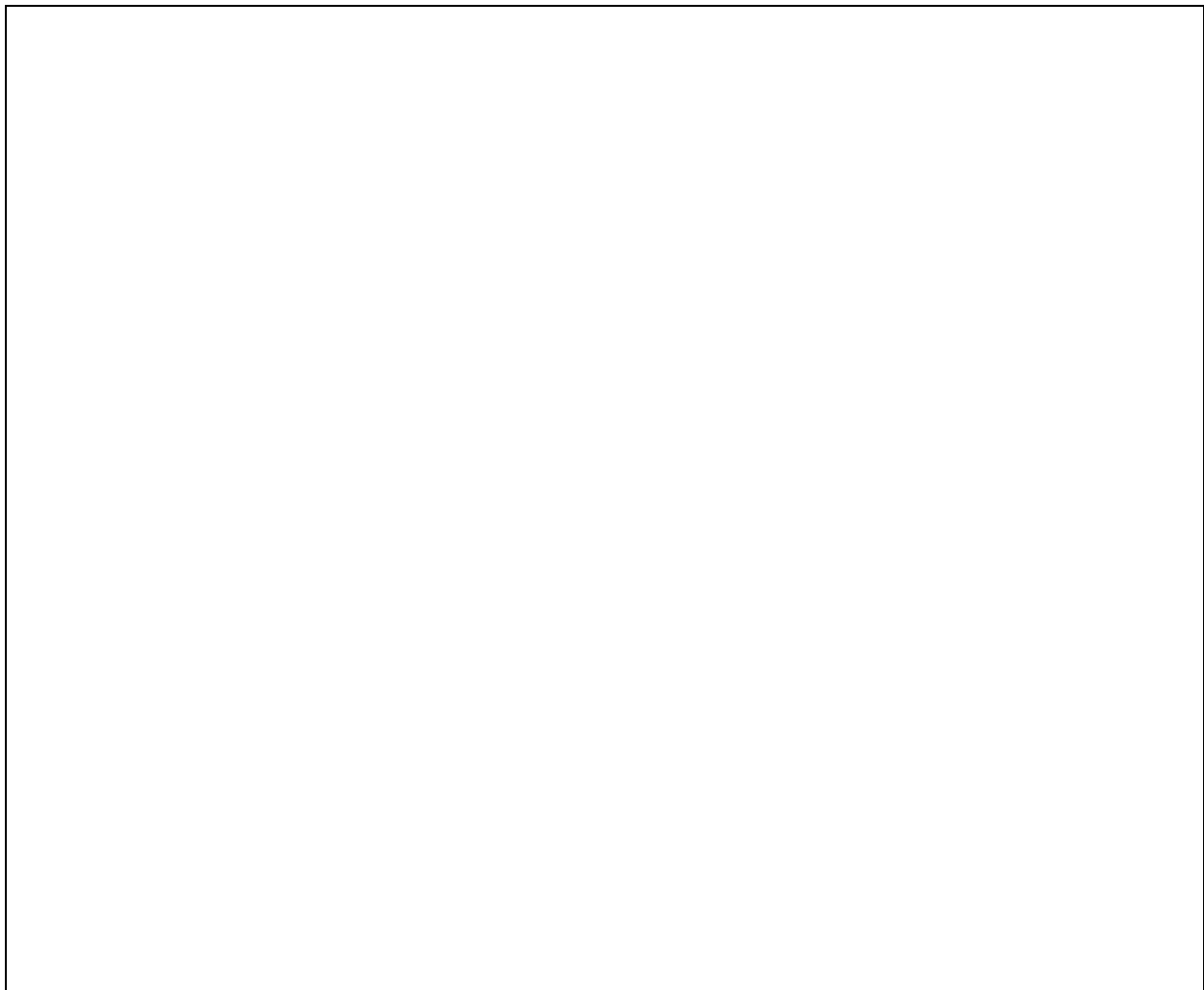
Section 4

A

Activity 1: Identifying your organisation's stakeholders

In the box below, develop a mind-map of the stakeholders of your organisation. (It is best to do this in pencil and have an eraser handy, as you are likely to change your mind several times!)

When you have completed this, get a colleague to have a look at it. Ask him or her to identify any gaps which you have left.



