

A Useful Guide to Assertiveness

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ISBN 978-1-906460-11-2

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 Pansophix

A Useful Guide to Assertiveness

Published by Pansophix Online
22 Torquay Road, Chelmsford,
Essex, CM1 6NF, England

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This edition published August 2008 (a)

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ISBN 978-1-906460-11-2

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"A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty."

SIR WINSTON CHURCHILL

How to Use This Useful Guide

This Useful Guide has an open learning format, which means it is self-instructional. That means it's up to you when and where you study and for how long at a time. Everything that you need to know is contained in the Useful Guide. We are well aware that everyone learns at a different pace and in different ways. So you choose the place, you choose the pace.

The one thing that we would recommend is that you complete at least one section of the Useful Guide at a time – that way, the information you are dealing with will make more sense. Each section should take you no more than two and a half hours to complete, so the entire Useful Guide should be completed in around 10 hours.

We recommend you use this Useful Guide with the support of someone else - a 'mentor' or line manager. Another person is invaluable in supporting you through the Useful Guide. Discuss the objectives outlined on page 7 with them. They may be able to suggest more specific learning needs to add to these objectives. You may also want to agree dates with your line manager or mentor, both during and after completion of the Useful Guide, to generally review your progress and:-

- Discuss any issues
- Keep your motivation levels up
- Help think through some of the issues raised in the Useful Guide, from another perspective
- Provide you with support, tips and ideas
- Provide a measure of how well the learning objectives have been satisfied
- Review any further learning objectives which come to light

A Note About Copyright

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Further copies of this self study Useful Guide can be obtained from ...

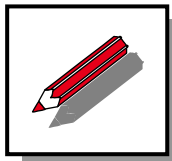
http://www.pansophix.co.uk/store/product_info.php?products_id=147

Symbols Used

The Useful Guide contains clear instructions, and symbols have been used to represent various activities:



Learning Objectives



A paper exercise or activity for you to complete



An "on the job" activity at work



Consult line manager, your work team or colleague



End of section quiz

"The average man finds life very uninteresting as it is. And I think that the reason why, is that he is always waiting for something to happen to him instead of setting to work to make things happen."

AA MILNE

What Self Study Useful Guides Can and Cannot Do

Self study Useful Guides are a specific type of learning tool. They are good for developing skills in some areas, but are less suited to others. They are also more suitable for some learning styles than others. The table below will give you an idea of what self study Useful Guides can and cannot do for you and how you can bridge these gaps.

Can	Cannot	You also need to
Offer best practice key tips on skills, case studies and examples.	Answer questions very specific to your own situation, or give you coaching and feedback on how well you are demonstrating skills.	Speak to your Line Manager, Mentor or your Training department.
Cover basic skills and training needing lots of knowledge (e.g. technical subjects) or transferable skills (e.g. Time Management).	Provide practice and feedback in using the new skills.	Attend a tutor led course or invent role play exercises for your Line Manager /Mentor to give you feedback on.
Test your knowledge in key areas (e.g. 10 top Time Management Tips).	Apply it to your job.	Make and carry out an Action plan.
Be very suitable for Reflector and Theorist learning styles.	Always satisfy Activist/Pragmatist learning styles.	Find out what learning style you prefer. Consult your Training department.

“You can make more friends in two months by becoming interested in other people than you can in two years by trying to get people interested in you.”

DALE CARNEGIE

Aims & Objectives

Aim

The aim of this Useful Guide is to provide you with the knowledge and skills required to influence the outcomes of a variety of business interactions with colleagues, line managers and internal/external customers.

This will result in benefits for you such as building self esteem, confidence and improved motivation, and for the business in terms of enhanced team performance through improved personal performance.

Useful Guide Objectives



At the end of this Useful Guide, you will be able to ...

- Define your personal behavioural style in business dealings with others.
- Define what is meant by passive, assertive and aggressive behaviour and recognise these different types of behaviour at work.
- Apply a range of basic assertive techniques at work.
- Demonstrate enhanced listening skills.
- Give effective feedback to colleagues.
- Use positive body language in business situations.
- Understand the basic principles of influencing.
- Apply a range of basic influencing techniques with peers, managers and internal customers.

- 'market oneself' within the company to help achieve career goals.

"If you would win a man to your cause, first convince him that you are his sincere friend."

ABRAHAM LINCOLN

Introduction

Business situations occur almost every minute of your working day ...

- Face-to-face conversations with a colleague about a piece of work
- Phone call from a customer, a store or Trading Unit, a supplier or a Head Office department
- Department and Section meetings
- Visits by senior managers
- Doing a presentation
- Attending training courses and workshops
- One of your team asking for a pay rise!
- One of your team being difficult or not doing what is required
- Selling products to customers or ideas and new ways of working to colleagues

They are all situations in which there is an 'outcome' – something gets done, either for you, for the other person(s), or it is mutually beneficial for both. However it is not just **WHAT** is achieved, it's **HOW** you achieve it that's important – how you approach the situation, what words you use, what body language you exhibit, how you influence or persuade the person.

This self study Useful Guide concentrates on the **HOW** – how **your** behaviour can ensure that you get more of what you want – from helping you achieve a task/project (short term influencing) to achieving the next job in your career path (long term influencing).

If you've ever shrugged your shoulders in despair, frustrated with a particular situation, and exclaimed "What the hell can I do?" then you might find this Useful Guide very useful.

You may print the Useful Guide and write your answers to the Exercises on the printout. If you prefer to do the Exercises on your computer you can down load an MS Word version of the exercises from this link ...

<http://www.pansophix.com/resources/a-useful-guide-to-assertiveness-toolkit.doc>

Good Luck!

One last Word ...

Once you've completed the Useful Guide, please complete the feedback form. There is a link to the online feedback form on page 103. Your comments are invaluable in helping us further develop the Useful Guide for future users.

If we use your feedback to improve the Useful Guide we will email you a copy of the new version.

Section One: Defining Your Personal Style

Welcome to the first section.

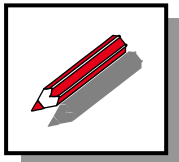


Section Objectives

At the end of this section, you will be able to ...

- Define your personal behavioural style in business dealings with others
- Define situations at work where you would like to get a better outcome for yourself

Before you get into the Useful Guide itself, it may be useful for you to get a handle on your **personal style** – the way you deal with business situations at work. The following exercise will help you establish how you come across to others at work.



Exercise

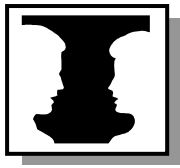
This online questionnaire was developed jointly by Roger Harrison (National Training Laboratories) and Barry Oshry (Boston University). Please click on the link below to access the questionnaire ...

<http://www.pansophix.com/resources/assertiveness-questionnaire.html>

Important: The result of this exercise relies on you being **honest** when answering the questions below – it's not how you would like to come across, it's how you **actually** behave, what you **actually** do.

"Efforts and courage are not enough without purpose and direction."

JOHN F. KENNEDY



Exercise

Now ask your line manager and/or mentor to complete **the online questionnaire**, with them assessing you this time. Give them this link ...

<http://www.pansophix.com/resources/assertiveness-questionnaire-others.html>

... and they will be able to email you their responses. Compare your findings. What development needs do you now have?

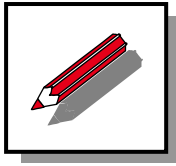
Compare and contrast the two sets of results. Discuss any differences with your line manager. They may be able to help you understand any differences by giving you examples of behaviour to support the ratings.

What were the areas you agreed on?

What did the questionnaire tell you about the areas you needed to work on?

"No one can make you feel inferior without your consent."

ELEANOR ROOSEVELT



Exercise

Now think about situations which crop up at work, which you would like to deal with more effectively. Here are some suggestions ...

- an irate customer
- a member of the team who is quite often moody, or sensitive to what you say to them.
- a member of staff who works for you and who resents it (they may be older or feel they are more experienced than you)
- a team member from a support function you regularly deal with, who is curt and unfriendly
- a colleague who comes across as aggressive most of the time
- a boss who doesn't give you as much development as you'd like.

List the situations below.

Refer back to what you've written above at the end of this Useful Guide. Some areas may be tackled from what you've learnt in this Useful Guide. Others may need to feed into your development plan to discuss further with your line manager or mentor.

Congratulations! You've reached the end of section one.

What have I learnt in Section One?



By now, you should have ...

- Defined your personal behavioural style in business dealings with others
- Defined situations at work where you would like to get a better outcome for yourself

"We cannot direct the wind, but we can adjust the sails."

ANON

Section Two: Understanding Assertive, Passive and Aggressive Behaviours and how they work in practice

Welcome to the second section of your self study Useful Guide.



Section Objectives

At the end of this section, you will be able to ...

- Understand what is meant by passive, assertive and aggressive behaviour
- Appreciate the benefits of assertive behaviour
- Receive feedback on your particular style
- Appreciate the importance of reading situations correctly
- Define the situations encountered at work where being more assertive may help
- Recognise the 3 different types of behaviour at work.

"We know what happens to people who stay in the middle of the road. They get run over."

ANEURIN BEVAN

Before we cover the section content, let's just take time out to emphasise one point about learning a new skill such as Assertiveness. Try this simple activity



Fold your arms in front of you. Now unfold them and re-fold them but in a different way.

How does it feel?

Uncomfortable? Awkward? Doesn't feel right? Before long you will probably re-fold your arms back to the position you feel comfortable with.

The message from the activity is that to do something differently, you need to **practice** and **persevere**, otherwise you go back to your old ways.

This certainly applies to any type of training when you are picking up new skills. In assertiveness, this Useful Guide will show you various assertive techniques.

However you will need to Practice! Practice! Practice!

Practice the techniques

Practice the words which you feel comfortable using

Practice by yourself

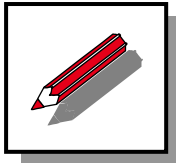
Practice in front of a full length mirror (to get the body language right)

Practice in front of a trusted colleague/friend/other half (so that they can give you feedback)

Don't worry if it is awkward at the start everyone goes through this phase initially.

PERSEVERANCE IS THE KEY!!

In the next exercise, you are going to be put into a situation outside of work. Something that you may have encountered before – either yourself, observed others in this situation or you know of someone who has been in a similar situation.



Exercise

Imagine that you are driving down the back streets of your local town. You are by yourself. It is a Saturday afternoon in January, and you are going shopping. You are looking for a parking spot.

After about 15 minutes of looking, you find yourself driving down a narrow, residential street with cars parked either side. Suddenly, in front of you, a parking space appears on the left. You drive your car ahead of the space, ready to reverse in. You engage first gear, and look over your left shoulder ready to start reversing.

