



FIVE STRATEGIES TO

WIN
with
PEOPLE

RELATIONSHIP SKILLS THAT
DELIVER RESULTS

BASED ON CONTENT FROM JOHN C. MAXWELL

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FACILITATOR PREP

Here are some things you'll need to do prior to this class to ensure it goes smoothly:

- Read this Facilitator Guide and John Maxwell's books, *Winning with People* and *25 Ways To Win with People*. A thorough knowledge of this material is vital to successfully facilitating this course.
- Review the PowerPoint slideshow prior to delivery. Be sure to run it on the same computer you will use on the day of the class.
- Test the projector and screen at the location prior to the course delivery.
- Prepare the materials and supplies you'll need to conduct activities. Make sure the markers and pens work.
- Practice using the flip chart and tripod. Be sure the tripod's legs all lock properly.
- Get familiar with the classroom and building. Know the location of the restrooms, light switches and emergency exits.
- Talk to building personnel to make sure the thermostat is at a cool and comfortable temperature. Rooms can heat up quickly with a projector running and 20-30 participants moving around.

NOTES:

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INTRODUCTION - PREPARATION NOTES:

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STRATEGY 1 - PREPARATION NOTES:

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STRATEGY 2 - PREPARATION NOTES:

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STRATEGY 3 - PREPARATION NOTES:

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STRATEGY 4 - PREPARATION NOTES:

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STRATEGY 5 - PREPARATION NOTES:

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FACILITATOR CHECKLISTS

CHOOSING A MEETING SITE		✓
Easy to get to		
Within your budget		
Good meeting room (lighted, well ventilated, spacious)		
Food available and of good quality		
Comfortable chairs		
Needed equipment available		

PREPARING THE MEETING SITE		✓
Estimated cost of meeting		
Meeting room reserved		
Site inspection of meeting room		
Tables and chairs arranged		
Equipment arranged		
Food/beverages arranged		
Meeting room location posted		
Materials shipped or taken to site		

FACILITATOR CHECKLISTS

MATERIALS AND EQUIPMENT 	
Laptop computer (PC)	
Projector (with spare bulbs)	
Remote	
CD/Digital audio	
Preselected music (CD or playlist)	
Microphone	
Audio Speakers	
Extension cords	
Stopwatch	
Name tents	
Name tags	
Flip chart and markers	
Candy	
Legos (or similar building toys)	
Pre-written labels with descriptors	
Cones (or other floor markers)	
Masking tape	
Index cards with pre-written topics	
Hula Hoops	
Rubber Bands	

FACILITATOR CHECKLISTS

PREPARING YOURSELF		✓
Agenda completed		
Notes in order		
Practiced presentation		
Prepared visual aids and props		
Handouts ready		
Early arrival time scheduled		
Cell phone turned off or on vibrate		

PREPARING ATTENDEES		✓
Notified in writing of date, location and hours		
Know what to bring with them/pre-work		
Directions to meeting site		
Know dress code		

FACILITATOR BASICS

If you're a first-time facilitator of this class, here are some helpful tips for leading the course; if you've taught the class before, here are some helpful reminders.

- Know the material. Read the course materials (i.e., the Facilitator Guide, the Participant Guide and the slide deck). Then read them again. And probably again. Since repetition is key to learning, the more you can go through it all, the better. Don't forget any handouts, videos, activity materials, etc. – you need to know that stuff too.
- Pay attention to your class. Listen and watch for signals that will help you understand and connect with participants. Their verbal and/or body language will help you know if you need to have an impromptu stretch break, if someone needs help, if someone is dominating conversations or if someone needs to be more engaged.
- Stick to your time frame. Chasing rabbits is an easy activity to hop into; sometimes it's good to chase one or two, but it's your job to keep the class running on schedule as you move through each section. Ensure participants stay on task so the material can be covered effectively within the allotted time.
- Tie it back. Know how to directly connect the content to *Winning with People* and *25 Ways to Win with People*. This will help you better guide the learning experience.
- Include personal touches. Use the concepts in the course to draw upon your own ideas and experiences as a form of testimonial. This will help you more personally relate to participants and be able to connect your ideas to their experiences.
- Take breaks as needed using your best judgment. Suggested break times are included in the guide, but you will know best when your group needs to take a break.

MUSIC

Music is great to incorporate into the learning environment during individual work, group activities, breaks, etc. Select an assortment of tracks to play throughout the day. Plus, it makes people happy and livens up the room a bit. Make sure your music selections fit the audience and the topics being shared. Here are some of our suggestions:

- During arrivals, consider music that has a bit of a quick-tempo, but not overwhelming. This will be participants' first impression of the class, so really think about the environment you're creating with the music they'll hear first.
- During individual activities, consider music with more of a lighter feel so people can concentrate.
- During group activities, consider music that is a bit lively to relate to the energy of group work. Be mindful not to play it too loud; you don't want to drown out people's conversations.
- During breaks and lunch, consider music that is really fun and upbeat. It's important that people stay interested and engaged; having fun music playing during a break keeps their moods spirited and their interests piqued.

LEARNING STYLES

Keep in mind the different learning styles of the various participants in this workshop. Just like there are many types of people in the world, there are many ways in which people learn. People focus on learning things that are important to them, especially if they think they will need the new information in some way in the future. To this extent, it's always important to help participants make the connection between specific topics or sections and how the information applies to "real life." It's also the facilitator's role to convey the materials from multiple perspectives to help engage participants according to their different learning styles. So, remember three words as you remind yourself about how people learn: **Seeing, Hearing** and **Doing**.

Seeing – Appeals to the "visual learner"

Visual learners are people who learn best from what they see. Engage this group by using visual themes to refer to key concepts and by referring to written materials in *Winning With People* and *25 Ways to Win With People*.

Hearing – Appeals to the "auditory learner"

Auditory learners are people who learn best from what they hear being said. Engage this group by changing your tone and pace of speech when emphasizing key concepts. This group also responds well to clever acronyms or short stories as ways to remember key concepts.

Doing – Appeals to the "kinesthetic learner"

Kinesthetic learners are people who learn best from hands-on physical activity. Engage these learners by allowing them to stand during discussions, inviting them to participate in class demonstrations (if any) or asking them to write key concepts from class discussions on a flip chart.

DELIVERY TIPS

DEALING WITH FEAR AND NERVOUSNESS

- The biggest causes of fear and nervousness are being unprepared and being unfamiliar with the subject.
- Enjoy yourself, plan to have fun, and become extremely familiar with the materials. Practice makes perfect.
- Practice your opening, closing, and group exercises two or three times prior to the session — using the actual presentation materials — until you feel comfortable. Be sure to practice any time you revise your notes to eliminate rough spots.

GAINING PARTICIPATION

It is critical to establish a safe learning environment from the outset. Your goal at the meetings, especially the first training, is to engage everyone in the activities and discussion. People want to feel that they are part of something worthwhile and that their opinions matter. Everyone is in relationships, and their individual experiences at work, at home, and elsewhere can add value to each discussion.

- **Do:**
 - Establish credibility
 - Give personal reasons for attending and listening
 - Ask questions to draw out expectations
 - Be upbeat, positive and genuine
 - Stay focused and on topic
 - Use the 80/20 rule
 - Watch for body language
- **Avoid:**
 - Telling someone they are wrong
 - Not giving specific instructions
 - Apologizing
 - Lecturing/talking too much
 - Arguing

- **Best Practices:**
 - Stay involved, like it's your first time leading
 - Stay active during the group exercises
 - Watch for attendee involvement
 - Encourage everyone to participate
 - Stand or sit depending on the situation
 - Make eye contact with every attendee
 - Watch your body language
 - It's OK to move and use your hands
 - Observe actively by moving and listening to several groups
 - » Do they understand the assignment?
 - » Are they on task?
 - » Are they struggling?
 - » Are they linking to their jobs?
 - » Is everyone participating?
 - Get one response at a time from each group
 - Start with a different group each time
 - Wait until three groups are out of answers before opening up to everyone
 - Be patient and go slowly

- **Feedback:**
 - Audio/video record your presentation
 - Use a mirror to see your delivery
 - Be patient and go slowly

GIVING DIRECTIONS

Clarity of language is key when moving people to action. Be specific in your directions, and include these components:

- When?
- Who?
- Directions (What and for how long?)
- Check for understanding
- Action

DEBRIEFING QUESTIONS

When debriefing an activity, your goal is to move participants from **Awareness** to **Responsibility** to **Choice**.

- **Awareness:**
 - *What* happened?
 - How did you feel about this activity?
 - What was the purpose of this?
- **Responsibility:**
 - So *what* does this mean?
 - How does this affect you?
- **Choice** (action/change):
 - *Now what* are you going to do?
 - How are you going to take this back to your team?
 - *What are the next steps?*
 - How can you make a difference with this info?

LEADING GROUP DISCUSSIONS

There are questions in both the Facilitator and the Participant Guide which serve as starting points for group discussions.

Because each organization or department has unique relational challenges, the application of the lesson's topic can take various forms. Your role as a facilitator is to prepare additional discussion questions specific to where your organization or department is currently performing. Some suggested areas of discussion could revolve around:

- **Specific initiatives at work:**
 - How does this topic relate to a specific teamwork issue you are going through right now at work or in your life?
 - What does this mean to you in consideration of your responsibilities?
 - Who do you need to share this with on your team?

- **Current news or a recent media event:**
 - How does what you just learned connect with a current news topic?
 - Has your perspective changed based on this workshop?

- **Successful leaders who have modeled leadership behavior:**
 - Think of someone who models this behavior or trait. How do they model it?
 - How have you seen someone support or violate the key points in the lesson?

PARTICIPANT CHALLENGES

- **The Silent Participant:**
 - Keep risk low
 - Ask an easy question

- **The Rambler/Talker:**
 - Listen closely and help them get back on track
 - When they finish, move body language and eye contact to another part of the room
 - Make a mental note and don't let one person take too much time

- **Side Conversations:**
 - Stop and be silent until they quiet down
 - Politely address issues with them during a break or group exercise
 - Respectfully ask for their cooperation

- **Hecklers:**
 - Be empathetic and friendly
 - Seek their support and consideration
 - During a break, ask them to respect other participants' experience

VISUAL TOOLS

WORKING WITH FLIP CHARTS

- Write big – letters should be 3 inches in height
- Print – avoid cursive
- Use multiple colors of markers
- Write short sentences/key words
- Leave plenty of white space
- Don't try to save paper
- Don't worry about spelling
- Title or number each page for easy reference
- Post key charts on walls
- Precut tape for quick hanging
- Move easel around (pull closer to audience, move if in the way of a projector)
- Don't stand in front of flip chart
- Don't stare at the flip chart when talking to participants
- First, listen to a participant's answer, and then write on the chart
- Move quickly, but write neatly

VISUAL TOOLS CONTINUED

WORKING WITH ELECTRONICS (VIDEO PROJECTOR/TV/DVD PLAYER)

- Practice, practice, practice
- Become familiar with buttons
- Think before you press or panic
- Make it work around you, not you working around it!
- Picture mute or freeze can be used for effect
- Use the remote
- Be cognizant of table and wires

AGENDA

The total class time for this workshop is 8 hours. Breaks and lunch periods have been built into the agenda; however, you should adjust these as you see fit. For instance, if you see that your class is becoming restless before the next break is scheduled, go ahead and take a break.

SECTION	DESCRIPTION	DURATION
1.0	Introduction	60 minutes
2.0	Strategy 1: Prepare Yourself	50 minutes
3.0	Strategy 2: Connect With Others	80 minutes
	<i>Break for Lunch</i>	
4.0	Strategy 3: Build Mutual Trust	90 minutes
5.0	Strategy 4: Manage Conflict	70 minutes
6.0	Strategy 5: Create Synergy	30 minutes
7.0	Conclusion	10 minutes

1.0 INTRODUCTION

🕒 THIS SECTION SHOULD TAKE 60 MINUTES.

OBJECTIVES

- Welcome participants and make introductions
- Conduct the activity: Can We Build It? Or optional activities
- Discuss the workshop expectations and objectives
- Introduce and discuss briefly the five strategies to win with people
- Demonstrate how relationship skills influence results

MATERIALS

- *The Five Strategies to Win With People* PowerPoint presentation
- One Participant Guide per participant
- Flip Chart and Markers (optional)
- Candy
- Legos (or comparable building materials for Activity: Can We Build It?)
- Copy of *Winning with People* and *25 Ways to Win with People* by John C. Maxwell

FACILITATION NOTES:

1.1 WELCOME

🕒 TIME: 25 MINUTES

Display Slide 01: WWP Title Slide

Introduce yourself and welcome participants to the class. Show the two main books as you describe the course.



Good morning everyone, I'm <name>. Welcome to 5 Strategies to Win with People, a workshop that empowers you with relationship skills that deliver results.

This workshop is based primarily on two books written by John C. Maxwell. Maxwell is a #1 New York Times bestselling author, coach, and speaker who has sold more than 24 million books in fifty languages.

We're all here today to learn the strategies described in these two books: *Winning with People* and *25 Ways to Win with People*. There's a lot to cover, but this workshop will deliver thought-provoking discussions, fresh insights, practical tools you can use every day, and activities to help you start achieving the results you want.

