

# LEADERSHIP **IQ**


## How To Be Assertive (Without Being Viewed As Pushy)



Mark Murphy,  
Chairman & CEO

## Downloadable Resources

### Slides:



**JOIN WEBINAR**

**Join us on Tuesday, Sep 18, 2012 12:00 PM - 1:00 PM EDT**

Dear Kim,

Thank you for registering for:

**Speak the Truth Without Making People Angry**  
Tuesday, Sep 18, 2012 12:00 PM - 1:00 PM EDT

- Click here to join:  
<https://www1.gotomeeting.com/join/681027312/106529318>  
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Webinar ID: 681-027-312

**YOU'LL WANT TO READ THIS:**


You will receive the slides that accompany this webinar on September 17, 2012 in a reminder email.


- Please direct any questions to Sarah at [sarah@leadershipiq.com](mailto:sarah@leadershipiq.com) or call 1-800-814-7859

**System Requirements**  
PC-based attendees  
Required: Windows® 7, Vista, XP or 2003 Server

Macintosh®-based attendees  
Required: Mac OS® X 10.5 or newer

### Talking Points:





**Why we care:** Keeping tough conversations free from emotional distraction allows people to listen, take accountability and respond with the desired behavioral changes. Take the four-question Speak the Truth quiz (found in the webinar slides) to determine how successful you are at Speaking the Truth without Making People Angry.

**Avoid:**

- Conversations that are attacking, pleading, disintegrating, shirking, soft pedaling, or that include "compliment sandwiches" (a criticism sandwiched between two compliments).
- "Trigger words" that instantly make people defensive ("you" language that attacks, adverbs and absolutes that exaggerate the facts, and negations and negative emotions).
- Interpretations ("Sally ignores everything I say"), emotional Reactions ("I'm really irritated at Sally"), and desired Ends ("Everything Sally writes has to be edited"). The F.I.R.E. model eliminates the IRE and keeps conversations focused on the Facts.

**Instead:** stick to fact-based communications that are candid, objective, specific, timely and unemotional ("Yesterday there were two typos in Sally's memo") by using one of three scripts:

**I.D.E.A.L.S.:** the foundation script used in most tough conversations with employees who have moderate self awareness, this conversation (which takes seconds to have) focuses on the facts, establishes accountability, and quickly moves on to finding solutions:

<b>Step 1:</b> Invite them to partner: "Would you be willing to have a conversation with me about (insert the facts)?"
<b>Step 2:</b> Disarm yourself: "I'd like to review the situation to make sure I'm on the same page as you."
<b>Step 3:</b> Eliminate blame: "And if we have different perspectives, we can discuss those and develop a plan for moving forward."
<b>Step 4:</b> Affirm their choices: "Does that sound OK? I can talk now, or if necessary, I have time later today."
<b>Step 5:</b> List corrective feedback: list the facts and then listen to determine whether or not they've made a corrective leap.
<b>Step 6:</b> Synchronize your understanding: "Tell me how you think we can work together to build on this and make things even more effective next time."





## HUNDRED PERCENTERS

CHALLENGE YOUR EMPLOYEES  
TO GIVE IT THEIR ALL  
**AND THEY'LL GIVE  
YOU EVEN MORE**

**MARK MURPHY**

CHAIRMAN & CEO  
LEADERSHIP IQ

"Ever felt like you weren't reaching your goals as fast as you would like? *HARD Goals* shows you how to change your thinking and get on the path to tremendous achievement!"  
—MARSHALL GOLDSMITH, world-renowned executive coach and author of the New York Times bestsellers *MOJO* and *What Got You Here Won't Get You There*

