

# Managing Stakeholders & Team Members

Communicating to Influence

Presenter: Jürgen Oschadleus



<http://www.actknow.com>

AIPM Soft  
Skills Seminar

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# Common Complaints

- In one ear and out the other
- Why don't they get what I'm saying?  
Don't they speak English?
- But that's what I said? You're not listening to me.
- I don't care what you think. Just do what I tell you!
- Dunno what it is, but I don't trust [name]

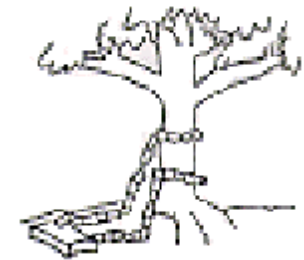
# The Result...



Sponsor's  
idea



Specified in  
project request



Engineering  
specification



Manufactured  
version

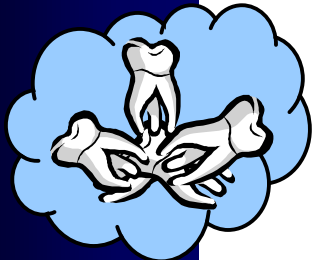


Installed  
version



User's  
desire

# First Law of Communication



It's not *what* you say ...  
but *how* you say it  
(determined by what you **believe**)



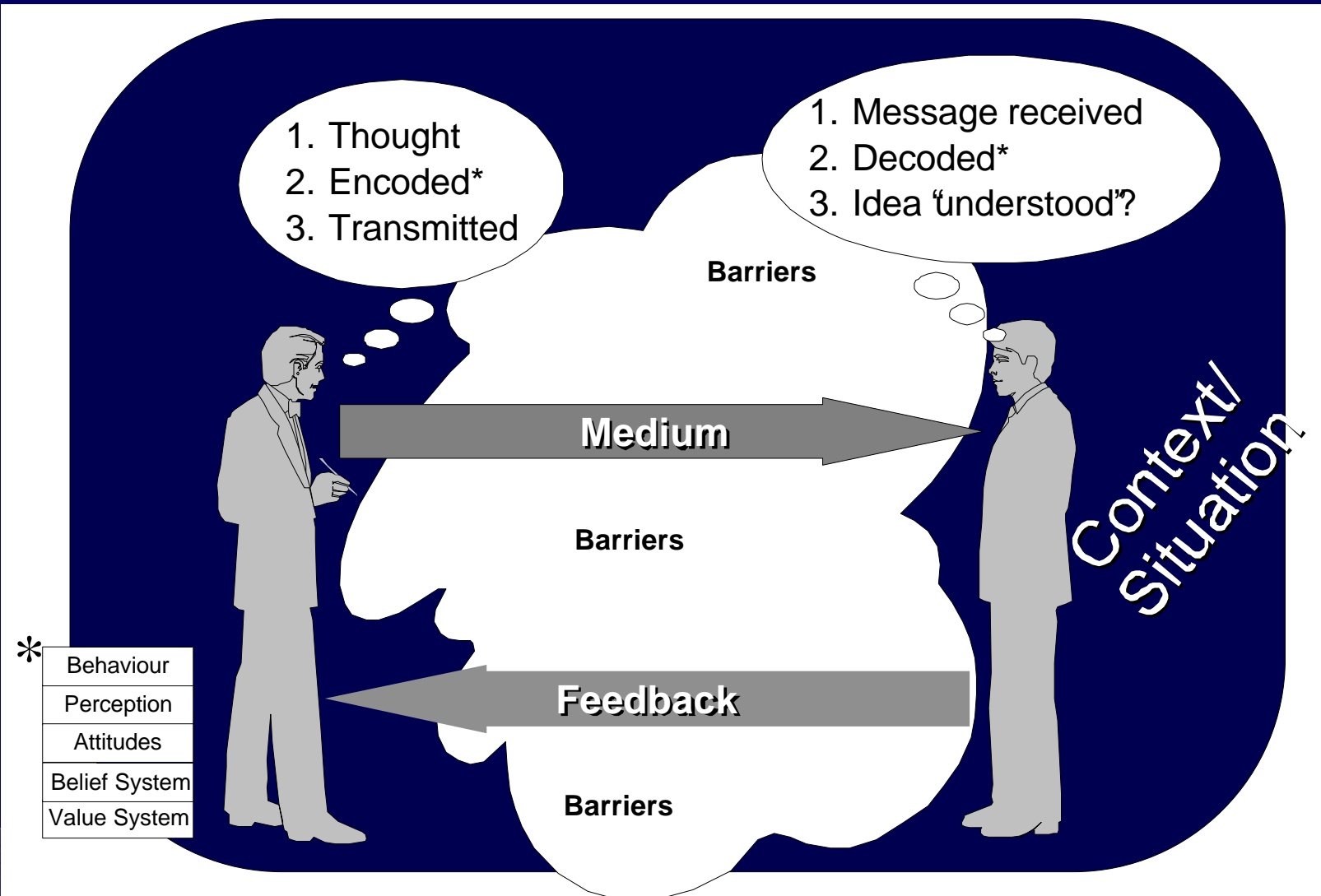
## The Second Law...