You were so busy looking for the parking space, (and so pleased you'd found one) that you hadn't noticed a red sports car was coming up behind you. Before you realise, the driver had driven front ways, straight into the parking space. You notice that the driver is male, semi-bald, middle aged and is wearing sunglasses (the day is overcast). Seated next to him is a woman probably in her late teens or early twenties.

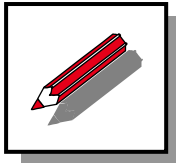
What do you do next? Capture what you would actually do/say, NOT what you would like to do/say. Try to be very specific and detailed in what you write down. Capture any words you might use, and (if relevant) write down any body language you exhibit.

Consider whether your behaviour in this situation is **AGGRESSIVE**, **PASSIVE** or **ASSERTIVE**. Tick the appropriate box ...

AGGRESSIVE

PASSIVE

ASSERTIVE



Consider these typical responses from people, and again rate what type of behaviour you think they represent by ticking the appropriate box: -

RESPONSE	Aggressive	Passive	Assertive
1. You shout out "Oi" loudly, and say to yourself, "I don't bloody well believe it". After giving the driver a dirty stare, you drive on.			
2. You get out of your car, and walk over to the driver's car. He winds down his window, and you say "Hello there. I appreciate that you may not have seen me there, but I was about to reverse into that parking space. As I was here first, I'd appreciate it if you could move."			
3. You wind the window down and shout, "You xxx xxxx, that was my parking spot." Give him the 2 finger gesture (believe me it's not the victory sign) and drive off.			
4. You say to yourself "That's life" and drive off.			
5. You get out of your car, and walk over to the driver's car. He winds down his window, and you say, "Excuse me, mate. I was about to reverse into that parking space."			

We'll return to this scenario later, after we've covered some theory of assertiveness.

Write down what you understand by the term ASSERTIVENESS ...

ASSERTIVENESS

ASSERTIVENESS is not all about getting your own way – in fact, in many instances you won't get your own way especially in a boss-staff situation when you are the staff member. This may come as a wee bit of a surprise. We often think in terms of being assertive when you observe someone who tends to tell people what to do; who knows what to do in any situation and does it (or gets others to do it); who tends to be loud and demanding.

Assertiveness is all about ...

- Being honest with yourself and others
- Being confident
- Trying to find solutions
- Listening to and understanding the other point of view
- Expressing what you want, need or feel.

Typical quotes from assertive people ...

"I'd like to tackle the task in this way. How does that affect you?"

I know we're really stressed at the moment. However I've stayed late the last 3 evenings, so I want to go home on time tonight"

"I understand what you are saying, however I've got to go. Can we tackle the problem in the morning?"

"I appreciate that we normally go out to the pub on a Thursday night, however I want to stay in tonight."

ASSERTIVENESS is all about saying

I clearly express that we both have rights and needs.

AGGRESSIVENESS

Aggressiveness is all about ...

- Getting your own way (at the expense of others)
- Making sure you come out the winner
- Not listening to others
- Giving no consideration to others.

It's not all about raised voices, finger wagging and shouting people down!

Typical quotes from aggressive people ...

"I don't agree with you."

"Just do it."

"That's stupid."

"Surely you don't believe that"

"It's your turn to go to the coffee machine."

"It's a load of rubbish – typical of management."

"I'd like it done by 2.30"

"No, I don't want to go out for a drink tonight."

"This is the way you should do it"

AGGRESSIVENESS is all about saying

I boldly (or subtly) insist that my rights and needs prevail.

PASSIVITY

Being passive (or submissive) is all about ...

- Not rocking the boat
- Not speaking up
- Giving in to other people's requests
- Never saying NO
- Running yourself down.

Typical quotes from passive people ...

"Sorry to take up your valuable time but I've got a little problem I need some help on"

(Why is your time less valuable than theirs –even if it is your boss?)

"It's only my opinion but I don't think you're entirely right."

"If you say so, we'll go to your mum's for lunch."

(I give up – it's easier that way)

"Would you be upset if we cancelled our drink tonight?"

(You have a right to do it)

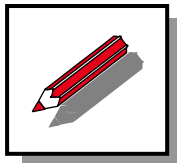
"I hope you don't mind if I borrow your stapler."

(Whose stapler? It belongs to the company)

PASSIVITY is all about saying

Others rights and needs take precedence over mine.

It is important to emphasise that we all exhibit these 3 different types of behaviours in varying degrees at times – depending on where we are, who we're talking to, what mood we are in etc. What is important is the display of the dominant behaviour over a period of time at work.

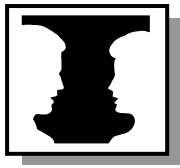


Exercise

Have a go at identifying the types of people you work with. State their **DOMINANT BEHAVIOUR TYPE** and the **EXTENT** to which you feel they exhibit this behaviour (by circling one number on the scale – 1 being **'BEHAVIOUR SLIGHTLY DOMINANT OVER OTHERS'** to 5 **'VERY DOMINANT CHARACTERISTIC'**). By the way, it is possible to include 2 types of behaviour for some colleagues - people can react differently depending on the work situation.

The third column should include your reasons WHY you have categorised them this way – you may want to think about the SPECIFIC EXAMPLES of behaviour you have observed which helped you decide.

Colleague's Name	Dominant Behaviour (Ass, Agg, Passive) & Extent	Reasons
	Extent = 1 2 3 4 5	
	Extent = 1 2 3 4 5	
	Extent = 1 2 3 4 5	
	Extent = 1 2 3 4 5	
	Extent = 1 2 3 4 5	



So What Do They Think of You???

Choose two or three trusted colleagues at work or friends at home (include your line manager if you want). Include people who will give you honest feedback and you respect their opinion.

Show them the qualities of the three types of behaviours and the typical quotes, which we have covered over the last few pages. Ask them to give you some feedback as to how you come across to others ...

- Do you use similar words in the quotes?
- In their view do you have a dominant style?
- Can they give you examples to exemplify?
- Is there any sort of pattern to these behaviours? For example, are there any particular situations where you display a certain type of behaviour?
- Does your style affect them in any way? If so, in what way?
- Do they have any ideas on alternative approaches for you?

You may want to feedback to them the results of the previous exercise.

Feedback: Person 1

Feedback: Person 2

Feedback: Person 3

"If one person says that you are a horse, smile at them. If two people say that you are a horse, give it some thought. If three people say you are a horse, go out and buy a saddle."

PROVERB

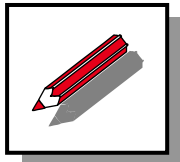
"If you are not criticised, you may not be doing much."

DONALD H. RUMSFELD

Summary Feedback

What conclusions can you come to about your behavioural style? If appropriate, describe how you would like your style to change in the future.

Refer back to what you've written here at the end of the Useful Guide. Some areas may be tackled from what you've learnt in this Useful Guide.



So why can being assertive be so difficult?

List what it is about our past, perhaps the way we've been brought up, which could have an indirect influence on our behaviour. The reasons you give can be subconscious.

Your answers may include: -

Culture

In some countries, bartering is the order of the day. When we go on holiday to Egypt or Portugal, we expect to barter to bring the price down – many of us wouldn't dream of paying the first price quoted. However, do we do it in the UK? Probably not very often - car sales and house purchase excepted! We tend to pay the price on the ticket without being assertive and haggling.

In restaurants British people have a tendency to put up with more than, say, the Americans or Germans might. Warm soup is tolerated without complaint.

Queuing in bus stops tend to be orderly – if someone pushes in the queue, annoyance is often expressed internally without external complaint.

Gender

Historically, women are geared up from childhood towards fairly passive/assertive activities, as opposed to men who tend to move towards assertive/aggressive pastimes. Girls are encouraged to be gentle, share, not to argue, kiss and make up. Boys are encouraged to be tough, strong, not to cry, and you 'go and hit him back' ...

Consider your past!

- Girls help mummy in kitchen, boys help daddy fix car (power, dirt)
- Boys play with Action Man (Bang! Bang! Kill! Kill!), girls with Barbie dolls
- Boys role play Doctor, Girls role play Nurses
- Aggression in spectator sports such as football, compared to netball (Have you ever seen a riot at a netball match?!!)
- Where did you sit in the Physics lesson? Girls tend to go to the back, boys at front, as it tends to be perceived as a boy's subject.

“What men really want is a curvy model with the top down (and they don’t mean Claudia)”

Men get more emotional over football, money and cars than they do over women because only women stand up to them, a survey revealed today.

Men find it easier to show happiness, sorrow, anger or pleasure behind the wheel or cheering on their team. A car, after all, cannot argue and footballers do not reveal their innermost emotions in return.

Women do – and that makes men feel they are losing control, according to psychologist, Dr David Lewis.

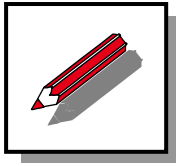
More than 3 in 10 men say they were at their most emotional at a football match, while for 36% it was in their car. Only one in five showed their feelings most in the home and a mere 6% of men said they vented their emotions most while in love.

Asked to choose between a Valentine’s Day gift of a new car or a night out with Claudia Schiffer, most plumped for the sleek body of a new car. Almost half wanted a curvy model, preferably with the top down ... and one third wanted the German superstar.

Evolution

As a species we have evolved to have a tendency to get nervous in difficult situations. We may naturally perspire, get dry in the mouth, fidget and/or become less fluent in speech.

In considering the above 3 factors, it may help you understand some of the intrinsic factors you need to consider when changing to a more assertive style, whether that is moving from aggressive to assertive, or from passive to assertive.



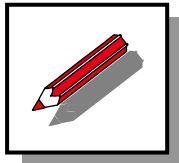
So How Can Assertiveness Help You?

In the space below, write down how you think being assertive will help you at work ...

In summarising your answers, you may have suggested things like ...

- Feeling good about yourself
- Encouraging positive feelings from others
- Getting more win-win situations
- Building better working relationships with your staff/peers
- Being a better listener
- Improving your confidence.

The next section covers recognising behaviours.



Recognising Behaviours

Given the following Situation and Response, consider whether the response given is AGGRESSIVE, PASSIVE or ASSERTIVE by circling the behaviour ...

Situation

Faced with a problem at work, you are having a discussion with your boss. Her solution entails you spending time visiting offices away from home. She estimates that it will be at least a week's time away. Your home life is very important to you, and also one of your children will be going into hospital during this period for a routine minor operation.

1st Choice of Response

"Well, it's not very convenient at the moment, what with my family commitments ... but I suppose if you really think it's necessary. Umm, you know I don't want to let the department down ... O.K. I'll do it."

Aggressive

Passive

Assertive

2nd Choice of Response

"No way! Not a week Not with my workload, plus my current family problems. You find some other way of solving your problem. Don't try blaming me."

Aggressive

Passive

Assertive

3rd Choice of Response

"I see your point about getting experience in the offices; however it isn't possible at the moment. I have pressing family commitments that make it imperative I stay at home. Can we work out another way of solving the problem?"