## HARD GOALS

THE SCIENCE OF EXTRAORDINARY ACHIEVEMENT

THE SECRET TO GETTING  
FROM **WHERE YOU ARE TO  
WHERE YOU WANT TO BE**

**MARK MURPHY**

BESTSELLING AUTHOR OF *HUNDRED PERCENTERS*

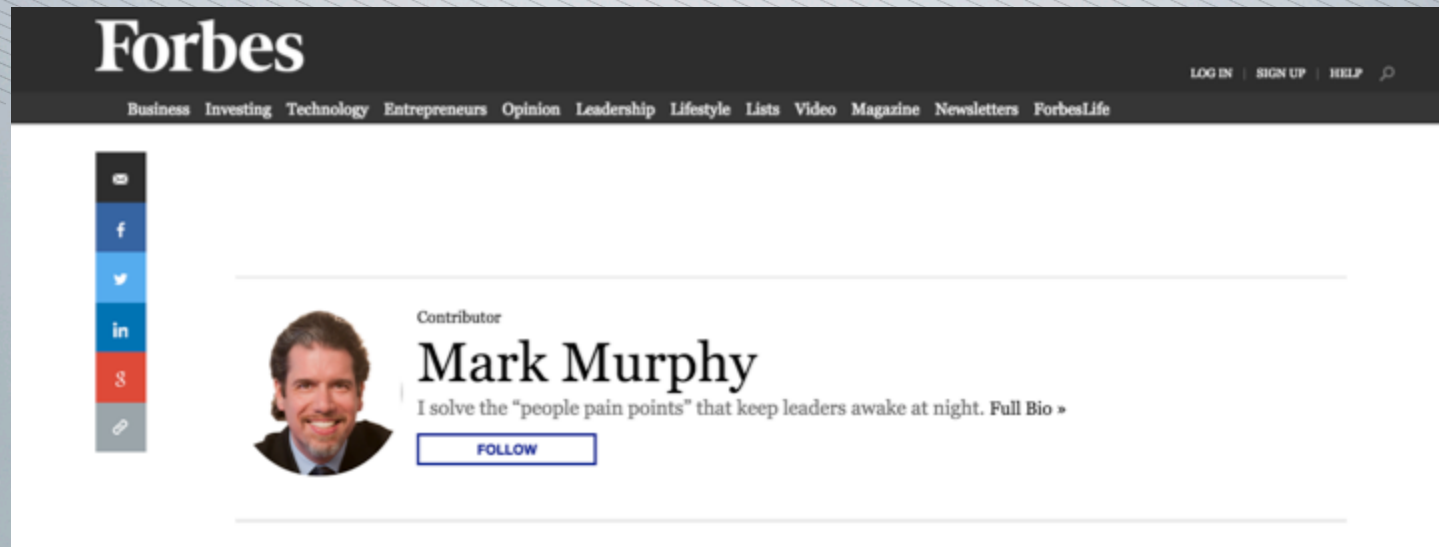
## HIRING FOR ATTITUDE

A REVOLUTIONARY  
APPROACH TO RECRUITING  
STAR PERFORMERS WITH  
BOTH **TREMENDOUS SKILLS  
AND SUPERB ATTITUDE**

RATING	
<input checked="" type="checkbox"/>	The Perfect Fit
<input type="checkbox"/>	Just Average
<input type="checkbox"/>	They're Trying
<input type="checkbox"/>	Big Mistake

**MARK MURPHY**

BESTSELLING AUTHOR OF *HUNDRED PERCENTERS*  
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## Agenda

1. Define & Assess Assertiveness
2. Self-Limiting Beliefs
3. Toughest Situations
  1. Just Say No
  2. Making a Request
  3. Expressing Displeasure

## What is Assertiveness?



You see others' needs as more important than your own.  
**Lose-Win**

You see your needs as equal in importance to others'.  
**Win-Win**

You see your needs as more important than others'.  
**Win-Lose**



# Assessing Your Assertiveness

1 = This is not at all like me    2 = This sounds a little like me    3 = This sounds a lot like me

- |   |   |   |   |
|---|---|---|---|
| 1. I rarely take on tasks that are menial or uninteresting  | ① | ② | ③ |
| 2. I clearly express my feelings to my employees about their quality of work  | ① | ② | ③ |
| 3. I frequently express my feelings to my employees about their quality of work   | ① | ② | ③ |
| 4. My employees and peers come to me for help and guidance with office conflicts or work problems                         | ① | ② | ③ |
| 5. I rarely take a backseat at meetings – people really know what I am thinking   | ① | ② | ③ |
| 6. I can ask my superiors for what I need, when I need it   | ① | ② | ③ |
| 7. After a meeting with one of my employees, I rarely replay the meeting over in my head, wishing it had gone differently | ① | ② | ③ |
| 8. My employees and peers really respect what I say, and make changes based on my comments                                | ① | ② | ③ |
| 9. When making a request, I am more likely to get what I ask for than my peers are  | ① | ② | ③ |
| 10. People say that I have a strong voice or a firm handshake   | ① | ② | ③ |



## Assessing Your Assertiveness



Add it up

- 27 – 30 Fine tune
- 18 – 26 Some areas of strength, some to work on
- 10 – 17 Build up all areas



# Self-Limiting Beliefs

- The critical-parent tape that constantly plays in our head, telling us all the reasons why we shouldn't do something or why something won't work

## Common Self-Limiting Beliefs

- If I say no, he/she won't be my friend anymore
- If I express displeasure, people won't like me
- If I ask for something, people will think I'm abusing our relationship



## Common Self-Limiting Beliefs

- *If I say no, he/she won't be my friend anymore*
- **If someone pressures me into doing something that's not right for me, they're not really my friend.**
- *If I express displeasure, people won't like me*
- **If someone's doing something that could harm them personally or professionally, they would be very upset if they found out that I could have helped them but didn't.**
- *If I ask for something, people will think I'm abusing our relationship*
- **People like to help others. People would feel bad if they could have helped me but didn't know because I didn't ask.**

# **Skill #1: Just Say No**



## Skill #1: Just Say “No”



Employee: “I need to take two days out of the office next week for a training.”

Boss: “I know it’s last minute, but I need you to work late again this week.” (you’re getting singled out)

Peer: “I think my employees got shortchanged on the annual bonus. What did your employees get?”

