



The Art of Influence

Workbook

A Promoting Excellence Online Course

This is part of a series of online courses
available from Promoting Excellence
Leadership Consultants.

Date the course started:

Date completed:

Name:

Workplace:

Role:

HOW THE COURSE WORKS

The Promoting Excellence Certificated 'The Art of Influence' Course consists of a series of Modules, each containing slides with videos, and worksheets, self-scoring on-screen downloadable diagnostics, and other materials for you to download and either retain or print as you wish.

Taken together, they will lead you, in a modular basis, through the whole of our Promoting Excellence 'The Art of Influence' Course, and the course will conclude with a certificate that you can download to show you have successfully completed the training and have been officially certificated by Promoting Excellence Limited. Your name can be typed onscreen into the certificate, which can then be retained and saved for future reference as a PDF or printed off.

Each module has video narration, so you are best to complete the course where sound will not disturb others around you. The course is linear, so you should start by downloading and completing the Introduction, followed by Module ONE, Module TWO, and so forth. Your password and login ID gives you access to the course, in most cases, for a full year from purchase, so you will not need to rush, but can work methodically. Some downloads are quite large - up to 50MB or so - so you should only download the module upon which you are currently working, before progressing to the next one.

Where a module has worksheets, diagnostics and bonus materials, these are listed onscreen in your course download page, in the order you will need to download them. Not all courses, and not all modules have worksheets or handouts, but where they do, they are listed below for you to download and use.

IS THE COURSE FOR AN INDIVIDUAL OR A GROUP? WILL THEY USE THIS DIFFERENTLY?

The course has been written for use by individuals or small groups. An individual will need to reflect on some of the ideas raised, and to jot down their thoughts in the workbook – perhaps to discuss with a 'Critical Friend'. Or, the individual may like to then discuss their ideas with peers, or a competent leader. A small group will find benefit in discussing the ideas and issues raised as a group, and perhaps agreeing on joint actions.

AIMS

- To enable you to understand what influence is, in the context of the workplace.
- To help you understand which influencing skills you are good at, and which you might practice.
- To enable you to learn the skills and 'arts' of influence.

OUTCOMES

- It is expected that by the end of this course you will be more knowledgeable regarding the importance and nature of influence, and how to apply this at work.
- To raise awareness and give areas to work on to improve or develop following a self-assessment questionnaire

SOME HOUSEKEEPING POINTS

In each module, you can go forwards to the next slide by clicking on the button in the top right corner of each module-slide. To signify that a slide is fully completed and ready to advance, the button-label will flash. You can also go backwards to look again at any slide you have completed. To do that click the button in the top left corner. When going back through slides, their videos (if any) will not automatically play - but you can play them by clicking on them)

The slide is complete when this begins to flash

Click this button to go to the next slide

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If you are using this course on an iPad, please choose the option 'Download', rather than 'View'. Download gives you the full file (remember you need the Apple PowerPoint app, free to all Microsoft 365 subscribers. It is best to download the App first.) The Download will be saved into 'Files' on your iPad and will auto-run if you have the PowerPoint App already downloaded.

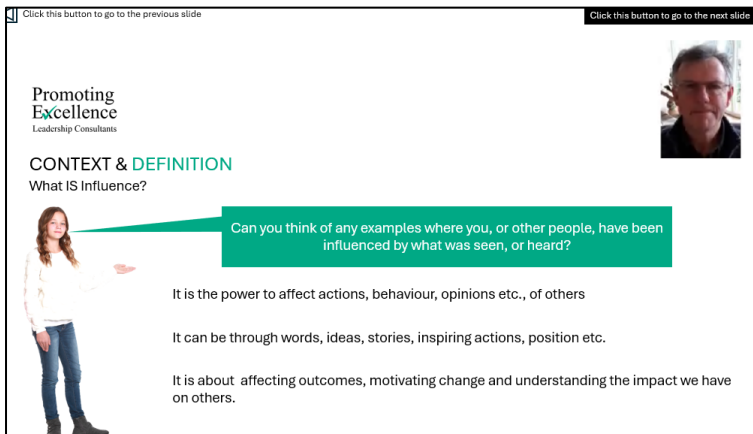
Technical support on device configuration options can only be provided by your ICT department. The course has been tested and certified as running on PC (Windows 10, Windows 11, with Office 365 (v25-01 tested) and iPad (iOS 18 tested).

All modules are in Microsoft PowerPoint Show format.

MODULE ONE:

INTRODUCTION

The course begins with a short Introductory Module.



Please note that you can follow slides from the video in this workbook by their headings on screen. All work sheets can be downloaded separately and should be used alongside this workbook.

TASK:

Think of examples where you or other people from history, or the media have been influenced by what they saw or heard. You may wish to share these examples if you are working with others.

My Notes:

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REFLECT:
How influential are you especially in your workplace?

WHAT IS INFLUENCE?

Influence is the power to have an effect on people or things. It can be in various contexts e.g., business, politics, or personal relationships.

It is the ability to persuade, convince or have an impact on others to get them to go along with, or support, the speaker's agenda.

People with this competency are storytellers – they can grab your attention and impart something to you in the way you want to hear. They can take people who know nothing about a subject, get them interested and send them away feeling they have learned something important or useful, make others listen and command attention.



REFLECT:

How are you, at influencing others? How influential are you in the workplace?

My Notes:

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**ASK YOURSELF, HONESTLY,
THE FOLLOWING QUESTIONS...**

CAN YOU....

- Command attention and make people listen to you?
- Communicate effectively about a subject about which others know nothing?
- Make people interested in what you have to say?
- Motivate and send people away with a feeling that they have learnt something important or useful?
- Tell a good story?



Can you do all or any of the points from the screen? What are you able to do well?

