Skills for Building Personal Credibility and Influencing Others

EM 936 TRANSFORMATIONAL LEADERSHIP

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Sub topik:

- Building credibility
- Communication
- Listening
- Assertiveness
- Conducting meeting
- Effective stress management
- Problem solving
- Improving creativity

A MODEL FOR INFLUENCE

AUTHORITY VS. INFLUENCE
- Formal authority can guarantee compliance
- Informal authority (influence) can enable exceptional performance or results
- Influence is critical!
    - Matrixed structures, remote connectivity, and cross-functional teams rule
    - Authority emerges from influence, not vice-versa
    - Many factors impact your ability to influence
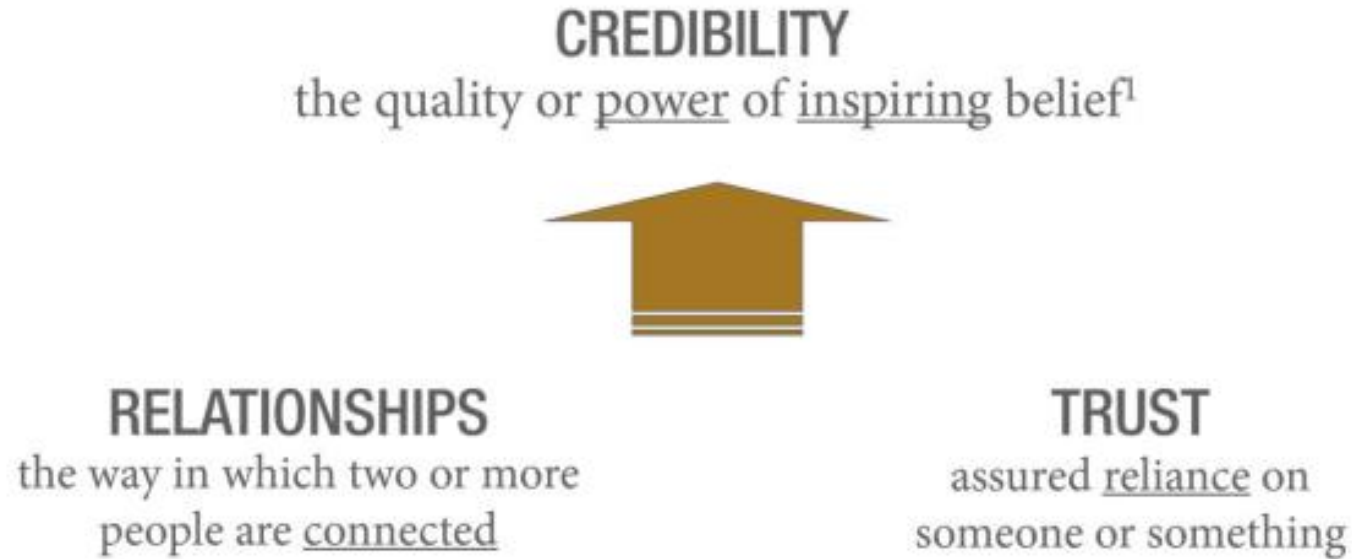
Building Credibility

- Credibility may be one of the most important components of leadership success and effectiveness

- Credible were willing to work longer hours, felt more sense of ownership in the company, felt more personally involved in work, and were less likely to leave the company over the next two years

- Credibility could have a strong bottom-line impact on many organizations.

The Two Components of Credibility

- ***Credibility*** can be defined as the ability to engender trust in others
- Leaders with high levels of credibility are seen as:
  - trustworthy;
  - have a strong sense of right and wrong
  - stand up and speak up for what they believe in,
  - protect confidential information
  - encourage ethical discussions of business or work issues,
  - and follow through with commitments
- Credibility is made up of two components: **expertise and trust**

THE FOUNDATIONS OF CREDIBILITY

CREDIBILITY

the quality or power of inspiring belief[1]

RELATIONSHIPS

the way in which two or more
people are connected

TRUST

assured reliance on
someone or something

RELATIONSHIPS
- The depth and breadth of your network of relationships impacts your ability to influence
- Strategies for building your network:
    - Go to every meeting or event with a goal of building relationships
    - Be approachable and initiate introductions
    - Take genuine interest in others
    - Be a resource and help make others successful
    - Follow up and stay connected

Building Expertise

- **Expertise** consists of technical competence as well as organizational and industry knowledge

- To build technical competence, leadership practitioners must determine
    - how their jobs contribute to the overall mission of the company or organization,
    - Become an expert in those jobs through formal training or teaching others,
    - and seek opportunities to broaden their technical expertise.

- Leaders also need to understand the company and the industry they are in.

Building Trust

- Can be broken down into **clarifying and communicating your values, and building relationships with others.**

- Leadership is a moral exercise

- Having a strong values system is an important component both in the building blocks model of skills and in leadership success.

- *Values* : constructs representing generalized behaviors or states of affairs that are considered by the individual to be important.

THE FOUNDATIONS OF TRUST

TRUSTWORTHY

Ability to be relied on as honest or truthful[1]