Jargon buster

Definition from the Management Standards:

Stakeholders: all those who have an interest in, or may be affected by, the organisation and its activities; stakeholders may include, for example, shareholders, directors, elected members, employees, customers, suppliers, local communities and many others.

If you have responsibility for your own department or project, you will need to influence all those who work for your department or project, your internal and external customers and suppliers, decision makers in your organisation and other colleagues whose actions may, consciously or unconsciously, help or hinder your work.

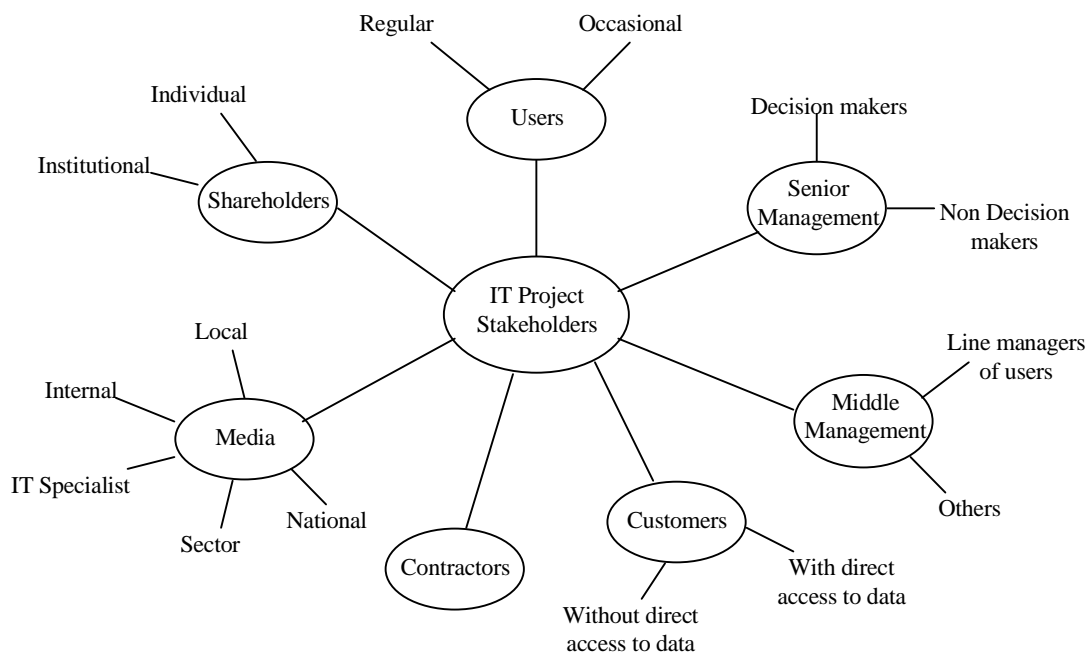
A Activity 2: Identifying the stakeholders in your department or project

Get together members of your team and jointly develop a mind map of all those who have an interest in, or are affected by, the work of your department or project. (It is helpful to use a whiteboard or blackboard so that you can rub out your first attempts as you decide on more appropriate groupings and hierarchies.)

F Feedback on Activity 2

Mind-mapping stakeholders is an incredibly useful activity, especially at the beginning of a project or piece of work, to identify all those whom your work might affect, inform them of the consequences and take account of their views, where appropriate.

The following is an example of a mind map developed by a project group prior to the installation of a new computer system.