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TO BE A GOOD INFLUENCER
YOU MUST

Clearly explain what and why you want it
Be clear about what others want and how they feel
Be all the above ...plus being able to establish trust,
working hard on relationship building and being sure
you do all you can to have, and maintain, a good
reputation

MOTIVATING UNDERSTANDING
PERCEPTION MATTERS



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A KEY LEADERSHIP SKILL

Influence is considered one of the four core leadership skills needed in every role, along with communicating, learning agility and self-awareness.
Ultimately, influence is the result of an ongoing persuasive process and is a product of trust that requires you to build relationships and your reputation.

HOW MUCH
IMPACT
CAN YOU HAVE ON OTHERS?



TASK:

Do these two slides match the way you currently try to influence others?

What, if anything, do you try to do differently?

Do you agree that these ought to be your aims? Or should you like to amend these to fit your current circumstances, and how?

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IN PRACTICE,
INFLUENCE IS ALSO...

...the quality of inspiring others to action and generating new ideas, strategies or impetus for change

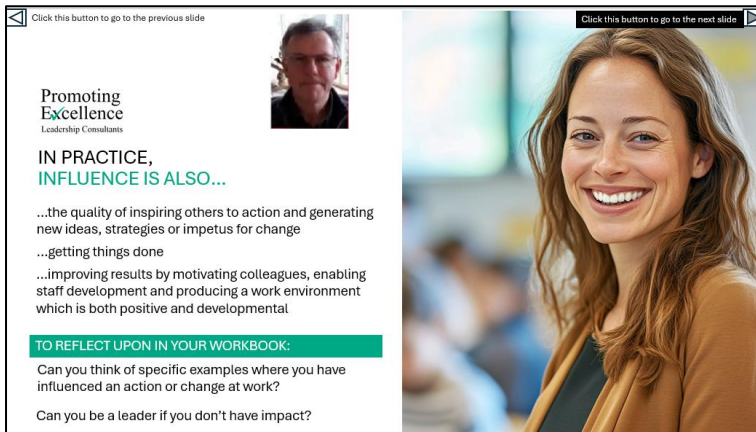
...getting things done

...improving results by motivating colleagues, enabling staff development and producing a work environment which is both positive and developmental

TO REFLECT UPON IN YOUR WORKBOOK:

Can you think of specific examples where you have influenced an action or change at work?

Can you be a leader if you don't have impact?



TASK:

Can you think of specific examples where you have influenced an action or change at work?

Can you be a leader if you don't have impact?

My Notes:

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TEST YOUR KNOWLEDGE

How would you describe influence?

Name 3 characteristics of influential leaders.

Think of someone who you consider to be a good influencer.
Can you say why you have chosen that person?



TEST YOUR KNOWLEDGE:

How would you describe influence?

My Notes:

Name 3 characteristics of influential leaders.

My Notes:

Think of someone who you consider to be a good influencer.

Can you say why you have chosen that person?

My Notes:

MODULE TWO:

WHY IS INFLUENCE IMPORTANT?

Resources Required –

MODULE TWO slides: Why is Influence Important? (ppsx file)

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MODULE TWO: WHY IS INFLUENCE IMPORTANT?
Building skills to help you with the challenges we all face at work



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THE IMPORTANCE OF INFLUENCE AND IMPACT

The Harvard Business Review defines influence as follows:
'Influence is an essential part of leadership that enables individuals to motivate and inspire others to achieve a common goal'



Can you give an example(s) where you have done this? Discuss in a group, or reflect if working individually



Harvard University

TASK:

After reading the quote – can you give an example where you have motivated or inspired others? If possible, this is an opportunity to share examples.

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REFLECT:
How are you in meetings? Is your voice heard?
Are you heard in your workroom?
How could you be?
Jot down thoughts in your workbook

INFLUENCING ETHICALLY

There is a clear link between the importance of influence and 'doing the right thing' as sometimes a leader can wish to act ethically but does not possess the ability to impact or influence enough to take others with them.

Leaders who can influence gain attention and communicate in a way that is compelling to others. They can make people listen and take heed. speaker's agenda.



TASK

Answer the questions honestly

How are you in meetings? Is your voice heard?

Are you heard in your workroom or office?

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SITUATIONS WHERE YOU MIGHT USE
INFLUENCING STRATEGIES

- Managing upwards or managing your peers
- Working with Governors, Trustees, Boards
- Managing behaviour or staff performance
- A tricky appraisal
- Introducing change
- New to a role

Think of a situation above – did you exert influence? How did it go? What would you do differently?

TASK:

Look at the various situations on the screen.

Did you exert influence in any of the situations listed?

How did it go?

What, if anything, would you do differently?

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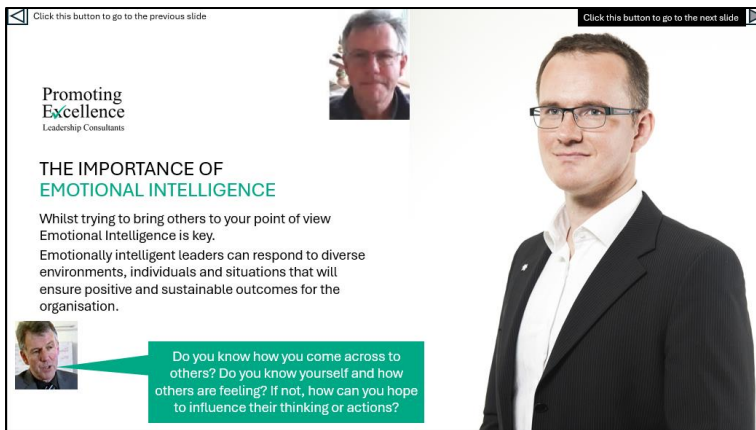
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THE IMPORTANCE OF
EMOTIONAL INTELLIGENCE

Whilst trying to bring others to your point of view
Emotional Intelligence is key.
Emotionally intelligent leaders can respond to diverse
environments, individuals and situations that will
ensure positive and sustainable outcomes for the
organisation.