PERFORMANCE

accomplishments on the job, creditable to you

Merriam-Webster.com

EXPERTISE

special skills or knowledge

CHARACTER
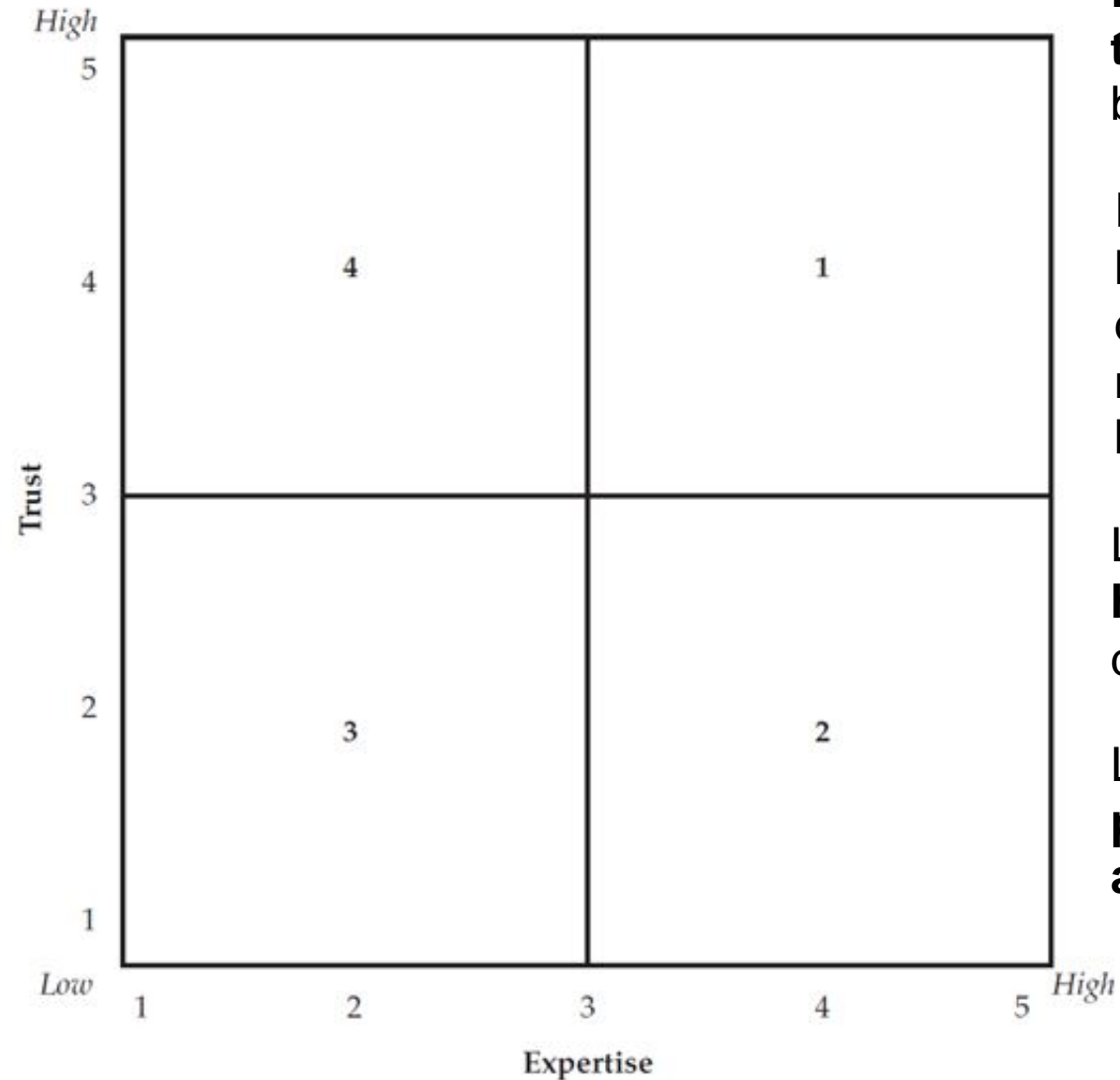
public estimation of you; your reputation

BRAND

the promise of the experience of working with you

Several aspects of leadership credos:

1. Personal and are closely linked with a **leader's values**—a credo should describe what the leader believes in and will or will not stand for

2. A leader's behavior should be a set of **day-to-day behaviors** that he or she will strive to achieve.

3. **Should be motivating**; leaders should be passionate and enthusiastic about the kind of leader they aspire to be.

4. **Personal mission statements** should be made public

Expertise & Trust

Chart with Trust (Low to High, 1–5) on the vertical axis and Expertise (Low to High, 1–5) on the horizontal axis. Upper-right quadrant labeled 1, upper-left quadrant labeled 4, lower-left quadrant labeled 3, lower-right quadrant labeled 2.

First quadrant: These individuals have **a high level of trust and a high level of expertise;** they would likely be seen by others as **highly credible**

Individuals in **the second quadrant** might include leaders who have spent little time with followers, who do not follow through with commitments, or who are new to the organization and have **had little time to build relationships with co-workers**

Leaders in **the third quadrant** may be **new college hires or people joining the company** from an entirely different industry.

Leaders in the **fourth quadrant** might include those **promoted from among peers or transferring from another department** within the company

Communication

- Bass has defined *communication effectiveness* as **the degree to which someone tells others something and ensures that they understand what was said.**

- Effective communication **involves the ability to transmit and receive information with a high probability** that the intended message is passed from sender to receiver

A systems view of communication

Intention → Expression → Reception → Interpretation

Intention
What do you want to accomplish?

Is your purpose clear?

Who needs to hear you?

Expression
What medium?

Consistent verbally and nonverbally?

Expressed with receiver's frame of reference in mind?

Expressed in terms receiver will understand?

Too much information expressed too quickly?

Important points emphasized?

Might message be ambiguous to others?

Is message confounded by sender's feelings?

Biases or invalid assumptions about receiver?

Are you communicating directly with the receiver or through others?

Reception
Was it seen?

Was it heard?

Were there competing messages or other "noise"?

Are there reasons the receiver wittingly or unwittingly may have filtered the information?

Has time or the medium of transmittal diluted or changed the message?

Interpretation
Was it understood?

Do the receiver's ego needs interfere with understanding?

Do the receiver's biases or assumptions interfere with understanding?

New intentions

Feedback
Did you communicate what you intended?

History of prior communications
Context of relationships and common practices
Concurrent events

Communication is best understood as a process beginning with an **intention** to exchange certain information with others

The next stage is **reception**. Just as with a weak or garbled radio signal or malfunctioning antenna, what is received is not always what was sent.

Reception is followed by interpretation.

Others' interpretations may or may not be consistent with what was intended at the outset. Therefore, it always helps to have a **feedback loop** to assess any communication's overall effectiveness.