## Skill #1: Just Say “No”

1. Preempt the question
2. Count to 3 or postpone
3. Acknowledge their request
4. Say the word NO
5. Own your decision
6. Sync your non-verbal message
7. Use the Broken Record
8. End the conversation
9. Practice and script



## Preempt the Question

- In cases where you're certain the question is coming, deliver your "NO" as an observation or directive
- Don't explicitly acknowledge that they were going to make a request of you

## Count to 3 or Postpone

- If you need time to decide...
  - Count to 3 if it's a quick decision
  - Delay making a decision if it's more involved  
*"I'm not prepared to make a decision right now. I'll need some time to think about it, and I'll get back to you by the end of the day."*
- Repeat as necessary
- Practice not automatically saying YES
- HALT



## Acknowledge their Request

- Acknowledge the importance they attribute to their request
  - *I hear this request is important*
  - *It's apparent this means a lot to you*

## Say the word NO

- Say NO
  - Not “Well I just don’t think so”
- Do NOT say “I’m sorry”
- Do NOT give a long-winded reason for your decision (this is just ammunition for them to convince you to say yes)
- Limit your reason to 1 sentence



## Own your Decision

- Where possible, use the words "I won't" or "I've decided not to", rather than "I can't" or "I shouldn't".
- This emphasizes that you have made a choice.

## Sync your non-verbal message

- Practice in front of a mirror
- Many people give conflicting non-verbal signals
  - Shaking head yes
  - Looking away
  - Covering mouth
  - Cowering
  - Trembling



## Broken Record

- You may have to decline several times before the person hears you.
- It is not necessary to come up with a new explanation each time, just repeat your "no" and your original reason for declining.
- *Once you've prepared your No and reason why, relax. Nothing can defeat this strategy.*

## End the Conversation

- If the person persists even after you have repeated your NO several times, use silence (easier on the phone), or change the topic of conversation.
- You also have a right to end the conversation.
- You may want to acknowledge any feelings another has about your refusal, "I know this will be a disappointment to you, but I won't be able to..."
- But generally, do not say "I'm sorry."



## Practice and Script

- Anticipate and rehearse answers to various comebacks
  - Put-offs, denials, jokes, sob stories, arguments, debates
- Practice until confident
- Create note cards or crib notes

Employee: *“I need to take two days out of the office next week for a training.”*

*“I hear that this training is very important to you, however, our team needs to get this project done by Friday and you are an integral part of the team. So I’m saying No to the training.”*



**Boss:** *“I know it’s last minute, but I need you to work late again this week.” (you’re getting singled out)*

*“I understand that you may feel like I’m abandoning you, however, as I mentioned last week, I’ll be leaving at my normally scheduled time this week.”*

Peer: *“I think my employees got shortchanged on the annual bonus. What did your employees get?”*

*It’s apparent that you really want these numbers. However, we were both explicitly told not to share these numbers, so I’m going to abide by that and not distribute the numbers.”*



# **Skill #2: Making a Request**

## Skill #2: Making a Request



What's the problem? FEAR

- Don't have the right to ask
- Afraid to be “shot down”
- Entitled or controlling
- Expect others to be “mind-readers”



# Building Your Skills: The Request

1. Define the **Situation**
2. Be **Specific**
3. Define the **Benefits**

## Building Your Skills: The Request

### 1. Define the **Situation**

*“I noticed that we are behind on sending out billing statements”*

### 2. Be **Specific**

*“I’d like you to go through the files, print a list of the patients that haven’t been billed yet, and put those statements together by Friday.”*

### 3. Define the **Benefits**

*“This will put us in a better position for next month, and we will all feel less rushed”*



# **Skill #3: Expressing Displeasure**

# Rules for Expressing Displeasure

## 1. Use factual descriptions instead of judgments

- "This is sloppy work." (Aggressive)
- "The pages in this report are out of order." (Assertive)

## 2. Avoid exaggerations

- "You never are on time!" (Aggressive)
- "You were 15 minutes late today. That's the third time this week." (Assertive)



## Rules for Expressing Displeasure

### 3. Express thoughts, feelings, and opinions reflecting ownership

- "He makes me angry." (Denies ownership of feelings)
- "I get angry when he breaks his promises." (Assertive and owns feelings)

### 4. Use "I" not "You"

- "You always interrupt my stories!" (Aggressive)
- "I would like to tell my story without being interrupted." (Assertive)

## “I” Statements

- **Behavior** -- what it is, exactly, that the other person has done or is doing
- **Effect** -- what is happening because of their behavior
- **Feelings** -- what *effect* does their *behavior* have on your *feelings*?
- *"When you come late to the meeting (behavior) I feel angry (feelings) because we have to repeat information the rest of us have already heard (effect)."*



## Practice & Script



- Create a Script!
- Write it down
- Practice
- Imagine various situations
- Write and practice responses

## Summary

1. Define & Assess Assertiveness
2. Self-Limiting Beliefs
3. Toughest Situations
  1. Just Say No
  2. Making a Request
  3. Expressing Displeasure



# Thanks for watching



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