So let's get started with an opening activity....

Display Slide: Activity

OPTIONAL: WATER POUR ACTIVITY

🕒 TIME: 20 MINUTES

Process:

- Two people sit in chairs facing each other. Person A has an empty cup and Person B has a cup that is half to three quarters full of water. Person A holds the empty cup in their lap. Person B holds their cup at chest level with eyes closed.
- With eyes remaining closed, Person B now must attempt to pour the water into Person A's empty cup being guided exclusively by direction Person A gives to them. They cannot allow the cups to touch.
- Once the task is complete, they should swap roles and repeat the exercise.

Debrief: Working with other people requires communication and trust. Most of us are dependent on each other to be successful so clear communication and trust become integral to winning together.

Questions:

- How did it feel to rely totally on someone else to direct you knowing that you could pour water on them?
- How did it feel to depend on the other person to follow your direction?

ACTIVITY – CAN WE BUILD IT?**🕒 TIME: 20 MINUTES**

The purpose of this icebreaker activity is to start the day with energy and illustrate how relationships—or the lack thereof—can influence a team’s ability to get results.

Facilitator Note: Be on the lookout for examples that you can use as illustrations when introducing the five strategies later in this section. You will need the Legos or similar building materials you prepared for this activity.

Here’s how the activity should function:

- Before the workshop starts, set up a container of assorted Lego blocks for use by each group. (You can also use other types of construction toys such as Lincoln Logs or similar sets.)
- Form groups of 4 to 5 in the way that gives you the best random mix of participants. You will get the best illustration of communication challenges by ensuring participants either do not know each other at all or by mixing up familiar with unfamiliar.
- Set one container in the middle of each group. Do NOT give the groups time to interact much or get to know one another.



Each group is to use the blocks in their container to construct the most beautiful building possible in just 10 minutes. The catch is this: no one is allowed to talk. No whispering or verbal clues or communication whatsoever. You have ten minutes, starting right now. Go!

- During the 10 minutes, participants must try to work together without any verbal communication.
 - Some groups may be creative and start communicating in nonverbal ways such as signing, writing, etc.
 - Look for examples of groups working together better because of relationships that existed prior to the activity.
- After 5-10 minutes, tell the participants they may now talk freely and will have 5-10 more minutes to complete their buildings.
- After time is up, instruct each group to take 5 minutes to discuss the following questions and to select a spokesperson to collect their answers to share.

- Why was it so challenging to build without pre-existing relationships? Without verbal communication?
- Even after you were allowed to talk, what challenges arose due to differences of opinions and perspectives?
- What helped you overcome these challenges?
- Take 5 minutes to debrief, listening to answers from one question at a time from select groups (*not all*). Your aim is to hear some highlights only, but try to hear at least one answer from each group if possible. Write down key phrases and problems that you hear on the flip chart and highlight challenges or issues that this workshop will address.
- Pass out candy to the rest of the participants so none feel penalized for not having the people skills ideally suited to this activity at the outset of the workshop.



We are positioned to achieve more, both as individuals and as a group, when we have healthy relationships. This workshop will empower you to build healthy relationships and position you to deliver the kind of results only available to those who learn to win with people.

Display Slide 04: WWP Title Slide

1.2 Housekeeping

🕒 TIME: 7 MINUTES



Let's cover a few housekeeping items before we begin. For example, please take a moment now to silence all communication devices.

Share important housekeeping information participants will want to know such as:

- When they can expect to get a break.
- Procedure for leaving between breaks to minimize distractions.
- When lunch is, and what they can expect.
- Any other information or procedures pertaining to the space (e.g. *"Please close the outer door if you must step out into the hall."*) or your personal expectations.

Optional: Allow several participants to respond. Record the expectations they share on a flip chart. Thank participants for sharing and affirm their participation.

TIP If you identify a group of participants that seems reluctant to participate, offer an open ended question (one they can't get wrong) to their entire table or group. Simply invite "someone from that table or group" to respond.



Before we introduce our objectives for this workshop, I'd like to hear about what you hope to get out of today's experience. We all deal with people every day. Some of us naturally enjoy that interaction more than others. What are some expectations you have for how this workshop can help you?



Those expectations are not surprising and give us a destination. All of us want to win at what we do. We want to deliver results and get things done. The path to doing so takes effective strategies to win with people.

Display Slide 02: "If you work alone..."



As Maxwell says, "If you work alone, you leave a lot of victories on the table." This workshop is all about helping you realize your potential and achieve victories within your organization every day through 5 proven strategies to win with people. Over the course of this workshop we will:

Display Slide 03: Workshop Objectives

Walk participants through the workshop objectives. These are located on **page 4** of their participant guide. Emphasize the benefit they will receive from each. Connect the objectives to their expectations.

- Demonstrate how relational chemistry impacts bottom-line results in organizations.
- Explain why an accurate self-assessment is foundational to healthy relationships.
- Reveal how to connect with others more effectively by understanding diversity in personalities and across generational differences.
- Explain why conflict and tension are a normal and necessary part of growth for any team or organization.
- Demonstrate practical, proven strategies for managing conflict well.
- Reveal how to find synergy by investing in win-win relationships that deliver results.



Let's take a few moments now to introduce you to these five strategies and explore how they will help you deliver results.

1.3 The Five Strategies

🕒 TIME: 10 MINUTES

Instruct participants to **turn to page 5 in the Participant's Guide**.

1. Prepare Yourself

Display Slide 04: 5 Strategies Paradigm with Strategy 1 highlighted



This first strategy deals with the place we each must start if we are going to win with others—ourselves. It's easy to think that everyone else is the problem, but those who succeed begin by recognizing that they need to both understand and prepare themselves.

Allow for a brief discussion on this strategy. It will be expanded upon in the section on Strategy 1. This discussion is merely to set the stage and get participants thinking about preparing themselves. Use the questions below to start the conversation:

- Why might we want to focus on understanding ourselves as the first step to winning with others?
- How well do you think most people understand themselves?
- Why do you think we find it easy to see problems with others but overlook areas of improvement in ourselves?

2. Connect with Others

Display Slide 05: 5 Strategies Paradigm with Strategy 2 highlighted



The second strategy we'll explore deals with the next step to winning with people—how we connect with others.

Allow for a brief discussion on this strategy. It will be expanded upon in the section on Strategy 2. This discussion is merely to set the stage and get participants thinking about connecting with others. Use the questions below to start the conversation:

- Why do you think we connect better with some people than with others?
- What challenges make it difficult for people to connect across generational differences?
- How would you describe people with whom it seems to be easy to connect?

3. Build Mutual Trust

Display Slide 06: 5 Strategies Paradigm with Strategy 3 highlighted



Once we've established the foundation of preparing ourselves and connecting with others, we can engage the process of building mutual trust.

Allow for a brief discussion on this strategy. It will be expanded upon in the section on Strategy 3. This discussion is merely to set the stage and get participants thinking about building mutual trust. Use the questions below to start the conversation:

- What factors make it challenging to build mutual trust in the workplace?
- In what ways can a lack of trust keep a team from being productive?
- Why do you think we find it difficult to listen well to others?

4. Manage Conflict

Display Slide 07: 5 Strategies Paradigm with Strategy 4 highlighted



Nothing ever goes as smoothly as we'd like when interacting with people. So our fourth strategy deals with how to manage conflict.

Allow for a brief discussion on this strategy. It will be expanded upon in the section on Strategy 4. This discussion is merely to set the stage and get participants thinking about managing conflict. Use the questions below to start the conversation:

- In what ways might tension actually be a good thing on a team or in an organization?
- What role does poor communication play in the conflict we deal with each day?
- What happens to morale and productivity when conflict is not handled well?

5. Create Synergy

Display Slide 08: 5 Strategies Paradigm with Strategy 5 highlighted



Finally, the fifth strategy focuses on the magic that happens for you when you learn to cultivate relationships in ways that benefit others.

Allow for a brief discussion on this strategy. It will be expanded upon in the section on Strategy 5. This discussion is merely to set the stage and get participants thinking about creating synergy. Use the questions below to start the conversation:

- In what ways can a group of people working together be more productive than an individual?
- What are the factors that make it difficult to help others—even when we want to help?
- Why do you think we struggle to think of helping others as the path to our own success?



This workshop will be unlike others you have attended, not only in structure, but in our focus on results. No matter what your current comfort level may be with relationships, this workshop is designed to help you assess your own tendencies, understand how other people are wired, and provide practical strategies for succeeding because of your relationship skills.

Display Slide 09: The Five Levels of Leadership

Some of you may notice that what we are covering today relates to one of Maxwell's more famous analogies – The Five Levels of Leadership. Perhaps you've experienced that workshop which walks you through understanding leadership from the bottom up. **Look at Page 6 in your Participant Guide to see the five levels now.**

Give participants a moment to find the figure on **page 6** in the Participant Guide. Pause to discuss The Five Levels of Leadership as needed or desired.



Our workshop today gives you strategies for success to help you excel at Level Two—Permission. As you have success at that level with other people, you position yourself for success on Level Three—Production.

Take a few moments to explain the structure and layout of the Participant Guide, and how it will help participants maximize their learning. Call attention to the following:

- Key points
- Questions
- Notes areas
- Quotations
- Page numbers

WWP Action Plan:

Tell participants to **turn to Page 36 in the Participant Guide**. Inform them that they will also complete their own *Win with People* Action Plan, their personal strategy for applying the principles and practices beyond the workshop. You will point out items that will be part of the action plan as the day progresses. Encourage participants to keep those items in mind and to be thinking about how they will approach them within their own action plan.

Facilitator Note: *The Five Strategies to Win With People Action Plans are located in the Appendix on page 87 of this guide for Easy reference.*



Are there any questions before we start learning how to win with people?

Answer any questions participants may have, and then transition to helping them understand how relationships impact the bottom line.

1.4 How Relationships Influence Results

🕒 TIME: 17 MINUTES

SAY

Some people are naturally inclined to engage people more easily. We tend to call that person a “people person,” as if the rest of us do not have to engage people. But the reality is this:

Display Slide 10: “With one small exception...”

“With one small exception, the world is comprised of billions of others!”

SAY

Turn to page 7 and follow along in your Participant Guide. Each person here today comes with different thoughts as to how relationships influence results. However, good relationships are the foundation for any achievement. Relationships are more than just the icing on the cake in life: They are the cake—the very substance we need to live successful and fulfilling lives.

TIP This unit is critical for helping participants understand how relationship skills are connected to getting results.

SAY

Many of us fall into the trap of taking relationships for granted then wonder why we don’t have more success. Maxwell defines the relationship between relationships and success with this simple formula:

Display Slide 11: “The Success Equation”

Success = The Skills We Use + The Relationships We Choose

Explain that success does not depend solely on our specific skill sets. Those are important, but they can only take us so far. Even academic credentials, technical know-how, or years of experience are not enough. Researchers and experts in business both affirm that the factor that distinguishes star performers from the pack is something called Emotional Intelligence.

Emotional intelligence describes what we normally call soft skills because they can’t be used directly to make widgets or assemble a product. But they are the skills most necessary for relationship success. And relationship success leads to the results each of us desires.

The name *emotional intelligence* is derived from the title of a book by renowned researcher and author Daniel Goleman. According to Goleman, the higher a person’s position and level of success, the more important emotional intelligence becomes.

SAY

As Daniel Goleman documents in his book *Emotional Intelligence*, what we often call soft skills are really hard skills in that they are real skills essential for achieving competence in any particular field. Consider the following quotation:

Display Slide 12 – Emotional Intelligence Quote

“The aptitudes you need to succeed start with intellectual horsepower — but people need emotional competence, too, to get the full potential of their talents. The reason we don’t get people’s full potential is emotional incompetence.”

~ Doug Lennick, EVP, American Express Financial Advisors

SAY

Our employers pay us to convert that potential into tangible results. Goleman's findings reinforce that correlation in this depiction of emotional intelligence and competency:

Display Slide 13: Emotional Intelligence Quote

IQ + EI = Competence

ASK

What percentage do you think should be assigned to each part of this equation?

Allow for a few guesses to be shared before revealing the answer in the next slide.

Display Slide 14: Percentages from Goleman

SAY

"Competence is 80% to 85% Emotional Intelligence."

ASK

Show of hands—how many are surprised to learn that relationship skills are such a significant part of being competent in your field?

SAY

Organizations that learn to operate in emotionally intelligent ways are the companies that will remain competitive. And research bears that out.

Explain that a study assessed hundreds of top executives at 15 global companies—including IBM, PepsiCo and Volvo. The results were stunning:

- Only one cognitive ability distinguished star performers from the rest: pattern recognition. The ability to see the big picture enabled these leaders to detect meaningful trends and to think strategically far into the future.
- With that one exception, intellectual or technical skills played no role in leadership success.
- At the highest levels of leadership, everyone needs cognitive skills; but being better at them does not make a star performer.
- It was emotional competence that separated star performers from mediocre performers.