It's not what you *say* ...  
but what they *hear*  
(influenced by what they **expect**)

# Communication 101

- Communication begins in the mind
- Communication has an objective
  - to bring change (in thinking, attitude, behaviour, relationship)
  - to make decision (coordinate, control, plan, organise, direct, provide)
- Communication depends on context
  - Situation, environment, medium
- Communication is a process, not an event

# Communications Process



# Communication Styles

- Non Assertive
- Aggressive
  - Verbal
  - Non verbal
  - Passive
  - Displaced
- Assertive

# Non-Assertive

- Puts self last
- Low self-esteem
- Low confidence
- Lack of self-respect

**“Of course I’ll come in over the long weekend.”**

***... again! Boy, would I love to smash my fist into your arrogant face!***

# Aggressive

- n Puts self first (at others' expense)
- n Low self-esteem
- n Low (inner) confidence
- n Respects no one
- n Four aggressive behaviours
  - Verbal aggression
  - Non-verbal aggression
  - Passive aggression
  - Displaced aggression

# Aggression

## ■ Verbal

- Critical, blame, sarcastic, ridicule, accuse, threaten

**You never listen to what I say!**

**You make me mad**

**Can't you do anything right?**

**What's wrong with you? You should know that won't work.**

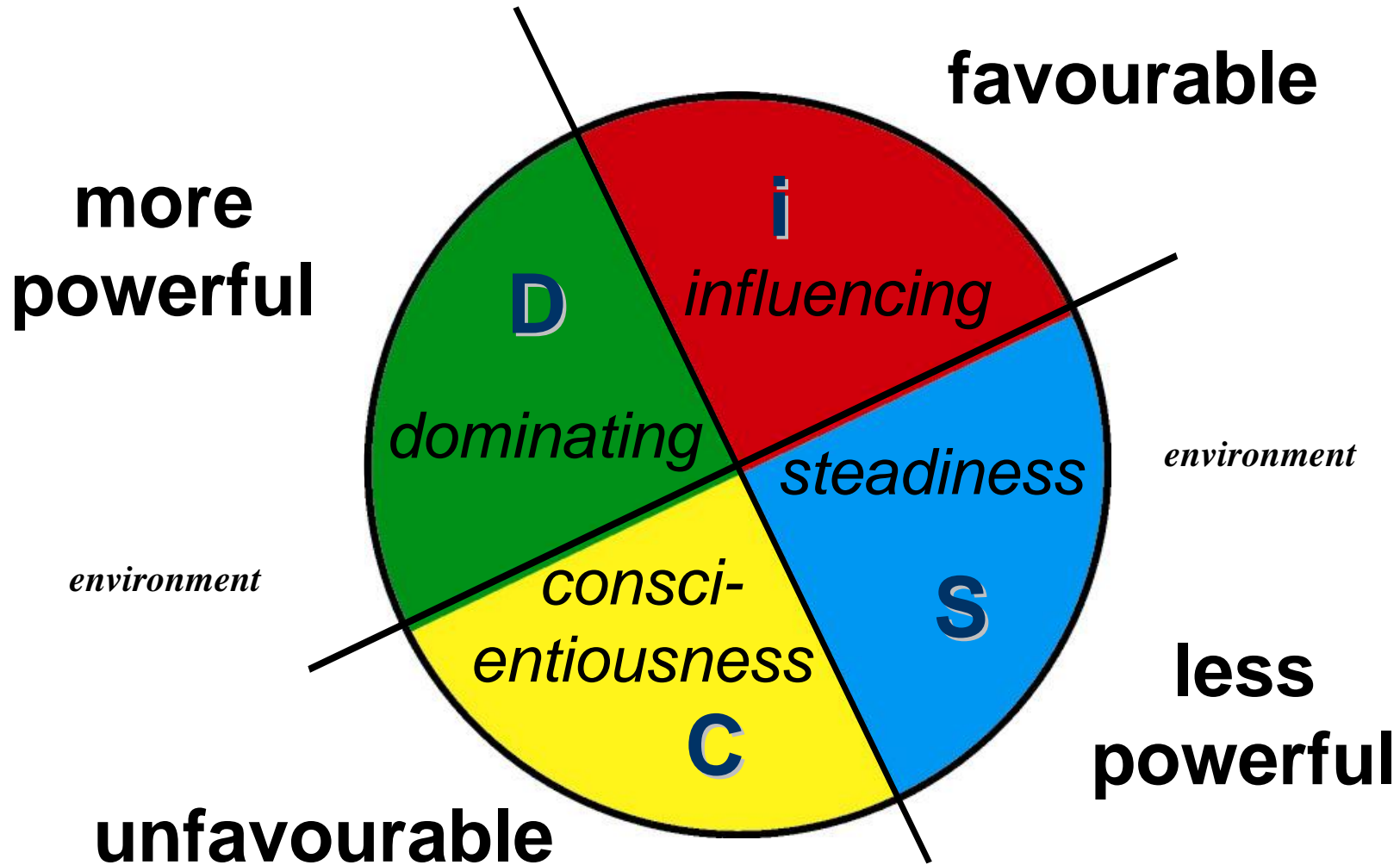
# Aggression

- Non-verbal
  - Silent treatment
  - Physical abuse
  - Demeaning expression/body language
- Passive aggression
  - Cycle of hurting
- Displaced aggression
  - Taking out your resentment on someone else

# Assertive

- Treats others as equals
- High self-esteem
- High confidence
- Respect for self and others
- Honest expression of thoughts, feelings and needs
- Takes responsibility (“I feel upset...”)
- Message and body language congruent

# My Environment & I



# Descriptive Words

Dominant	influencing	Steady	Consc.
<b>1</b> Self-assured Adventurous Forceful Direct Competitive Decisive Risk Taker Daring	<b>2</b> Confident Sociable Trusting Gregarious Generous Influential Persuasive Enthusiastic	<b>3</b> Good listener Stable Relaxed Patient Sincere Team Player Amiable Loyal	<b>4</b> Conscientious High stds Diplomatic Accurate Analytical Courteous Fact-Finder Systematic