Aggressive

Passive

Assertive

The answers are on the next page.

1st Choice of Response

Aggressive

Passive

Assertive

2nd Choice of Response

Aggressive

Passive

Assertive

3rd Choice of Response

Aggressive

Passive

Assertive

Turn over for the rest of the exercise. Remember, you have to categorise the RESPONSE - aggressive, assertive or passive.

"Seek first to understand, then to be understood."

STEPHEN COVEY

"Most people, for most of the time, are starved on feedback and are left to operate on the basis of 'no news is good news'. This is worrying because feedback is an essential ingredient if performance is to be maintained - let alone improved."

PETER HONEY

Situation	Response	Aggressive, Assertive or Passive?
<p>1- It is 5.30pm and one of your staff is just putting on his coat and making his way towards the office door. You ask him to hang on for a minute so that you can discuss a matter of some concern with him.</p>	<p>He says: I've got to go ... can we discuss it tomorrow – first thing?</p>	
<p>2 - You are interviewing for a job in the department and ask one of your staff to show the candidate around.</p>	<p>She says: I'm afraid that I don't know very much about the department myself but if you really want me to take them around, I suppose I can.</p>	
<p>3 - A customer rings to complain about being given incorrect information on the product specification.</p>	<p>You say: I'd like to help but I don't know the background. What if I get the person who did talk to you to ring you back in a few minutes time?</p>	
<p>4 - Another customer rings up to complain about the non delivery of his system.</p>	<p>You say: They haven't arrived? Are you sure? It's not my job to handle delivery queries.</p>	
<p>5 - The date is set for the next meeting. You are keen to attend but the proposed date accepted by everybody else means you cannot attend. The Chairman says "Is that OK for everyone?"</p>	<p>You say: Well, all right, as it's convenient to everyone else.</p>	
<p>6 - A colleague asks you for a lift home. It's inconvenient to you as you are already late and the drive will take you out of your way.</p>	<p>You say: I'm about 20 minutes late so I won't be able to take you home. If it helps I can drop you off at the nearest bus stop.</p>	

<p>7 - You're having trouble getting started on a report. You cannot see a logical starting point.</p>	<p>You say: I'm pretty useless at writing reports. I can't really see how to even start it. I must be getting old.</p>	
<p>8 - A team member interrupts you when you are making an important call.</p>	<p>You say: I'd like to finish this phone call and then I'll be happy to answer your question.</p>	
<p>9 - You are on your way to a meeting. A colleague asks you "What time will you be back in the office?"</p>	<p>You say: When you see me walk in.</p>	
<p>10 - Your manager comes from a phone call from his manager to say that you will have to divert your energies to another task.</p>	<p>You say: OK but there are other deadlines which will not be met as a result.</p>	
<p>11 - You're about to do some photocopying when a fellow employee who often asks you to do her copying says, "Can you just run off 30 of these for me?"</p>	<p>You say: I'm usually happy to help you out, but I've got a load to do myself, so you'll need to do it yourself.</p>	
<p>12 - The boss asks you to work this Sunday to cover a sickness.</p>	<p>You say: No way, not this Sunday.</p>	

The answers are on page 39.

Now let's return to the Car Parking Scenario. Revisit your answers to the exercise. The correct answers are as follows ...

RESPONSE	Aggressive	Passive	Assertive
1. You shout out "Oi" loudly, and say to yourself, "I don't bloody well believe it". After giving the driver a dirty stare, you drive on.	X Severe		
2. You get out of your car, and walk over to the driver's car. He winds down his window, and you say "Hello there. I appreciate that you may not have seen me there, but I was about to reverse into that parking space. As I was here first, I'd appreciate it if you could move."			X
3. You wind the window down and shout, "You xxx xxxx, that was my parking spot." Give him the 2 finger gesture (believe me it's not the victory sign) and drive off.	X Severe		
4. You say to yourself "That's life" and drive off.		X	
5. You get out of your car, and walk over to the driver's car. He winds down his window, and you say, "Excuse me, mate. I was about to reverse into that parking space."	X Mild		

REVIEW OF THE CAR PARKING SCENARIO

The scenario deliberately leads you to a certain assumptions in the situation you are presented with. However, the reality could be somewhat different! ...

OBSERVATION	ASSUMPTION	REALITY
The red sports car.	Racy character driving.	This guy could have borrowed his brother's car whilst his Ford Mondeo is being repaired.
Driver is semi bald, middle aged wearing sun glasses.	Bit of a "wide boy".	The sun glasses could be worn because he has minor problems with his eye sight. (You may ask "Would he drive in that condition?" – if you doubt it, you haven't seen Police! Camera! Action! on TV!)
Seated next to him is a woman in late teens/early twenties.	Cradle snatcher.	The young lady in the front is his daughter/niece/next door neighbour.
You engage reverse gear, ready to start reversing.	Your reversing lights are on.	The lights aren't working - one has loose wiring and the other bulb has blown! (When was the last time you checked your reversing lights?)
You were looking over your left shoulder.	You are ready to reverse into the space.	The driver had thought that you were waiting to pick up a passenger from a nearby house.

OK, to have all the REALITIES mentioned above may never happen, however it does highlight a very important point about behaviour.

PERCEPTION and REALITY

How you **PERCEIVE** a situation, and how it **ACTUALLY** is.

To illustrate the point take this story which ended up in court ...

When new rules lead to the same confusion

Commuters of every sex, age and private orientation should pay close attention to the following unhappy tale. It all began on a morning train from Hampshire to Waterloo. Valerie Harris, a Personal Assistant at the Institute of International Affairs in her early forties, began regarding Richard Pearce, 53 and a Law Society chief, firstly with suspicion and then with horror.

What she told a magistrate yesterday was that she had become perturbed by what she thought Mr Pearce was doing behind his newspaper. When Mr Pearce took to rooting inside his jacket, removed his spectacles and then began to smile at her, the worst of those fears seemed horribly confirmed.

For his part, though, Mr Pearce offered the magistrate a quite different interpretation of the same situation. In his mind, he explained, the chemistry at work in the carriage compartment where chance had thrown him and Mrs Harris together was considerably more wholesome – a pure force of nature.

What is more, he imagined Mrs Harris's close attention to his every movement, signified admiration rather than alarm. "She gave me the impression that she had an interest in me" he protested in his defence.

Mrs Harris said "Two or three times I looked up from my book and he was staring at me, leaning to one side to look. I felt very uneasy."

This misinterpretation carried on for a number of journeys. The policeman brought in by Mrs Harris to observe commented in the court case "It was as if he had been switched on to the National Grid. He gazed at her as she walked down the aisle and his eyes followed her down the carriage" he said.

When arrested, Mr Pearce was "flabbergasted". But he completely refuted the suggestion that he had been up to anything improper behind his newspaper and he expressed mortification that the message he received from Mrs Harris had been so drastically different from the one she had sent out. "I was half expecting her to stand up and give me a smile. When she went very flushed I was taken aback. I had picked up the wrong signal."

The magistrate dismissed the case. "There is no doubt at all that both parties misread the situation" he declared.

Evening Standard

November 1998

One thing is for certain – if you are aggressive towards the other driver (as in Responses 1 & 3) you're probably not going to get the parking space. If you are passive and don't tackle the situation (as in Situation 4), you'll never get the parking space. If you are assertive (as in Response 2), there is a chance – a small chance, perhaps – but still a chance to get some more of what you want, by persuading him to release the parking space.

However there are 2 final points to be made here: -

1. How does your reaction affect your stress level? – if you are aggressive, your heart rate goes up, your pulse is racing, you get hot under the collar, and you'll head for an early heart attack. It may upset your whole afternoon as you curse about it when you eventually go shopping. It puts you in a bad mood to potentially take it out on someone else adding stress to your relationships.

If you are passive, again how does it affect you? – if you are cursing a few hours later saying to your friend, "Oh, I really wish I'd tackled that guy now" and you feel bad about yourself for a long time afterwards.

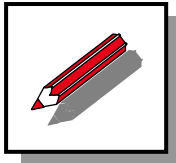
You need to consider the situation – and how you will react to it. If you genuinely can shrug your shoulders, say, "That's life" and you quickly forget about it and find another parking space, then perhaps it's not the best situation to become more assertive.

2. THE EXPERT ADVICE ...

Road rage tops list of driver's fears

Becoming a road rage victim is now top of the list of fears for motorists who crash their cars. The threat of attack at the scene of an accident worries drivers more than damaging their vehicles. A Mori poll commissioned by Direct Insurance shows that 60% of motorists in London and the South East fear being subjected to abusive behaviour while driving.

Drivers are warned to remain in their car until they have assessed the volatility of the other driver – and gauged how likely he or she is to become violent. After the crunch, motorists should remain calm and avoid accusing the other driver – even if clearly in the wrong.



Exercise

What do you think are the benefits of being ASSERTIVE in your day to day dealings with your staff? Are there any disadvantages?

There are some suggested answers on the next page.

“Criticism may not be agreeable, but it is necessary. It fulfils the same function as pain in the human body. It calls attention to an unhealthy state of things.”

SIR WINSTON CHURCHILL

Benefits of Being Assertive

1. Problems are solved in a timely manner. When problems aren't promptly addressed and resolved assertively, people tend to feel devalued, leading to resentment and frustration with the manager and the work environment. Performance levels drop.
2. Clear, concise messages are delivered and misunderstandings about what is expected are greatly reduced. Assertive skills make phrases like "I thought you meant" disappear.
3. Assertive employees learn up front what the other party wants and therefore they can negotiate a 'win-win' situation more quickly and effectively.
4. Assertive behaviour avoids procrastination. Problems are tackled, not left for another day.
5. Improved team working.
6. Gives ownership of issues/problems to the individual.
7. Decision making is something people feel part of, not something being done to them.
8. Higher morale – physical and mental stress are reduced because people feel less like victims and more like influencers in their work environment.
9. Assertive employees embrace the gift of optimism. Bringing issues out in the open and looking for workable solutions, little by little, build hope in others.

Any Disadvantages ...

The only one which springs to mind is that Assertiveness takes **TIME**. It is so much quicker to **TELL** people what to do or **IMPOSE** your will (aggression),

rather than **DISCUSS** it with them first to get their point of view and **NEGOTIATE** an action plan (being assertive).

“People are not disturbed by things, but by the view they take of them.”

EPICTETUS, GREEK PHILOSOPHER

RECOGNISING BEHAVIOURS: Answers

Some of the situations are clear-cut; some are open to interpretation. So don't worry if you don't fully agree with the answers. The important thing is at this stage that you recognise some of the general traits of the 3 types of behaviour. However the suggested answers are ...