Source: Motivation and Elite Performance: Anders Ericsson, "Expert Performance: Its Structure and Acquisition," *American Psychologist* (Aug. 1994)



The high-performing leaders showed significantly greater strengths in emotional competencies such as these:

Display Slide 15: Emotional Intelligence Traits

1. Influential
2. Leaders of teams
3. Politically aware
4. Self-confident
5. Driven to achieve



On average, close to 90 percent of their success in leadership was attributable to emotional intelligence. Notice that those top traits are a mix of self-awareness and self-management with social skills and relationship management. We might think of the interaction between them in this way:

Display Slide 16: EQ = Relational Intelligence

Briefly explain the process described on the slide that shows the connections between the five elements and how one leads to the other. Be sure to stress that EQ is made up of awareness—both of self and of others.

Facilitator Note: *This discussion of the role of self-awareness in relational intelligence sets up both Strategy 1 and Strategy 4 by preparing the participant to identify their part in the relationship success equation.*



What we often fail to realize is the impact on the bottom line when people are disengaged because of dysfunctional relationships.

Display slides 17, 18, 19 showing the high costs of disengagement to the bottom line

Display Slide 30: What Are Your People Challenges?

What are your people challenges?



Turn to page 7 in your Participant Guide and write down the top two or three challenges you face right now.

Give participants a moment to write down 2-3 significant challenges in the Participant Guide. If you have time, ask them to form into groups of 3 with the people seated around them. Invite each person to share in the small group a little about the unique challenge he or she faces.

After 6 minutes, ask them to return to their seats. Engage the group in discussion of the highlights of those conversations about the top challenges they face right now.



As you can see, figuring out how to develop relationship skills is critical to success—and yet we clearly all have challenges that we're facing in this area. So let's learn how to do it together, beginning with Strategy 1.

Display Slide: Break

But first, let's take a ten-minute break.

2.0 STRATEGY 1: PREPARE YOURSELF

🕒 THIS SECTION SHOULD TAKE 50 MINUTES.

OBJECTIVES

- Introduce the first strategy—Prepare Yourself
- Describe The Mirror Principle
- Conduct the Activity: Color Me
- Facilitate the self-assessment evaluation
- Describe The Lens Principle
- Explain the gap between intention and perception
- Discuss blind spots and how they influence our perspectives
- Summarize the material
- Develop a Win with People Action plan

MATERIALS

- *The Five Strategies to Win With People* PowerPoint presentation
- One Participant Guide per participant
- Flip Chart and Markers (optional)
- Candy
- Paper and crayons or pencils for the activity: Color Me

2.1 The Mirror Principle

🕒 TIME: 10 MINUTES

Display Slide 21: Strategy 1 Main Slide

Have participants **turn to page 8 in their Participant Guides.**



Your ability to connect with other people depends on how well you prepare yourself for relationships. Like any experience, if you are not prepared for it, you will probably not get the most value from it. But let's face it—when it comes to understanding ourselves, we are all pretty biased. So seeing ourselves clearly can be a significant challenge. That's why this first strategy is foundational since it empowers you to get to know yourself so you can better connect with others.



Maxwell offers 25 principles in *Winning with People*. We will focus on two key principles for each strategy as well as touch on practical tips from *25 Ways to Win with People*. For this strategy, we will focus on these two principles:

- The Mirror Principle
- The Lens Principle



So let's look at the first principle of this strategy **on page 8 of your Participant Guide.**

Display Slide 22: The Mirror Principle



The Mirror Principle states: "The First Person We Must Examine Is Ourselves."

Our inability to see ourselves clearly is our relational lid that can keep us from growing as leaders and getting things done. When we see ourselves clearly, we can do what we need to do to prepare for growth. Even when people with poor self-awareness succeed, the success often does not last because they are brought down by problems they don't realize they have.

Display Slide 23: I Am the First Person...

If we are going to prepare ourselves, we must be willing to face a series of truths about us. Only by seeing these truths clearly can we begin to take responsibility for ourselves instead of merely complaining about others. On page 8 of your Participant Guide, complete this series of “I am” statements from Maxwell:

I am...

- The first person I must know.
- The first person I must get along with.
- The first person to cause my problems.
- The first person I must change.
- The first person that can make a difference.



In your experience, which of those five statements is the hardest for any of us to admit?
Why do you think that is?

Allow for open discussion of the responses that follow, emphasizing the need for self-awareness wherever possible.

Wrap up the discussion with this quotation from Maxwell:

Display Slide 24: Maxwell on Human Nature...

“Human nature seems to endow people with the ability to size up everybody in the world but themselves.” John C. Maxwell

Facilitator Note: You may choose to skip the following activity and have participants engage in small group discussion after the self-assessment instead.

ACTIVITY – COLOR ME**Display Slide: Activity**

 TIME: 15 MINUTES



Let’s try an activity that will illustrate how self-awareness can be helpful for seeing yourself clearly.

This requires blank paper and markers, crayons, or colored pencils.

- Tell participants that they will be drawing a picture of themselves. Each person gets a piece of paper and chooses something to color with.
- Tell participants to draw a self-portrait with their eyes closed.
- Give them 3 minutes to draw a picture of themselves as best they can.
- Then ask each person to turn his or her paper over and draw themselves again, but this time with their eyes open. Give 3 minutes to complete the second picture.
- Collect the images and hold one up at random. Participants can try to guess who it is a picture of and compare the two sides. This can be done a few times to guess identities and compare the differences between the two.

Suggested follow-up questions:



Did you feel better about drawing your portrait with your eyes closed or open? Why?

Which picture was a better representation of yourself?

How did drawing the picture a second time relate to self-awareness and The Mirror Principle?

“Drawing with our eyes closed” means we can’t see ourselves clearly. It also means we can misrepresent ourselves to others. Which pictures were easier for other people to identify?

2.2 Your Self-Assessment

⌚ TIME: 15 MINUTES

Display Slide 25: Self-Assessment



So now let’s focus on “sizing up ourselves.” You can learn more about yourself using a simple self-assessment tool. **Turn to page 9 in your Participant Guide.** Be sure to have a pen or pencil ready.

Pause briefly to give them time to locate the self-assessment tool in the Participant Guide.

You can think of this self-assessment tool as a thought-starter. It is designed to help you begin to think about where you are right now in the context of the five strategies to win with people. You will not be sharing the results with others, so being candid in your assessment will only help position you for maximum growth.

Explain the scoring options and the process for tabulating the results.

- Each section is composed of five “I” statements.
- Choose the number that best matches how consistently that statement is true of you.
- The self-assessment uses the following scale:
 - 5 = Almost Always True
 - 4 = Usually True
 - 3 = Sometimes True
 - 2 = Seldom True
 - 1 = Almost Never True

Tally the numbers for each section and put in the corresponding spaces for each strategy at the end of the assessment.

TIP Encourage participants not to overthink the answers but to follow their first instinct.

SAY

Once you have completed the assessment and tallied your scores in the appropriate spaces at the end, go ahead and review the results. Record your thoughts or observations in the notes section provided in your Participant Guide. Remember, this exercise is solely for your own benefit, so jot down places where you seem to be doing well and opportunities for growth. The entire self-assessment process should take no more than 10 minutes.

ASK

Are there any questions about how to complete this self-assessment tool before you begin?

Answer any questions and let them know you will be available throughout if questions arise.

SAY

This tool will position you to make the most of the learning to come today, so please give it your focused attention starting now. You may begin.

Give the participants 5-7 minutes to complete the assessment; make yourself available for questions should they arise.

OPTIONAL: Divide the participants into groups of 3 to 5 to share and discuss the results of their self-assessment.



As difficult as this process can be at times, it gives us some sense of how we see ourselves and how others see us. By seeing these areas clearly, we position ourselves to look at the second principle of Strategy 1—The Lens Principle.

2.3 The Lens Principle

🕒 TIME: 10 MINUTES

Display Slide 26: The Lens Principle



Turn to page 11 in your Participant Guide.

The Lens Principle states: “Who You Are Determines How You See Others.”

We’ve probably all encountered people who seem to find nothing but problems with other people no matter where they go. They may change departments. They may change companies, even careers, but they always have the same complaints about the people with whom they work. It seems as if they are their own worst enemy.

Display Slide 27: “Your Own Worst Enemy...”



Maxwell said this: “If you want to keep from becoming your own worst enemy, you have to look at yourself realistically.” Because who you are will determine how you see others and how you try to connect with them.

Display Slide 28: What’s in Your Blind Spot?

Explain that blind spots exist in the human eye where the optic nerves connect with the retina. Consequently, everyone is blind in at least one spot in each eye.



Another important factor in how we see others is something each of us has—scotomas [pronounced scu-tome-us]. You may know them better as blind spots. Each of us has blind spots that influence how we see ourselves and how we see others. And to make matters worse, most of us have additional blind spots caused by painful experiences, disappointments, our childhood upbringing, and preconceived generational and cultural differences.

Display Slide 29: Maxwell definition of blind spots**SAY**

Maxwell defines a blind spot as “an area in the lives of people in which they continually do not see themselves or their situation realistically.”

It is important to note that a blind spot exists because of something very good and healthy—the place where your optic nerve connects to your retina. Without that connection, you would be unable to see. So it is a good thing that causes the primary blind spots we all have, not a defect. Likewise your natural strengths position you to contribute value to your co-workers and organization.

But if your natural strengths are overused without consideration of others, your strength areas can become your most likely blind spots. Because your natural strength behaviors feel so natural to you, they feel “right,” while the way others see or do things can tend to feel “wrong.” The way you see things is of tremendous value to your team; but it can also create a blind spot for yourself, one that unintentionally causes conflict with other people.

Facilitator Note: *This discussion of how strengths can unintentionally contribute to blind spots and conflict is a vital one that will be revisited in Strategy 4. Be on the lookout in this section for ways to suggest that we may contribute more to conflict than we think by how we respond with our natural strengths.*

Optional Blind Spot Activity:

- Have participants look at the final example at the bottom of **page 11 in their Participant Guide**. Explain to them that the message intended by the image is often very difficult to see.
- Ask participants to put a hand up when they think they know the message but do not say anything.

TIP Note the participants who put their hands up quickly. Once the answer has been revealed, ask them how they saw it so quickly? Often there will be something in their experience that conditioned them to see it first.

- Give them 30 seconds to decode the message. If needed, offer an additional 15 seconds before letting them know that they can find a different version of the same image on page 11 of the Participant Guide that may be easier to decode.
- Give them only 15 seconds to look at the new image, then ask all who know it to say it out loud together in 3...2...1 – “FLY.”

Explain that many people are pre-conditioned to look at the darker areas first, like text on a page. Other people heard you say it was difficult and presumed it would be hard to figure out. Still others may have assumed it was a graphic code of some sort and not a word at all. Whatever the barriers, not everyone perceived the same thing, even though all saw the same thing.

End of Optional Blind Spot Activity



Show of hands—how many of you *in the past* have been on the receiving end of someone who refused to acknowledge a blind spot in their relationship skills?

TIP The phrase “in the past” is designed to steer comments away from any ongoing relationship conflicts that may be present in the room right now. Talking about the past without identifiers is a safe way to let participants offer suggestions.



How did that person not knowing themselves well affect the rest of the team or organization’s ability to deliver results?

Discuss with the group as needed.

Display Slide 30: The Gap between Intention and Perception



There is a difference between how you intend to act and how others perceive your actions. That difference is known as the gap between intention and perception. The truth is that this gap always exists to some extent. We tend to think that others will comprehend the message we intend to deliver. But how others perceive us, and what we communicate, may vary greatly from what we intend.



The best tool for getting a complete picture of how others perceive you is through a 360 degree on-line assessment tool such as The Maxwell Leadership Assessment.



As we finish Strategy 1, **turn to page 37 in your Participant Guide** and take a moment to complete the next portion of your Win with People Action Plan.

Give participants a few minutes to record their thoughts before proceeding.

Display Slide: Break



Now let’s take a 10-minute break.

3.0 STRATEGY 2: CONNECT WITH OTHERS

🕒 THIS SECTION SHOULD TAKE 80 MINUTES.

OBJECTIVES

- Introduce the second strategy—Connect with Others
- Describe The Approachability Principle
- Discuss characteristics of approachable people
- Explain the RightPath personality factors (optional if the group has already taken Defining Your Authentic Leadership Style)
- Conduct the Activity: Name Signing (or optional Sliding Scale)
- Discuss the challenges of generational diversity
- Explain five insights on generational diversity
- Describe action steps to connect beyond differences
- Describe The Charisma Principle
- Summarize the material
- Develop a Win with People Action Plan

MATERIALS

- *The Five Strategies to Win With People* PowerPoint presentation
- One Participant Guide per participant
- Flip Chart and Markers (Optional)
- Candy
- Cones or other floor markers (Optional)
- Masking tape (for Sliding Scale activity)

3.1 The Approachability Principle

🕒 TIME: 10 MINUTES

Display Slide 31: Strategy 2 Connect with Others

SAY

As we're getting back to our places, let's briefly recap where we left off with The Lens Principle to set up where we are headed next. Before the break we were talking about "blind spots" and how they are a naturally occurring phenomena that tend to happen when we overuse our strengths without consideration for others.