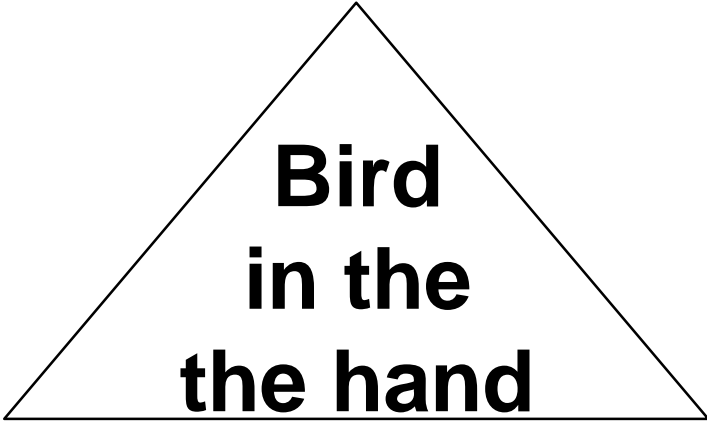
# DiSC™ Behavioural Styles

Style	Focus	Intent
Dominance	Action Results	To overcome obstacles
influencing	People Motivation	To persuade
Steadiness	Follow-through	To support
Conscientious- ness	Create order Quality control	To be accurate

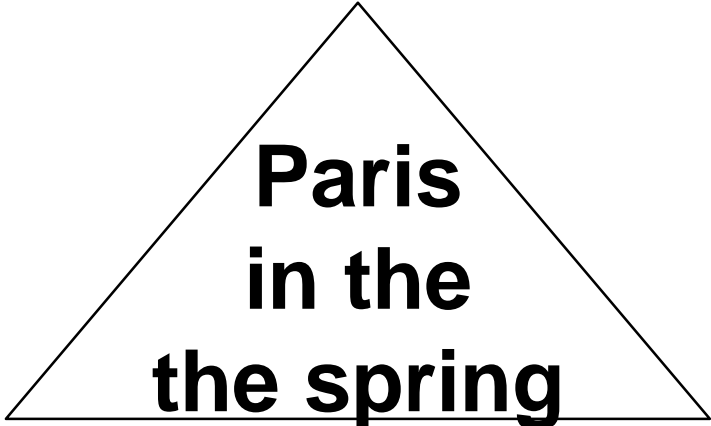
# Behaviour & Communication

- How do your unique behavioural characteristics impact the way you communicate?
- What problems could this cause?