Do you know how you come across to
others? Do you know yourself and how
others are feeling? If not, how can you hope
to influence their thinking or actions?



TASK:

Do you know how you come across to others?

Do you know yourself and how others are feeling?

If not, how can you hope to influence their thinking or actions?

My Notes:

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TRANSACTIONAL AND TRANSFORMATIONAL

Leaders who can positively influence others are expert in leading teams and get 'buy-in' from key people.

Transactional influence is often focused on tasks to be done.

Transformational influence is rooted in empathy, managing emotions and striving to do the right things.

ARE YOU TRANSACTIONAL OR TRANSFORMATIONAL, AT WORK?

REFLECT OR DISCUSS:

Are you transactional or transformational in your workplace?

My Notes:

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CONSTRUCTIVELY INFLUENCING
CONVERSATIONS...

Will require you to...

Think on the spot

Be calm and consider whether you or a colleague might need stop and meet after a break

Think whether you need to change your approach - be adaptable

Be in control and show dignity and respect

Use your Emotional Intelligence

TO REFLECT UPON IN YOUR WORKBOOK:

Which of these skills will you need to practice carefully before you will be confident in their use?



TASK:

Which skills will you need to practice carefully before you will be confident in their use?

How could you do this?

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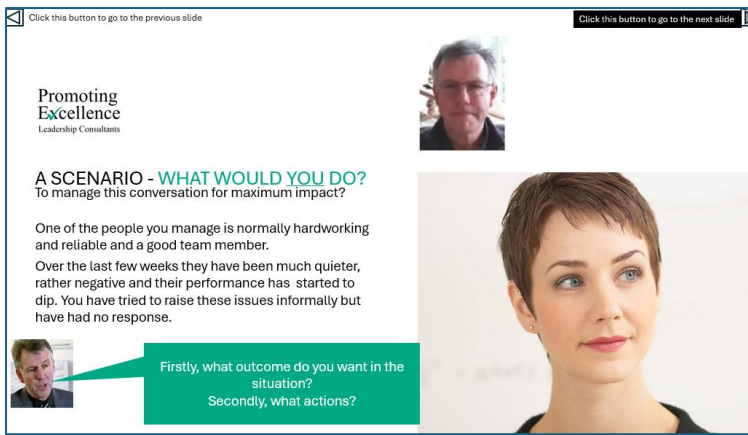
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A SCENARIO - **WHAT WOULD YOU DO?**
To manage this conversation for maximum impact?

One of the people you manage is normally hardworking and reliable and a good team member. Over the last few weeks they have been much quieter, rather negative and their performance has started to dip. You have tried to raise these issues informally but have had no response.

Firstly, what outcome do you want in the situation?
Secondly, what actions?



TASK:

Always think about the outcome you want from a situation, meeting or event. In this scenario what would be your ideal outcome?

Then think about what actions need to be adopted.

Don't progress to the next page of the workbook until you've completed this task, as it offers some suggested answers.

My Notes:

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REFLECT:
Does this accord with what you thought? Is there anything you could do better, or additionally?

OUR **ADVICE**

Outcome: Improved performance – return to previous behaviour. Colleague to be positive and well.

Agree to have a one -to-one meeting, ensure it is well-structured but be honest and relay your observations regarding their manner and performance. Handle all enquiries in a tactful way. Depending on what the colleague reveals/says agree to meet again at a specific time. Offer specific help if required – but take care not to over promise.



TASK:

Do the suggestions onscreen agree with what you thought?

Is there anything you could do better, or additionally?

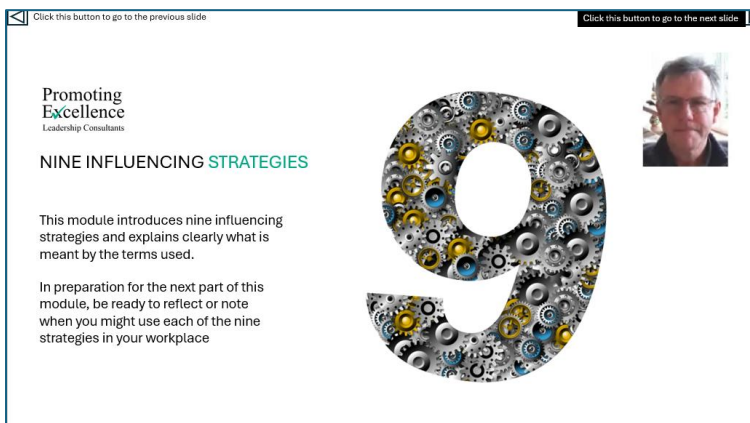
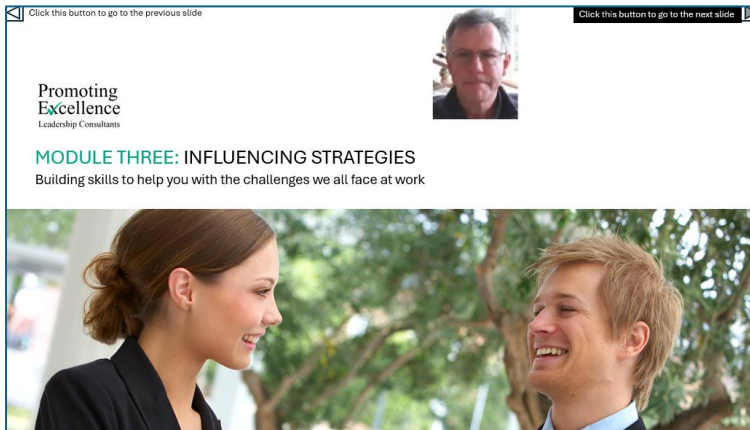
My notes:

MODULE THREE:

INFLUENCING STRATEGIES

Resources Required –

MODULE THREE slides: Influencing Strategies (ppsx file)



This module will introduce Promoting Excellence's nine influencing strategies and will explain clearly what is meant by the terms used.