In this section we will be unpacking Strategy 2—Connect with Others. With that in mind, let's review the Lens Principle one last time, which states: Who you are determines how you see others. We talked about the importance of self-awareness to preparing ourselves for relationship.

Now we're going to talk about why that is. **Turn to Page 13 in your Participant Guide** as we explore what Maxwell calls the The Approachability Principle.

Display Slide 32: The Approachability Principle

SAY

The Approachability Principle says this: "Being at ease with ourselves helps others to be at ease with us."

When we don't start with understanding ourselves and becoming comfortable with who we are, we make it challenging for others to connect with us.

ASK

Show of hands—How many of us tend to assume that the other person must have a problem if we fail to connect with them?

Based on what we've talked about so far, why do you think that is?

Explain that we miss opportunities for connection and the chance to build relationships that produce results because we do not make ourselves approachable. Approachable people usually exhibit the following seven characteristics:

Display Slide 33: Characteristics of Approachable People

1. **Consistency of mood.** Approachable people are even-keeled and predictable.
2. **Sensitivity toward people's feelings.** They tune in to the moods and feelings of others, and then adjust how they relate to them.
3. **Understanding of human weaknesses and exposure of their own.** Approachable people are honest about their abilities and shortcomings.
4. **Ability to forgive easily and quickly ask for forgiveness.** Approachable people quickly ask for forgiveness and easily grant it to others.
5. **Authenticity. Approachable people are real.** They engage with others on a genuine level, and don't pretend to be someone they're not.
6. **Appreciation for the differences in people.** Approachable people appreciate people for who they are and what they have to offer.
7. **Personal warmth.** Approachable people truly like people. To be approachable, you need to generate personal warmth toward the people you meet.



We discuss the other characteristics in more depth in other places in this workshop, but we'll focus on the final two characteristics in this session on Connecting with People.

You may be familiar with popular personality profiles such as DISC or Meyers Briggs. The John Maxwell Company uses two profiling tools called RightPath 4 and RightPath 6 that are designed to probe deeper into understanding who you are. Because they each use different means of evaluation, the two tools together create a powerfully accurate, integrated assessment of your own natural personality and how you can best connect with others.

Explain that before they look at the RightPath profile approach, they should realize that each person is wired differently—not right or wrong, but differently. We tend to see the way we naturally approach things as the right way and the way others approach things as the wrong way. But the truth is that each of us can make a unique contribution if we first know ourselves—and then get to know others. Otherwise, we risk unintentionally causing more problems than we help solve.

3.2 Finding Your RightPath

🕒 TIME: 35 MINUTES

Display Slide 34: RightPath 6 and RightPath 4 logos

Facilitator Note: *If your organization has already experienced the “Defining Your Authentic Leadership Style” workshop you may want to only briefly review the following section based on RightPath assessments or skip it entirely. For those that have taken it, a brief review will give them an opportunity to reconnect with the thought behind the tool.*



The RightPath profiling system is unique in that it uses two independent but correlated profiles. There are key advantages to each profile and when taken together the user gains increased confidence due to the cross validation of the results of each.

RightPath 4 is a four-factor eight-trait behavior assessment. In a diagnostic sense it is like an X-Ray that gives a snapshot of an individual's natural profile. The key advantage is that it is easy to grasp and provides a powerful learning platform, enabling users to apply the concepts quickly.

It only takes about half an hour to take the RightPath assessments, and you receive a 12-page diagnostic report for each assessment. For our purposes today, let's turn to **page 14 in your Participant Guide** and review each core factor measured by these tools. You can briefly self-assess where you think you might score on the sliding scales. Along the way, we'll note how each of us brings a unique blend of natural tendencies to the table, differences we can appreciate as a source of strength.

Display Slide 35: Exploring Your RightPath [Factor 1]

The first factor RightPath4 measures is Control. Basically, do you tend to be accommodating or directing, assertive or compliant, independent or collaborative?

(Discuss the traits listed on Slide 36 and on **page 14 of the Participant Guide.**)

Keep in mind that neither side of the scale is good or bad. In your Participant Guide, go ahead and place a mark on the scale for this factor where you think you tend to most naturally function.

Display Slide 37 – Exploring Your RightPath [Factor 2]

The second factor RightPath4 measures is Interaction. Do you tend to be introverted or extroverted, reserved or engaging, social or contemplative?

(Discuss the traits listed on Slide 38 and on **page 14 of the Participant Guide.**)

Place a mark on the scale for this factor where you think you tend to most naturally function.

Display Slide 39 – Exploring Your RightPath [Factor 3]

The third factor RightPath4 measures is Conflict and Pace. Do you tend to be detached or compassionate, objective or harmonious, or unemotional or sympathetic?

(Discuss the traits listed on Slide 40 and on **page 15 of the Participant Guide.**)

Place a mark on the scale for this factor where you think you tend to most naturally function.

Display Slide 41 – Exploring Your RightPath [Factor 4]

The fourth factor RightPath4 measures is Order and Detail. Do you tend to be unstructured or structured, spontaneous or methodical, scattered or organized?

(Discuss the traits listed on Slide 42 and on **page 15 of the Participant Guide.**)

Place a mark on the scale for this factor where you think you tend to most naturally function.

TIP As this is not the actual assessment tool, advise participants to be general in their observations, just noting natural tendencies and following their first instinct in self-assessing. This process is not intended to be an exact science, only to get them thinking of their own tendencies and how they differ from others.

Display Slide: Activity**ACTIVITY – NAME SIGNING**

 **TIME: 15 MINUTES**

Process:

- Ask everyone to take out a pen and sign their name in using their best penmanship. (Everyone will naturally use their dominant hand).
- Once they complete their signatures, ask them to now put the pen in their other hand and sign their name again using their best penmanship. Obviously, their dominant hand signature will be much better than their non-dominant hand signature.

Debrief:

- There are situations within our work environment that lend themselves to a “right-handed” person and situations that lend themselves to a “left-handed” person. It is important to know the natural gifting of everyone on the team so we can use the strengths of various team members when circumstances dictate.
- Secondary lesson. Good leaders know their strengths and weakness and understand that there are times when they need to defer to the strengths of others on the team and let them lead in those areas.

Questions:

- Which of your signatures is the best? Why?
- How much easier was it to use your natural hand to sign your name?
- When we understand our natural behavior traits we can recognize when the circumstances put us in the best position to win. When the circumstances require something different, we can allow someone else to take the lead.

Optional depending on space considerations and RightPath experience.**ACTIVITY – SLIDING SCALE**

 **TIME: 15 MINUTES**

Purpose: To let participants see visually how unique each person is as compared to the rest of the group.

Place four markers (orange cones, if available) in a straight line, evenly spaced across the front of the room. You can mark the line that the cones form with masking tape, if desired. You may need to use a hallway or be creative if spacing is an issue. The four cones will create three “sections” or “ranges” upon a sliding scale.

For each of the six factors from the Right Path Assessment, invite participants to stand within the range/section that he or she marked in the Participant Guide for that factor. Challenge them to get as close to the exact spot as possible.

After each factor, ask the participants to look around them to see how much the group shifted on the line with each factor.



Show of hands—how many of you are standing next to someone different this time than last time?

After all six factors are demonstrated, have the participants form groups of three to discuss the following items:

Explain that for each factor, each participant should briefly share or discuss the following:

- Where do you see yourself on each scale and why do you think that?
- In what situations might each person's natural tendencies be an asset to a team?
- In what situations might each person's natural tendencies unintentionally create friction on a team?

Facilitator Note: One key discussion point with respect to opposites and similar personalities that can be very enlightening is this: friction can occur in personalities that are the same and disconnect can occur in opposite personalities. The key is to understand how to manage both issues that can result from this.

Allow 10-12 minutes for discussion (more or less at your discretion) within the group then bring them back together with these questions:



Show of hands—How many of you felt empowered knowing that your unique blend of strengths can position you to contribute to the team in a special way?

Show of hands—How many of you were surprised to see how your strengths could create issues with others on the team?

What else did you learn that surprised you?

End optional activity.

3.3 Connecting Across Diversity

🕒 TIME: 25 MINUTES

Display Slide 43: Diversity in the Workplace

"Diversity is the art of thinking independently together."
Malcolm Forbes, billionaire founder of Forbes Magazine.



One of the most important trends we see in the workplace is the increasing level of diversity—diversity of personality, culture, thought, and experience. That level of diversity is something we need to embrace to connect with others and make our teams stronger. Follow along on **page 16 of your Participant Guide**.

One area of diversity that is more noticeable than ever is generational diversity. In the present workplace, we find at least five distinct generations:

Display Slide 44: Generational Diversity

- Traditionalists include the 46 million people born before 1946.
- Baby Boomers include the 78 million people born between 1946 and 1964.
- Generation X includes the 50 million people born between 1965 and 1976.
- Millennials include the 88 million people born between 1977 and 1997.
- Generation 2020 includes the 41 million people born after 1997.

Source: <http://patimes.org/management-of-the-new-demographics-in-the-workplace/>

Display Slide 45: U.S. Age Structure, 2010 and 2020**SAY**

And as you can see from this infographic, generational diversity will only increase by 2020 as more workers remain in the workforce longer.

Here are some thoughts to consider:

Display Slide 46: Four Unique Generational Dynamics

- **Never** in the history of the modern world have there been four generations — much less five — in the workplace that bring such vastly different sets of values, beliefs and expectations.
- **Never** has a generation entered the workplace using technologies so far ahead of those adopted by its employer.
- **Never** has technology made it so possible to connect anyone, anywhere, asynchronously as a collaborator.
- **Never** before has society put as much pressure on organizations to be socially responsible.

ASK

What do you make of these demographics and the unique situation we now face? Where have you seen challenges surface in the workplace as a result of these factors?

SAY

It isn't just personality differences we need to consider in order to connect with others to achieve the results we want. Each generation brings a different lens to the workplace. They have differing expectations for how they want to work, learn and communicate.

The authors of the book *2020 Workplace* conducted a survey titled "The Generations @ Work," which reveals how these generational preferences and expectations will play out in the current/future workplace. It's useful to understand multi-generational behaviors and how they might manifest on the job:

Display Slide 47: 5 Insights from 2020 Workplace

1. **Traditionalists and Baby Boomers are as likely as Millennials to be Web contributors.** Members of all generations are engaging with and contributing to social media sites. However, Traditionalists and Baby Boomers are more likely to be active contributors to existing content, while Millennials focus on creating and publishing new content.
2. **Baby Boomers and Generation X'ers look for a work life/home life balance, while Millennials see work as "part of life."** Baby Boomers and Generation X'ers place a high value on being able to blend their work and home lives, while Millennials consider work to be part of life. For Millennials, finding a balance between work life and home life seems irrelevant because work is part of life.

3. **Millennials and Generation X place a high importance on working for a company that develops both their career and life skills.** Millennials and Generation X'ers acknowledge that establishing oneself in a career is vastly different from going to school. What's important to members of these two generations is being able to take advantage of company-funded training and development programs.
4. **Millennials are likely to select an employer based on the ability to access the latest tools and technologies at work.** Fifty-eight percent of Millennials and fifty-two percent of Generation X'ers agree that having access to sites such as Facebook, LinkedIn and YouTube is a factor in selecting a new employer.
5. **Traditionalists and Baby Boomers place high importance on a manager who understands age diversity in the workplace.** Surprisingly, Traditionalists and Baby Boomers are the ones most concerned with working for a manager who values employees across all generations.



What is the most surprising thing to you about these generational differences? Where do you most have trouble connecting across generational gaps? What examples of conflict have you observed that you can share?



Here are things you can do to better connect beyond our differences— personality, generational, cultural, or others— to build relationships that win:

Display Slide 48: Connecting across Differences

- **Ask before you act.** Rather than assuming you know how someone else thinks or feels, check with them first whenever possible. One simple question could save a lot of hardship – and it helps build trust, as we'll see in the next Strategy.
- **Recognize that your perspective is biased.** As we saw earlier, each of us approaches life with our own biases and expectations based on background, personality, generations, etc. By always remembering that you have blind spots caused by the very things that can make your contribution great, you'll be more sensitive to how your perspective might affect others.
- **Stretch your comfort zone.** Reach out to others who are different from you and arrange to be “reverse-mentored” by them. It doesn't have to be anything official; just exposing yourself to fresh perspectives will grow your capacity to work alongside others productively.
- **Commit to always being an agile learner.** No matter your age or background, you can always learn something new. The best performers stay alert to new and unexpected learning opportunities.
- **Avoid thinking in clichés.** New does not necessarily mean better. But neither are the old ways always the best ways. By intentionally avoiding stereotypical thinking, we position ourselves for fresh and creative perspectives that can spark the imagination.
- **Know your co-workers communication preferences.** Although especially true when connecting across generational differences, how you communicate can unintentionally create friction between different personalities, as well. Some people prefer a text or email, while others might be insulted without a face-to-face conversation. Still others may want to chat on the phone or make use of the latest social media technology. In short, don't just presume everyone communicates the way you prefer if you want to truly connect with others.

