

## CAMPAIGNING AND INFLUENCING SKILLS

This module looks at the personal skills that will help you be effective at making change happen. It includes: influencing; persuading; assertiveness; and networking. By strategically planning your approach and building a strong case for change, you'll have a greater chance of getting in front of decision-makers to make your case. Often, whether or not the campaign is successful will depend on how well you are able to persuade someone of the need for change. You can improve your communication skills by knowing the right things to do and practising them.

### HOW THIS MODULE WORKS

This learning module has been designed so that you can learn at your own pace, whenever suits you. The module starts with all the information you need to know. There is then a 'Putting it into practice' exercise so you can practise some of the things you have just learnt about, and check that you have understood everything.

The 'Want More?' section on page 6 gives further information and ideas.

If you have any questions or comments, call the Diabetes Voices team on **020 7424 1008** or email [diabetesvoices@diabetes.org.uk](mailto:diabetesvoices@diabetes.org.uk)

### AIMS OF THIS MODULE

- To recognise areas for personal improvement.
- To know how to assert yourself, avoiding being aggressive or submissive.
- To learn how to structure your case in a way that will appeal to your target audience.
- To improve your communication skills, including active listening.
- To learn different ways that you can convince people to agree with you.

### ASSERTIVENESS

When working towards making change, you may be faced with situations that make you frustrated, angry or feel like running away. By learning how to be assertive in these situations, you can establish your rights, speak up for yourself and be taken seriously without damaging others' rights or your relationships with others.

#### What does being assertive mean?

Assertiveness is based on a philosophy of rights, responsibilities and respect. In essence, it's about:

- Recognising that you have rights and giving others the same rights
- Recognising that we all have to take responsibility for our actions and the outcomes.

AGGRESSIVE	ASSERTIVE	PASSIVE
Concerned with own feeling and rights. Get own way at the expense of others	Equally concerned with own and others' needs, rights and feelings	Denies own rights. Mainly concerned with others feelings and opinions of them
I win / you lose	I win / you win	I lose / you win

When you're facing a challenging situation, try using this model to help you be assertive:

1. Say what you want or what the problem is
2. Listen to the other person and acknowledge their response
3. Restate what it is you want, aiming for a workable solution, which may be a compromise.

## SITUATIONS WHERE ASSERTIVENESS CAN HELP

### Gathering information about local services:

- Explain why you require the information
- Avoid over-justification
- Ask open questions
- Don't interrupt
- Give appropriate non-verbal responses.

### Disagreeing

- Clearly identify areas of agreement and disagreement
- Support your ideas with objective evidence if possible
- Avoid personalising your disagreement
- Disagree with what is said, not with the person who is saying it
- Be prepared to change your opinions
- Negotiate to a positive solution.

### Making requests:

- Be direct and to the point
- Explain why you are making the request: avoid over-justification or profuse apology
- Keep it short and simple
- Be prepared for the other person's refusal.

### Responding to confrontation

- Acknowledge the strength of their feelings
- Acknowledge their needs
- State your needs
- Review facts and options to resolve the issue
- Summarise and point the way ahead.

## PUTTING IT INTO PRACTICE

Make a list of situations you have experienced where you think it would help to be assertive. Use the model and examples above to plan what you want to say. What would it look like to be passive or aggressive in this situation?

## INFLUENCING AND PERSUADING

Influencing and persuasion skills are crucial to bringing about change. You will need them to win people over to your cause, including decision makers and anyone who could be able to influence decision makers. The more people you have supporting your cause, the more likely it is to be successful.

### Before you start

Have a go at completing this self assessment to review what you're already doing. Identifying what you are currently doing well and where you can improve will help you influence people more effectively.

For each of the statements below, tick the box next to the answer that best describes how you persuade someone to do something.

### Summary

All these statements outline good ways to communicate well and influence effectively. As you work through this module, make sure you focus on the areas where you rarely display these skills.

	Usually	Sometimes	Hardly ever
1. I know exactly what I want to achieve before I ask someone for something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I tailor my arguments to the values, goals and style of the person I am trying to influence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. When I want something from someone I explain how doing it will be in their own interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. If I want someone to help me, I assume the person is intelligent and will respond to logical arguments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. When I want something from someone, I explain to them why what I want is important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. When I want something from someone, I try to use emotional appeals as well as logical arguments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My tone is positive and tactful when I am trying to persuade someone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I let people finish speaking before I start speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I stay focused on what other people are saying, even when I don't agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I respond to what other people have said, and don't just make my own point	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. After someone else has spoken, I am able to summarise what they have said in a way they would be happy with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I am respectful, direct and sincere when trying to persuade someone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## PUTTING IT INTO PRACTICE

Think about someone who is an excellent communicator – this could be a friend, politician, journalist or a well-known public figure.