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9 KEY INFLUENCING STRATEGIES

Strategy	Meaning
1. Empowering	Involving and valuing others
2. Being Aware	Identifying and addressing others concerns
3. Making a Bargain	Negotiating a mutually agreed outcome
4. Building Relationships	Establishing and maintaining positive relationships with those you may need to influence
5. Organisational awareness	Identifying key people and getting their support

PART ONE:
The next four strategies
are on the next slide.
For further reading, see: Robert
Chedoke's book "Influence"

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9 KEY INFLUENCING STRATEGIES

Strategy	Meaning
6. Sharing the Vision	Show how an idea supports the overall organisational objectives
7. Communicating Well	Presenting ideas in a compelling way
8. Using Data Persuasively	Using evidence and data to convince and persuade others
9. Compelling Coercion	Using pressure to get others to do what you want

PART TWO:
The first five strategies
are on the previous slide.
For further reading, see: Robert Chedoke's
book "Influence"

These two slides present the PromEx Nine Influencing Strategies, and gives their PromEx definitions

TASK:

Please note down when you might use each of the nine strategies in your workplace. If you are working with others you may wish to discuss your answers.

No.	Strategy	Definition	When I could use this
1			
2			
3			
4			
5			
6			
7			
8			
9			

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REFLECT:
Which might be most applicable for your situation at work?

EXAMPLES MIGHT INCLUDE
Managing Upwards
Introducing change
New to a Role
Persuading teams, staff, or customers
Promotion of Goods or Services
Interviews
Ideas to benefit the workplace
Working with Governors, Trustees,
Stakeholders, Corporations and Boards.

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REFLECT:
When might use each of these, and the manner in which you might use them.

WHEN MIGHT YOU USE THEM?

Strategy	When You Might Use it
1. Empowering	When those you want to influence have a high level of knowledge
2. Being Aware	When you need to influence those who you don't know well
3. Making a Bargain	When asking someone to do something they don't normally do
4. Building Relationships	When you need long term support from people
5. Organisational Awareness	When you need to influence many people in different areas
6. Sharing the Vision	When you have high personal credibility and people want to work with you
7. Communicating Well	When it's important to make a big first impression
8. Using Data Persuasively	When the other person is considering several Alternatives (and especially if they are from a STEM discipline)
9. Compulsive Coercion	Where immediate action is needed in a crisis (only rarely use this strategy)

These two slides present some suggested answers to the previous page of this workbook.

TASK:

- Which strategies – of those listed - might be the most applicable for your situation at work?
- When might you use each of these ‘super strategies’ for you, and do you feel well-equipped on how to use them – what words to use, the best time to try them, and how you might deal with resistance or other reactions?

No.	My Notes
1	
2	


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HOW WILL YOU PROCEED GIVEN THESE CIRCUMSTANCES?

INFLUENCING SCENARIO

You are a member of the Senior Management Team and very concerned about staff workloads and the associated negative influence on health and emotional wellbeing.

So, you have undertaken research and explored different and better working practices used in other successful organisations.

You feel a little isolated on your SLT in the sense that you have broached your concerns about workloads before but have not really been listened to.


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REFLECT ON THESE:
We hope they are helpful to you.

KEY ASPECTS OF MANAGING INFLUENCE

Managing behaviours:	Be prepared:	Be anticipatory
Be honest.	Pick your time well, make an appointment, give some indication of why you want to meet.	Be solution-focused and have an outcome in mind.
Be diplomatic, tactful and show respect.	Keep the corporate vision in mind.	Expect the unexpected reactions or content.
Stay calm and professional.	Be clear on the issues you want to raise.	Try to keep an open mind and be flexible.
Maintain your integrity.	Show empathy, if possible, understand their pressures and achievements.	
Listen and provide opportunities to listen - it is too easy to interrupt.	Know what you want, know your facts.	

TASK:

From the key aspects of managing influence on the screen, consider how you can prepare and what can you anticipate might happen – given the personalities and characters you will need to influence. What can you do about this?

No.	How will I prepare myself to have influence in this team, situation or workplace?	What might happen, and how can I respond positively to it?
1	(e.g. Be Honest)	
2		
3		
4		
5		

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ADVICE WHEN MANAGING UPWARDS

This is a crucial skill that can aid when having a critical conversation with a senior manager

To manage up, you need to learn about your manager's habits, strengths, weaknesses

In your relationship with them, you need to anticipate their needs, and their responses.

MANAGE the MANAGER



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ADVICE WHEN MANAGING UPWARDS

Do YOU know your manager?
What is the best time to approach with a suggestion/problem/idea?
What would you advise a colleague to do to maximise their influence and impact? Make a list of suggestions

MANAGE the MANAGER



The course gives suggestions on how to 'manage upwards' – what you might need to do to have success in 'managing your own manager'.

My Notes:

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KNOW YOUR MANAGER

- Be aware of your workplace's current priorities
- Be transparent about your goals and professional needs
- Communicate concisely to promote mutual understanding
- Be proactive
- Speak about the things you want to achieve in your current job and career
- Encourage those around you to do the same
- Know your manager's communication style and management style
- Respect individual roles and know what is possible/achievable

MANAGE the MANAGER



There are some suggested actions given at the end.

TASK:

What would you advise a colleague to do to maximise their influence and impact in dealing with their manager? Think of one of your colleagues and their manager. Make a list of suggestions.

My List:

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TEST YOUR KNOWLEDGE

Give 2 pieces of advice when managing upwards.

Can you name four of the influencing strategies and say which of the 9 were most relevant to you?



Now we are at the end of the module, it’s time to test your knowledge.

1. Give 2 pieces of advice when managing upwards
2. Can you name four of the influencing strategies and say which of the 9 were most relevant to you?