TIP You may wish to help participants understand that there are 3 primary factors that determine how people view things, process information, communicate and make decisions: Natural Behavior traits, Learned Behaviors, and Cultural Background/Personal values. Generational diversity is a product of the culture each generation experienced growing up including access to technology, information, mobility, media access, etc.

- **Evaluate others by the content of their character.** When we judge others based on personality, age, cultural background, or other distinctive, we restrict our abilities to connect and our capacity to achieve more together.
- **Talk to and not about the person that is different.** It's all too easy to commiserate around the water cooler, even a virtual one. Better to invest that time and energy into getting to know the person with whom you differ.



Let's conclude Strategy 2 with a final principle from Maxwell that should guide all of our interaction with others.

3.4 The Charisma Principle

🕒 TIME: 10 MINUTES

Display Slide 49: The Charisma Principle



The Charisma Principle: People Are Interested in the Person Who Is Interested in Them.

The truth is that connecting with others in authentic ways positions you to achieve the results you want. As you show genuine interest in the agenda of others, others will take a genuine interest in your own agenda.

Turn to page 18 in your Participant Guide. Here are five practical ways from Maxwell that you can show that interest in others regardless of the differences that may exist:

Display Slide 50: Practical Ways to Build Trust

1. **Practice the 30-Second Rule:** Simply put, within the first 30 seconds of a conversation – say something encouraging to a person. This is an easy way to build rapport and deposit good will into the other person's emotional bank account. When most people meet others, they search for ways to make themselves look good; the key to the 30-second Rule is to reverse that.
2. **Say the Right Words at the Right Time:** This tactic is about saying the right thing at the right time. It requires some patience and discretion. Here's an easy paradigm to remember:

Display Slide 51: Right Words / Right Time

- Wrong Words/Wrong Time – cause discouragement
- Wrong Words/Right Time – cause frustration
- Right Words/Wrong Time – cause confusion
- Right Words/Right Time – result in encouragement

Display Slide 52: Practical Ways to Build Trust (cont.)

3. **Offer Your Very Best:** This rule basically states that you should be prepared to voluntarily give of yourself beyond what is required. All too often, individuals try to skate through a project or initiative with the minimum amount of effort. This rule asks for your maximum effort and will only solidify and build trust.
4. **Keep Your Eye Off the Mirror:** Most people readily admit that unselfishness is a positive quality. The problem is changing our behavior so that we get in the habit of focusing on others instead of ourselves. Begin by setting your needs aside and intentionally help someone else. This rule will help foster trust in others.
5. **Remember a Person's Story:** This is a great way to establish relationship by asking another person to share their story with you. Usually, the individual appreciates the personal attention and you receive valuable insight into the keys to their life. Learning a person's story is a great way to connect – while REMEMBERING the details of their unique journey is a great way to reinforce relationship. You can flat-out ask, "What's your story?"



As we finish Strategy 2, **turn to page 37 in your Participant Guide** and take a moment to complete the next portion of your Win with People Action Plan.

Give participants a few minutes to record their thoughts before proceeding.

Display Slide: Lunch

Now let's break for lunch. We'll resume in one hour.

Lunch

 TIME: 60 MINUTES.

4.0 STRATEGY 3: BUILD MUTUAL TRUST

🕒 THIS SECTION SHOULD TAKE 90 MINUTES.

OBJECTIVES

- Introduce the third strategy—Build Mutual Trust
- Describe The Exchange Principle
- Explain the three questions everyone asks about you
- Discuss the Relational Bank Account
- Describe Maxwell's Five Steps for Rebuilding Trust
- Conduct the activity: Building Mutual Trust
- Describe The Situation Principle
- Summarize the material
- Develop a Win with People Action Plan

MATERIALS

- *The Five Strategies to Win With People* PowerPoint presentation
- Flip Chart and Markers (Optional)
- Tape to apply to the carpet to create start and finish lines (Optional)
- Several sets of index cards with pre-written topics
- Candy

4.1 The Exchange Principle

⌚ TIME: 10 MINUTES

Display Slide 53: Strategy 3 Intro Slide

SAY

Why do many personal and business relationships fall apart? The reasons for such breakdowns are many, but at the foundation of them all is often broken trust. Maxwell says that trust is the foundation of everything.

If you want to connect with others by fostering an atmosphere of trust, you have to get over yourself first—remember The Mirror Principle? You have to take the focus off yourself and put it on others. Maxwell calls this focus on others, The Exchange Principle:

Display Slide 54: The Exchange Principle

SAY

Turn to page 20 in your Participant Guide. The Exchange Principle says this: “Instead of putting others in their place, we must put ourselves in their place.”

We can begin to do that by identifying our blind spots and seeking to connect with them in an authentic way. But it’s not enough to recognize that the other person’s perspective may be different. You must be able to communicate an attitude of selflessness so that other people know it in order to build mutual trust.

How do you do that? You can begin by understanding the three questions people are already asking when they interact with you—and the order in which they are usually asking those questions:

Display Slide 55: Three Trust Questions We All Ask

1. **“Do you care for me?”** Mutual concern creates connection between people. Whenever you can help other people understand that you genuinely care about them, you open the door to connection, communication and interaction. This is a compassion question.

SAY

When you show you care, you begin to create a relationship. And from that moment on, you have the potential to create something beneficial for both you and them: ideas, growth, partnerships and more.

2. **“Can you help me?”** In his book *Presenting to Win*, Jerry Weissman points out that people tend to focus too much on the features of their product or service instead of answering the customer’s core question: “Can you help me?” The key, says Weissman, is to focus on how you can help them, not tell about your own talents. This is a competency question.

SAY

Because people are bombarded with information daily about the features of this product or that gadget, they tend to tune it out. If you want to get someone’s attention, show that you can help.

3. **“Can I trust you?”** We’ve all been burned before so we put up natural defenses. But trust is vital to any business. In fact, it’s vital to life itself. Author and speaker Jeffrey Gitomer once said that trust is even more important than love! This is a character question.



What people want to know is whether or not you put their interests first and do you have the integrity to follow through with commitments you make to them?

Maxwell offers these three truths about trust:

Display Slide 56: Three Truths about Trust

1. **Trust begins with yourself.** Self-deception is the enemy of relationships. It also undermines personal growth.
2. **Trust cannot be compartmentalized.** If you can’t trust a person at all points, you can’t truly trust him or her at any point.
3. **Trust works like a bank account.** You have to keep making deposits if you want it to grow.

Display Slide 57: Integrity and Trust

“Integrity is the basis of trust, which is not so much an ingredient of leadership as it is a product.

It [trust] is the one quality that cannot be acquired, but must be earned.”

Warren Bennis, *On Becoming a Leader*



Think of the leader who most influenced you by building trust with you. Who were they and how did they build that trust? What was the impact of that trust on your growth?

Discuss the answer as a group.

4.2 Your Relationship Bank Accounts

⌚ TIME: 30 MINUTES



We shouldn’t help others just to get something in return; if you do, people will soon see through your selfish behavior—and not trust you. But those who help others develop relationship capital, a trust bank account that they can draw from when needed.



For example, a project you are leading needs some graphics work done over the weekend in order to meet a deadline. You call on the director of graphic design—but you’ve had no interaction with him before except for an argument about billing a few months ago that didn’t end well. How likely will he be to extend help to you that weekend?

SAY

On the other hand, what if you had turned that billing disagreement into an opportunity to build mutual trust? Instead of arguing, what if you had decided to let him or her “win” and extended an invitation to lunch to discuss how your departments might create win-win relationships for productive projects in the future? And since that time, what if you have been offering help back and forth between your departments? How likely might the director be to accommodate your request for extra weekend work?

Display Slide 58: Your Relational Bank Account

Review the slide demonstrating the relational bank account. Point out that a mindset of “investing” to build a relational bank account is necessary to becoming a leader that is investment-minded versus transaction-minded. It’s this investment that creates strong leadership currency for the leader.

SAY

Mike Abrashoff, author of *It’s Your Ship*, states, “Trust is like a bank account—you have got to keep making deposits if you want it to grow. On occasion, things will go wrong, and you will have to make a withdrawal. Meanwhile, it is sitting in the bank earning interest.” The person who consistently delivers results invests in relationships before he or she needs them.

ASK

Show of hands—How many of you have seen a leader enter a new position and meet stiff resistance when he or she tried to make sweeping changes immediately?

Why do you think that is?

With this idea of a relational bank account in mind, what might be a more productive approach for that new leader? What specific actions might he or she take that would build relationship capital quickly?

Allow a few minutes for discussion of this idea of the Relational Bank Account.



Stephen Covey said that when it comes to people, “Fast is slow, and slow is fast.” How might that wisdom apply in this situation?

Allow for a discussion of this idea that building authentic, mutual trust with people takes time, but trying to shortcut that process will take more time to fix in the long run.



Look at the top of Page 21 in your Participant Guide and write down some relationships you need to invest in order to prepare for future success in the NOTES section.

Give participants a moment to record relationships that they think could benefit from an investment.



It's important to know that in all but the rarest of cases, lost trust doesn't need to be permanent. It is possible to restore trust. It can be challenging, intensive and time consuming; but it's better than the alternative, especially if the relationship is one that you highly value.

If you have violated someone's trust, here are five steps that Maxwell suggests for restoring trust in a relationship:

Display Slide 59: John C. Maxwell's 5 Steps for Restoring Trust

1. **Apologize.** Admit where you were wrong without making excuses. Most people will respect the strength needed to acknowledge a mistake and your apology will likely defuse a tense situation.
2. **Ask yourself why you broke the trust.** Be honest with yourself about your motivations. Remember the value of self-awareness and check for blind spots that may have contributed to the breach of trust.
3. **Correct the issue in your life.** Once the issue is identified, set an action plan to fix it. You may need to enlist others to help or hold you accountable.
4. **Realize re-building trust takes time.** What took only a moment to lose, will take much longer to restore. Relationships take time to grow, as does the trust they need in order to thrive.
5. **Understand that trust is restored by deeds, not merely words.** Make sure your actions going forward are consistent with what you say. The adage, “Do as I say, not as I do” is only a recipe for relationship sabotage.



Always remember, it's easier to maintain someone's trust than it is to restore it.

Display Slide: Activity

 **TIME: 20 MINUTES**

“All Win Racing” – a simple activity where all the members of a team try to cross a finish line in the training room at the exact same time. (Teams should probably not be more than 24 people. If so, they should split in half and complete the task in different rooms with another facilitator if possible).

Line up the training group behind a starting line of masking tape on the floor.

- On the facilitator’s signal, the group should proceed to the finish line taped on the floor approximately 15 feet away.
- The participants must all cross the finish line at exactly the same time, and once people start moving they can’t stop their momentum until they all cross—not as easy as it sounds.
- If they do not all finish together (which is certain to happen at least the first several times), they need to go back to the starting line and try again.
- They need to keep trying until they succeed. To make it harder, you can have them only look straight ahead or have them do it backwards.

Benefits – participants need to work together and strategize on a solution that they all agree with and execute to accomplish a seemingly simple action that’s tougher than it sounds. They generally develop some kind of counting cadence, marching rhythm, linking arms/hands, etc.

Suggested Follow-up Questions:

1. How easy did this activity sound at first?
2. How easy was it actually?
3. When have you thought something at work was going to be easy to do with others, but then discovered the relationships were much more challenging to coordinate?
4. What were some of the barriers or obstacles you observed that initially kept you from successfully completing the task?
5. What implications does this have for us on the job?

Two optional activities that require less physical space:**Alternate Activity #1: 2 Truths, 1 Lie – With a Twist**

This activity can be accomplished in any spatial setting whether a conference room or tight classroom. While a classic activity, tweaks to the discussion questions regarding how we make judgments and snap decisions provide a fresh update to this fun and useful exercise that can be used with any size group.

- Start by breaking large groups into small discussion groups of four-to-five participants. Tell the teams that one-by-one, team members should tell the others on their team two truths and one lie about themselves.
- As each person is talking, the other team members are to listen.
- After each member has spoken and all the “facts,” are out – go back to the first person and have each team members guess what information was a lie and express WHY they chose that item as the untruth.
- Continue around the team until everyone has shared what their respective “lie” happened to be.
- Have each team fill out the following questions within their own Participant Guide:
 - What criteria did you use to make your guesses?
 - How did preexisting judgments affect your guesses?
 - In what ways might these preexisting judgments influence communication?
 - Please discuss some examples from your experience when inaccurate judgments contributed to ineffective communication.
 - How might this impact our ability to build mutual trust?

Benefits – this activity can be used to build trust because of its playful non-threatening guidelines. The WHY part of the guessing section allows for a crisp update to this classic activity by opening a discussion on how we form judgments, whether those judgments are accurate and how we base our actions/interactions on such judgments. It also enables participants to see how prejudging stands in the way of effective listening, which is a necessary skill for building mutual trust and conflict resolution.

Discussion Questions - Additional discussion questions that the facilitator might ask the entire group based on the individuals responses within their workbooks.

1. What were your guesses based on?
2. Were any of your guesses based on preexisting judgments?
3. Does this ever happen when you are interacting with someone else?
4. How might we overcome our reliance on preexisting judgments?