Stakeholders in an IT Project

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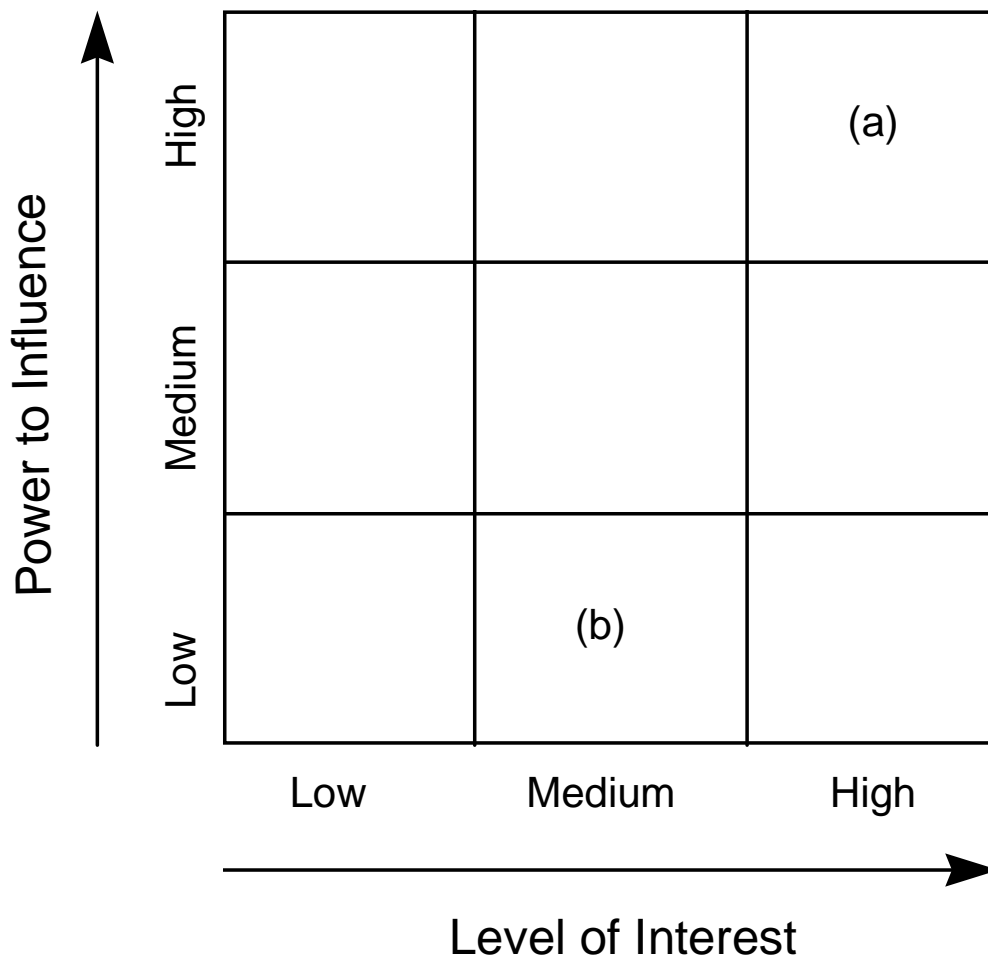
When you have carried out activities 1 and 2, you will have identified a broad range of stakeholders, some of whom have only a peripheral interest in your work. You probably wondered whether you should include them at all. Mind-mapping, especially if done as a group, has the benefit of flushing out all the stakeholders, however marginally they are affected. However, you would not want to treat all the stakeholders in the same way. Some have a much greater interest, and much greater capacity to help or hinder your work than others. You can prioritise your stakeholders very effectively using the two dimensions: their power to influence and their level of interest in your work.

A

Activity 3: Prioritising stakeholders

Refer back to your mind map in activity 1 or 2.

Plot your stakeholder groups or sub-groups on the matrix below. If, for example, both their level of interest and their power to influence is high, you will plot them in the top right-hand corner (a). If, on the other hand, their level or interest is only medium, and their power to influence is low, you will plot them in the middle at the bottom (b).



Prioritising Stakeholders

F

Feedback on Activity 3

Normally, the stakeholders to whom you need to afford the highest priority are those towards the top right-hand corner, with both a high level of interest and power. However, you may feel it is unjustified to give people your attention simply because of the power they wield and their potential to help or harm you. You may decide that everyone with a high level of *legitimate* interest in your work (ie those on the right of the matrix) should be given the same level of priority.

It is worth going back to this matrix from time to time and replottting the position of stakeholders. You may find that their level of interest increases or decreases as your work or organisational strategy develops, or that their level of power changes over time.



Why do you need to influence these stakeholders?

I am sure that, as you have been identifying and prioritising your stakeholders, you have been thinking already about why you need to influence them, about what you want them to do. Some possible reasons are:

- to provide finance or other resources for your organisation or your work
- to influence opinion in favour of your organisation or your work
- to influence legislation, regulation or policy in favour of your organisation
- to work in a committed way towards shared objectives
- to take your organisation or your work into account when planning other activities
- not to obstruct the work of your organisation
- to vote for your organisation or your work.