According to this model, the knowledge component of communication skills concerns the intentions of the leader, knowing what medium is most effective, and knowing whether the message was heard and understood

Feedback concerning whether the message was understood by the receiver constitutes the evaluative component of communication skills.
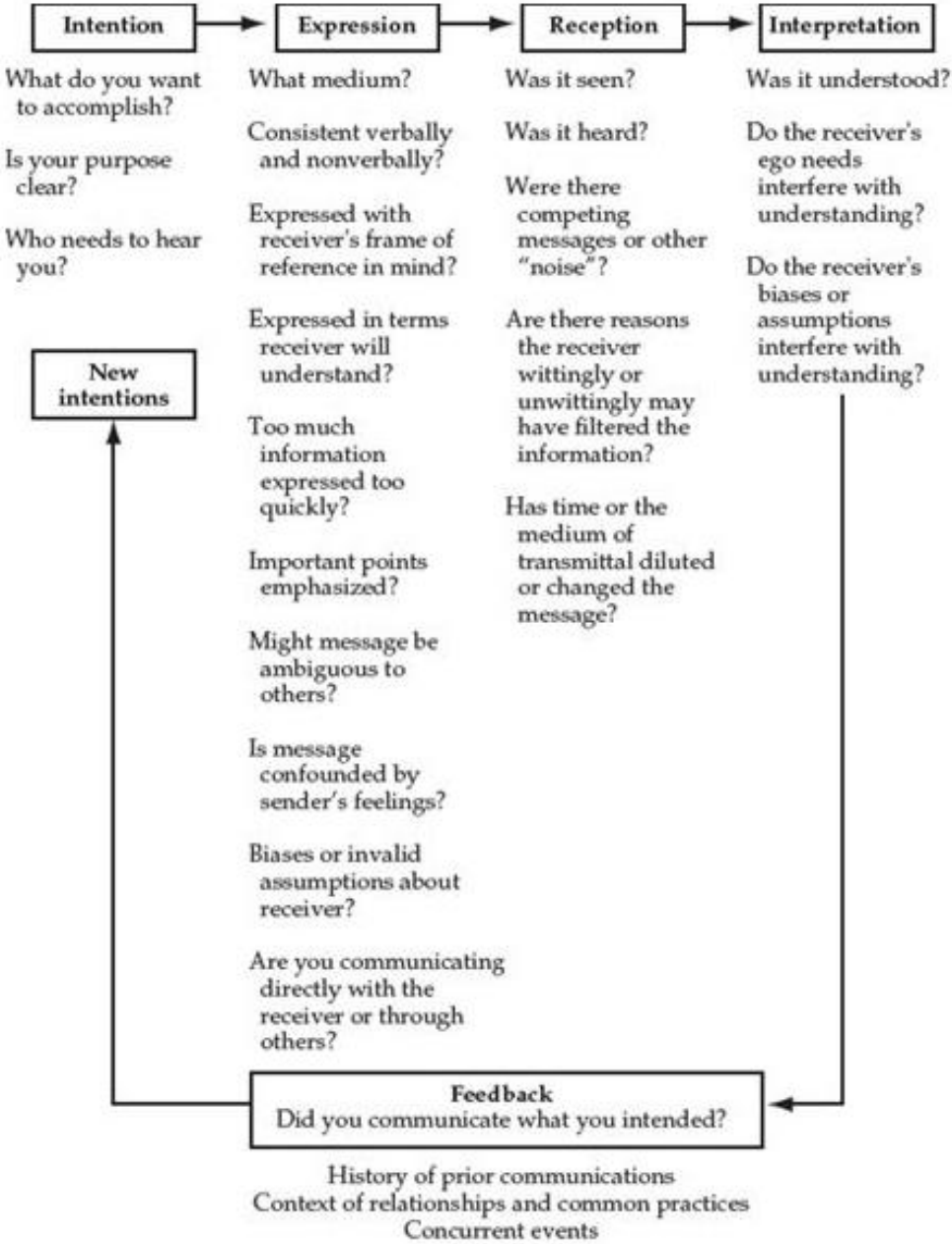
How to improve communication skills.

- **Know What Your Purpose Is**
  - By knowing purpose, a leader or follower can better decide whether to communicate publicly or privately, orally or in writing, and so on.

- **Choose an Appropriate Context and Medium**
  - It points out the importance of selecting physical and social settings that will enhance the effectiveness of any communication.

- A leader's communications often take place in a whole organizational context involving broader existing practices, policies, and procedures.

Send Clear Signals

- First, it is helpful to be mindful of others' level of expertise, values, experiences, and expectations and how these characteristics affect their *frames of reference.*
  - To use familiar terms, jargon, and concepts.
  - To use unambiguous, concrete terms and to send congruent verbal and nonverbal signals.
- Leaders will be more effective communicators if their nonverbal signals match the content of the message

Actively Ensure That Others Understand the Message

- Effective leaders and followers tend to actively engage in two-way communication (though this usually is more under the control of the leader than the follower)
    - **By seeking feedback**, by mingling in each other's work areas, and, in the case of leaders, by being sincere about having an open-door policy
    - **by paying attention** to the nonverbal signals sent by their followers

Listening

- Systems view of communication emphasized that effectiveness depends on both *transmitting* and *receiving* information

- The best listeners are *active listeners,*

- Individuals who are listening actively exhibit a certain pattern of nonverbal behaviors, do not disrupt the sender's message, try to put the sender's message into their own words, and scan the sender for various nonverbal signals,

- Knowing what nonverbal signals to send and correctly interpreting the sender's nonverbal signals are the knowledge component of listening skills