Identify how they communicate well by writing down the skills, qualities and behaviours that make them effective.

## GOLDEN RULES OF GOOD COMMUNICATION

Communication is made up of words, body language and tone of voice. First, we'll look at the words you use. There are three key things to consider when sharing information with others.

### Be clear

Before you speak, think about what you want to say:

- What point would you like to get across?
- Which words can help you make this point?

If you are preparing for a meeting or telephone call, make a note of what you'll say beforehand.

### Be brief

Working out what you want to say will allow you to keep it brief and avoid repeating yourself. Speak for a short time to allow listeners to focus on the point you are making.

### Consider the listener

Think about what it would be like to listen to you. Have you used any terms that will need to be explained? Have you tailored what you are saying to complement their interests?

## PUTTING IT INTO PRACTICE

Think of one thing you would like to see changed in your local area. Using the three rules above, consider how would you communicate your points to:

- another person living with diabetes
- an NHS decision maker.

## ACTIVE LISTENING

Active listening is about intentionally focusing on who you are listening to in order to understand what they are saying. As the listener, you should be able to repeat back in your own words what they have said to their satisfaction. This doesn't mean you agree with, but rather understand, what they are trying to communicate. The

benefits of active listening include getting people to open up, avoiding misunderstandings, resolving conflict and building trust.

**What are the barriers to active listening?** It might help to think about a time you were talking to someone and it was difficult to take in everything that was being said. Why was this?

## COMMON BARRIERS TO ACTIVE LISTENING INCLUDE:

<b>Rehearsing</b>	Your attention is on preparing your next question or an empathic response, rather than listening to what's being said.
<b>Filtering</b>	You listen to some things, but not to others. For example, you might only hear the reasons why they agree with your change, rather than the barriers that currently exist.
<b>Judging</b>	Perhaps someone has behaved in a way that goes against your own values or sense of good judgement. This may affect the way in which you are listening.
<b>Identifying</b>	You are only half-listening. Perhaps something the speaker has said has triggered a chain of private memories or associations. You become aware of your own feelings and responses. By the time you realise, you may have missed vital information from the speaker.
<b>Advising</b>	You are a great problem solver, and it's hard for you to listen without offering solutions to someone's obvious frustration or hardship.

## Here are some tips to help you hone your active listening skills:

- **Quiet your mind – if you find yourself thinking of something else, let it go and concentrate on what is being said.**
- **Use reassuring body language such as nodding in agreement.**
- **Avoid thinking ahead to what you are going to say next.**
- **Keep an open mind. Wait until the speaker has finished before deciding that you disagree. Try not to make assumptions about what the speaker is thinking – ask questions.**
- **Be patient. Allow plenty of time. Avoid interrupting.**
- **If you haven't understood something, ask or summarise what they have said to make sure you have got it right**
- **Aim to be able to repeat back to the speaker a summary of what they have said. This is a good discipline for checking that you really are listening.**

## Make it relevant

Managers and directors working in the NHS are likely to be interested in whether your change fits in with their current objectives, like fulfilling government guidance. They will also have their own strategic plans and objectives. Take a look at your local NHS's current priorities and objectives on their website to work out how your change might help them achieve their targets.

Local authorities and the NHS care a lot about their image. They also care about their national Ombudsman and regulators like the Care Quality Commission.

## Make it possible

You'll have more success persuading people to take your issues seriously if you can give clear suggestions for achieving change. Instead of simply saying "we need GPs to take this issue serious" or "we need people to understand diabetes", ask for a local training day on the subject for GPs or for a commitment to hold a diabetes awareness week in the area.

## Make them accountable

Often people like to think that someone else will do the work for them when confronted by a change. They don't do this consciously most of the time, and think that they have heard the message and are making the necessary changes. When giving a message of change, make it clear upfront what action you want each individual to take.

## Frame it positively

Using negative language when you are communicating your messages is guaranteed to disengage your audience. Identify negative messages and turn them into positives. For example, increasing the investment in better patient education is an opportunity to reduce hospital admissions which will improve outcomes for patients and allow resources to be used more effectively.