Alternate Activity #2: 5-and-5

This activity can be accomplished in any spatial setting whether a conference room or tight classroom. While a classic activity, tweaks to the discussion questions regarding how we make judgments and snap decisions provide a fresh update to this fun and useful exercise that can be used with any size group.

- Ask everyone to write down five of their “likes” and five of their “dislikes” on an index card or slip of paper, along with their name.
- The facilitator collects all the cards and reads aloud the likes and dislikes one at a time, without revealing who wrote it.
- The goal of the entire group is to try and decipher who wrote each before moving on to the next one.
- Continue until all the cards are done.

Benefits – this is a quick and helpful activity to build trust because it helps people learn about one another in a non-threatening manner. It also helps each participant understand how each of them might be alike or different in some areas. This type of candidness can go a long way at building team unity.

Discussion Questions:

1. How well do you know the members of your team here in the workshop?
2. Were you surprised by any of the likes or dislikes?
3. How comfortable were you sharing this type of information?
4. What are some ways an activity such as this improves our working relationships?
5. What are some ways this can help build trust?

4.3 The Situation Principle

 TIME: 5 MINUTES



It was great to see how all of you worked together and collaborated to develop a strategy that enabled you all to successfully complete the activity in a situation loaded with ambiguity. All of us will face ambiguous situations and uncertain circumstances – but we can’t allow those situations to take over and be more important than people, regardless of how stressful the situation might be.

That’s the core of The Situation Principle.

Display Slide 60: The Situation Principle

SAY

Turn to page 22 of your Participant Guide. The Situation Principle says this: “Never let the situation become more important than the relationship.”

Explain that it is more rewarding to resolve a situation than to dissolve a relationship. Any time a person puts the situation ahead of the relationship, it happens for one reason: loss of perspective about what is truly important. **People are always more important than mere things.** Our property, our position and our agenda are transitory. Whenever we experience a rough time in a relationship, we need to remind ourselves of why that relationship is significant to us in the first place.

SAY

Now we will explore more practical ways to apply both The Situation Principle and The Exchange Principle to build trust through the critical practice of—listening.

4.4 The Listening Connection

🕒 TIME: 45 MINUTES

SAY

Thus far in the workshop we’ve discussed the need for each of us to prepare ourselves, to connect with others and begin to build mutual trust. Now we turn our attention to one of the most important and yet one of the simplest things we can do to build trust quickly.

The best part is, you are doing it right now. What is it? Listening.

Display Slide 61: The Listening Connection

“The greatest leaders are listeners.” John C. Maxwell

SAY

To be a person of influence, someone who gets results, we must listen to others more than we speak to others. A good rule of thumb is to listen twice as much as you speak. But just because we are not talking, does not mean we are actively listening.

Display Slide 62: What are Barriers to Effective Listening?

ASK

Show of hands—How many have had a spouse or significant other, or even child remain silent while you talked and yet you knew they didn’t listen to a word you said?

How did it make you feel?

How did it affect the relationship? Did it make you more or less likely to trust that person the next time you had something to say?

SAY

To truly understand someone, we have to truly listen to that person. And listening can be hard work—especially right after lunch! The reality is that there can be barriers to listening.

Let's take a moment to brainstorm on what some of those barriers might be to listening. **Turn to page 22 in your Participant Guide** and jot down some barriers to effective listening.

Take suggestions from the group and write down their suggestions on the flip chart. Some of their suggestions might include:

- Lack of common language
- Lack of common experience
- Lack of attention
- Thinking about what we want to say next
- Actually speaking ourselves
- Interference (e.g. background noise, distractions...etc.)
- Others

SAY

These are all definitely barriers to listening. As you can see, there's no shortage of them. As we saw this morning, we tend to see things from our own perspective and through our own personality profile.

Explain that since birth, we're conditioned to seek to be understood by others—not necessarily to understand others. This is a critical point—so critical in fact that author Stephan R. Covey made it the 5th Habit in his seminal book, *The 7 Habits of Highly Effective People*. In that book, Doctor Covey listed this as his fifth habit:

Display Slide 63: Covey's Fifth Habit

Habit #5:

"Seek First to Understand, Then to Be Understood" Stephen R. Covey

SAY

Covey advised that those of us who are concerned about getting results have a tendency to rush in and fix things with our "good advice" and prescribe a solution – before we even diagnose or even understand the exact problem. Remember what we said before lunch: With people, "Fast is slow, and slow is fast." According to Covey, true influence and connection can only occur with genuine understanding of the other individual and that can only occur by listening.

In his book *Good Leaders Ask Great Questions*, Maxwell highlights one of the most effective tools at your disposal for seeking understanding and building trust. You guessed it—asking questions. **Turn to page 23 in your Participant Guide**. Here are 8 reasons he gives that we should embrace asking questions as a lifestyle:

Display Slide 64: Good Leaders Ask Great Questions

1. **You Only Get Answers to the Questions You Ask.**
2. **Questions Unlock and Open Doors That Otherwise Would Remain Closed.**
3. **Questions Are the Most Effective Means of Connecting with People.**
4. **Questions Cultivate Humility.** Two of the most difficult things for us to say are: “I don’t know.” And “I need your help.”
5. **Questions Help You to Engage Others in Conversation.** According to Maxwell, “Why?’ is the greatest question ever asked.
6. **Questions Allow Us to Build Better Ideas.** “A major stimulant to creative thinking is focused questions.” – Brian Tracy
7. **Questions Give Us a Different Perspective.** “Before you begin to set things right, make sure you see things right.” – Anonymous
8. **Questions Challenge Mind-Sets and Get You Out of Ruts.** The future belongs to the curious. Are you one of them?



Anthony Robbins put it this way:

Display Slide 65: Anthony Robbins Quote

“Quality questions create a quality life. Successful people ask better questions, and as a result, they get better answers.” Anthony Robbins

IF TIME PERMITS, share this story from Maxwell that humorously illustrates the power of asking questions:



Economic development expert Ernesto Sirolli tells the story of working to develop sustainable agriculture in Africa for six years during the 1970s. Sirolli said his first project seemed simple enough: Plant a garden and teach the local Zambians how to grow tomatoes and zucchini.

Initially they made great progress. Sirolli and his team were amazed by how easy it was to grow food in Africa. After months of hard work, the garden burst with tomatoes.

Then one evening close to harvest time, Sirolli watched helplessly as some 200 hippopotamuses marched out of the river and ate everything.

"We said to the Zambians, 'My God, the hippos!'" Sirolli recounted, "and the Zambians said, 'Yes, that is why we have no agriculture here.'

"'Why didn't you tell us?'

"'You never asked.'"

Sirolli and his team had a solid plan and good intentions, but without that one incredibly important piece of information about the hippos, their work in the garden was wasted. Through this experience, Sirolli learned the importance of listening first and acting second. I love his story because it illustrates a great truth that we can all learn: If you don't ask the right questions, you won't get the right answers.

Source: <http://www.success.com/article/john-c-maxwell-a-1-week-leadership-listening-challenge#sthash.GJkWnXXY.dpuf>

Explain that as a result of getting better answers, they will build stronger relationships and achieve better results. As they learn to listen deeply to other people, they will discover tremendous differences in perception. This form of listening can be a challenge, if they're not used to it.



The richest form of communication still occurs face-to-face. When you're striving to build trust through mutual understanding, make every effort to have the conversation in person.

Let's engage in a brief activity to help us focus on the art of listening well.

Explain that as a result of getting better answers, they will build stronger relationships and achieve better results. As they learn to listen deeply to other people, they will discover tremendous differences in perception. This form of listening can be a challenge, if they're not used to it.

Display Slide: Activity

 **TIME: 15 MINUTES.**

“Listen Up” – a two-person speaking and listening activity in which participants listen as others share their views on a controversial topic.

- Have the participants pair up.
- Give each pair a set of prepared index cards [each pair will have identical sets of cards].
- One partner randomly draws a card and speaks for three minutes nonstop about their personal views on the topic.
- The partner cannot say anything, just merely listen – do not give non-verbal support or disagreement (e.g. no head nodding, eye rolling, smirking, sub-vocal cues...etc.).
- After three minutes are up, the listening partner has one minute to recap what they heard. This is NOT the time to rebut, rebuke, disagree or affirm the other person’s mini-speech – just summarize it for a minute.
- Also, the summarizing partner cannot embellish or add to the person’s summary or suggest other arguments/points they might have made.
- Reverse roles and repeat with a new topic.

Sample Topics:

Controversial topics could include: prayer in school, abortion, the death penalty, illegal immigrants, welfare reform, taxation reform or tax hikes, euthanasia, how the president is doing, vaccination linked to autism, should children be spanked, gun control or the second amendment, deploying more soldiers to the Middle East, the government’s bailout of big banks during the recession, are labor unions good, prescription drug costs, government bans on sugary drinks, drunk driving penalties – too harsh or too lenient, jail overcrowding, the NSA tracking your cell phone calls, homeland security, airlines charging for carry-on bags, global warming, etc.

Benefit – Participants practice active listening skills, even when they are anxious to agree emphatically or strongly oppose.

Suggested Follow-up Questions:

1. How did the speakers’ tone and body language contribute to their message?
2. How did you feel listening without being able to speak your mind? (e.g. frustrated, anxious, made me listen more...etc.)
3. How did you feel speaking without your listener saying anything?
4. How was the listener’s summary of your talk?
5. When is it especially important for us to listen just as attentively while on the job?
6. What implication might this exercise have for us back on the job?



As you have heard, we must actively engage as listeners if we want to win with people. Let’s end our discussion of Strategy 3 with a simple tool that Maxwell recommends to help facilitate the kind of careful listening that can build mutual trust—a listening audit.

Display Slide 66: Take a Listening Audit

5.0 STRATEGY 4: MANAGE CONFLICT

🕒 THIS SECTION SHOULD TAKE 60 MINUTES.

OBJECTIVES

- Introduce the fourth strategy—Manage Conflict
- Explain that conflict is unavoidable
- Discuss the high cost of conflict in the workplace
- Describe how communication challenges create conflict
- Conduct the activity: Yes, But Nothing
- Describe The High Road Principle
- Describe The Confrontation Principle
- Conduct the activity: My Top Three Conflicts
- Describe the Road Map to Healthy Confrontation
- Summarize the material
- Develop a Win with People Action plan

MATERIALS

- *The Five Strategies to Win With People* PowerPoint presentation
- One Participant Guide per participant
- Flip Chart and Markers (optional)
- Rubber bands
- Candy

5.1 The High Cost of Conflict

⌚ TIME: 12 MINUTES.

Display Slide 67: Strategy 4 Main Slide

Have participants **turn to page 25 in their participant guide**. Introduce the next strategy: Manage Conflict. This may have been one of the desired outcomes volunteered at the beginning of the workshop.

Conflict is a universal experience; when we're engaging in relationships with other fallible human beings, it just comes with the territory. If we know we'll encounter conflict, we should be prepared to handle it well.



Note that this strategy uses the word *Manage* and not *Resolve* conflict. There's a reason for that: As much as we'd all wish we could resolve all conflict and be free of it forever, that's just not possible. Conflict will always be with us as long as there are people with different personalities, generations and cultures.



Show of Hands—How many of you have experienced a conflict with another person on the job?

Most hands will probably go up. Tell participants to look around: all these raised hands signify the universal experience of conflict.

Display Slide 68: Conflict is Unavoidable

Display Slide 69: Most Popular Responses to Conflict

Review and discuss the following popular responses to conflict that also appear on **Page 25 of the Participant Guide**.

Most Popular Responses to Conflict:

- **Win at all costs.** It's like a shootout at the OK Corral. It's quick, brutal, and destructive.
- **Pretend it doesn't exist.** If you hear no evil, see no evil, and speak no evil, evil will not cease to exist.
- **Whine about it.** Playing the victim doesn't cure conflict. It just irritates everybody.
- **Keep score.** People who keep a record of wrongs can't ever start over fresh. And nobody can ever get "even."
- **Pull rank.** Using position never really solves conflict. It merely postpones it.
- **White flag it.** Quitting is a permanent solution to a temporary problem.



Are "the only certainties in life really death and taxes?" It seems we should add another one to the list—conflict. It seems unavoidable. But we can base that assessment on more than our own experience in this room today. Let's look at some statistics that help quantify the extent and impact of workplace conflict and write down the ones that surprise you **on page 25 of your Participant Guide**.

Display Slide 70: Conflict in the Workplace

- The typical manager spends 25-40% of his or her time dealing with workplace conflicts. That's one to two days of every work week (*Washington Business Journal, May 2005*).
- Research shows that 60-80% of all difficulties in organizations come from strained relationships between employees, not from deficits in individual employee's skill or motivation. *Daniel Dana, Managing Differences: How to Build Better Relationships at Work and Home. (2005, 4th ed.); Barbara J. Kreisman, Insights into Employee Motivation, Commitment and Retention (2002)*.
- Workers who must take time off work because of stress, anxiety, or a work conflict will be off the job for about 21 days (*US Bureau of Labor Statistics*).
- Productivity losses related to personal and family health problems cost U.S. employers \$1,685 per employee per year, or \$225.8 billion annually (*Stewart et al., 2003*).