- Active listening is a way to visibly demonstrate that we respect others.
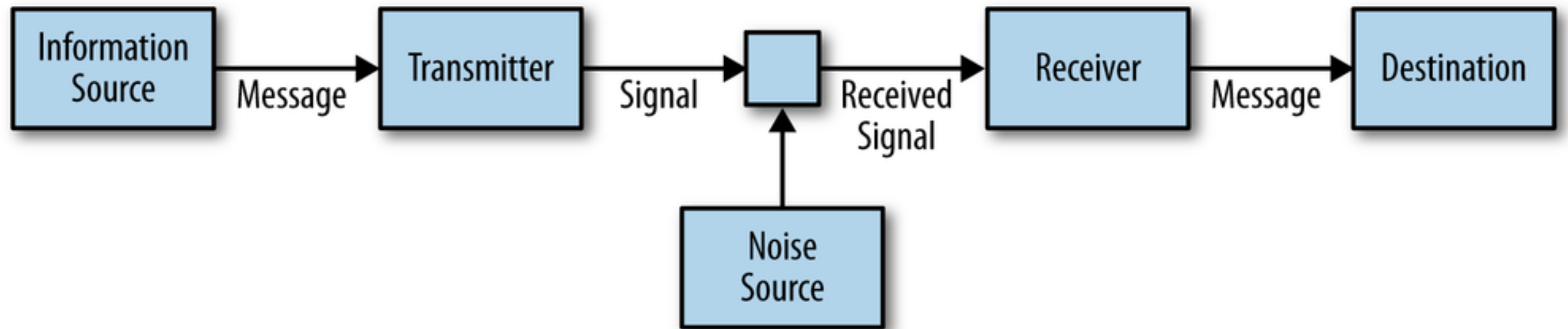
1. Demonstrate Nonverbally That You Are Listening

- Nonverbal behaviors show that you have turned your attention entirely to the speaker

- The essence of active listening is to see all communication, even listening, as a two-way process

- Listeners show they are paying attention to the speaker with their own body movements

- establish eye contact with the speaker, and they do not doodle, shoot rubber bands, or look away at other things.

- They show they are genuinely interested in what the speaker has to say.

2. Actively Interpret the Sender's Message

- The essence of active listening is trying to understand what the sender means
  - look for the meaning behind someone else's words
  - need to keep our minds open to the sender's ideas.
- Good listeners withhold judgment about the sender's ideas until they have heard the entire message
- To *paraphrase* the sender's message.
  - By putting the speaker's thoughts into their own words, leaders can better ensure that they fully understand what their followers are saying, and vice versa
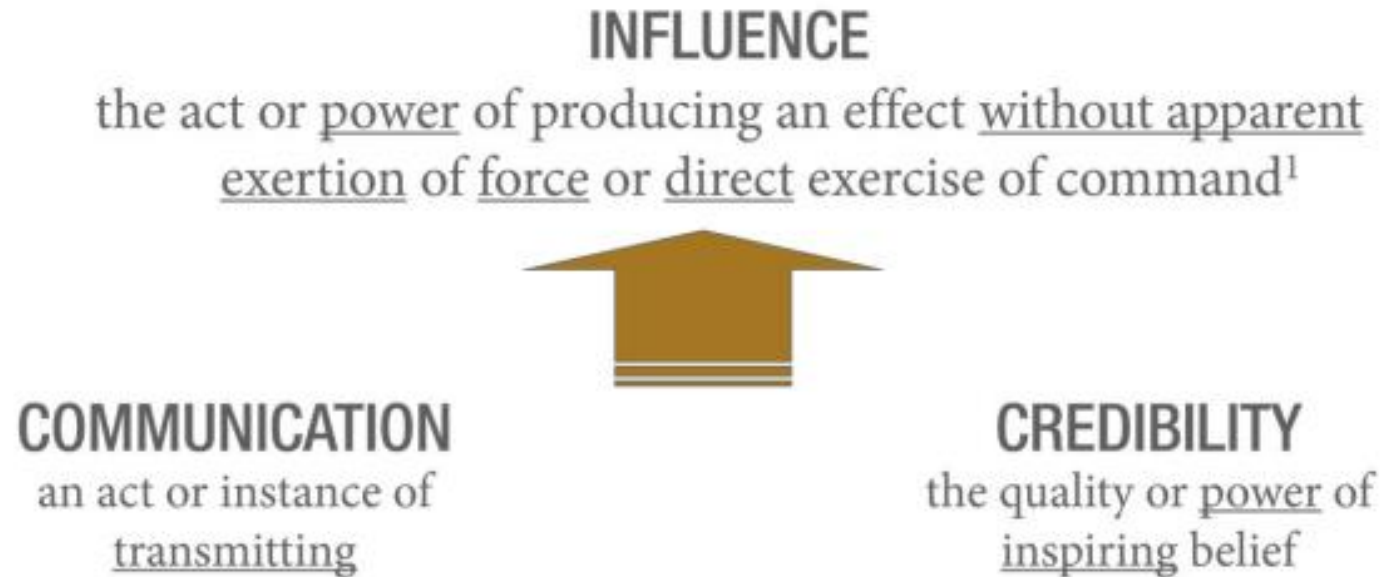
3. Attend to the Sender's Nonverbal Behavior

- No one can be an effective listener without paying attention to nonverbal signals
  - it requires listening for feelings expressed via the speaker's loudness, tone of voice, and pace of speech as well as watching the speaker's facial expressions, posture, gestures, and so on
  - listeners should explore what a sender is trying to say whenever they sense mixed signals between the sender's verbal and nonverbal behaviors.

4. Avoid Becoming Defensive

- Defensive behavior is most likely to occur when someone feels threatened.

- Acting defensively may decrease followers' subsequent willingness to pass additional unpleasant information on to the leader or other followers, or even the leader's willingness to give feedback to followers.

- Defensiveness on the part of the leader can also hurt the entire team or organization because it includes a tendency to place blame, categorize others as morally good or bad, and generally question others' motives.