My Notes:

No.	My answers
1	1
	2
2	1
	2
	3
	4
	Most Relevant:

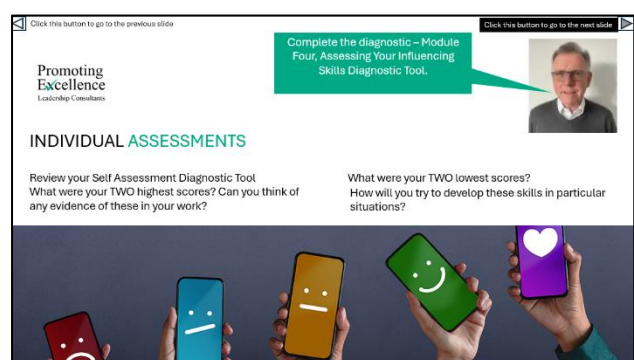
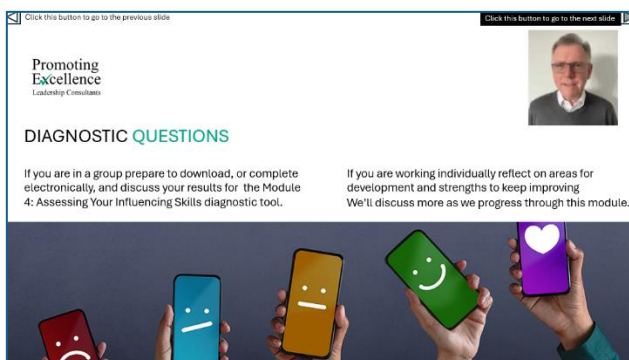
MODULE FOUR:

HOW INFLUENTIAL ARE YOU?

Resources Required –

MODULE FOUR slides: How Influential Are You? (ppsx file)

MODULE FOUR diagnostic : Assessing Your Influencing Skills (pdf file)



Download the diagnostic 'Module 4: Assessing Your Influencing Skills' and complete this onscreen.

Having completed the diagnostic individually reflect:

- What were your 2 highest scores? Can you give any evidence in practice to support your answer?
- What were your 2 lowest scores? What will you do to try to develop in these areas?

My Notes:

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GROWING INFLUENCING SKILLS

Influencing skills can naturally develop alongside the growing conviction of your own values and where your moral compass points.

Using powerful language can help you ensure that good leadership equates with ethical practice.

See the next 2 slides to help you continue to improve your skills

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INFLUENCING STRATEGIES & HOW TO IMPROVE THEM

Strategy	How to Improve This Strategy
1. Empowering	Have confidence in others and take a risk – let them get involved in decision-making
2. Being Aware	Try to put yourself in the other's shoes to see what they are feeling
3. Making a Bargain	Try to anticipate what people may have to give up to help
4. Building Relationships	Think – what would interest the other person or people?

MAKE THIS ALL BETTER

PART ONE:
The next five strategies are on the next slide.

For further reading, see Book 1: Communication Skills and Book 2: Negotiation Skills. Consider the book 'Influence'.

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Take note of the advice given here especially for areas where your scores were lower in the Module 4 assessment. Where can you improve – to maximise your impact?

INFLUENCING STRATEGIES & HOW TO IMPROVE THEM

Strategy	How to Improve This Strategy
5. Organisational Awareness	Show how an idea supports the overall organisational objectives
6. Sharing the Vision	When you have high personal credibility and people want to work with you
7. Communicating Well	Be clear, explain what needs to be done, why it needs to be done, and by whom, and when.
8. Using Data Persuasively	Always use data to support your decision. Never hide data – if necessary, explain it
9. Compulsive Coercion	Never allow yourself to tip into bullying. Be precise. Especially on timescales. Monitor carefully.

MAKE THIS ALL BETTER

PART TWO:
The first four strategies are on the previous slide.

For further reading, see Book 1: Communication Skills and Book 2: Negotiation Skills. Consider the book 'Influence'.

We provide some general advice on how to improve your influencing skills and then look specifically at the Promoting Excellence NINE Influencing Strategies.

Reflect: How might you improve each of the Nine strategies? Is our advice right for you, or would you adopt a different method? Please do take note of the advice given and consider it carefully – especially following your diagnostic assessment.

Where can you improve to maximise your impact?

No.	Strategy	Where, and how, I can improve
1		
2		
3		
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9		

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Promoting Excellence
Leading by Example

USE POWERFUL LANGUAGE FOR IMPACT & SUCCESS

PRESUPPOSE SUCCESS replace 'if' with 'when' e.g. 'when are you going to rectify ...'
USE INCLUSIVE WORDS to build ownership of the outcome you are seeking - 'we', 'us', 'our', 'together' e.g. 'we need to...'
USE RHETORIC - try 2 or 3 ways to say the same thing e.g. 'there is clearly a strong relationship between staff sickness and workload. We are going to have to adapt, move forward and make some healthy changes.'




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Promoting Excellence
Leading by Example

TEST YOUR KNOWLEDGE

What are your two main strengths for having a real, personal, impact – try to think of evidence.
 What are your two main areas for development? Begin now to think about how you can build on your strengths and address any weaknesses.




After exploring the use of Powerful Language in Influencing Others, we reach the end of Module Four and it's time once again to Test Your Knowledge.

TASK:

What are your two main strengths for having a real, personal, impact – try to think of evidence.

My Notes:

What are your two main areas for development? Begin now to think about how you can build on your strengths and address any weaknesses.