These are all general reasons. You will need to be very specific about what you want stakeholders to do. If the general hospital, in the example above, wants to build a new incinerator, it may have to:

- persuade the local authority to give planning permission
- prevent opposition from the unions, employees and Health and Safety Executive (HSE) by reassuring them about the safety of the proposed incinerator
- prevent opposition from the local community by promoting the benefits of the new non-polluting incinerator
- get the trustees to release the capital to build the incinerator.

Other stakeholders may have less direct interest in the project, but the support of the local media would certainly be helpful in securing the support of the local community and getting elected members of the local council's planning committee to grant their permission.

Section 4



How will you influence your stakeholders?

You will also have been thinking about how you can influence these stakeholders in your favour. You may well have grouped stakeholders together on your mind-map according to the different ways you have of accessing them.



Think Stop

Think for a moment.

What do you need to know before you can begin to influence your stakeholders?

Of course, you need to know who they are, what you want them to do and how you can access them. But most of all, you need to know what motivates them. Do you remember the Bridge of Influence in section 1 of this CPD Module? One of the pillars of the bridge is called *Understand others*. You have first to seek to understand people's motivation and then seek to get your message across to them and be understood. Do you remember how you find out what motivates people? You have to listen to them and ask them questions. That's fine when you are dealing with individuals, but what about when those individuals are numerous, and defined as groups of stakeholders? How do organisations discover what motivates them? They use techniques such as:

- market research
- solicited feedback customer or user
- anecdotal feedback
- suggestion schemes
- consultative groups
- stakeholder representatives
- consultations on specific proposals
- meetings of all sorts
- radio phone-ins
- media correspondence.

Open and genuine consultation is the organisational equivalent of listening. It is specified in performance criteria throughout the Management Standards, for example:

- you give customers opportunities to specify their requirements (A3.1)
- you give opportunities to relevant people to comment on the proposed changes and contribute to planning its implementation (A5.3)
- you identify stakeholders and their interests in a way which is realistic, comprehensive, and takes account of current and likely future interests of the organisation (A6.3)
- you give opportunities to your team members to contribute to the planning and organisation of their work (C12.1)
- your style of leadership helps those attending the meeting to make useful contributions (D3.1)

Stakeholder consultation is approximate, of course, because not every individual voice is heard, but if carried out effectively, it will serve its purpose. Your decisions and your plans will inevitably have to reconcile the range of different interests which stakeholders represent in the most appropriate way, according to your judgement and based on the best information you have available. This is also made clear in the Management Standards:

- you resolve any conflict between stakeholders' interests and your organisation's interests in ways which are consistent with your organisation's objectives, values and policies (A6.3).

Of course, open and genuine consultation is part of the influencing process. It builds trust between you and your stakeholders and it shows a willingness to listen and take stakeholders' views into account. It is also the beginning of the process of getting your message across and being properly understood. All the methods of consultation listed on the previous page are valid means of influencing your stakeholders to gain their support, as are more overt influencing techniques such as:

- briefings and presentations
- face-to-face meetings
- correspondence
- telephone conversations
- publications (proposals, business plans, annual reviews, newsletters, information sheets etc)
- media advertising
- public relations
- use of credible intermediaries to carry your message
- lobbying.

Your choice of methods for influencing your stakeholders will depend on what methods

- you consider will be most effective
- are practical
- are legal
- you feel competent to use
- are cost-effective
- fit with your values and policies.



Activity 4: Planning to gain support

Using the table on the following page, plan how you intend to gain support from the stakeholders you identified in activity 1 or 2.

In column 1, list the stakeholder groups.

In column 2, say why you want to influence them, what precisely do you want them to do, or not to do.

In column 3, plan how you will gain their support, what methods you will use and who will be responsible.

Section 4

Stakeholders	Why do you need their support?	How will you gain their support?

F Feedback on Activity 4

You should now be in a position to gain your stakeholders' support.

Below is an example of how the general hospital planned to gain support.