- Leaders can reduce their defensiveness when listening to complaints by trying to put themselves in the other person's shoes

THE FOUNDATIONS OF INFLUENCE

INFLUENCE
the act or power of producing an effect without apparent exertion of force or direct exercise of command[1]

COMMUNICATION
an act or instance of transmitting

CREDIBILITY
the quality or power of inspiring belief

COMMUNICATING EFFECTIVELY
- Prepare
- Use vivid evidence
- Trade on "organizational currencies"
- Connect objectives to the overarching goals and mission
- Meet key stakeholders one-on-one, and listen
- Tailor your message to the audience

Assertiveness

• Individuals exhibiting assertive behavior are able to stand up for their own rights (or their group's rights) in a way that also recognizes the concurrent right of others to do the same
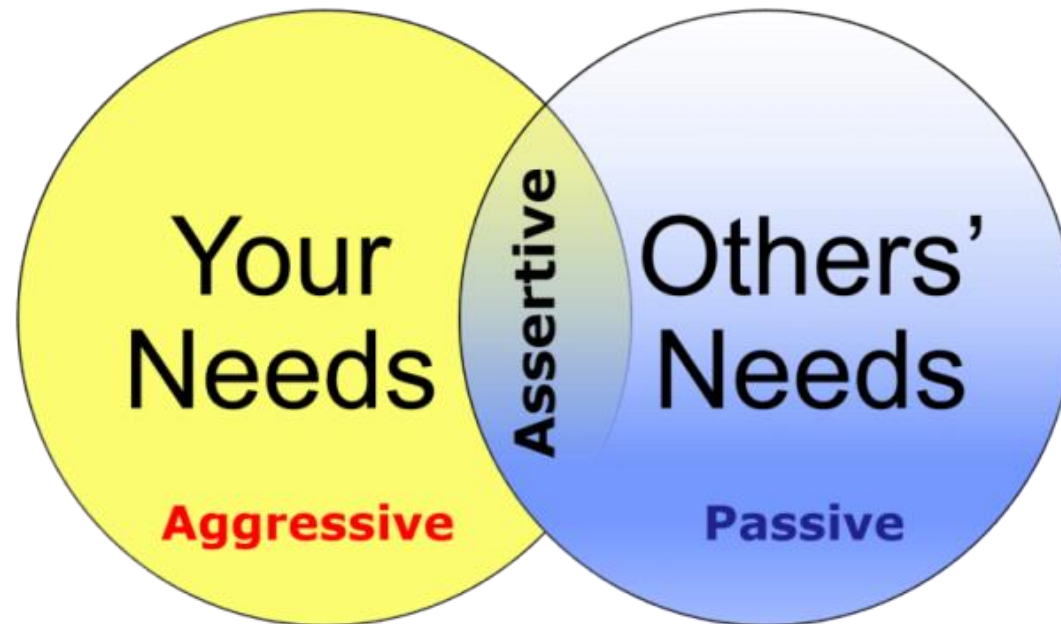
Styles people have for dealing with conflict

- *Acquiescence* is avoiding interpersonal conflict entirely either by giving up and giving in or by expressing our needs in an apologetic, self-effacing way.
- *Aggression,* is an effort to attain objectives by attacking or hurting others
  - Aggressive people trample on others, and their aggressiveness can take such direct forms as threats, verbal attacks, physical intimidation, emotional outbursts, explosiveness, bullying, and hostility— and such indirect forms as nagging, passive–aggressive uncooperativeness, guilt arousal, and other behaviors that undermine an adversary's autonomy.
- *Assertiveness* involves direct and frank statements of our own goals and feelings, and a willingness to address the interests of others in the spirit of mutual problem solving and a belief that openness is preferable to secretiveness and hidden agendas

	PASSIVE	AGRESSIVE	PASSIVE-AGRESSIVE	ASSERTIVE
BEHAVIOR	Keep quiet. don't say what you feel, need, or want. Put yourself down frequently. Apologize when you express yourself. Deny that you disagress with others or feel differently.	Express your feelings and wants as though any other view is unreasonable or stupid. Dismiss, ignore, or insult the needs, wants, and opinions of others.	Failure to meet the expectations of others through "deniable" means: forgetting, being delayed, and so on. Deny personal responsibility for your actions.	Express your needs, wants, and feelings directly and honestly. Don't assume you are correct or that every-one will feel the same way. Allow others to hold other views without dismissing or insulting them.
NONVERBAL	Make yourself small. Look down, hunch your shoulders, avoid eye contact. Speak softly.	Make yourself large and threatning. Eye contact is fixed and penetrating. Voice is loud, perhaps shouting.	Usually mimics the passive style.	Body is relaxed, movements are casual. eye contact is frequent, but not glaring.
BELIEFS	Others' needs are more important than yours. They have rights; you don't. Their contributions are valuable. Yours are worthless.	Your needs are more important and more justified than theirs. You have rights; they don't. your contributions are valuable. Theirs are silly, wrong, or worthless.	You are entitled to get your own way, even after making commitments to others. You are not responsible for your actions.	Your needs and those of others are equally important. You have equal rights to express yourselves. You both have something valuable to contribute. You are responsible for your behavior.
EMOTIONS	Fear of rejection. Helplessness, frustration, and anger. Resentment toward others who "use" you. Reduced self-respect.	Angry or powerful at the time, and victorious when you win. Afterward: remorse, guilt, or self-hatred for hurting others.	Fear that you would be rejected if you were more assertive. Resentment at the demands of others. Fear of being confronted.	You feel positive about yourself and the way you treat others. Self-esteem rises.
GOALS	Avoid conflict. Please others at any expense to yourself. Give others control over you.	Win at any expense to others. Gain control over them.	Get your own way without having to take responsibility.	Both you and others keep your self-respect. Express yourself without having to win all the time. No one controls anyone else.

Assertiveness tips

- Use "I" Statements
  - Assertive people take responsibility for what they say. They are clear in their own minds and with others about what they believe and what they want.
- Speak Up for What You Need
  - Virtually everyone will need to ask superiors, peers, or subordinates for help at some time. Both effective leaders and effective followers ask for help from others when they need it.
- Learn to Say No
  - it takes assertiveness to say no to others
- Monitor Your Inner Dialogue
  - Assertive people have self-talk that is positive and affirming
- Be Persistent
  - Assertive individuals stick to their guns without becoming irritated, angry, or loud. They persistently seek their objectives, even while facing another person's excuses or objections.