My Notes:

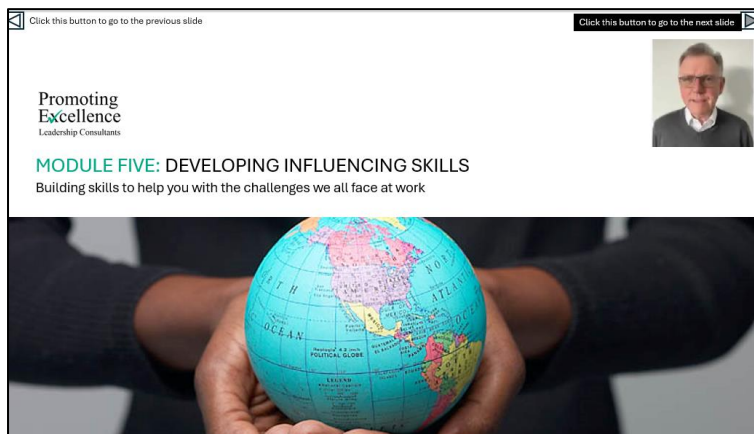
MODULE FIVE:

HOW INFLUENTIAL ARE YOU?

Resources Required –

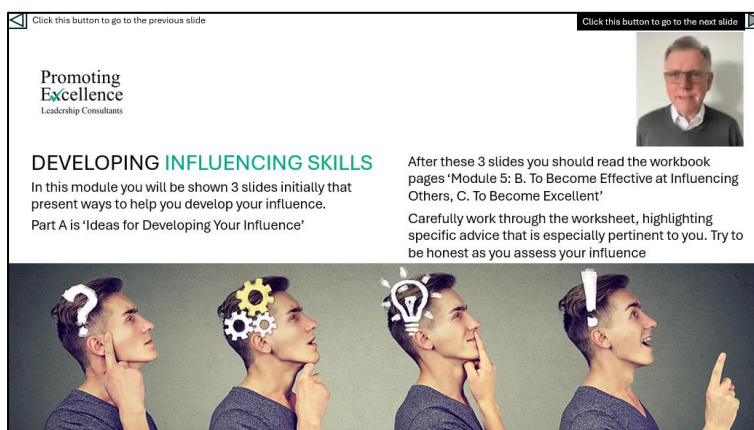
MODULE FIVE slides: How Influential Are You? (ppsx file)

MODULE FIVE worksheet : B. To Become Effective at Influencing Others and C. To Become Excellent at Influencing Others (pdf file)



This module is all about developing your personal Influencing Skills further, following on from the diagnostic you completed in Module Four.

It is designed to be a repository of ideas – plenty of thoughts for you to consider and reflect upon as you progress to becoming firstly effective at influencing others – and then excellent at it.



This serves as an overview and introduction to this module.

Let's first of all consider ideas to help develop your influence.

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Consider each point on this and the next slide.
How can you develop your influencing skills?
Note down ideas.

A: IDEAS FOR DEVELOPING YOUR INFLUENCE

Remember the importance of leaving a memorable and positive impression on those you meet or work with.
Develop your ability to defend a good idea or ethical stance if challenged.
Be a good team player, and leader, show loyalty and hard work.
Be sensitive and adaptable when communicating with different audiences.
Be aware of being insular and self-centred, therefore not able to persuade others.
Think and act like someone who is highly influential.



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A: IDEAS FOR DEVELOPING YOUR INFLUENCE

Be prepared to represent concerns of colleagues to Senior Managers, Trustees, Corporations, or Boards.
Be prepared to make presentations to support ethical visions, values and behaviours.
Address concerns of others in a timely and empathetic manner.
Be proactive and anticipatory in ensuring your vision is future orientated, sustainable and will benefit others.
Be prepared if appropriate, to make some unpopular decisions to do the right thing.
Be aware of being egoistical and ensure that you are working on behalf of the best interest of others – as well as yourself. Think 'win-win' to get your input to 'stick'.



TASK:

Consider each point on these two slides on-screen.

How can you develop your influencing skills? Note down ideas.

My Notes:



Note the many different interlapping facets that come together to make an excellent influencer.

Which of these are you good at? How do you know? Which can you work on? How?

My Notes:

Now download the worksheet Module 5: B. To Become Effective at Influencing Others and C. To Become Excellent at Influencing Others.

Read Section B through carefully, 'To Become Effective at Influencing Others' and work through each point with the aim to become more effective in influencing others. Retain Section C for a few days or weeks, after you have thoroughly digested part B.

Part B Reflect:

How have you progressed? Keep working on these ways to improve your effectiveness - even if you are not successful at the first attempt.

My Notes:

After a few days or weeks have passed:

Now return to this worksheet and read Section C through carefully, 'To Become Excellent at Influencing Others. Once again work through each point with the aim to become excellent at influencing others

Part C Reflect:

How far have you progressed? In which areas have you made progress?

My Notes:

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TEST YOUR KNOWLEDGE

Note down three ways that you are going to develop and explain how you will put these three ways into practice.



Once again, as we come to the end of a Module, it's time to test your knowledge.

Note down three ways that you are going to develop and explain how you will put these three ways into practice.

My Notes:

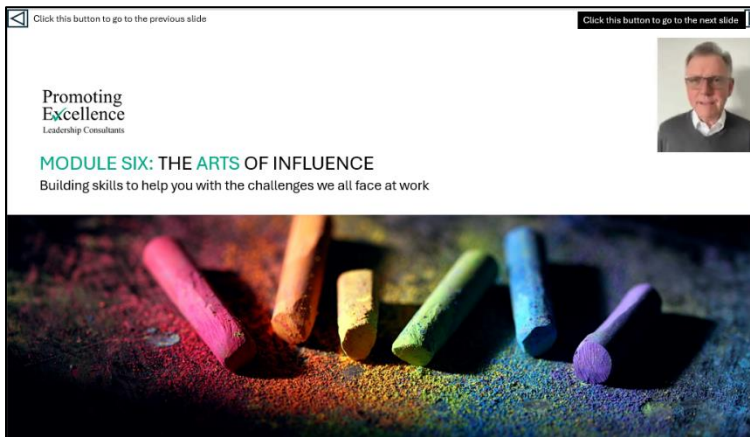
MODULE SIX:

THE ARTS OF INFLUENCE

Resources Required –

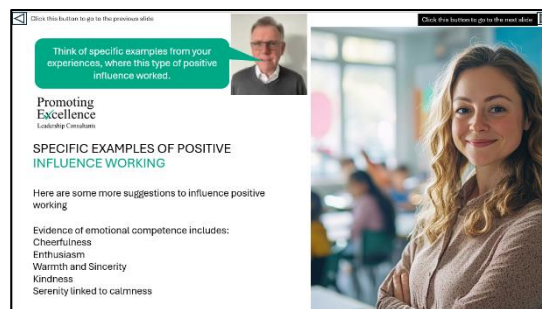
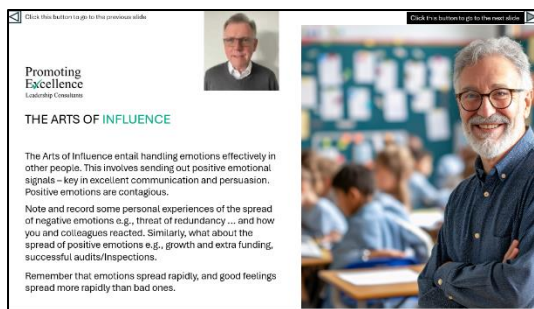
MODULE SIX slides: The Arts of Influence (ppsx file)

MODULE SIX worksheet : The Arts of Influence (pdf file)



Module Six looks at influencing others subtly but effectively- almost as if the person influenced were unaware of your influence upon them – it does not seek to be manipulative, but to be synergistic – so that both parties feel they have achieved a positive outcome, and the influence exercised is gentle and skilled – not dogmatic nor forceful.

But it is highly effective.



The Arts of Influence entail handling emotions effectively in other people. This involves sending out positive emotional signals. Specific examples of this kind of ‘Positive Influence’ are given on the second slide.

Note and record some personal experiences of the spread of negative emotions e.g., threat of redundancy ... and how you and colleagues reacted. Similarly, what about the spread of positive emotions e.g., growth and extra funding, successful audits/inspections.

Negative Emotional Spread – My Notes:

Positive Emotional Spread – My Notes:

Can you give examples of positive influence working for the good of the team or organisation?

My Notes:

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Do you have a role model or mentor to watch or to advise you?

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INFLUENTIAL LEADERS HAVE AN ART

INFLUENTIAL LEADERS CAN MANAGE THE EMOTIONS OF OTHERS AND can communicate in compelling ways with passion and conviction. This involves appropriate facial expressions, tone of voice, gestures and body language – an emotional adeptness.

INFLUENTIAL LEADERS CAN WIN PEOPLE OVER. They fine-tune presentations to listeners and audiences and use a range of strategies as outlined in Module 3. They can build rapport, trust, consensus and get “buy-in”.

Influential leaders have an art in what they do. This slide explains how they can manage the emotions of others.

Reflection: Do you have a role model to mentor or advise? This is highly recommended by Promoting Excellence. Who would you choose? Make a note to approach them to ask, and who else you would ask if they say they can’t do it.

My choice – and alternate choice:

Choice	Alternate

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WORKSHEET: THE ARTS OF INFLUENCE

COMPLETE THE MODULE 6: ARTS OF INFLUENCE WORKSHEET

What are your key learning points?

Which attributes do you need to work on to increase your influencing skills?

Download and complete the MODULE 6: Arts of Influence Worksheet

Complete the table in the worksheet showing key attributes. Link them to why they are important, with examples. What are your key learning points? Which attributes do you need to work on to increase your influencing skills?

My Notes:

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TEST YOUR KNOWLEDGE

Why is emotional competence so important when influencing others?
What are four examples of positive emotional competence?



At the end of Module Six, test your knowledge again.

Why is emotional competence so important when influencing others?

My Notes:

What are four examples of positive emotional competence?

My Notes:

MODULE SEVEN:

INFLUENTIAL PEOPLE AND THEIR TRAITS

Resources Required –

MODULE SEVEN slides: Influential People and Their Traits (ppsx file)

MODULE SEVEN worksheet : Influential People and Their Traits (pdf file)



This module asks us to look at those we know to be influential. What is it that makes them so? Are there lessons there for us to model – or to avoid?

My Notes:

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INFLUENTIAL PEOPLE AREN'T ALWAYS FAMOUS. FAMOUS PEOPLE AREN'T ALWAYS GOOD LEADERS

Think of people you know who are good and influential at home, at work, your friends, your family or your neighbours.

Why do you think they are good and influential? Use adjectives (describing words) to describe them.

What are their characteristics? Are there any shared adjectives in your list?



Influential people aren't always famous. Famous people aren't always good leaders.

A Reflection or Discussion Point

- If good and influential people don't have to be famous, why do you think they are influential?
- What are their characteristics?

My Notes:

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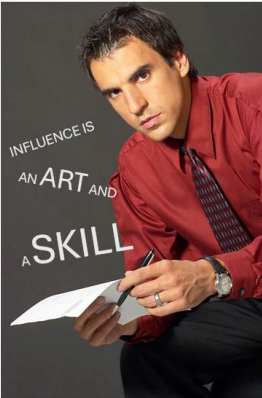
WORKSHEET: INFLUENTIAL PEOPLE AND THEIR TRAITS

COMPLETE THE MODULE 7: INFLUENTIAL PEOPLE AND THEIR TRAITS.

What are your key learning points?

Which attributes do you need to work on to increase your influencing skills?

Who would you cite as your role-models?



Download Worksheet MODULE SEVEN - Influential People and Their Traits. Influential people share common traits to motivate and inspire others. Look through the table in the worksheet and consider areas to develop or to continue to build on as positive attributes, noting these in the worksheet.