SITUATION	ANSWER	COMMENT
1	Aggressive	Doesn't show any regard that the manager has a problem.
2	Passive	Manager has confidence in you, but you put yourself down with your apparent lack of knowledge of the department. You submit to the request without negotiation.
3	Assertive	
4	Aggressive	No understanding of the customer's situation.
5	Passive	Give in so as not to rock the boat.
6	Assertive	
7	Passive	Putting yourself down.
8	Assertive	
9	Aggressive	Complete disregard for colleague.
10	Assertive	
11	Assertive	
12	Aggressive	No regard for the problem the boss has.

You have now reached the end of Section Two. Now let's review what we have covered.

What have I learnt in Section Two?



By now, you should be able to ...

- Understand what is meant by passive, assertive and aggressive behaviour
- Appreciate the benefits of assertive behaviour
- Receive feedback on your particular style
- Appreciate the importance of reading situations correctly
- Define the situations encountered at work where being more assertive may help
- Recognise the 3 different types of behaviour at work.

d) Fill in the gaps in the following sentences: -

1. _____ behaviour means others _____ and _____ take precedent over mine.
2. _____ behaviour is all about being able to clearly express that we _____ have _____ and needs.

e) Decide whether the following comments are **ASSERTIVE**, **AGGRESSIVE** or **PASSIVE** ...

1. "I think it's your turn to go to the warehouse."
2. "I understand what you are saying, however I won't have enough time to finish it by the end of the day."
3. "I've seen better organised riots."
4. In a meeting, last item on the agenda, "You won't need me for this."
5. "It's only my opinion but I think we should ask the other teams what they think."
6. "On one hand I can see your point – the interview candidate did have a number of good qualities. However, I also thought the last candidate came across well. Let's look at their relative strengths and weaknesses."
7. In response to a work request, "You must be joking!"
8. "Jean, my love, I'm up to my eyes in it."
9. "I can see that you're upset about it, and I know it can be frustrating."
10. Chairman at a meeting says, "I hope that's okay with everyone."

Section 2: Summary Quiz ANSWERS

- a) How would you recognise **ASSERTIVE** behaviour?
- Being honest with yourself and others.
 - Being confident.
 - Trying to find solutions.
 - Listening to and understanding the other point of view.
 - Expressing what you want, need or feel.
- b) How would you recognise **PASSIVE** behaviour?
- Not rocking the boat.
 - Not speaking up.
 - Giving in to other people's requests.
 - Never saying NO.
 - Running yourself down.
- c) How would you recognise **AGGRESSIVE** behaviour?
- Getting your own way (at the expense of others)
 - Making sure you come out the winner.
 - Not listening to others.
 - Giving no consideration to others.
- d)
1. **PASSIVITY** means others **RIGHTS** and **NEEDS** take precedent over mine.
 2. **ASSERTIVENESS** is all about being able to clearly express that we **BOTH** have **RIGHTS** and needs.
- e)
1. Aggressive
 2. Assertive
 3. Aggressive
 4. Aggressive
 5. Passive
 6. Assertive
 7. Aggressive
 8. Aggressive
 9. Assertive
 10. Passive

Section Three: Influencing Skills

Welcome to the third section.



Section Objectives

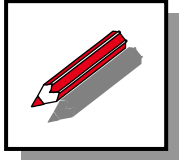
At the end of this section, you will be able to ...

- Effectively prepare to influence
- Apply “The 3 Steps to Assertive Behaviour” see page 50
- Demonstrate enhanced listening skills
- Use positive body language in business situations
- Say no to others confidently and without guilt
- Apply the following influencing techniques with peers, managers and internal customers ...
 - Broken Record technique
 - Workable Compromise
 - Self Disclosure
 - The ‘What if/What do you think’ technique
- Deal effectively with third party companies/individuals.

“The only place where success comes before work is in the dictionary.”

ANON

Preparing to Influence



Think of a situation in which you want to influence someone. (If you are unsure, ask your line manager for a suggestion). What do you think are the questions that you should ask yourself to prepare for the meeting/conversation, so that you stand the best possible chance of getting your desired outcome?

“Failing to plan is planning to fail.”

ANON

The Steps in **Preparation** are ...

1. What do you want to achieve?
2. What is the range of things the other person could offer?
3. What would you be prepared to accept? (In other words what is your fall-back position)
4. How will you approach the conversation? What words will you use?
5. What are the facts and figures behind the situation?

E.g. informing a supplier of quality control of problems with materials or services is no good by itself. To solve the problem and ensure it doesn't happen again, they will want to know things like ...

- When did it happen?
- To what units or locations?
- How many times?
- Over what period of time?
- What is the effect on your business?
- What physical evidence can you provide?

6. What objections may they come up with?
7. How will you overcome these objections?
8. When is the best time to influence? (see below)
9. Where will you influence? (see below)

The 'When and Where' of Influencing

TIMING

Timing is crucial when influencing others.

When is the best time of the day/week for most people?

- First thing in the morning when phones are not ringing and they are fresh?
- At lunch when the person is away from the 'front line'?
- Late in the day when people are winding down?
- In the bar in the evening?

What about the particular person you are trying to influence?

- When are their pressure points during the week? (preparing for meetings and conference calls with their peers and managers, Monday morning analysing performance from last week, afternoon before being out on business for a period (e.g. on a training course))
- What period of the day do they seem to be more receptive to others?
- What is their current mood? (Is work going well for them? Or have they just been torn off a strip by their Manager?)

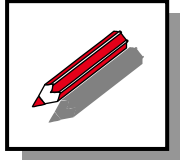
LOCATION

Choosing the location can be important, particularly if you work in an open plan area.

Suggesting to the person that you go for a coffee in the canteen can be a good place because you ...

- maintain confidentiality
- have the undivided attention of the person you wish to influence
- promote a less formal, more conducive atmosphere for open communication

However a spare department meeting room/office, back area in the store or booking a Training /HR room may suffice.



Activity

Think of a situation you have been in recently when you had to influence YOUR MANAGER. If you struggle to think of a scenario, then think of one where you would like to influence e.g. asking for a pay rise.

Go through the preparation steps ...

1. What do you want to achieve?
2. What is the range of things the other person could offer?
3. What would you be prepared to accept? What is your fall-back position?
4. How will you approach the conversation? What words will you use?

5. What are the facts and figures behind the situation?

6. What are the objections they may come up with?

7. How will you overcome these objections?

8. When is the best time to influence this person?

9. Where will you influence them?

How to Demonstrate Assertive Behaviour

We learnt about the types of behaviours we all exhibit in the last section.

'BEING ASSERTIVE' IS A KEY ASPECT OF INFLUENCING SKILLS.

So **HOW** do we put assertiveness into practice?

The 3 Steps to Assertive Behaviour

There is a very simple, easy-to-remember technique on how to put assertiveness into practice. There are 3 steps ...

STEP 1: Show you listen and understand

STEP 2: Say what you think or feel

STEP 3: Say what you want to happen

For Example: Your manager is explaining a procedure to you. It is quite technical and you are having a problem taking it in. You say ...

(STEP 1): Jane, I see the implications of the process however ...

(STEP 2): I'm feeling overwhelmed with information at the moment so ...

(STEP 3): Can we go over it one more time?

Another Example: Getting staff to work late/Sunday shifts

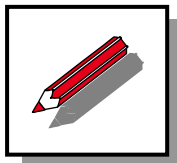
(STEP 1): George, I appreciate that family life is important to you however ...

(STEP 2): We all take it in turns to do the unsociable hours ...

(STEP 3): How's about you do just one Sunday for me next month.

The next exercise will give you practice at formulating assertive statements.
Good STEP 1 'starting' phrases are: -

- I can see your point however ...
- I agree with you to a certain extent however ...
- On the one hand I understand where you're coming from, on the other hand ...



Exercise

For each of the scenarios below, write down your ASSERTIVE response. Try and capture the exact words you would use.

	SCENARIO	ASSERTIVE RESPONSE
1	You want to go to the department meeting. Your manager says to you, "John, as everyone can't go the meeting, would you mind staying and answering the phone." You do mind.	
2	Your boss comes up and says, "I've been waiting a week now for that analysis report you were doing. Can't you cope with your workload?"	
3	At a daily briefing with the team, Cherry (your	

	<p>manager) comes up with an idea which you yourself had mentioned to her only 3 days ago. The problem was that she indicated that it was her idea. You are annoyed about this, and want to tackle her after the briefing.</p>	
4	<p>A colleague asks you for your computer password as he's forgotten his. You feel uncomfortable about doing this. You respond ...</p>	
5	<p>You have been with the company 12 months. Having coffee with a colleague who was on the same induction as you, you discover she's had 3 appraisals. You've only had one. You want to tackle Mo, your line manager, about it.</p>	
6	<p>You are a Sales Adviser, putting an order through the computer system, and you need some vital information to finish this order, from your manager, Colin. He is often moody and has an attitude of 'Don't disturb me - I'm busy'. You need the missing information from him.</p>	
7	<p>A delivery is 2 weeks late, and stock is running low. You telephone the supplier who says: "Yeah, I know. We're having real big problems getting raw materials. It'll be another 3 weeks or so yet."</p>	
8	<p>A product promotion starts in stores next week and you need stock into the warehouse within the next 2 days to get it out to showrooms. You phone the courier company who tell you that they are really busy and have no delivery slots for another 4 days. You respond ...</p>	

There are some suggested responses on the next page.

"If you've always done it that way, it is probably wrong."

CHARLES KETTERING (Inventor)

Suggested Solutions

1. "I appreciate that it's not possible for everyone to go, however I would really like to go to this one. Can anyone else take the phone or can we put voice mail on for the duration?"
2. "I'm sorry that I've missed the deadline, however I have had other priorities. I pledge to finish it the end of the week. Is that okay?"

TIP: Don't rise to the sarcastic footnote he uses about coping with the workload. Keep focused on the facts and what you are going to do about it.

3. "Cherry, in that daily briefing this morning, you mentioned that the idea was one of yours – but, if you recall, I came up with that idea at our 1-1 meeting last week. I feel really disappointed that the team doesn't realise this. What do you think?"

TIP: Use the 'how you feel' factor in conversations for emphasis. If you felt angry, say so. However, don't claim to be emotional if you aren't. People will, generally speaking, see through you. (See 'Self Disclosure' later in this section).

4. "No. I'd prefer it if you didn't use my password. Why don't you talk to the IT people?"

TIP: See the section later on Saying No - he has no right to ask for your password.

5. "Mo, I would really appreciate a couple of minutes to talk to you about my next appraisal. Can we talk now?"

NOTE: In this case, there is no STEP 1.

6. "Colin, I appreciate that you are really busy, however I can't proceed with this order until you give me the missing information. When do you think I can get it?"
7. "I can see your problem. However I have a severe stock issue because of it. I need it delivered before then. What can you do for me?"

TIP: Don't accept the first offer from him. Throw the issue back to him to offer a time scale again. (See **Workable Compromise** later in this section.)