## Tell a Story

Take people on an emotional journey – don't just use the facts and figures. Whether it is good news or bad news, people connect much more freely with emotions than with words. Tell people what you feel, see and hear now and in the future as part of telling your story.

## Meet in person

If you can, go and see people. Talk with them and give them opportunities to engage face-to-face. If you cannot be at every meeting, ask another campaigner to attend on your behalf.

## What do political representatives care about?

Your political representative must respond to all communication from people who live within their constituency. They want to hear personal stories from their constituents. They'll also be interested in any opportunities to promote how you've worked together in the media.

## Make it personal

There is nothing like having a personal interest to get people to sit up and listen. If what you are talking about has a significant impact on people, then say so. If for instance, the area of work they are responsible for is likely to suffer unless changes are made, try starting with, "Unless something changes, you will struggle to meet the new Government targets". Equally, if the message is a positive one, talk about the direct impact on people and patients through better outcomes, greater efficiency etc.

## PROVE

When you're trying to convince someone to support your case, try using a simple process called PROVE to help you make a case in a persuasive way.

### WHAT ARE YOU TRYING TO PROVE?

<b>Proposition</b>	State your proposal briefly and with confidence.
<b>Reason</b>	Explain your course of action is the one to take and why it will be of benefit.
<b>Other view</b>	Briefly state the opposing arguments to demonstrate that you have considered them
<b>Verify</b>	Give examples of when your proposal has worked and what the successes were.
<b>End</b>	Summarise the key points and restate your proposal.

When using PROVE, consider what will be of most interest to your audience and have enough information to hand to answer any questions your audience is likely to ask. It may also be worth having a second proposal in mind in case your audience does not support your original proposal.

## PUTTING IT INTO PRACTICE

Remember the one thing you'd like to see changed in your local area? Use the PROVE model to create an argument for your case. Does this model help to make your case more?

## NETWORKING SKILLS

### What is networking?

Networking means talking to people during meetings, activities and events. It is a way of building up contacts who share your interests.

The most common networking mistake is avoiding networking. Always remember that everyone at an event is there because they are interested in the topic, and so are likely to be interested in sharing ideas with you. Many other people will have similar goals to you or useful information you can share. Here are some tips for successful networking:

- Keep in mind that networking is about being genuine and authentic, building trust and relationships, and seeing how you can help others and how they can help you.
- Ask yourself what your goals are in participating in networking. Are you there to learn something from those you're talking to, make contacts or get someone to agree to take an action?
- Talk to as many different people as possible.
- Ask open-ended questions in networking conversations to open up the discussion and shows listeners that you are interested in them.
- Avoid closed questions that can be answered with a simple yes or no.
- Have a clear understanding of what you do and why, for whom, and what makes you doing it special or different from others doing the same thing.
- Be as clear as possible about what you are looking for and how others may help you.
- Follow up with new contacts after the event.

### Before the event

Spending some time preparing for an event or meeting can really help you get the most out of it, and give you extra confidence. Here are some things you might want to think about in advance:

- How will you introduce yourself? What is your role and your reason for being there? What do you want other people to know about you?
- What you would like to get out of the event? Is there some information you would like to find out? Do you want to persuade people to your way of thinking?

### After the event

- Jot down some brief details of any conversations you had after the event. It is easy to get muddled about who said what so do this as soon as possible.
- If you exchanged contact details, make sure that you get in touch with them to follow up what you discussed. This will help to make sure that you stay in touch and are able to work together.

## PUTTING IT INTO PRACTICE

Practise introducing yourself. Write down the key things you want others to know about who you are and what you are doing. Say them out loud to work out how it sounds best. Now think about what questions you would like to ask others. Write a list of questions you could ask, and then try to pick out the two or three most useful ones. Make a note of these and remind yourself of them before attending your next event or meeting.

## WANT MORE?

**Well done – you have completed the main part of the training module. If you want to take your learning further, read on.**

## CHOOSING AN INFLUENCING STYLE

Using the appropriate influencing style to suit the situation and your particular stakeholder(s) will help you achieve your goal. There are two basic styles or approaches, called 'push' and 'pull'.

### Push styles

Push is more about moving or forcing someone to a change rather than motivating them to want to make the change. Push styles tend to involve logical reasoning,

outlining the consequences of not changing, or offering rewards or incentives. Push styles can be effective in getting people to do what you want quickly but may not achieve the commitment you need in the long term.