# We see/hear what we expect...



**Bird  
in the  
the hand**



**Paris  
in the  
the spring**

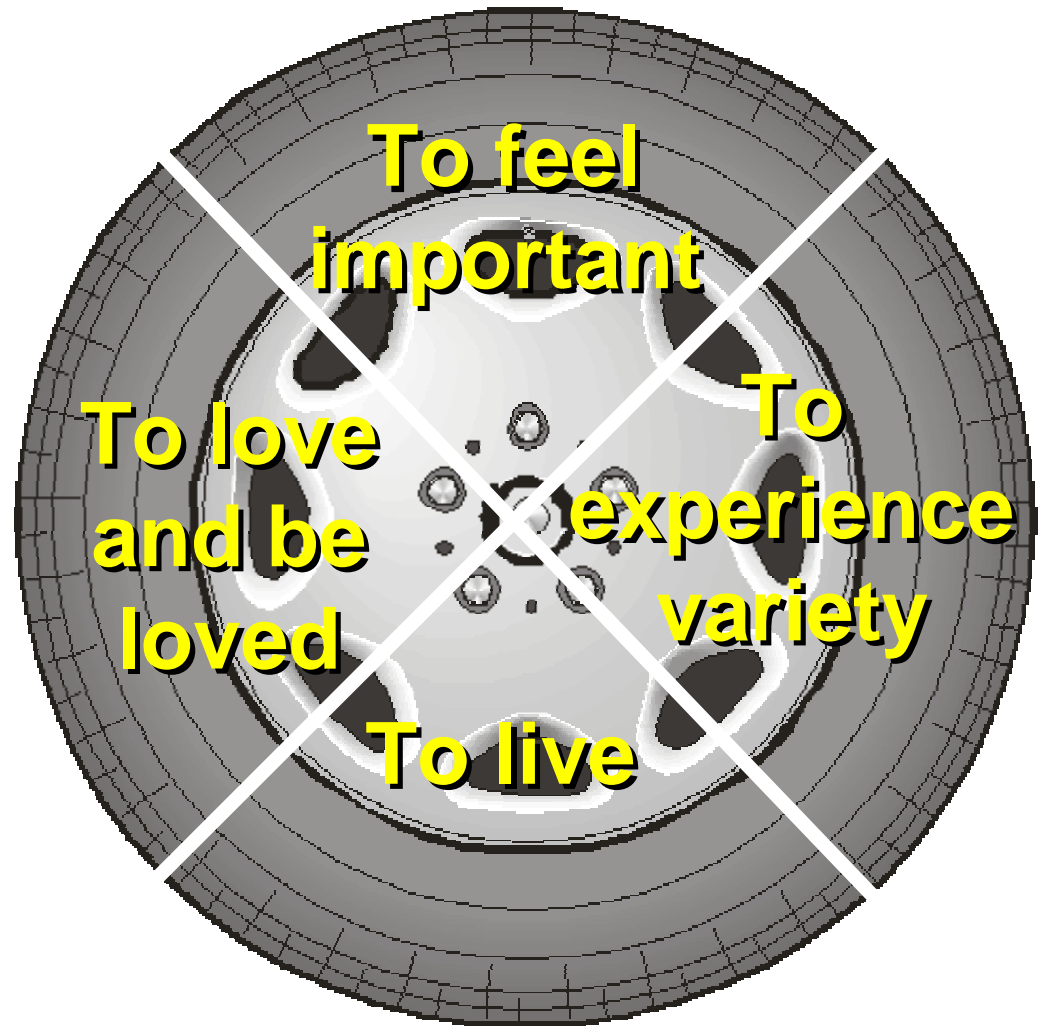
# It's All About Perception

"To whom it may concern  
... Under my coat is a  
weary heart, but a kind  
one - one that would do  
nobody any harm."