8. "I appreciate you are really chock-a-block at the moment but I am desperate for this stock. I would be really grateful if you could help me out here. Can you give me an earlier slot?"

TIP: The words 'desperate' and 'grateful' may be laying it on thick, however, you are not being insincere. You are just verbalising your situation, for emphasis.

You may not be totally happy with the wording of the responses above. That really comes down to personal style - the trick is to work out the words you feel comfortable with.



Activity

Over the next few days, choose some opportunities in your work and home/social life where you can concentrate on giving an assertive response. Practice the words you plan to use and have a go. Review afterwards. You may want to get some feedback from the individuals involved as to how you came across.

Ask yourself the following questions ...

- How do you think it went?
- How was it received by the other person(s)?
- What would you do differently next time?

Listening Skills

We saw that **STEP 1** of Assertiveness is to show you listen and understand. This next section covers how to be a better listener.



Exercise

TO COMPLETE THE NEXT EXERCISE IT IS VERY IMPORTANT THAT YOU DO NOT LOOK AT THE EXERCISE OVERLEAF BUT ENLIST THE HELP OF A COLLEAGUE TO GUIDE YOU THROUGH IT.

To the Participant's Colleague:

Thanks for agreeing to facilitate the exercise below. Read out loud the following questions to your colleague and, after reading each question, allow him or her a few seconds to write down the answers on a piece of paper. On no account repeat the questions. When complete, feedback the answers ...

Question 1

A number of months have 31 days, others have 30. How many months have 28 days?

Question 2

You are the driver of a long distance bus - the A3, which leaves London at 6am with 52 passengers. It stops first at Reading where 18 people get off and 10 get on. At Cardiff, 10 people get on and 4 get off. 3 hours later, the coach arrives at Swansea where half the passengers get off. It finishes its journey at Carmarthen, where the remaining passengers get off.

What is the age of the Driver?

Question 3

Please draw a vertical line about 6 inches long on a piece of paper. Now write the first and last letters of your first name at each end of the vertical line.

ANSWERS

1. 12. All the months of the year have at least 28 days.
2. You are the Driver. What is your age?
3. Two letters at each end of the line, not one.

THANKS FOR YOUR TIME!!

"When people talk, listen completely. Most people never listen."

ERNEST HEMINGWAY

The point of the exercise is that you can **hear** the words, but are you **listening**?

HEARING is not the same as **LISTENING**.

If you are listening to people, then you are paying attention to:

Level of Voice

You are responding to the other person by not shouting or becoming aggressive
- they have a point of view that you respect.

Interest

You show interest in your verbal and non verbal behaviour, when a person is talking ...

- **Verbal** can be exemplified by regular “mmmm’s”, “Yes” or “I see” during their speech
- **Non verbal** by facing the person, open armed etc. (see Body Language section on page 59 for more details)

Summarising

Summarise back the points to the person to clarify that you have got the main thrust of the message.

Tone of Voice

Voice should be reasonably pitched and varied for interest when responding.

Maintain Eye Contact

The worse thing you can do is look out of the window or carry on tapping into your computer. They need your undivided attention.

Take Notes

Take notes of what was said/agreed, so that you don't miss/forget anything.

Remember ...

L = Level of Voice

I = Interest by mmmm's and body language

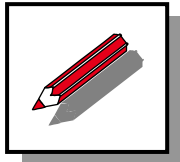
S = Summarise the points to check understanding

T = Tone of voice

E = Eye contact maintenance and concentration

N = Note taking to remember what was said

Workable Compromise



What do you think the term 'Workable Compromise' means?

Our explanation is on the next page.

"Neither a wise man nor a brave man lies down on the tracks of history to wait for the train of the future to run over him."

DWIGHT D. EISENHOWER

Workable Compromise is ...

... a negotiating situation with another party that enables you both to walk away with something. Negotiation experts call it a WIN-WIN situation. You may not get everything you want, but you get some way towards your goal.

We all face problems in ordinary day-to-day situations. It is inevitable in our work that we cannot complete every job, to all deadlines to the highest quality. There has to be compromise from all sides to find a workable solution that is acceptable to all. It means each person giving up a bit of what they want in order to move from an extreme position to a more conciliatory one.

Body Language

Clearly, from what we have covered so far, it is very important to concentrate on the words we are using. However we also need to pay attention to our non verbal behaviour - our body language. Is it complementing our verbal behaviour or is it hindering? The message is that we need to maximise our body language to capitalise on the opportunity.



Activity

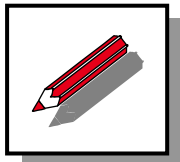
Video record some drama (but don't watch it 'live') - soap operas work well with this activity. Play back the programme WITH THE SOUND TURNED DOWN and observe the body language exhibited by the characters. See if you can match up examples of body language with the type of behaviour you see/hear when you replay the tape with the sound up.

You may want to repeat the activity by observing the body language exhibited by people talking across the other side of the office or through the interior window of a boss's office.

Findings

You may have found that body language can demonstrate the more extreme behaviours. For example, pointing fingers/arms and screwed up faces as a pointer towards aggressive behaviour. Slouched shoulders, head bowed, face looking worried/nervous for passive behaviour.

The next exercise will help you explore in more detail as to the correct body language to use.



Exercise

Complete the table to indicate what you would **ACTUALLY SEE** by people exhibiting the different types of behaviour into 4 categories - **Eyes, Voice, Posture** and **Hands**.

	PASSIVE	ASSERTIVE	AGGRESSIVE
Eyes			
Voice			
Posture			
Hands			

There are some suggestions on the next page.

	PASSIVE	ASSERTIVE	AGGRESSIVE
Eyes	Glancing away. Little eye contact. Smiling (even when upset) Head down.	Direct eye contact. Not staring – regular blinking. Eye brows slightly raised.	Strongly focused staring. Little blinking. Eye brows sunken. Face set firm.
Voice	Hesitant. Soft. Trailing off at ends of sentences.	Well modulated. Good pace.	Loud. Emphatic.
Posture	Lowered shoulders. Shrunken back – cowering.	Upright/Straight. Shoulders back. If sitting ... Both feet on floor Uncrossed legs.	Leaning forward. Crossed legs.
Hands	Hand wringing. Fiddling with things like coins in pocket, paper clip, picking nails	Slow smooth flow of hands to emphasise 'open' style of arms (as if to beckon communication). Palms of hands held out (as if to help your communication on its way).	Arms folded (closed communication) or finger stabbing/pointing. Sharp movements.



Activity

When you are planning your assertive approach to the next situation, as well as planning the words, think about your body language to support the words. Then ...

EITHER

Practice in front of a mirror exactly how you are going to come across

OR

Practice in front of a friend/colleague and ask for feedback.

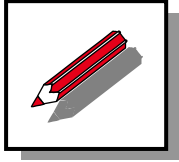
Dealing with Aggressive People

In dealing with aggressive people on the telephone or face-to-face, you may want to try a couple of simple techniques. They have been proved reliable time and time again ...

1. The Broken Record Technique
2. Breaking the Aggression Cycle
3. The "What If / What Do You Think?" technique

REMEMBER: As we learnt from Section 2, we are not talking about the normally accepted description of aggression - the ranting – raving, raised voice, finger/arm gesticulation - we're talking here about the people who are the 'I want! I need! I feel!' types, without any, or very little, consideration for others.

1. Broken Record Technique



What do you think the broken record technique might be?

Answer of the next page.

“On two occasions you should learn to keep your mouth shut – when swimming and when angry.”

ANON

To illustrate what we mean, can you identify with these two scenarios, from childhood ...

1. The time is 3.00am. The 9 month old baby is in her cot. Her favourite toy, a rag doll comforter called Isshie, has dropped through the cot bars onto the floor. The first sound echoing into the night is her calling "Isshie!". Silence for 30 seconds, no response. Then comes another "Issshiiee" both louder and more drawn out. Still no response. The third one is normally the one that gets some reaction. "IIIISSSSIIIIIEEEE". Mum or Dad reluctantly gets out of bed to deal with the 'crisis'.

2. Scene at the checkout of a supermarket. Dad and his 4 year old daughter, Michelle.

Michelle: "Dad, can I have some sweets?"

Dad: "No."

Michelle: "Aww but Daaaaad."

Dad: "I said NO didn't I."

Few seconds gap before

Michelle: "That little girl over there is having some sweets."

Dad: "Michelle, you are getting on my nerves now!"

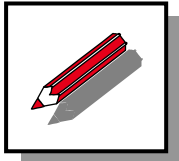
Michelle: 'Oh please Dad. Can I have some sweets?'

Dad: 'Ohh! Go on then, just a small packet.'

In both examples Baby and Michelle skilfully employ the **BROKEN RECORD TECHNIQUE**. They employ the technique 2 or 3 times to get more of what they want.

Broken Record Technique

- Repeat the same message over and over again
- Use different words without changing the meaning of the message



Exercise

Fiona is an Advisor in the Stock Control department. She has been concerned about the lack of quality time she is spending with Aggy Agnes, her line manager, on her development. When she first started with the company, her development programme started off very positively – she had an hour every week in her diary solely for her development. However only 2 of the meetings ever happened. There is always something cropping up, from a crisis at the store over the shortage of stock, to important meetings with Heads of Department being called at short notice. In the early days it didn't bother Fiona so much. There was plenty to learn and lots of people other than her boss to show her. Now, 4 months later, she is getting a little bit fed up about her lack of progress. Her line manager tends to be aggressive in her manner and is not listening to requests.

Imagine that you are Fiona. Formulate **ASSERTIVE** responses to get the message through to Aggy (the first of which broaches the subject with her). On your 2nd and 3rd response, include the **BROKEN RECORD** technique.

Fiona broaches the subject with ...

Aggy Agnes says (without looking away from the computer screen),
“Well you can see how busy I am. Got to get these stock forecasts into the boss by the end of the week, you see.”

Fiona responds ...

Aggy Agnes says (with intermittent eye contact from screen to Fiona),
“Well, of course your development is important, but the business has to run too
and I really have to get the analysis finished.”

Fiona responds ...

There are some suggested replies on the next page.

“Experience is a hard teacher because she gives the test first and the lesson afterwards.”

ANON

Suggested replies are ...

Fiona could broach the subject with, "Aggy, I'd really appreciate 20 minutes with you to discuss my development. Can we do it now?"

Aggy Agnes says (without looking away from the computer screen), "Well you can see how busy I am. Got to get these stock forecasts into the boss by the end of the week, you see."

Fiona responds, "Yes, I appreciate how busy you are, however I do feel that my development is important, don't you agree?"

Aggy Agnes says (with intermittent eye contact from screen to Fiona), "Well, of course your development is important, but the business has to run too, and I really have to get the analysis finished."

Fiona responds, "I understand the business has to come first. How's about going for a coffee tomorrow to talk about my development then?"

Aggy Agnes says, "Okay then. Let's do it first thing at quarter to nine before the phones start ringing."