### Pull styles

Pull is generally about motivating people to want to change. They tend to involve others and demonstrate the possibilities that will result from change. They tend to work on decreasing the forces or rationale against change. Pull styles can be effective in getting commitment and high quality but they may take more time to achieve results.

The following tables outline the different types of Push and Pull styles and how they may be useful. Each of the styles has its own characteristics, upsides and downsides and no single style is better than another. Rather, it is important to select the right style (or combination of styles) for the people involved, the environment, the situation and the particular issue under discussion.

Description	Uses	Where	Comments
Force	Do X or the consequences will be <b>Y</b>	<ul style="list-style-type: none"> <li>• there is no option</li> <li>• people are in danger or at risk.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective but short lived.</li> <li>• May lead to resentment.</li> <li>• People can become unimaginative and may fight back (sometimes covertly).</li> </ul>
Rules and standards	<p>'It is a rule that you must do <b>X</b>'</p> <p>Establishing a regulatory framework e.g. NICE Standards.</p>	<ul style="list-style-type: none"> <li>• there is a risk to patients if things are not done in a certain way.</li> </ul>	<ul style="list-style-type: none"> <li>• Efficient.</li> <li>• Relies on a perceived right to enforce the rules.</li> <li>• Can result in complacency in service improvement, as the focus will be on if 'rules' are being met, rather than the patient.</li> </ul>

Description	Uses	Where	Comments
Exchange	'Do <b>X</b> and I'll give you <b>Y</b> '.	there is an opportunity to negotiate.	Effective in the short term, but rewards will need to get bigger and better to sustain in the long term.
Persuasion	'It's logical for you to do <b>X</b> '.	<ul style="list-style-type: none"> <li>in an advisory position</li> </ul>	<ul style="list-style-type: none"> <li>Requires credibility</li> <li>Potential to create blame if it doesn't work out.</li> </ul>
Assertion	<p>'I would like you to do <b>X</b>'.</p> <p>Statement of personal wishes in a non-aggressive manner, acknowledging the other person's rights, wishes or viewpoint.</p>	<ul style="list-style-type: none"> <li>there is a clear course of action easily identifiable by both parties</li> <li>there is a good relationship or when there is obvious rank/hierarchy.</li> </ul>	Effective in achieving compliance but not commitment. If the influencer compromises then it can become negotiation or joint problem solving.

## PULL STYLES

Description	Uses	Where	Comments
Personal magnetism	Using charm, personality.	<ul style="list-style-type: none"> <li>there is scope for individuals to choose to follow you.</li> </ul>	People might be committed while you're there, but once you go that commitment can quickly fade.
Visioning	Using language and imagery to paint a picture others can see. Identifying common purpose, areas of agreement, shared goals	<ul style="list-style-type: none"> <li>there is a clear idea for the future of services</li> </ul>	<ul style="list-style-type: none"> <li>Effective – adds meaning and purposes for others.</li> <li>Draws people together and helps motivate others involved. The picture must reflect shared values to be effective.</li> </ul>
Joint problem solving	Working together to define the problem, goals and best solution.	<ul style="list-style-type: none"> <li>time, energy and motivation to change exists.</li> </ul>	Highly effective. Can lead to the best decision and high commitment. Can be time consuming and takes a lot of energy.

Description	Uses	Where	Comments
Bridging	Listening to, involving and supporting others. Finding connections or areas of common purpose.	<ul style="list-style-type: none"> <li>there is scope to be creative and time to achieve change</li> </ul>	Some people who don't respond well to being pushed will change their position when bridging is used.
Persuasion	Adjusting the environment to encourage desired behaviour e.g. praising, involving, consulting, target setting.	<ul style="list-style-type: none"> <li>there is a clear outcome and time and resources are available.</li> </ul>	Effective in supporting the other influencing styles. Unlikely to succeed on its own.

## GETTING ON THE SAME WAVELENGTH

Spotting other people's influencing styles and framing your issue in the right language can increase your chances of success. The table below outlines the four different style of influencing and their characteristics.