Conducting Meetings

- Determine Whether It Is Necessary
  - to take the time to *determine whether a meeting is really necessary.*
  - Call a meeting only if the potential benefits outweigh the costs
  - get the opinions of the other participants beforehand if that is possible
  - you should have significant business to conduct in each meeting

- List the Objectives
  - *list your objectives for the meeting and develop a plan for attaining them* in an orderly manner

- Stick to the Agenda
  - you should try to keep a cooperative and comfortable climate in the meeting, it is better to err on the side of being organized and businesslike

- Provide Pertinent Materials in Advance
  - a meeting is often more effective if leaders also give the other participants *pertinent reports or support materials well in advance.*

- Make It Convenient
  - to *pick a time and place as convenient as possible for all participants.*

- Encourage Participation
  - everyone at the meeting should have an opportunity to be heard and should feel some ownership in the meeting's outcome

- Keep a Record
  - the points of discussion and various decisions or actions taken may seem clear to you
  - *Take minutes for the record* so you and others can reconstruct what the participants were thinking and why you did or did not take some action. Record decisions and actions to be taken, including *who* will be responsible for doing it and *when* it is supposed to be accomplished

Effective Stress Management

- *Stress is* the process by which we perceive and respond to situations that challenge or threaten us.
- These responses usually include increased levels of emotional arousal and changes in physiological symptoms, such as increases in perspiration and heart rate, cholesterol level, or blood pressure
- Stressors are specific characteristics in individuals, tasks, organizations, or the environment that pose some degree of threat or challenge to people
- Followers' stress levels, often depend on their leaders.
- Stress can either facilitate or inhibit performance, depending on the situation.

The optimal level of stress

- The level of physical activity actually demanded by the task.
- The perceived difficulty of the task
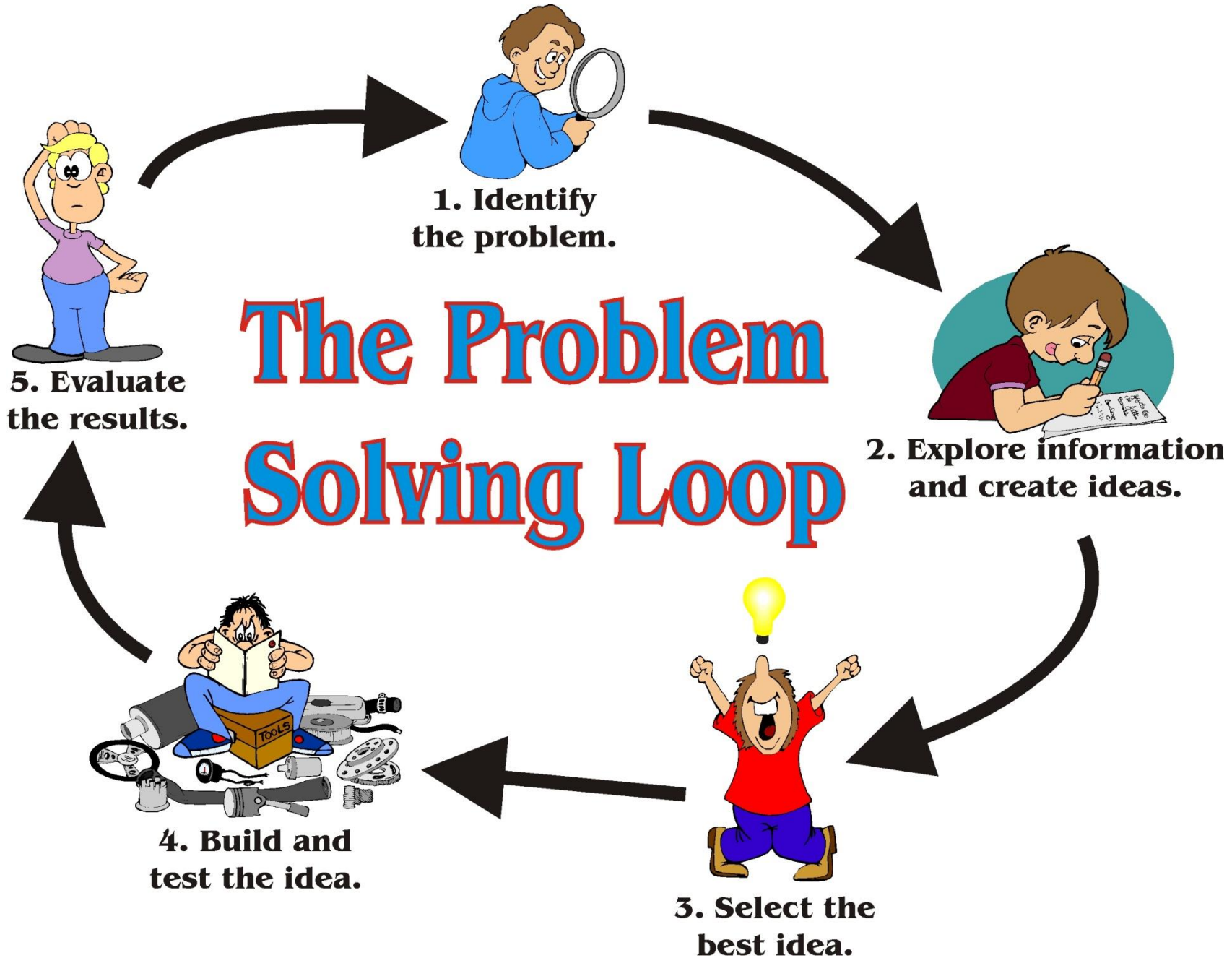
Effective stress management

- Monitor Your Own and Your Followers' Stress Levels
  - It is useful to develop the habit of regularly attending to some of the warning signs that your stress level may be getting too high

- Identify What Is Causing the Stress
  - Sometimes the problems are clear enough even if the solutions are not
  - A worker may feel frustrated because her boss overloads her with work, not realizing that her own unassertiveness keeps her from expressing her feelings to her boss

- Practice a Healthy Lifestyle
  - There are no substitutes for balanced nutrition, regular exercise, adequate sleep, abstention from tobacco products, and drinking only moderate amounts of (if any) alcohol as keys to a healthy life

- Learn How to Relax
  - Deep-breathing techniques, progressive muscle relaxation, and thinking of calming words and images can be powerful on-the-spot calming techniques.