My Additional Notes:

37

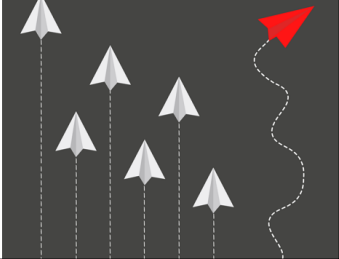
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TEST YOUR KNOWLEDGE

Either in this session, (or if you are working individually at a future time that is convenient), think of someone at work that your colleagues know and describe why you think they are influential. Try to be persuasive as you do this and then ask your colleagues if they agree?



Again, we have completed a Module (Module Seven) and so we should test our knowledge before moving to the final module.

Either in this session, (or if you are working individually, then at a future time that is convenient), think of someone at work that your colleagues know and describe why you think they are influential. Try to be persuasive as you do this and then ask your colleagues if they agree?

Who have you chosen?

Why are they persuasive?

Do your colleagues agree?

Why do they agree – what did they agree with – or did they disagree and what did they say, instead? Are there any persuasion skills that some people are influenced by but others find 'turns them off' – does not influence them, or actually persuades them in an opposite direction?

My Notes:

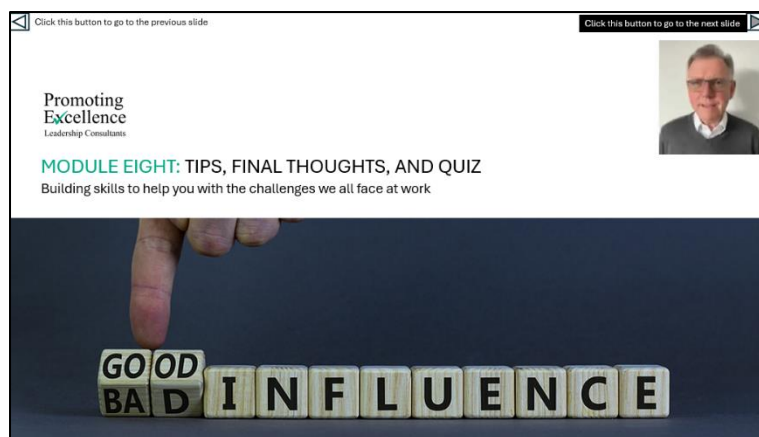
MODULE EIGHT:

TIPS, FINAL THOUGHTS, AND QUIZ

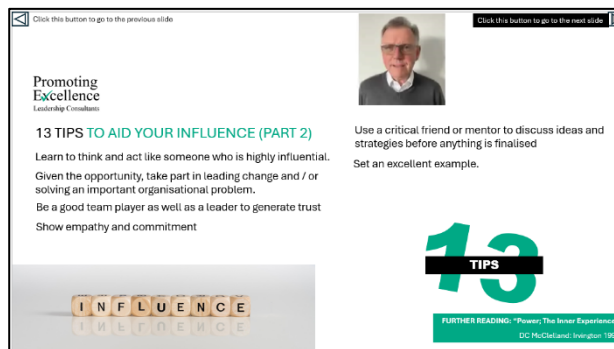
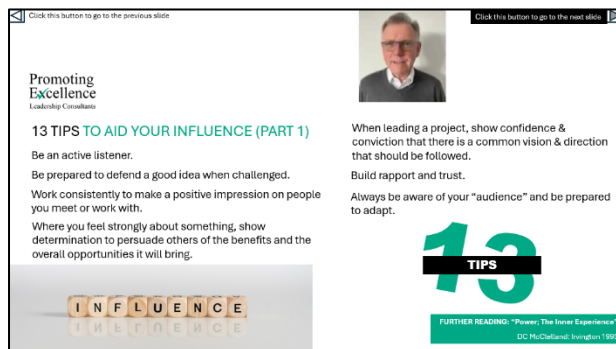
Resources Required –

MODULE EIGHT slides: Tips, Final Thoughts and Quiz (ppsx file)

MODULE EIGHT worksheet : Influencing Skills Quiz (pdf file)



The module contains Promoting Excellence's 13 Tips to aid your influence, and our final Quiz to test your overall course knowledge.



Promoting Excellence 13 Tips to Aid Your Influence

My Notes:

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WORKSHEET: INFLUENCING SKILLS QUIZ

COMPLETE THE MODULE 8: INFLUENCING SKILLS QUIZ

Influence is not about power or control, but rather inspiring and motivating others to achieve

Note that influencing is a key social skill and critical in relationship management.

Linked PromEx Online Courses include:

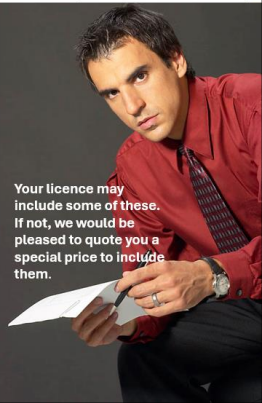
Managing Performance; Managing Difficult Conversations

Developing your Emotional Intelligence; Coaching & Mentoring Skills,

Strategic Thinking and Awareness; Building Winning Teams,

High-quality Customer Service; Vision, Mission and Values

Your licence may include some of these. If not, we would be pleased to quote you a special price to include them.



Download Worksheet MODULE EIGHT – Influencing Skills Quiz.

Complete this and assess your score. How did you do?

Are you satisfied you are as influential as you can be?

Are there any areas you want to refresh and re-read?

My Notes:

40

WELL DONE – YOU CAN DOWNLOAD YOUR CERTIFICATE

Having completed the course, you are now eligible for the certificate. The download link is onscreen, on this slide and the final title slide. You can download your certificate at any time now, you have reached this point – we cannot re-print the link here in the workbook, however – you must get to it on the slide at the end of Module Eight.

Type your name into the 'Name' Field to personalise your certificate and then save the PDF to your device OR print it.