	Friendly helper	Tough battler	Analytical thinker	Hub/team player
Likes	<ul style="list-style-type: none"> <li>Being friendly and open</li> <li>Looking for ways to help</li> <li>Making life easier for others</li> <li>Not being a burden to others</li> </ul>	<ul style="list-style-type: none"> <li>Competing and winning</li> <li>Challenging others</li> <li>Being persuasive</li> <li>Seeing opportunities</li> <li>Claiming their due rewards</li> </ul>	<ul style="list-style-type: none"> <li>Objectivity and being fair</li> <li>Being cautious and methodical</li> <li>Checking facts</li> <li>Thinking things through</li> </ul>	<ul style="list-style-type: none"> <li>Open minded and flexible</li> <li>Experimenting and adaptable</li> <li>Part of a team</li> <li>Knowing and being known by many people</li> </ul>
Dislikes	<ul style="list-style-type: none"> <li>Telling others what to do</li> <li>Arguing</li> <li>Making people do things they don't want to</li> <li>Ignoring people's feelings</li> <li>Working alone</li> </ul>	<ul style="list-style-type: none"> <li>Being the helper or assistant</li> <li>Planning with no chance to follow through</li> <li>Having to keep people happy</li> <li>Doing detailed paperwork</li> </ul>	<ul style="list-style-type: none"> <li>Depending on others</li> <li>Dealing with emotions</li> <li>Reacting spontaneously</li> <li>Making quick decisions</li> <li>Leaving a job half done</li> </ul>	<ul style="list-style-type: none"> <li>Nothing other than being prevented from being flexible</li> </ul>
How to influence	<ul style="list-style-type: none"> <li>Stress why something is worthwhile</li> <li>Request help</li> <li>Emphasise the benefits to others</li> <li>Show concern for others</li> </ul>	<ul style="list-style-type: none"> <li>Give responsibility</li> <li>Offer an opportunity or challenge</li> <li>Give authority</li> <li>Provide resources to allow achievement</li> </ul>	<ul style="list-style-type: none"> <li>Present ideas as low risk</li> <li>Give opportunity to be analytical</li> <li>Exercise logic/use facts</li> <li>Use familiarity/routine/structure</li> <li>Relate new actions to things that are tried and trusted</li> </ul>	<ul style="list-style-type: none"> <li>Show ideas will benefit team</li> <li>Present it as an exciting opportunity</li> </ul>

## When you're talking to someone, listen for verbal clues about their preferred style:

- A friendly helper might use words such as "I feel..." or ask questions like "how do you feel about...?" They will respond well to the emotional side of your argument.
- A tough battler might use more action words, such as "so what I think we should do is..." "well I could do..." They will be more influenced by letting them feel they are in charge - you could ask "what do you think we could do?"
- An analytical thinker might use words, such as "I think...", "well, I'll need to think about..." or ask questions like "how many? How much?" They will respond well to facts and figures that remove uncertainty or demonstrate your argument.
- A team player might talk about other people in the team and how they will be effected. They will respond well to arguments that show you have considered this.

Switch the way you present your issue so you're both on the same wavelength, increasing your chances of success

## NON-VERBAL COMMUNICATION

Non-verbal communication plays an important part in how messages are received and how people react to what we're saying. The following tips will help you learn to read the non-verbal signals of other people and enhance your own ability to communicate effectively.

### Pay attention to non-verbal signals

Eye contact, gestures, posture, body movements, and tone of voice can all convey important information that isn't put into words.

### Look for incongruent behaviours

If someone's words do not match their nonverbal behaviours, you should pay careful attention. For example, someone might tell you they are happy while frowning and staring at the ground. Research has shown that when words fail to match up with nonverbal signals, people tend to ignore what has been said and focus instead on nonverbal expressions.

### Concentrate on your tone of voice when speaking

Your tone of voice can convey a wealth of information, ranging from enthusiasm to a lack of interest to anger. Start noticing how your tone of voice affects how others respond to you and try using tone of voice to emphasise ideas that you want to communicate. For example, if you want to show genuine interest in something, express your enthusiasm by using an animated tone of voice.

## Make eye contact

When people fail to look others in the eye, it can seem as if they are evading or trying to hide something. On the other hand, too much eye contact can seem confrontational or intimidating.

## Ask questions about non-verbal signals

If you are confused about another person's nonverbal signals, don't be afraid to ask questions. A good idea is to repeat back your interpretation of what has been said and ask for clarification. An example of this might be, "So what you are saying is that..."

## Consider context

When you are communicating with others, always consider the context in which the communication occurs. Some situations require you to be more formal – this formality might be interpreted very differently in any other setting. Consider what will be appropriate in the context,

## Practise, practise, practise

Some people just seem to have a knack for using non-verbal communication effectively and correctly interpreting signals from others. These people are often described as being able to "read people." You can build this skill by paying careful attention to non-verbal behaviour and practising different types of non-verbal communication with others. Mastering this can significantly improve your communication abilities.