The Broken Record technique may not get you everything you want, as it does in this example. However ...

- It does register that you are serious about getting the discussion
- You have more of a chance of getting more of what you want if you persist with the message, as opposed to giving up after the first re-buff from the manager.
- With all situations you have to judge the time when it is appropriate to persist. If Aggy Agnes was getting visibly or audibly agitated it might be best to abandon the scenario and re-visit when it is a more appropriate time.

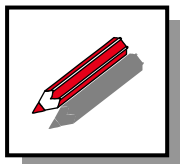
Breaking the Aggression Cycle

The aggression cycle is where both persons maintain an aggressive stance - one makes an aggressive comment which is countered by an equally aggressive comment, which then breeds further aggression. Both parties in effect 'wind each other up' until the result is shouting matches, non-communication ("I'm not going to talk to you") or, in the worst case scenarios, it comes to 'blows'.

The trick is to **BREAK** the aggressive cycle by maintaining your **assertive** behaviour, to influence the person towards a **workable compromise**. Take this situation that happened in someone's personal life, emphasising the problem and a possible solution, which eventually worked very effectively.

Personal Relationships ... A Cautionary Tale

A colleague once explained how he used this technique to improve his relationship with his wife!



The problem

The colleague, Andy, lived in Sandhurst, Berkshire. His chosen method of transport, to and from London (his place of work at the time), was the coach – low cost (he and his wife had only recently moved into a new house and found it difficult to keep up with the mortgage payments) but the journey was subject to traffic snarl ups. The homeward journey took him via Hammersmith Broadway, a known traffic black spot. Journeys that normally take an hour and a half could take two and a half or maybe 3 hours. This situation could sometimes happen once or twice a week.

Joanne, his wife, had recently had a baby. Most days she was stuck at home all day. Clearly she looked forward to Andy's return each evening. When he came in, up to 2 hours late in the evenings, the 'dried up' dinners added to her frustration.

A typical dialogue between them ensued:

(KEY IN DOOR)

Joanne: (raised voice) "Where the hell have you been?"

Andy: "Well, I've been sitting in the pub, of course, just waiting to wind you up. Come on, Jo, where do you think I've been? I've told you time and time again about the coach delays."

Joanne: (said loudly) "Well, I've been stuck in this place all bloody day!"

Andy: "And I got up at ten past five this morning and have been stuck on a bleeding coach for the last two and a half hours!"

Joanne: "Yeah! Well I've had your daughter to contend with all day!"

Andy: "Well that's really difficult isn't it!"

The scenario repeatedly ended with Jo and Andy not talking at all for a period (sometimes for a few hours), and, in the worst cases, Jo ended up storming to bed for the rest of the evening!

What do you think are the fundamental issues in this case study?

How would you tackle the scenario to achieve a more productive outcome for both parties?

There are some thoughts on the next page.

THE ANALYSIS:

The Issues in this case study are:

1. Andy and Joanne are clearly not listening to each other. Despite being tired and fed up, both having been up early that morning, all they are concerned with is Me! Me! Me! 'I feel' without any concern for the other person's feelings of frustration.
2. In Andy's case, he uses elements of sarcasm to emphasise his opinions ("I've been sitting in the pub, of course"/ 'Well that's really difficult isn't it".)
3. The aggressive cycle is being fuelled by both parties - neither party seems to want to break it, almost as if each wants to 'win' the argument. Inevitably, both end up as losers.

THE SOLUTION:

By chance, Andy had been reading a business education book on assertiveness on the coach. He decided to take a different approach and try to break the aggressive cycle by maintaining an assertive stance. He did this by showing Joanne that he was listening to her and understood her frustration, despite feeling the way he did about getting in late and not being able to influence the situation.

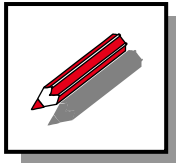
A typical response from Andy to the 'Where the hell have you been?' reaction was, "I'm really sorry about being late darling, Hammersmith Broadway again."

The frequent retort from Joanne was again aggressive. So Andy would counter with, "I know. You must be feeling really frustrated. It's not much fun for me either. Can we try and put it behind us?"

More often than not Andy reckoned that the approach did work - they curtailed their argument and got on with the rest of the evening.

"Nothing can stop the man with the right mental attitude from achieving his goal; nothing on earth can help the man with the wrong mental attitude."

THOMAS JEFFERSON



Exercise

Have you ever been in an aggressive cycle at work where nobody seems to be listening to the other party? Describe the scenario.

What would you do differently next time? Try and capture the words you'd use.

3. The “What If / What do you Think?” Technique

This technique can be effective in ‘persuading’ others towards your point of view, particularly those who come across as aggressive. It adopts a more subtle approach than the pure 3 STEPs, because, as opposed to STEP 3 where you ‘Say what you want to happen’, you adopt a more ‘conciliatory’ approach.

If TELLING may be a problem, try SELLING!

There are 2 ways to suggest ...

- a) Giving a possible outcome and ask for comments
- b) Asking outright for views on your favoured outcome

a) This is called the ‘**What If**’ technique. When faced with a stalemate in discussion, describe a possible solution ...

“I can see that we are at loggerheads on getting enough development time for myself. **What if** I can get this analysis finished by Friday mid afternoon. Can I then spend some time with Marketing?”

or

“I understand that you want to go out on the town on Friday evening, however I am still desperate for cover in the department. **What if** you cover for me and I’ll do your next Sunday for you.”

It gives you and the other party a different slant on the problem with a hope that it can move you further forward.

b) The ‘**What do you think?**’ technique also gives a more joint problem solving approach with the other party.

Rather than saying to your line manager ...

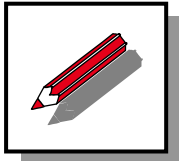
“I do think Showroom Visiting is an important part of my development, so I’d like to visit 1 showroom in each area over the next 4 weeks.”

... and therefore risk getting the answer “No” straight away, try this alternative approach ...

"I do think store visiting is an important part of my development. **What do you think** we could do to best resource this?"

This response does get the line manager involved in the process as a joint problem solving approach.

Saying "No" to Others



Exercise

Think of the last time that you wanted to say "No" to something at work, but didn't. It could have been a piece of work from your line manager or even a colleague asking you to do some photocopying for you as you were going to the copier anyway

Write down what the situation was and how you felt about it. Then try and identify WHY saying "No" to someone can be so difficult.

What was the situation?

How did you feel about the outcome?

Why do you think it can be so difficult to say "No" to tasks?

There are some possible answers on the next page.

There can be a variety of reasons why saying “No” to a task can be difficult ...

- The person making the request. If it is the line manager, you cannot exactly refuse the request. However, rather than conceding straight away (passive response), why not try an assertive approach.
- I like to please others and feel that “No” would be an unwelcome response.
- I am afraid of the aggressive reaction a “No” might provoke.
- I find it difficult to plan out how long things take to do. So, unthinking, they accept work they are unable to deliver.
- I do not wish to give the impression that I cannot cope with my workload so I say “Yes”.
- I might not be asked again if I say “No”.
- I might be thought of as uncooperative.

Moreover we can make matters worse by agreeing to do something that we don't really want to do and then ...

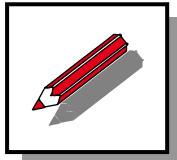
- We cancel at the last minute.
- Arrive late.
- Harbour resentment.
- Don't do the work to the highest quality.
- Sulk.

The question is, "Are you in a **STRONG POSITION** to say No?" In the case of the colleague asking for your computer password in an earlier section, he is most definitely **NOT** in a **STRONG POSITION** to ask.

If it's your line manager asking you to do something then you are **NOT** in a **STRONG POSITION**. You may be able to challenge the request assertively and establish a **WORKABLE COMPROMISE**, but you will need reasoned argument on why you cannot achieve his or her request.

Giving Reasons for saying "No"

Beware about giving reasons for saying NO. If it's your line manager, you may need to substantiate your decision and may eventually come to a workable compromise. With others, the picture can be very different.



Why does giving reasons for saying "No" to a task become an issue for our effectiveness?

Reasons or excuses become 'hooks' for the other person to come back to you to debate your refusal. This is ineffective because it ...

- makes it more difficult to stick to the refusal
- wastes valuable work time which you could be using to get on with other priorities.

Suppliers who are trying to get their foot in the door at your organisation can be very insistent. Trying to give reasons for why their 'pitch' was unsuccessful can be very unproductive and can be dealt with by a combination of **3 STEPS** and **BROKEN RECORD** ...

"Thanks very much for your time, however I do know we are very happy with our existing supplier."

or

"Thank you very much for showing us your ideas last week. Unfortunately we have decided to go with another supplier. However we'll bear you in mind in the future."

Any insistence by the supplier to try and glean more information can be met with ...

"I understand your frustration, however the decision has been made, thank you for your time anyway."

Self Disclosure

'Self Disclosure' can be of great benefit to you in emphasising your communication.

SELF DISCLOSURE is saying what you feel

It sounds easy but sometimes, in our culture, it can be discouraged. 'Maintain a stiff upper lip and stay in control' type of attitude. However, it is often when we continually suppress our feelings and then, when they finally emerge, that we lose control. By actually saying what we feel we can release the anxiety that interferes with clear thinking and communication. We therefore look, sound and feel much more assertive. It is also a more honest and complete way of communicating, as others do not need to try to read our non-verbal communication.

Example 1

When someone you like invites you out one evening but you really want to stay at home, you may feel embarrassed. Communicate this ...

"I feel embarrassed about this, but no, I'd prefer to stay at home this evening"

Example 2

When a meeting doesn't seem to be getting anywhere, you say ...

"I feel frustrated that we are not making any progress and think that we should just make some decisions in the next 10 minutes."

Example 3

When a supplier is trying to agree some major issues about stock over a telephone conversation and you are unhappy about this ...

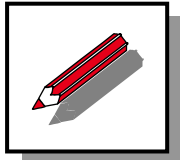
"I think that we should arrange a meeting to discuss this because I feel concerned that we cannot cover all the issues on the phone."

Example 4

You are invited to a meeting to which you doubt you have anything to contribute

...

"I'm surprised that you've invited me to this meeting as I cannot think of what I can contribute."



Exercise

Try weaving some **3 Steps**, **Self Disclosure** and **Workable Compromise** into this example: -

You are a Sales Adviser in a showroom. It's 4pm on a Thursday. You are snowed under with orders to do before the end of the day. Your Showroom Manager asks you to do some cleaning, as the Regional Manager is due first thing tomorrow. You would like to get away bang on 5.30 if you can (you have stayed late twice this week), and feel that you cannot get both jobs done. Rather than saying nothing and accepting her instructions, how would you reply to your manager?

There's a suggested response on the next page.

"Every day, in every way, I'm getting better and better."