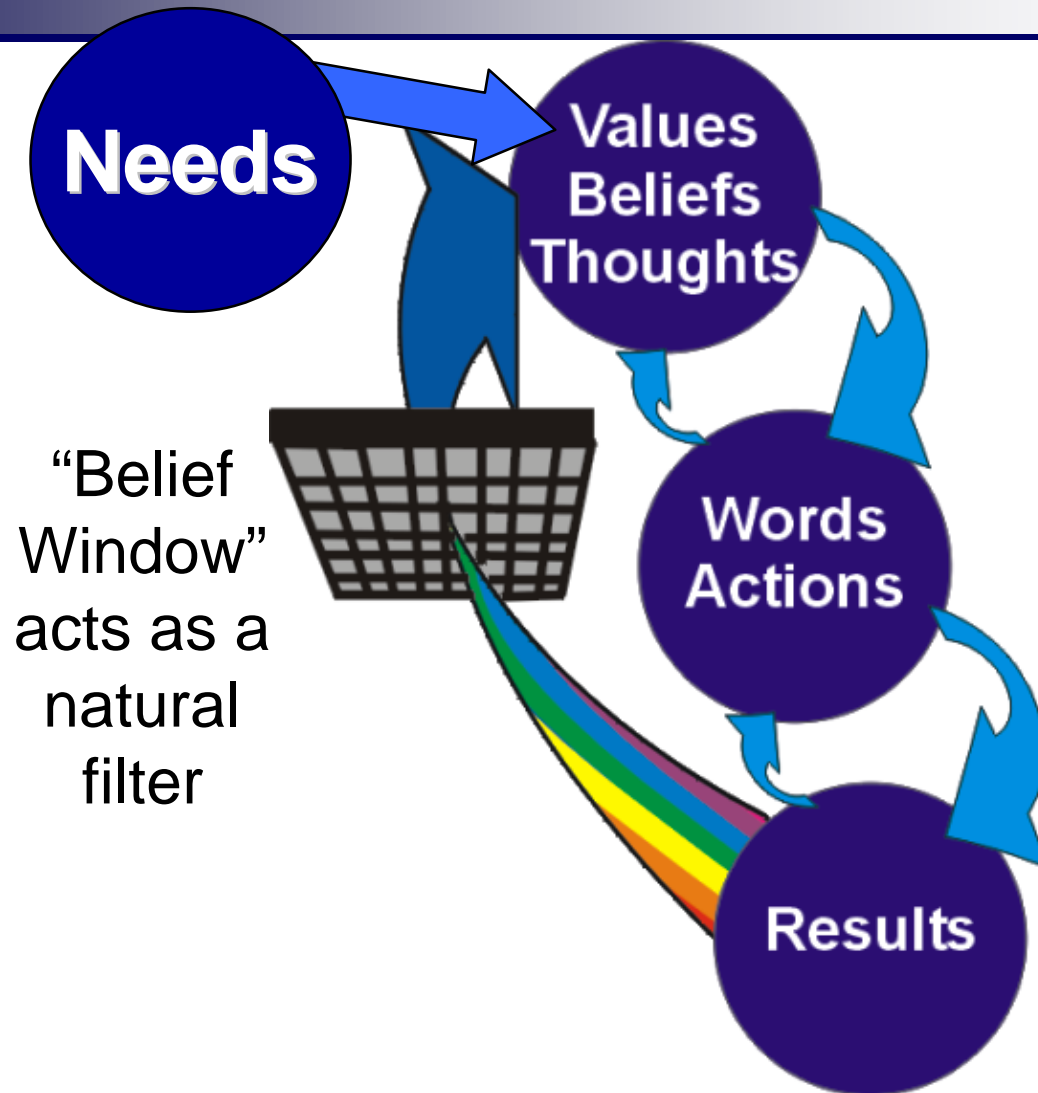


# Perception is Tied to Needs

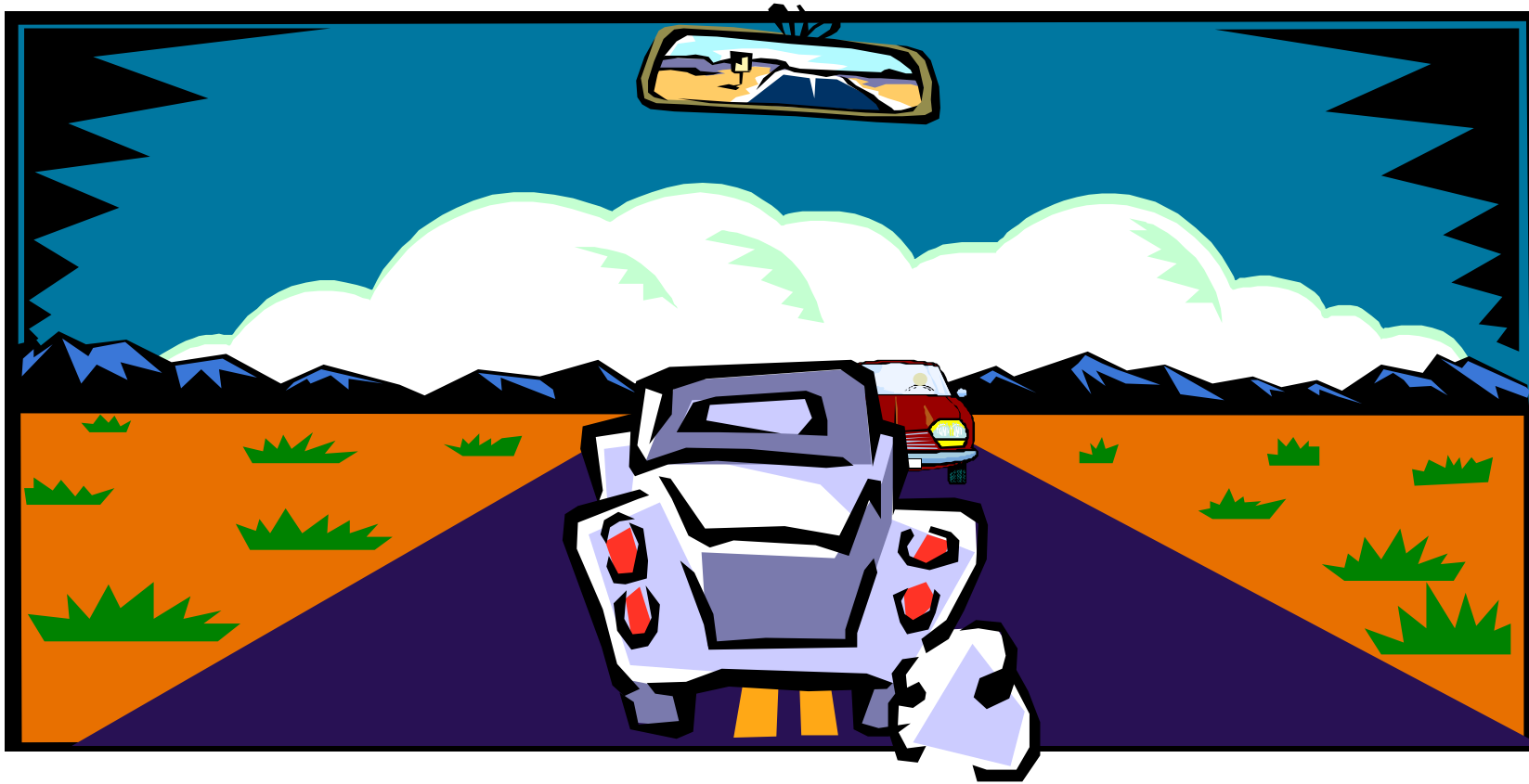
- Maslow
- Dr M Banks



# Mental Filter

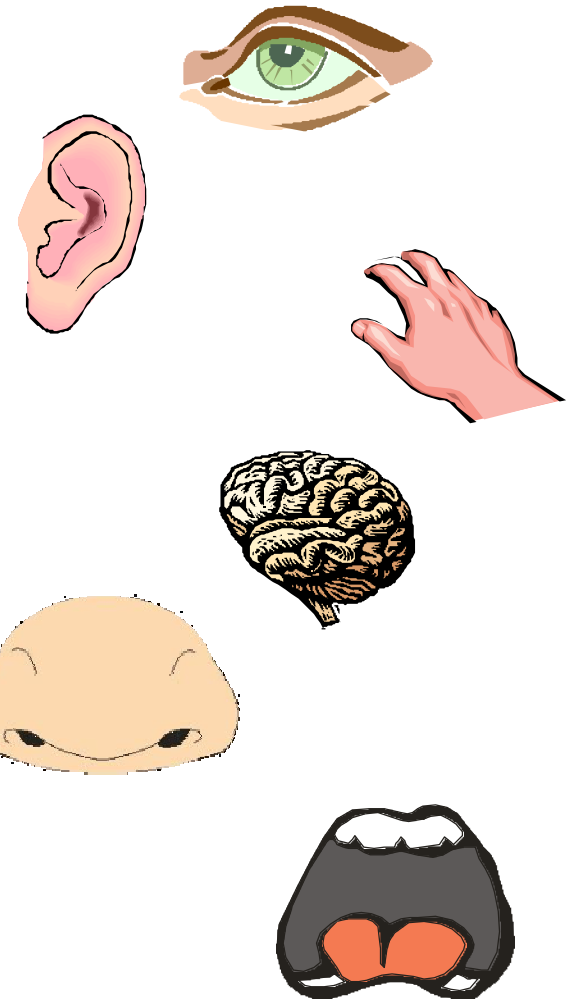


# Control Your Thoughts



# Languages

- Visual
- Auditory
- Kinaesthetic
- Auditory Digital
  
- Olfactory
- Gustatory



# Block Problem

Take a painted wooden cube and make two parallel, vertical cuts, dividing the cube into equal thirds; then make two more vertical cuts at 90 degrees to the first ones, dividing the cube into equal ninths. Finally, make two parallel, horizontal cuts through the cube, dividing it into 27 cubes.