- Develop Supportive Relationships
  - Leaders can play a constructive role in developing mutual supportiveness and cohesiveness among subordinates, and their own open and frank communication with subordinates is especially important when a situation is ambiguous as well as stressful.
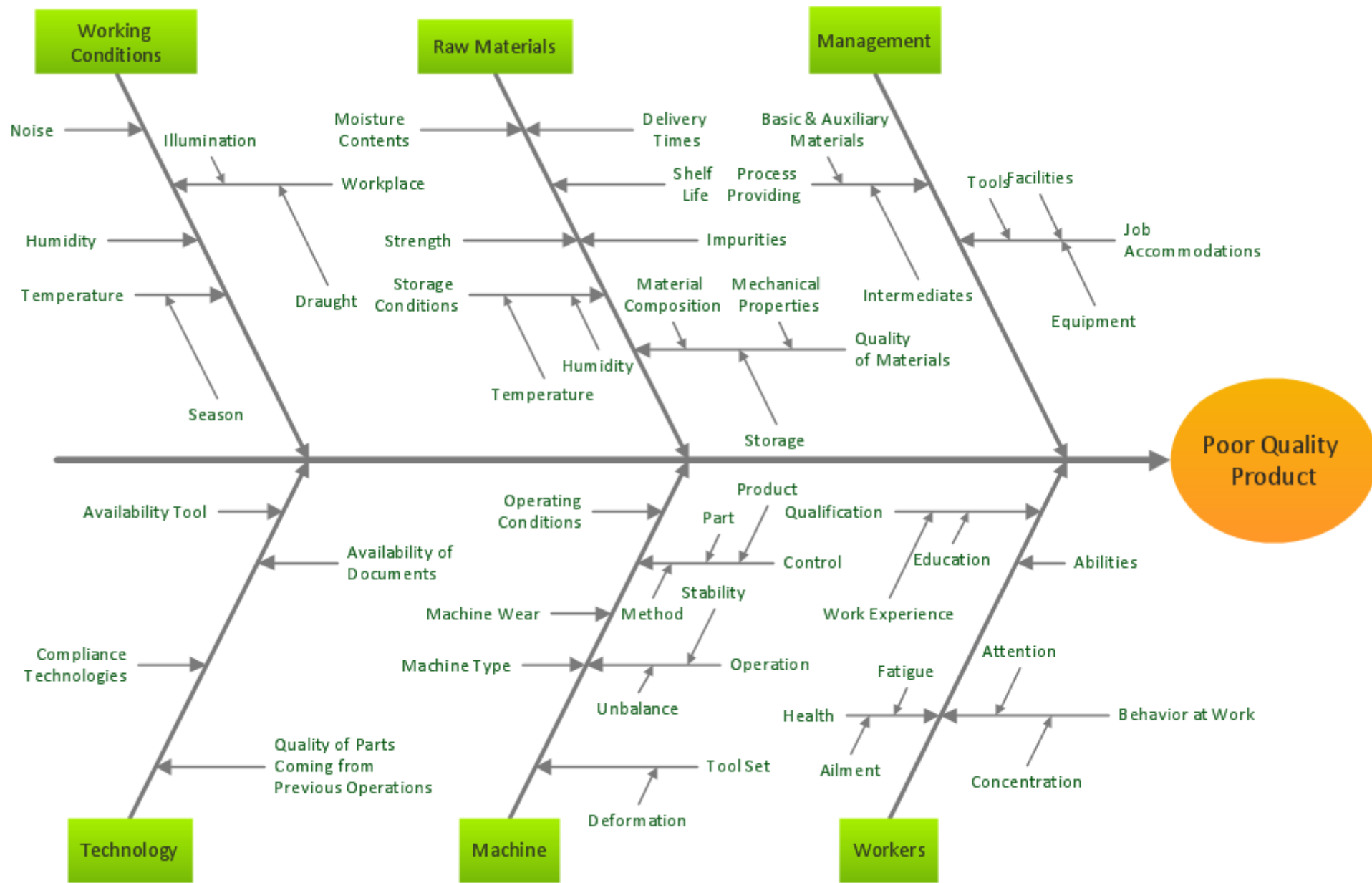
Effective stress management

- Keep Things in Perspective
  - Individuals who have relatively complex self-concepts, as measured by the number of different ways they describe or see themselves, are less susceptible to common stress-related complaints than are people with lesser degrees of self-complexity
- The A-B-C Model
  - A. Triggering event (knocking your boss's coffee onto his lap).
  - B. Your thinking ("He must think I'm a real jerk.").
  - C. Feelings and behaviors (anxiety, fear, embarrassment, perspiration).
- Identifying Problems or Opportunities for Improvement
  - The first step in solving a problem is to state it so everyone involved in developing a solution has an informed and common appreciation and understanding of the task
  - The reason it helps to take time to define a problem carefully is that sometimes people mistake symptoms for causes.
  - Another aspect of this first stage of problem solving involves identifying those factors that, when corrected, are likely to have the greatest impact on improving an unsatisfactory situation
- Analyzing the Causes
  - Two helpful tools for identifying the key elements affecting a problem situation are a cause-and-effect diagram (also called a "fishbone" diagram because of its shape or an Ishikawa diagram after the person who developed it) and force field analysis

