Relationship Networking . . .

Because People Do Business

With People They Like





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A PDF COMPANION TO THE AUDIOBOOK

3 The Law of Perception

Table 3-1. Style matrix.

FAST		
OBJECTIVE	SUBJECTIVE	
Straight Line	Zig Zag	
Priority: Get it done	Priority: Get creative	
Description: Logical, rational, pragmatic, focused, concrete	Description: Imaginative, visual, future focused, intuitive	
Values: Performance, direct and concise communication	Values: Experimenting, taking risks, high energy	
Misperceived As: Arrogant, bossy, think they are always right	Misperceived As: Idealistic, impractical, too talkative	

CONSIDERED		
OBJECTIVE	SUBJECTIVE	
Angle	Circle	
Priority: Get it right	Priority: Get consensus	
Description: Organized, detail-oriented, systematic, habitual, efficient	Description: Sociable, tolerant, empathetic, supportive, perceptive	
Values: Punctuality, thoroughness, historical proof	Values: Loyalty, cohesion, consensus, relationships	
Misperceived As: Rigid, uptight, boring	Misperceived As: Too nice, pushover, overly sensitive	

TEST YOUR ABILITY TO DIFFERENTIATE STYLES

Directions: For each description, choose the style that most closely matches it.

- 1. Whose office is this?
 - a) There are plenty of comfy places to sit, a big assortment of pens on the desk, and lots of artwork on the walls.
 - b) Neat, labeled files are stacked in holders; there's a clean, well-organized desk; there's a staff kitchen where teas, coffees, and utensils are separated into clearly marked drawers.
 - c) Furnishings are spare but enough chairs are assembled for small groups to have discussions; walls are bare, save for the functional whiteboards marked with tasks, directives, and goals.
 - d) Bulletin boards are covered in colorful notes and inspirational paraphernalia; a cluttered desk has some sort of puzzle-type toy on it, and there's a basketball hoop on the back of the door.
- 2. Who is most likely to ask these questions?
 - a) What's the first step? Do you have a plan? How do you want to approach the task?
 - b) What's the goal? What are your resources? What is your deadline?
 - c) Who is involved? Whom do I get to work with? How does the other team feel about this?
 - d) Why are we doing it this way? Can you envision the process? Are you open to trying things differently?
- 3. Who would probably exhibit the following body language?
 - a) These people make lots of expressive hand gestures, and are prone to perching on the edge of a table or sitting with one foot tucked beneath them.
 - b) This person has animated facial expressions and a tendency to touch the other person's shoulder or arm when saying hello.

- c) This person frequently glances at the clock on the wall and often jiggles a leg or drums fingers on a table.
- d) This person sits erectly in a chair and makes infrequent facial expressions, but eyes are alert and taking everything in.
- 4. Who would be wearing this suit?
 - a) As attire, it's standard-issue blue, completely acceptable but not particularly distinct.
 - b) It's carefully chosen, well tailored, and perfectly ironed and accessorized.
 - c) Basic pieces are accented by a bright shirt or boldly patterned tie.
 - d) Flattering but not flashy, a woman might complement this outfit with a favorite scarf; a man might accent the jacket with a tie his five-year-old gave him for Father's Day.

Answers:

- a) Circle
 b) Angle
 c) Straight Line
 d) Zig Zag
 a) Angle
 b) Straight Line
 c) Circle
 d) Zig Zag
- 3. a) Zig Zag b) Circle c) Straight Line d) Angle
- 4. a) Straight Line b) Angle c) Zig Zag d) Circle

Table 3-2. Vocal and visual communication behaviors.

Eye Contact	To express interest and confidence, eye contact needs to be consistent. Practice in a mirror if you have to, looking yourself straight in the eye and imagining yourself talking to an important client or senior colleague. Maintain eye contact in a natural way. This doesn't mean staring, it means engaging. With positive, effective eye contact, there are breaks of usually two to five seconds that naturally happen between the periods of eye contact.
Pauses	Pauses are powerful. They can communicate thought-fulness, confidence, and a natural comfort with your surroundings. To transition from pauses back into conversation, use phrases that remark on what the other person just said or seek to clarify it, if necessary: "I have never thought about that before" or "If I understand you correctly, you are saying"
Stance	Stand tall! A slouch or an overly relaxed stance reads as lacking assurance in yourself and interest in the other person. I'm only four feet ten, but when I imagine pulling up on a marionette string attached to the top of my head, everything straightens out. I can't tell you how many times someone has come over to me after one of my presentations and said, "Wow, you really are short!" They're always surprised to stand next to me and get a sense of my actual height because they say, "You come off as being taller."
Voice	Forcing yourself to sound unnaturally animated or enthusiastic can backfire. It comes off as insincere and fake. Improve your vocal signals by making sure your delivery sounds confident. Don't mumble or speak in a stilted fashion, resist the urge to use "ums" and "ahs," and don't end your sentences by raising your voice as if you're posing a question.

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The Law of Listening

Table 6-1. Listening traits.

DO	DON'T
Maintain eye contact	Interrupt
Limit your talking	Show signs of impatience
Focus on the speaker	Judge or argue mentally
Ask questions	Multitask during a conversation
Manage your emotions	Project your ideas
Listen with your eyes and ears	Think about what to say next
Listen for ideas and opportunities	Have expectations or preconceived ideas
Remain open to the conversation	Become defensive or assume you are being attacked
Confirm understanding, paraphrase	Use condescending, aggressive, or closed body language
Give nonverbal messages that you are listening (nod, smile)	Listen with biases or closed to new ideas
Ignore distractions	Jump to conclusions or finish someone's sentences

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The Law of Giving

ACTION PLAN TEMPLATE FOR THE LAW OF GIVING		
ACTION PLAN		
CONNECTION		
WHO	_ TO WHOM	
WHY	_ WHEN	
INVITATION		
TO WHAT		
WHO	_ WHEN	
INFORMATION OR ARTICLE		
WHAT		
WHO	_ WHEN	
FAVOR OR ADVICE		
WHAT		
WHO	_ WHEN	