Do any of these numbers surprise anyone?

Which is the most surprising?

Allow for a brief discussion of these data points before continuing.



Not only does workplace conflict negatively impact the organization's productivity, morale and bottom line—there are also potential legal implications that can result from conflict escalation.

Display Slide 71: The High Price of Conflict in the Workplace

- More than 50% of employers report having been sued by an employee. *Society for Human Resource Management survey, cited in USA Today (Workers win more lawsuits, awards, March 27, 2001)*
- The national average compensatory award in employment practice liability cases rose from \$133,691 in 1997 to \$250,000 in 2003. *JuryVerdictResearch.com, LRP Publications (2004)*.
- It costs 150% of the typical position salary to replace the employee in it. (*Drake Beam Morin, 2000*).
- Organizations adopting conflict resolution processes, like mediation and arbitration, report 50-80% reductions in litigation costs. *Thomas Stipanovich, ADR and the "Vanishing Trial": The Growth and Impact of Alternative Dispute Resolution (2004)*.



This last factoid is important because it clearly shows the benefit of conflict management training and its impact on an organization's cost structure. A 50-80% reduction in litigation costs is a real savings that demonstrates the importance of the training we're doing today.

Explain that conflict isn't always a bad thing. So while we will talk about specific strategies for resolving conflict, we will not be trying to remove it entirely, but rather manage it well. We run into problems when we seek to avoid conflict.

SAY

One of the greatest barriers to an organization achieving the results it desires is a silent danger. In fact, it is caused by our silence when we choose to avoid conflict, pretend it isn't there, or just hope it will go away on its own. When we refuse to deal with conflict, it doesn't just go away. Instead, we create the illusion of peace, something we call artificial harmony.

Display Slide 72: Artificial Harmony

Explain that artificial harmony can be especially destructive because it is so difficult to identify. When we fail to deal with conflict directly, water cooler talk continues, people become disingenuous with one another, communication struggles occur without an apparent reason, and, most importantly, trust breaks down. When people can't work together well, the results they want will always elude them.

ASK

Show of hands—How many of you have felt that awkward feeling when you know there is a conflict, whether in the workplace or in the family, but everyone is avoiding it or pretending that it doesn't exist?

SAY

As you can see, this experience is pretty common and unproductive. Think about how many times that conflict was resolved by not addressing it. What many people fail to realize is this: conflict is an invitation to work through issues, to find a better way of doing things, and to grow together.

5.2 Communication Challenges

🕒 TIME: 22 MINUTES.

Display Slide 73: Communication Challenges



What are some of the reasons we end up with the kind of conflict that none of us enjoy?

Optional: Record answers on the flip chart. Participants may come up with examples such as:

- Unmet expectations
- Incompatible vision
- Inappropriate actions
- Intolerance
- Misunderstandings
- Taking offense
- Harassment
- Communication issues (Emphasize this one!)

Add your own ideas to this list and suggest important ones if participants don't volunteer them.



Turn to page 26 of your Participant Guide. Relationships seem to go off course most often when communication breaks down. And the fact is that we are all *a/ways* communicating something. When trying to communicate with others, most people believe the message is all that matters. But the reality is that communication goes far beyond words.

Explain that in an important study, UCLA psychology professor emeritus Albert Mehrabian (mur-AA-bee-in) discovered that face-to-face communication can be broken down into three components:

- Words
- Tone of voice
- Body language

What may come as a surprise is that when verbal and nonverbal messages aren't consistent, what people see us do and the tone we use can far outweigh any words we say while trying to communicate.

Display Slide 74: Components of Communication

In situations where feelings and attitudes are being communicated:

- What we say (verbal) accounts for only 7% of what is believed
- The way we say it (vocal) accounts for 38%
- What others see (visual) accounts for 55%



Amazingly, more than 90 percent of what we communicate has nothing to do with what we actually say. Record these percentages **in your Participant Guide on page 26.**



What are some ways that communication can unintentionally go wrong in each of these areas and create conflict?

Take several examples for each component to get participants thinking about how they communicate with others and how they interpret each type of communication. Point out that understanding how easily their own communication can be misread should encourage more understanding in listening to others.



People pick up more than we might think from the way we say things. Tone, inflection, timing, volume, pacing—everything you do with your voice communicates something and has the potential to help you connect to or disconnect from others when you speak. But let's demonstrate how even changing a little thing—like the words you use—can change the direction of a relationship.

ACTIVITY – “YES, BUT NOTHING”**Display Slide: Activity**

 **TIME: 15 MINUTES**

This is a fast, verbal activity that demonstrates conflict caused by poor communication as well as proposing an easy, alternate solution.

Have members pair up. Give them the goal of planning a vacation together where money is no object. One participant starts by suggesting something to the other participant such as a location, activity, mode of travel, etc. Then each participant takes turns replying back-and-forth with “Yes, but....” and then finishes the sentence.

The nature of “but” almost inherently requires a contradiction to each idea, thereby creating a mini-conflict.

Example Dialogue:

- P1: "I love vacationing on the water."
- P2: "Yes but, the ocean can be exhausting and overly crowded."
- P1: "Yes but, vacationing on a lake can be very relaxing."
- P2: "Yes but, you have to deal with dangerous boat traffic and waterskiers."
- P1: "Yes but, it's better than an amusement park."
- P2: "Yes but, for a flat fee you get access to all the rides."
- P1: "Yes but, that's only true for cheap parks – great amusements parks charge for everything separately."
- P2: "Yes but, money is no object."

The conversation proceeds in this manner for two minutes straight so the stifling, creative-killing nature of "but" can be experienced by both participants repeatedly.

Then have the same pairs repeat the vacation-planning exercise, where the only difference is swapping out "Yes, but..." with the phrase "Yes, and..." This simple verbal shift will change the entire complexion and trajectory of the conversation. Allow for a brief discussion of the exercise. Record observations on the flip chart. Use some of these suggested follow-up questions:



1. How did it feel to hear "but" for every idea?
2. How did each of you feel hearing "and" for every idea?
3. In which round did your plans go further—first or second? Why do you think that is?
4. Why do you think we say "Yes, but..." so often?
5. How might this exercise relate back to the workplace?

Participants will learn firsthand how quickly "Yes, but..." shuts down ideas, squelches collaboration and raises barriers, even if unintended. Using "Yes, and..." is an easy way to communicate without coming across as confrontational. This is an easy-to-remember tactic that they can adopt immediately.

5.3 The High Road Principle

⌚ TIME: 26 MINUTES.

This section begins the final module. Encourage participants that you're on the home stretch, and then get right back into the topic of managing conflict.



Let's look at two key principles that should guide how we handle conflict with others. **Turn to Page 27 in your Participant Guide** to see what Maxwell calls "The High Road Principle."

Display Slide 75: The High Road Principle

Introduce Maxwell's High Road Principle from *Winning with People*: "We go to a higher level when we treat others better than they treat us."

Participants may have heard a related saying that illustrates the reverse of this principle: If you're slinging mud, you're losing ground.

Display Slide 76: Three Roads You Can Choose



Look at Page 27 in your Participant Guide. When you face conflict with another person, you always have a choice in how you respond. We want to take the high road because we know it's the best way to go—but what other options do we have when dealing with others?

1. **Low road**—treat others worse than they treat you.
2. **Middle road**—treat others the same as they treat you.
3. **High road**—treat others better than they treat you.

Explain that the **low road** damages relationships and alienates others. The **middle road** may not drive people away, but it won't attract them either. It is reactive rather than proactive and allows others to set the agenda for our lives. The **high road** helps to create positive relationships and attracts others to us; it sets a positive agenda with others that even negative people find difficult to undermine.



High-Roaders understand that it's not what happens to you but what happens *in* you that really matters. They commit to traveling the high road regardless of how others treat them.

Display Slide 77: The High Road Principle

"A successful man is one who can lay a firm foundation with the bricks others have thrown at him." David Brinkley, newscaster

SAY

Here are some things High-Roaders do:

Display Slide 78: What It Takes to be a High-Roader

- Recognize your own need for grace and extend it to others
- Set higher standards for yourself than others would
- Make excellence your goal—always
- Care more than others think you should
- Risk more than others think is safe
- Dream more than others think is practical
- Expect more than others think is possible
- Work more than others think is necessary

ASK

Think of leaders you have come to respect over the years. How many of these traits do you recall seeing in them?

What difference did it make in their ability to deliver results?

ACTIVITY – “MY TOP THREE CONFLICTS”

⌚ TIME: 15 MINUTES.

Display Slide: Activity

The purpose of this activity is to draw attention to the number of conflicts and similar stressful situations experienced by participants in just the last week and allow others in the group to help them apply The High Road Principle to find reasonable solutions for each conflict.

SUBJECT OF THE CONFLICT	PEOPLE INVOLVED	WHAT HAPPENED?	TRIGGER WORD
Example: Making copies	My coworker and I	My co-worker accused me of not caring by saying: “You never refill the copier with paper after you use it all.”	Never
1:			
2:			
3:			

- Turn to **page 28 in their Participant Guides** and record 3 conflicts that they were involved in over the last week.
- Ask them to note any “trigger words” that may have prompted them to react to the conflict in an emotional manner. Allocate 7 minutes for this part.
- Then have participants form groups of 3-4. A volunteer in each group should read the first conflict they identified and describe their response to it.
- The person to their left should then suggest a possible solution to the conflict, applying the principles of a High-roader. [The Principles appear **in the Participant Guide on page 27**]
- Then the person who offered a solution should share one of his or her conflict and the next person to the left will offer a High-roader solution.
- Continue with this cycle until all cases have been shared.



How did recalling the conflict make you feel?

What was the trigger word that made you feel you were in a conflicting situation?

How helpful were other people’s suggestions?

How could you have handled a conflict differently by applying a High-Road response?

What might you do in the future to prevent the conflict altogether?

5.4 The Confrontation Principle

🕒 TIME: 5 MINUTES.

SAY

Maxwell references what he calls the Bob Principle which says this:

Display Slide 79: The Bob Principle

"When Bob has a problem with everyone, Bob is usually the problem."

SAY

If Bob isn't going to burn your organization to the ground, it's going to become necessary to confront him and other conflicts before they get out of hand. But we all know that confrontation has the potential to make things worse if done in the wrong way. So what is the best way to handle confrontation?

The second key principle for this strategy is called The Confrontation Principle. It says this:

Display Slide 80: The Confrontation Principle

"Caring for People Should Precede Confronting People"

SAY

The best way to show you care is to truly seek to understand the other person and how they might naturally respond to the conflict. People respond to conflict in a variety of ways, though they tend to default to what feels natural to them based on their own personalities and strengths. Some turn it into a competition. Some just go along with whatever the other person wants—at least on the surface. So although it is important for you to follow the processes, protocols and confrontation models established by your human resources team or management group, let's review some advice from John Maxwell to find A Road Map to Healthy Confrontation.

5.5 A Road Map to Healthy Confrontation

🕒 TIME: 5 MINUTES.

6 Steps to Managing Conflict

Wrap up the Manage Conflict section with Maxwell's Road Map to Healthy Confrontation, 6 steps that can help in any conflict.



Now that we've addressed modes for responding to conflict, let's conclude this strategy by getting practical. Maxwell offers a Road Map to Healthy Confrontation. **Turn to page 29 in your Participant Guide** and let's look at these six steps to managing conflict.

Display Slide 81: John C. Maxwell's Road Map for Healthy Confrontation

Discuss each point in succession:

1. **Confront a person only if you care about that person.** It is more productive to go into a confrontation keeping the other person's interests in mind. If you attempt to ensure that the other person wins first, you know you have the most beneficial perspective.
2. **Meet together as soon as possible.** When conflict arises, human nature is inclined to avoid it and procrastinate regarding resolution. The reality is, that by putting off confrontation – the situation can only deteriorate further. It's also important NOT to store up a "gunny sack" of past hurts or transgressions and then give the person a history lesson. Whenever possible, have the discussion face-to-face.
3. **First seek understanding, not necessarily agreement.** The person who gives an opinion before he or she understands is human, but the person who gives a judgment before he or she understands is a fool. The truth is – you cannot reach understanding if your focus is on yourself.
4. **Outline the issue.** Be positive, describe your perceptions, state how this situation makes you feel, and explain why this is important to you. Engaging in this process without emotional heat or bitterness is essential.
5. **Encourage a response.** Try to build a dialogue – be sure to let the other person talk while you actively listen. Maxwell talks about the following observations when confronting people:
 - 50% of the time people don't realize there's a problem.
 - 30% of the time they realize there's a problem, but they don't know how to solve it.
 - 20% of the time they recognize the problem and don't want to fix it.

The good news? A solution can be had 80% of the time merely by engaging and seeking a response.

6. **Agree to an action plan.** Be sure the plan clearly identifies the issue and spells out concrete steps that will be taken. The action plan should include a commitment by both parties to put the issue to rest once resolved. Be sure to get the plan written down so that if things don't go as discussed – the document can be used as a proof and reference resource.