JUST SOLVE THE PROBLEM

The Problem Solving Loop

1. Identify the problem.

2. Explore information and create ideas.

3. Select the best idea.

4. Build and test the idea.

5. Evaluate the results.

Fishbone (Ishikawa) diagram showing causes of **Poor Quality Product**

Working Conditions
- Noise
- Illumination
- Workplace
- Humidity
- Draught
- Temperature
- Season

Raw Materials
- Moisture Contents
- Delivery Times
- Shelf Life
- Strength
- Impurities
- Storage Conditions
- Material Composition
- Mechanical Properties
- Humidity
- Quality of Materials
- Temperature
- Storage

Management
- Basic & Auxiliary Materials
- Process Providing
- Tools
- Facilities
- Job Accommodations
- Intermediates
- Equipment

Technology
- Availability Tool
- Availability of Documents
- Compliance Technologies
- Quality of Parts Coming from Previous Operations

Machine
- Operating Conditions
- Product
- Part
- Control
- Stability
- Machine Wear
- Method
- Machine Type
- Operation
- Unbalance
- Tool Set
- Deformation

Workers
- Qualification
- Education
- Abilities
- Work Experience
- Attention
- Fatigue
- Health
- Behavior at Work
- Ailment
- Concentration

The McKinsey 7S Framework

Ensuring That All Parts of Your Organization Work in Harmony

Figure 1: The McKinsey 7S Model
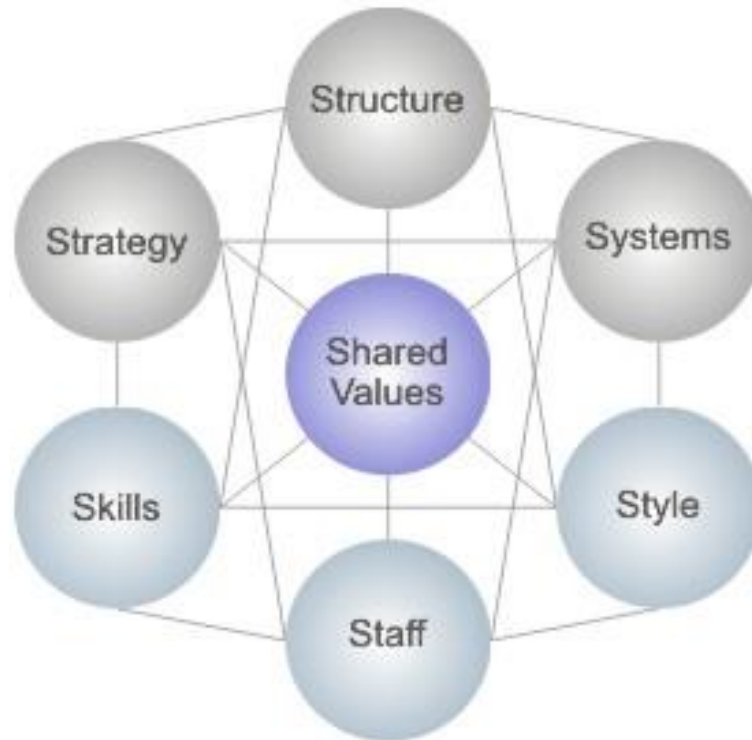
Strategy: the plan devised to maintain and build competitive advantage over the competition.

Structure: the way the organization is structured and who reports to whom.

Systems: the daily activities and procedures that staff members engage in to get the job done.

Shared Values: called "superordinate goals" when the model was first developed, these are the core values of the company that are evidenced in the corporate culture and the general work ethic.

Style: the style of leadership adopted.

Staff: the employees and their general capabilities.

Skills: the actual skills and competencies of the employees working for the company.

– The Comprising Factors

PRODUCT
Design , Technology , Quality, Packaging, Warranties, Accessories

PEOPLE
Employees, Management , Organization Culture, Customer Service Orientation

PHYSICAL EVIDENCE
Facilities, Infrastructure, Service Delivery

PROCESS
Uniformity Of Offerings ,Service Delivery , Service Consumption

PROMOTION
Special Offers, Advertisements, Endorsements Campaigns, User Trials

PLACE
Retails, Wholesale , Mail Order, Internet ,Direct Sales , Peer to Peer ,Multi Channel

PRICE
Skimming ,Penetration ,Value Based , Cost Plus , Cost Leadership

MARKETING MIX

PRODUCT
PEOPLE
PHYSICAL EVIDENCE
PROCESS
PROMOTION
PLACE
PRICE

Developing Alternative Solutions

- A procedure called *nominal group technique* (NGT) is a good way to generate ideas pertinent to a problem
  - With NGT, however, group members write down ideas on individual slips of paper, which are later transferred to a blackboard or flipchart for the entire group to work with

Selecting and Implementing the Best Solution

- It is better to select a solution on the basis of established criteria
    - Have the advantages and disadvantages of all possible solutions been considered?
    - Have all the possible solutions been evaluated in terms of their respective impacts on the whole organization, not just a particular team or department?
    - Is the necessary information available to make a good decision among the alternatives?

Assessing the Impact of the Solution

- The solution's continuing impact must be assessed, preferably by measurable criteria of success that all parties involved can agree on.

Improving Creativity

- Seeing Things in New Ways
  - *Brainstorming*
  - *see things in new ways,* or to look at problems from as many perspectives as possible
  - to think in terms of analogies
  - try putting an idea or problem into a picture rather than into words.
- Using Power Constructively
  - Leaders need to use their power to encourage the open expression of ideas and to suppress uncooperative or aggressive reactions (overt or covert) between group members.
  - Leaders can encourage creativity by rewarding successes and by not punishing mistakes.
  - Leaders can also delegate authority and responsibility, relax followers' constraints, and empower followers to take risks
- Forming Diverse Problem-Solving Groups
  - Group members with similar experiences, values, and preferences will be less likely to create a wide variety of solutions and more apt to agree on a solution prematurely