FRANK SPENCER (Some Mothers Do Have 'Em)

Suggested Response ...

"I appreciate how important it is for the showroom to look good and I do feel awkward about this. However, you did say that these orders need to be completed by the end of the day too. I'm running out of time. Is there anyone else who can get involved?"

In this way, just like the car parking scenario in Section 1, you have an opportunity here to try and reach a Workable Compromise.

Dealing with Third Parties (face to face or on the telephone)

Third Parties could be product/component/ service suppliers - anyone we have business dealings with who is not employed by your organisation.

Giving out information:

Two questions you should always ask yourself before giving out any information to 3rd parties

- Are they in a STRONG POSITION to ask for the information?
- Do you have the authority to give out the information?

e.g. Press queries. There are no such things as 'Off the Record' conversations, as one Buyer in a retail company found out a few years ago, by seeing unauthorised quotes from him appearing in a popular trade publication!!

If in any doubt refer to your line manager.

Getting to the Point:

1. Keep small talk to a minimum.
2. Ask the caller/visitor directly what you can do for them.
3. Instances where the caller/visitor is either not getting to the point, or possibly evading the point, deserve an interruption mid flow - but again make it assertively, "If I can interrupt you there. I do appreciate the point

you're making, however I feel that it hasn't got anything to do with the problem."

4. Summarise at the end of the call/meeting the action points from the meeting, who to action and in what timescale.

Have the Facts to Hand:

Vague statements to suppliers of the nature ...

- "Your company is always late in delivering goods"
- "We don't get much co-operation"
- "There's a quality control problem with your stock"

... really will not help you influence the supplier to change. You do need the FACTS every time to back up your assertions - the What? When? and the Where?

See Preparing to Influence at the start of this section (page 45) for more details.

And a final tactic

Use of Silence:

The next time you are trying to influence someone towards your point of view try keeping quiet for a few seconds after the other person's last response.

Count to 5 slowly in your mind before countering with your response – it just may give an impetus to the discussion for the other party to give in to your request. You may think the silence is a little embarrassing, however skilled negotiators lay claim to its value.

A Customer Services Advisor reported ...

"In a particularly difficult round of sensitive negotiations with a customer who was not happy with the quality of the system I pulled out the 'Silence' tactic. I just resisted the urge to speak for about 3 seconds after they had said 'Well I really want a refund'. The pause was enough for the customer to say 'Oh okay, I'll have a replacement'. I reckon I saved the company around £1000."

Congratulations! You've reached the end of Section Three. Now, let's review what was covered.

What have I learnt in Section Three?



- Effectively prepare to influence
- Apply the 3 steps to assertive behaviour
- Demonstrate enhanced listening skills
- Use positive body language in business situations
- Say “No” to others confidently and without guilt
- Apply the following influencing techniques ...
 - Broken Record technique
 - Workable Compromise
 - Self Disclosure
 - The ‘What if/What do you think’ technique
- Deal effectively with third party companies/individuals.

i) Whilst you were away from your desk, your colleague, Jackie, has borrowed your stapler and has not returned it. This is the 4th or 5th time it's happened over the last few weeks. You can see the stapler on her desk. You want to tackle her about it using Self Disclosure. Write what you would say.

j) When being assertive, what factors of body language should you consider for ...

Posture?

Voice?

Face?

Section Three: Summary Quiz ANSWERS

a) What questions would you consider when PREPARING to influence?

- What do you want to achieve?
 - What are the range of things the other person could offer?
 - What would you be prepared to accept?
 - What words will you use?
-
- What are the facts and figures behind the situation?
 - What are the objections they may come up with?
 - How will you overcome these objections?
 - When is the best time to influence?
 - Where will you influence?

b) Name the 3 steps to assertive behaviour

1. Show you listen and understand
2. Say what you think or feel
3. Say what you want to happen

c) What is Workable Compromise?

- Negotiating with the other party so that you both walk away with something, even if it is not exactly what you wanted

d) What behaviour do you need to exhibit to demonstrate your listening skills?

- Level of voice should be reasonable - not raised
- Reasonably pitched voice
- Intersperse their talk with the odd 'Mmmm' or 'I see'
- Summarise regularly
- Maintain eye contact
- No fiddling with keys/coins in pocket
- Take notes, if appropriate

- e) Describe the Broken Record technique
- Repeating the same message over and over, perhaps changing the words
- f) What is the aggression cycle and how do you break it?
- The aggression cycle is where two people are continually aggressive towards each other in their responses. Break it by reverting to assertion.
- g) What 2 questions should you ask yourself before giving out information to third parties?
- Are they in a **STRONG POSITION** to ask for the information?
 - Do you have the authority to give out the information?
- h) What is Self Disclosure?
- Self Disclosure is saying what you feel.
- i) Whilst you were away from your desk, your colleague, Jackie, has borrowed your stapler and has not returned it. This is the 4th or 5th time it's happened over the last few weeks. You can see the stapler on her desk. You want to tackle her about it using Self Disclosure. Write what you would say
- Suggested Response ...
- "Jackie, I don't mind you borrowing my stapler. However it really annoys me when you don't return it. I would really appreciate it if you could return it promptly next time."

j) When being assertive, what factors should you consider around your body language for

- **Posture?**
 - Upright
 - Shoulders back
 - If sitting: both feet on floor, uncrossed legs

- **Voice?**
 - Well modulated
 - Good pace

- **Face?**
 - Direct eye contact
 - Regular blinking
 - Slightly raised eyebrows

"If you want to succeed, double your failure rate."

THOMAS WATSON (Founder of IBM)

Section Four: Marketing Oneself in Business

Welcome to the fourth section.



Section Objectives

At the end of this section, you will be able to ...

- Think through self-marketing opportunities without erecting mental barriers
- Apply a range of methods to help 'market yourself' to the business.

Introduction

We hear a great deal in business of the term 'brand awareness'. Your organisation probably has a very distinct brand identity amongst the general public.

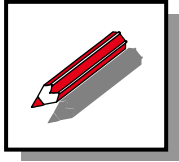
This 'brand awareness' can be turned inwards on ourselves ...

- What do we stand for as individuals at work?
- How are we going to achieve our career goals?
- What impression do we make on others in the business, particularly our own managers?

This short section will help you raise your brand – in other words, help you sell yourself. It covers how you are going to make positive impressions in other people's minds about you as a potential promotee for the future. It's called ...

'MARKETING ONESELF'

Preparing to Market Oneself

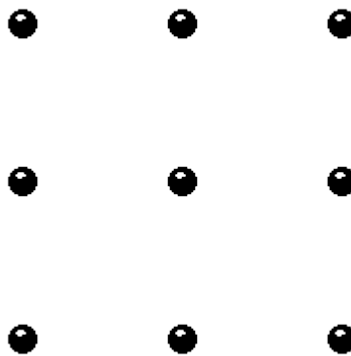


Activity

(Have pencil and rubber handy for this activity).

Underneath you will see 9 dots arranged in a regular fashion. Your task is to :-

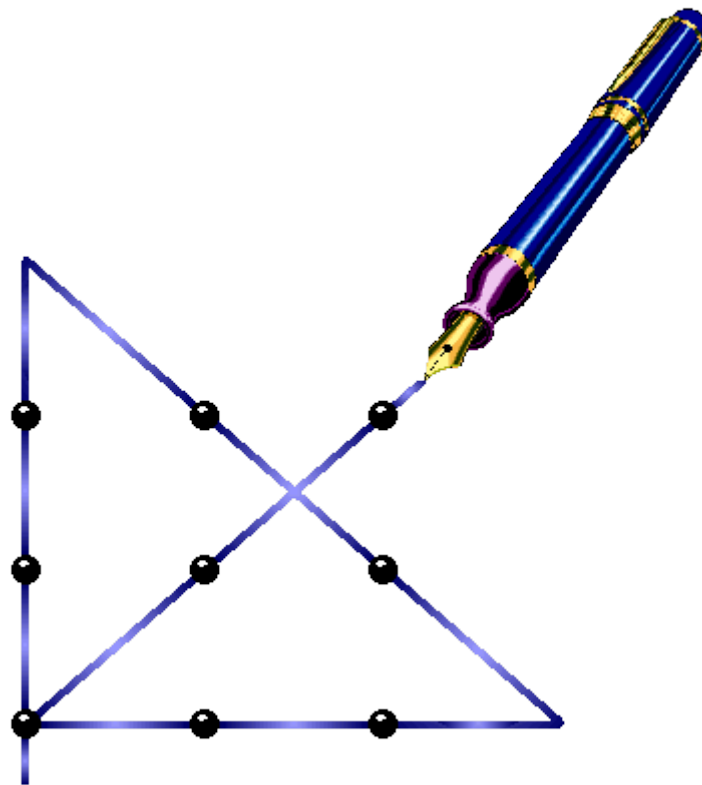
JOIN ALL THE DOTS USING 4 STRAIGHT LINES WITHOUT TAKING YOUR PENCIL OFF THE PAPER, OR RETRACING A LINE.



There is a possible solution on the next page.

"I enjoy choosing the path that others don't."

JAMES DYSON



START

You may have found that you naturally confined yourself to within the boundary of the dots. **We sometimes impose boundaries and rules, which in fact, do not exist.**

In some of the ideas in this section, you may say to yourself, "I've never seen anyone approach it that way" or "I don't think I'm allowed to do it that way".

THINK AGAIN! Reflect on this story ...

Rank Xerox came up with the idea of the photocopier - years before it was exploited commercially. The reason why they didn't develop the idea at the time was simply because they thought people would never move away from using carbon paper to produce duplicate copies!! What an opportunity missed!!

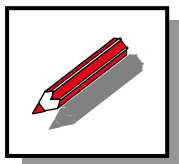
THINK OUTSIDE THE SQUARE

Don't impose barriers that do not exist!

Top Ten Tips for Marketing Oneself

Believe it or not, we are all being judged at all times in our work by others – by peers, managers and people who report to us. Quite naturally by our actions, people make an assessment in their minds about us. The trick is, with the people who matter – the ones who may be instrumental in making decisions about us in the future, that we make positive impressions in their minds about us. They need to be able to **MAXIMISE** our positives, and **MINIMISE** our negatives.

1. Positive Inner Dialogues



Write down what you think the term Positive Inner Dialogues means.

There is a suggested answer on the next page.

“When one door closes another door opens; but we so often look so long and so regretfully upon the closed door, that we do not see the ones which open for us.”

ALEXANDER GRAHAM BELL

POSITIVE INNER DIALOGUES are the natural conversations you have with yourself in your mind, which can influence the way you approach a particular situation.

Have a look at this scenario and its alternative using Positive Inner Dialogues.

You are going for an internal promotion interview from Advisor to Senior Sales in another sales unit ...