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As stated earlier, be sure to also follow the existing processes and procedures at your workplace. If you're not aware of any, contact your HR team for clarity. I'll leave you with one closing thought on the best outcome of conflict:

Display Slide 82:

"Successful confrontation usually changes both people, not just one." John C. Maxwell

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As we finish Strategy 4, **turn to page 37 in your Participant Guide** and take a moment to complete the next portion of your Win with People Action Plan.

6.0 STRATEGY 5: CREATE SYNERGY

🕒 THIS SECTION SHOULD TAKE 30 MINUTES.

OBJECTIVES

- Introduce the fifth Strategy—Create Synergy
- Describe synergy
- Describe The Boomerang Principle
- Discuss steps to creating synergy
- Describe The Partnership Principle
- Explain practical ways to win with people
- Discuss ways that synergy starts with connection
- Summarize the material
- Develop a Win with People Action Plan

MATERIALS

- *The Five Strategies to Win With People* PowerPoint presentation
- One Participant Guide per participant
- Flip Chart and Markers (optional)

6.1 What is Synergy?

🕒 TIME: 5 MINUTES.

Display Slide 83: Strategy 5: Create Synergy



As we wrap-up the *Win with People* workshop, there is one final strategy to discuss. **Turn to page 31 in your Participant Guide.** It is the strategy that expands your influence even as it multiplies results. This strategy works best when employed as result of the previous strategies, each building on top of the other. But you do not have to wait to use this strategy, you can start right now.

The strategy is this: Create Synergy.



Since most of us have heard this term synergy used before, how would you define it?

Display Slide 84: What Is Synergy?

Explain that synergy is what happens as a result of two or more people working together in a way that $1 + 1 = >2$. Such relationships add value to all and position the relationship to add more value to others, thus extending the influence and impact of everyone. Synergy usually arises when two persons with different complementary skills cooperate to produce something greater than either one could have achieved on his or her own.

When synergy is present, $1 + 1$ might equal 3, or 15, or 300! In short, the end result of such relationships is greater than could have been achieved by simply adding up the talents and skills of those involved.



When we create synergy, we make each other better. Some call these relationships win-win. The wonderful thing about win-win relationships is that they can be forged in every area of life and in all kinds of relationships: between husbands and wives, parents and children, friends and neighbors, and coworkers. In the long run, lopsided relationships don't last. If one person is doing all the giving and the other is doing all the receiving, the giver will eventually become worn out. Ironically, the taker will become dissatisfied because that person will feel he or she is not receiving enough.

TIP Emphasize that although synergy can happen at any point in the participant's growth, it can reach its fullest potential when the earlier strategies are addressed first, thereby removing barriers for developing the best relationships.



The only way to build a positive, long-lasting, synergistic relationship is to seek solutions in which everyone wins! So let's look at the first principle of Strategy 5, The Boomerang Principle.

6.2 The Boomerang Principle

🕒 TIME: 10 MINUTES.

Display Slide 85: The Boomerang Principle



Turn to page 32 in your Participant Guide. The Boomerang Principle says this: *When we help others, we help ourselves.*

Just like a boomerang returns to the person who threw it—when we help others, the help returns to us though not always in the way we would expect. In the workplace, we tend to think in terms of single transactions: “If I do X service, I get Y payment.” Or “If we complete X project, we get Y reward.” But synergy usually is not a straightforward transaction, but a dynamic process built on living relationships. Consequently, the results can be difficult to quantify sometimes.

And not everyone will want to help you directly as a result of your helping them.



Show of hands—how many of you have done something to help someone else before and got nothing but grief for your trouble?

Expect most hands to go up, indicating it is a universal experience to be disappointed by other people. Make that point before moving forward.



You may have heard the expression, “No good deed goes unpunished.” That claim captures some of our frustration and the risk we take when we help others. But it isn’t true all the time, or even most of the time. We just tend to remember the painful experiences and forget the productive ones.

Those who invest in synergistic relationships, the kind that deliver the greatest results, give before they receive. They believe that success comes from being helpful, caring and constructive not competitive, stingy, and destructive. As you can see, it takes trust to create synergy, which is why we talked first about building mutual trust.

The truth is that people will always disappoint you at times, but you cannot let other people’s failure dictate your future success. Instead, desire to make everything and everyone your life touches better by giving of yourself regardless of the immediate return. And you will begin to see results that exceed your expectations. All of this is a fabulous unpacking of the boomerang principle. I like this a lot!

TIP You may want to emphasize this point: You cannot let other people’s failures dictate your future success.

Look at page 32 in the Participant Guide. To begin to master this strategy, here are five steps you can take to prepare yourself to create synergy:

Display Slide 86: 5 Critical Steps to Create Synergy

Discuss each point in succession:

1. **Think “others first.”** Good, healthy, growing relationships begin with the ability to put other people first. Begin every relationship by giving the other person respect - even before he or she has had a chance to earn it.
2. **Focus on the investment, not the return.** Investors in people are like investors in the stock market. In the long haul, they will benefit, but they have little control over what that return will look like or how it will occur. But they can control what and how they invest.
3. **Pick out a few people with great potential.** When people prepare to make financial investments, the wise ones don't put all their money into a single stock or fund. They diversify by investing in several areas. But good investors don't spread themselves too thin. They know they can give only so much time and attention to each particular investment. Wise investors in people follow a similar pattern. Pick only as many people as you can handle with intensity, choose only people with great potential for growth, and choose only people whose need for growth matches your gifts and talents.
4. **Begin the process, with their permission.** You cannot help someone who does not want your help. The stronger the relationships and the greater the trust, the higher the likelihood that the investment process will work. There is no way to achieve Level 4 Leadership (Reproduction) from The 5 Levels of Leadership if we don't create a relationship that causes people to invite us in to help them grow.
5. **Enjoy a return in due season.** When people's motives are pure and they genuinely desire to add value to others, they cannot help others without receiving some benefit. The return may be immediate, or it may take a long time, but it will occur. And when it does, the relationship begins to resonate with synergy. When we help people “raise their lid” as Maxwell calls it in *21 Irrefutable Laws of Leadership*, we benefit from the increased production at the very least.

6.3 The Partnership Principle

🕒 TIME: 5 MINUTES.

SAY

The more you make it clear that you are interested in helping others succeed, the more colleagues and senior leadership will seek you out for important projects. You'll find people wanting to work with you, to partner with you to achieve greater results. Your influence will expand, thus creating more opportunities for you to lead.

That idea is the heart of The Partnership Principle:

Display Slide 87: The Partnership Principle

SAY

Turn to page 33 in your Participant Guide. The Partnership Principle says this: Working together increases the odds of winning together.

Explain that partnerships are a little more strategic than the general call to help others. Try to build relationships with everyone, but forge closer alliances and partnerships with only a few. Those closest to you form what Maxwell calls your “Inner Circle.” They will go a long way toward determining your long-term success. Find capable people with the same passion, standards, and mission as yours who also need others to make a difference. This will lead to many rewarding relational partnerships and together you will do things that make a positive impact by helping others.

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Every person possesses some degree of two mind-sets: scarcity or abundance. People with a scarcity mind-set believe that there's only so much to go around so you have to scrape for everything you can and protect whatever you have at all costs. People with an abundance mind-set believe there's always enough to go around. By seeking out those with an abundance mindset, you align yourself with others who believe partnerships position you to win with people.

Here are three important truths that govern the power of partnership:

Display Slide 88: The Partnership Principle in Practice

1. When You Partner With Others – You Lose Nothing
2. When You Partner With Others – You Help Yourself
3. When You Partner With Others – You Are Rewarded

A brown arrow-shaped icon pointing right with the word "SAY" in white capital letters.

The key takeaway is that we need to proactively seek out those partners and opportunities to help others if we want to create synergy that drives results in our organizations. Let's demonstrate how synergy works with one final activity that will keep us engaged as we wrap up our time together.

Now let's conclude this strategy with a few practical ways to win.

6.4 Practical Ways to Win

⌚ TIME: 10 MINUTES.

A brown arrow-shaped icon pointing right with the word "SAY" in white capital letters.

With the framing of the Boomerang Principle and Partnership Principle fresh in our minds here are a few quick, tactical takeaways that you can use on the job immediately to help Create Synergy with others within the context of your team or broader organization. **Fill in the blanks on page 33 in your Participant Guide.**

Display Slide 89: 5 Practical Ways to Win

Discuss each point in succession:

1. **Let people know you need them:** One of the greatest motivators of human kind is acceptance or the feeling of being needed. You can easily instill that in people around you simply by sincerely asking others for input or help—and then carefully attending to what they have to say.
2. **Compliment people in front of other people:** Compensation studies routinely find that recognition for a job well done can be more valuable than money. One of the best forms of recognition is public and comes from an admired leader in an organization. This gracious best-practice can be implemented the next time at your team meeting or gathering.
3. **Pass the credit on to others:** This is the companion practice to public recognition, but it requires you to check your ego at the door. Rather than assuming credit for their teams' results, the best leaders ask themselves, "Who has made me more successful than I would have been on my own?" When they have an answer, they let everyone know about that contributor. All of us have had others take credit for a job we've done; you'll go further if you don't do that.
4. **Be the first to help:** Motivational speaker Zig Ziglar made this point when he said, "You can get everything in life you want if you will just help enough other people get what they want." So be the first in line to volunteer your services, offer assistance or lend a hand.
5. **Give with no strings attached:** Psychological research has found that the higher one's level of helpfulness toward others, the greater sense of well being that individual experiences. The key to this particular step is asking, "Whom can I help that will give nothing in return?"



The fact is that synergy starts when we connect with people. **Look at Page 34 in your Participant Guide** and fill in the blanks as we discuss what connects with people.

Display Slide 90: Synergy Starts with Connection

- **Learning connects.**
Use four words every colleague wants to hear: "What do you think?"
- **Aspiration connects.**
"How can we be better? Do better? Achieve more?"
- **Purpose connects.**
"How can we make a difference?" "Why does this matter?"
- **Compassion connects.**
People don't care how much you know until they know how much you care.
- **Vulnerability connects.**
Admit your weakness. People respect those secure enough to be vulnerable. Besides, they know your weakness already.
- **Listening connects.**
Listening intently allows you to apply the leadership principle of perspective. When you listen you learn not only what but also why.
- **Progress connects.**
As you keep moving forward, ask, "What's the next step?"
- **Respect connects.**
"You are great at _____."
- **Serving connects.**
"How can I help you?"

SAY

These are only a few tactics you can use—but could you imagine for a moment what your workplace would be like if even half the people in the organization demonstrated these behaviors? If you like them and can see their practical value, there are many more ways you can win with people in the companion book for this workshop by Maxwell: *25 Ways to Win With People: How to Make Others Feel Like a Million Bucks*.

6.5 Win with People Action Plan

⌚ TIME: 10 MINUTES.**SAY**

As we finish Strategy 5, **turn to Page 37 in your Participant Guide** and take a moment to complete the final portion of your Win with People Action Plan.

Display Slide: Win with People Main Title Slide

SAY

Information without transformation is worthless. Transformation occurs through application. Before we finish for the day, let's pause for a few moments for you to reflect on your Win with People Action Plan **on page 37 of your Participant Guide**.

SAY

Review your action steps from the day and number them in the order you intend to complete them. Ideally, your first step would be something you can initiate before this day is over. At the end of this process, you should have a clear sense of what your next steps will be.

Give participants 5 minutes to complete their action plan.

As you begin to see several people finishing their Win with People Action Plans, take a moment to thank all for their attention and participation.

Invite those not yet done to continue completing their action plans—no rush. Encourage all to keep the action plan somewhere where they can revisit it often to chart their growth as they expand their relationship skills to deliver the results they desire.

APPENDIX

WIN WITH PEOPLE

ACTION PLAN

Overview

The purpose of this action plan is to help you convert your knowledge into results. Set yourself up for success by capitalizing on your strengths and working with an accountability partner to help make what you've learned in this workshop become a reality.

Accountability Partner

Name

Phone Number

Email

Connection Date

MY WIN WITH PEOPLE ACTION PLAN

Make your development actions as specific as possible. For example, instead of "improve my communications skills" a more specific action would be to "improve the clarity and grammar of my emails" or "make eye contact in every conversation for the next week."

Be sure to write actions that are time-bound. For this action plan, try to come up with ideas you can accomplish within the next thirty days.

On the following page, you will find room to record a key action step for each strategy throughout the workshop. By writing them down as you go, you can be ready to realize your potential and that of your entire team.

Prepare yourself

Relationships take two people—and you are always one of those two people. Therefore, 50% of your relationship challenges can be addressed by getting to know yourself well, even as you connect with others.

Connect with Others

Once you've looked within, you need to explore how to best connect with others. The fastest way to connect with others is to treat others, not as you want to be treated, but as they want to be treated.

Build Mutual Trust

Trust is the bedrock for relationships, the foundation of everything. But you must be able to communicate an attitude of selflessness in order to build mutual trust.

Manage Conflict

If you think you can reach a place where we have no more conflict, you are in conflict with reality. But conflict can be an opportunity for growth if managed well.

Create Synergy

Synergistic relationships add value to all and position a team to achieve greater results together, thus extending the influence and impact of each individual.