Stakeholders	Why do you need their support?	How will you gain their support?
Local Authority Planning Committee	Granting of planning permission for new incinerator.	Technical division to meet and consult with planning department in advance of submission of plan. Technical Director to submit plan. Hospital Director and Technical Director to meet with chair of planning committee to discuss queries on plan.
Health and Safety Executive	Prevent their opposition to the plan by reassuring them of safety of incinerator.	Technical division and contractors to commission a report from HSE on the implications of the new incinerator and recommendations for maximising safety. Contractors to incorporate all safety recommendations in final plan.
Employees and Unions	Prevent their opposition to the plan by reassuring them of safety of incinerator.	Technical division, contractors and HSE to brief employee representatives on new incinerator and respond to any concerns. Hospital management and union to send a joint letter to all members of staff with briefing leaflet on new incinerator.
Local Community	Prevent opposition by promoting benefits of new non-polluting incinerator.	PR Manager to publish information about the new incinerator through briefing leaflets and posters in the hospital and public buildings, and seek coverage through local media. Hospital Director to chair public meeting with Technical Director and representatives of the contractors and HSE.
Trustees	Get them to release capital to build new incinerator.	Technical Director to publish fully-costed proposals showing payback over 5-year period and technical detail and how stakeholder implications have been addressed. Hospital Director and Technical Director to meet with chair of trustees to brief her and respond to queries.

Section 4



Outcomes achieved through CPD

Have you:

Identified your key stakeholders? How have you done this?

Decided why you need their support and what you want them to do? How have you done this?

Planned how to influence them to gain their support? How have you done this?



Review your action plan

What further knowledge and skills do you need to develop in order to gain support from your stakeholders?



Further action planning

Influencing is a key skill which runs right across all areas of management. You will have been developing the personal competency of *influencing others* as you worked through this module. Section 1 considered the basic principles of influencing. You will have discovered the importance of the behavioural indicators:

- develop and use contacts to trade information, and obtain support and resources, *and*
- present oneself positively to others.

Section 2 on *Motivating* Section 3 on *Negotiating* and Section 4 on *Gaining Support* will have given you opportunities to apply these personal competencies in a range of different contexts, and also helped you develop these indicators:

- create and prepare strategies for influencing others
- use a variety of means to influence others
- understand the culture of the organisation and act to work within it or influence it.

You will find further opportunities to practice your influencing skills as you work through other CPD Modules, particularly:

- CPD 2 Getting the Best out of Others
- CPD 5 Managing Poor Performance
- CPD 8 Reviewing your Organisation
- CPD 9 Establishing Organisational Strategy
- CPD 12 Using Resources Effectively
- CPD 15 Managing Meetings

If you wish to read further about influencing in the work context, or in your private/social life, I can recommend the following books:

Understanding Organisations	Charles Handy	Penguin 1993	ISBN 0-14-015603-8
The 7 Habits of Highly Effective People	Stephen R. Covey	Simon & Shuster 1999	ISBN 0-684-85839-8
Getting to Yes	Roger Fisher et al.	Arrow 1997	ISBN 0-099-24842-5
The Mind Map Book	Tony Buzan, Barry Buzan	Plume 1996	ISBN 0-452-27322-6

Having progressed through the Module, or sections of it, you will now have a clearer idea of the *further development* required under each of the topic areas. Learning is not once and for all; we develop incrementally and it is never complete.

Your CPD approach will, therefore, have evolved so that you should now find you are considering any topic in terms of: the *continuity* of depth of knowledge and understanding; the *endless* breadth of skills and personal qualities; the need to demonstrate, to yourself and others, that you are *continuously improving* and

Section 4

developing your performance. There is always room to perform better. Whatever your personal situation happens to be, you will need to:

- define your objective
- identify the action point(s)
- decide the date for completion
- complete a learning log as you progress.

At the beginning of the Module you were asked to look specifically at the first three questions of the **action plan**. As you progressed through the module, you were invited to update your plan as you were introduced to new concepts and approaches.

You are now being asked to look specifically at the final three questions to reinforce the notion of *Continuous Professional Development*. You may find that you want to revisit the modules themselves periodically in order to reinforce your understanding or gain further insights.

4. *How do you propose to work on the skill or skills you have chosen?*

Do you need to arrange for any formal training? Would it be useful to talk to colleagues to get an idea of how they have developed/are developing the skills and how they may have overcome any problems experienced?

5. *What do you want to achieve and by when?*

How are you going to assess whether you have improved in your chosen skill or skills? By when do you expect to see improvement?

6. *How do you know you have got there?*

How will you know when you have achieved competence?

Enjoy your future learning ...