Inner Dialogue: Have I done enough preparation? What happens if they ask me about my lack of experience in supervising staff and in retail generally – I've only been working for the company for 6 months, and I'd only worked in a shop as a Saturday Sales Assistant before then. I also know that Michelle has gone for the job as well and she's worked for the company far longer than me."

The 'alternative' previous evening ...

Positive Inner Dialogue: I think I've done enough preparation for the interview. By talking to a Senior Sales person I've been able to list all the possible questions they may ask and I've got some feedback from her on my suggested answers. So I feel confident that I've learnt some ideal responses.

I know I've only been working here for the last 6 months, but what a 6 months! It's been really busy. However, looking back, I've learnt a lot in that period and my line manager has been really good with giving me new things to do. I know a couple of other Advisors in other sales units who seem to be struggling to get some development from their manager. Of course, I've got some brilliant experience of shop floor work through my Saturday job. That's bound to work in my favour. Of course, I help run the girl guides – and that's all about forward planning, organising your time and delegating tasks to others - and people said I was good at that."

The trick is to analyse your attitude towards the situation you are faced with and tackle any negative dialogue. Wherever possible, convert it to a positive or at least a neutral dialogue.

THINKING POSITIVELY IS THE KEY

Neutralise the negative thoughts!

One other issue about Positiveness ...

When considering an opportunity to market yourself, ask yourself this question,

“What’s the worst thing that can happen if I do this? What’s the best thing that can happen?”

You’ll probably come to the conclusion that the worst is really not a big deal and the best thing could get you exactly the outcome that you wanted!

2. Present the Solution not just the Problem

In any business scenario, just pointing out the problem may imply to the other person that you are ...

- Negative
- A bit of a ‘Moaning Minnie’
- Narrow thinking

By pointing out the problem, and then suggesting a solution you are demonstrating ...

- Positiveness
- Forward thinking
- An understanding of the business
- Commercial Awareness and Analytical Skills

Present SOLUTIONS as well as the problem

3. Don't Blame Others

Look in the mirror and point your finger out. What you see is your finger pointing directly back at you. In other words, there is no point in saying it's their fault ...

- It's their fault that they didn't listen
- It's their fault that they're too busy for my development
- It's their fault that they don't agree with my point.

Try not to blame others but to identify what **you can influence** in the particular situation and how.

Concentrate on the positive about how you can influence the future, not dwell on the past.

4. Identify the People That Matter

Identify anyone and everyone who may have a bearing on the decision to promote you in the company. This could include ...

- Directors
- Heads of Department
- Human Resources Manager and any Advisors
- Team Leaders
- Your line manager

You never know the next time your name will crop up in a conversation between these people and your own line manager about some idea you suggested.

Target the right people – and make a name for yourself!

5. Prepare! Prepare! Prepare!

We saw preparation as being the key to influencing. Again, it is the key to marketing yourself too.

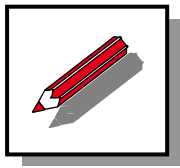
Who are you going to market yourself to? What will you say which is going to be impactful? Probably one of the best ways is to talk about an idea to improve the efficiency of the department or a good tip to enhance selling (if you are in sales!).

6. Utilise Every Opportunity

There are many opportunities to market yourself in the company. The trick is to spot them and know how you'll tackle the situation ...

- Passing your Function Director in the corridor and saying, "Good Morning/Afternoon" to him or her with direct eye contact.
- Asking the Senior Manager to sign something off. Show your commercial awareness by asking about a recent promotion or comment about company performance.
- Submit an article for the company newsletter. Perhaps suggest some ideas to improve the business to get your name 'up in lights'.
- Fact finding meetings/telephone conversations with Personnel / Human Resources about potential vacancies. You get your face known with the people who are the first to receive any resignation letters! You can also talk about what type of role you are looking for. Keep touching base with Personnel every couple of months so that they know you are still there.
- With your line manager. Show a willingness to get involved in any new projects. It may mean you spend more time at work. However look at the positive commitment you are demonstrating.
- With other line managers you meet (on induction, at meetings). Ask them for a few minutes of their time over coffee to talk about their career development, how they made it to their positions and what advice they can offer you.

"If you want the rainbow, you gotta put up with the rain." DOLLY PARTON



Activity

List the names of your top five 'hit list' of people who may have a bearing on a decision to promote you. What will you do in the future to market yourself to them?

1.

2.

3.

4.

5.

7. Network Yourself

Get your name known around the whole office. Utilise any meeting opportunity to impress others ...

- On training courses
- At inter department meetings, or Area Meetings
- At the coffee machine
- Over lunch via mutual colleagues
- In the pub after work.

In one company of 9,000 employees, and £800m turnover, one 22 year old Advisor got his name around so much that the Chief Executive had heard of him within 3 months – simply because he talked to anyone he saw – in a corridor, on training courses, at meetings – he made a point of making his name known with everybody. He achieved his first promotion within 5 months and a big salary increase to go with it.

If you would like to develop your Networking skills why not invest in our UsefulGuide to Networking?

You can find out more details about it here:

http://www.pansophix.co.uk/store/product_info.php?products_id=132

8. Asking For Feedback

Make every use of feedback opportunities from anyone who may have an opinion on you and your performance. It also demonstrates your self-awareness and maturity to others.

9. Effort Does Not Equate To Output

Getting in at 8.00am and staying until 6.30pm is not a recipe for success. However, it does show commitment towards your job. The most important question is, "How do you make use of the time whilst you're in work to market yourself?" At the very least, if you are around at these times, in Head Office, make sure you walk past the Director's office to say "Good Morning" or "Good Night!"

It's not your input that matters; it's your measurable output!

10. Be Persistent and Resilient

Marketing oneself needs persistence and resilience. People will naturally have a thousand and one reasons why they either do not want to spend time with you, or why they don't appear to register you, when you attempt to market yourself.

When people say they haven't got enough time for you – they mean you are not high enough up their priority lists at the moment. So, give them an incentive. If it's a senior manager and you want some career development advice, offer to pay for the coffee; or meet them at their quiet time (even if it's at 7.30 in the evening in the pub). The same rules apply at Head Office!

If it's a chance encounter in the corridor with a senior manager, and you work hard at marketing yourself, don't worry if there is no immediate pay off. It does take time and you do need to persevere. One thing is for sure – impact a number of times on a senior manager over a period of time and it will register, to be used at the appropriate time.

Compare these scenarios ...

You have applied for a promotion position within another department or Area. As part of the selection process, Senior Manager A who has the vacancy, phones your Senior Manager B, to enquire of his general impression of you.

EITHER Senior Manager B says:

"Jo Bloggs. Great team player. Committed, enthusiastic, attention to detail. Always coming up with ideas. Appears to be really commercial. Very positive individual. Would be a shame to lose her/him."

or Senior Manager B says:

"Jo Who? I think she/he is an Advisor in our (PAUSE, OBVIOUSLY LOOKING FOR THE STRUCTURE CHART).... Oh yes. In our <<such and such>> department/unit. Mmmm, tell you what - I need to find out. Can I call you back tomorrow?"

Which reply would you prefer?

Top TEN TIPS for Marketing Oneself

- Have Positive Inner Dialogues
- Present the solution, not just the problem
- Don't blame others
- Identify the people that matter
- Prepare! Prepare! Prepare!
- Utilise Every Opportunity
- Network Yourself
- Ask for feedback
- Effort does not equate to Output
- Be Persistent and Resilient

Congratulations! You've reached the end of section four.

Now, let's review what was covered.

What have I learnt in Section Four?



By now, you should be able to ...

- Think through self-marketing opportunities without erecting mental barriers.
- Apply a range of methods to help 'market yourself' to the business.

Section 4: Summary Quiz ANSWERS

- a) What is meant by 'marketing oneself'?
- making positive impressions in other people's minds about you as a potential promotee for the future.
- b) Describe Positive Inner Dialogues
- **Positive Inner Dialogues** are the natural conversations you have with yourself in your mind, which can influence the way you approach a particular situation.
- c) Choose your 3 from this list ...
- Positive Inner Dialogues
 - Present the solution, not just the problem
 - Don't blame others
 - Identify the people that matter
 - Prepare! Prepare! Prepare!
 - Utilise Every Opportunity
 - Network Yourself
 - Ask for feedback
 - Effort does not equate to Output
 - Be Persistent and Resilient

"Some students drink deeply at the fountain of knowledge – others only gargle."

ANON

Action Plan

Congratulations!

You've now finished this self study Useful Guide. However, this is just the beginning. We recommend that you ...

Review

- Take a few minutes to review each section of the Guide.
- Do you have a thorough knowledge of the material covered in each section?
- You may wish to re-do some sections.

Bring your learning to life

Think about how you are going to apply what you have learnt to real life work situations. Think about this now while your new found skills and knowledge are fresh in your mind.

Can you think of any situation in the past where what you have now learnt would have been useful?

Make a list of situations in the future where you will behave differently because of what you have learnt – this forms your POST Useful Guide Development Work. Agree your action plan with your line manager or mentor.

Keep this action plan readily accessible and review it regularly to make sure you have thoroughly implemented your new learning.

"Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime."

PROVERB

"The mind is like a parachute – it works best when it's open."

ANON

Feedback

As we are always trying to improve our Useful Guides we would appreciate any feedback you can give us on **A Useful Guide to Assertiveness**. Please click on the link below to access our online feedback form ...

<http://www.pansophix.com/useful-guide-feedback.html>

If we use your feedback to improve **A Useful Guide to Assertiveness** we will email you a copy of the updated version.

Useful Guides

Our range of **Useful Guides** is constantly growing. Please click [here](#) to see the current range.

If you have a few moments why not check out our growing range of mental exercises, tips and tools in online Learning Support Centre.

Please use this link below:

<http://www.pansophix.com/learning-support-centre/index.html>

Bryan Edwards, the author of A Useful Guide to Assertiveness, graduated from University of Wales, Aberystwyth in 1981 and taught Maths and Physics in a comprehensive school for 5 years. A change of career direction resulted in Bryan becoming a graduate of the Chartered Institute of Personnel and Development (CIPD) at Kingston Business School.

He started his personnel career at Safeways in 1987, managing the Human Resource function of a £8m turnover store. In 1989, Bryan joined the House of Fraser department store group as a store-based Training Manager. After 2 years he was promoted to Head Office Training Manager, where for 8 years he managed the training and development function.

Bryan's most recent corporate experience was as Training Manager at Tiny Computers. He managed a team of 6 trainers and was also responsible for designing, delivering and evaluating a suite of management training programmes for 170 Showroom Managers and Team Leaders at Head Office. Bryan delivered over 100 management training courses in a 13 month period.

He implemented the first company wide training needs analysis and developed an innovative system of training evaluation involving senior line managers in assessing the knowledge / skill improvement in their delegates.

Bryan has worked as a freelance trainer for the last 4 years and has recently set up his own training company. Bryan designs and delivers training for a range of clients all over England and Wales.