1. How many cubes are painted on 3 sides?
2. On two sides? On one side?
3. How many cubes are unpainted?

# Natural States

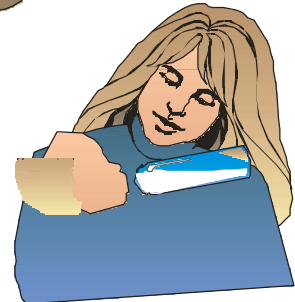
## ■ Child

- “I”-focused, asking for things
- Sharing information/feelings



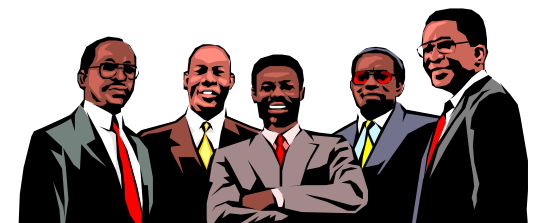
## ■ Parent

- “You”-focused
- Giving (praise, criticism, advice...)



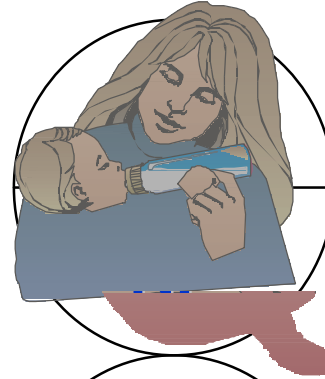
## ■ Adult

- Rational
- Information-based

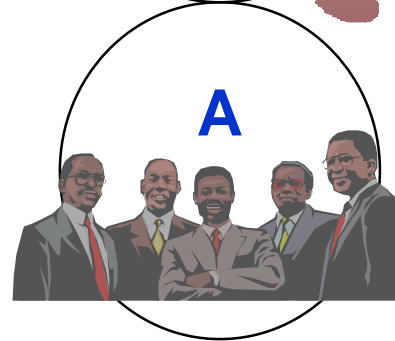


# Behavioural States

Critical Parent



Nurturing Parent



Adult

Compliant Child  
Rebellious Child

- : Over-reactor
- : Opposer
- : Passive aggressive

Natural Child

# Communication Breakdown



<b>Content</b>	<b>7%</b>
<b>Delivery</b>	<b>38%</b>
<b>Non Verbal</b>	<b>55%</b>

# Impact of Delivery (38%)

- I never said he stole your money
- I **never** said he stole your money
- I never **said** he stole your money
- I never said **he** stole your money
- I never said he **stole** your money
- I never said he stole **your** money
- I never said he stole your **money**

# Voice Qualities

- Volume

- Tempo

- Pitch

- Statement



- Questioning



- Command



Typical Australian  
speech pattern

- Tone

- Rhythm

# Body Language (55%)

- Eye contact
- Facial expression
- Body movement
- Gestures
  - Placatory (palm down)
  - Distracter (arms waving all over)
  - Open palms

# Rapport

- Knowing instinctively that you like someone
- Recognise similarities at subconscious level
- Natural process – trying too hard through mimicking breaks rapport

# Building Rapport

- Use their name
- Match and mirror (in part or fully):
  - Habits and actions
  - 45° angle
  - Body language
  - Voice tone
  - Personal space

# Communication – it's not *what* you say but *how* you say it

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- Communication begins in the mind
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- Communication is a process, not an event

For enquiries about this presentation or further information on DiSC profiling, team building, leadership development, communication training and coaching, please contact the Act Knowledge office at:

Tel: +61 (2) 9484-4217  
E-mail: [info@actknow.com](mailto:info@actknow.com)  
Internet: <http://www.actknow.com>