

BRANDON PARTNERS

organizational **savvy**

**Two-Day
WORKSHOP**

**Trainer's Guide
Sample Excerpt**

BRANDON PARTNERS gratefully acknowledges the research of Dr. Martin Seldman and Dr. Kelly Reineke in the development of the *Organizational Savvy* model which contributes the core constructs for this jointly copyrighted workshop design. We value our win-win partnership with Seldman Executive Development and appreciate their thought leadership and support.

Organizational Savvy

Day

SEGMENT TITLE

SEGMENT AT A GLANCE

Clock Time: Based on an 8:30 am - 5:00 pm class.

Length: This section will tell you how long each piece is intended to last.

Purpose: This section will orient you to the intended outcomes of the piece

Slides: Here you will see the name of each Teaching Overhead or Power-Point™ Slide utilized in the piece.

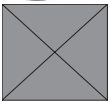
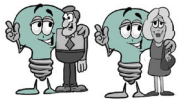
Wkbk Pgs: If there are Participant Workbook pages used during the section, they will be listed here by name.

Outline: Here you will see an overview of the module you are teaching listing the primary bullet points comprising it, with the approximate length in minutes for each bullet. A red checkmark(s) ✓ indicates the current segment bullet that is scripted on the facing page.

Trainer Tips

There are miscellaneous Trainer Tips sprinkled throughout this Trainer Guide. Typically, they offer the following -- each characterized by a different icon:

- **Idea** – Optional approaches or content ideas to an activity or presentation.
- **Caution** – Cautions and pitfalls to remember to avoid.
- **Timing** – Alternatives for condensing a section when you run into time challenges, because the program is very full. There are many options for even omitting entire sections, depending upon your biases, client needs, and specific group preferences.
- **Materials** – Any supplementary materials are listed here for the segment beyond the basic set-up using laptop, LCD projector, flip chart, paper markers and easel.
- **Resistance Management** – These tips provide help in responding to typical and predictable objections, as well as disclaimers or perspective to share which will prevent or reduce misinterpretation or resistance to the material.
- **Humor** – Part of the brand for Brandon Partners training is to provide “edu-tainment.” So there are numerous jokes, humorous examples, or funny activities to energize a teaching point..
- **Dramatic Impact** – Other times , tips for dramatic impact are suggested.
- **Additional Content** – This Trainer Tip provides further background knowledge and/or potential examples and teaching points. Because any trainer has his/her own idiosyncratic content preferences, we recognize that you may wish to replace or enhance our suggested scripting on the right-hand page with your own personalized illustrations or items from these Trainer Tips.



Trainer Guide Key

Day

SEGMENT TITLE

Length of Segment

Clock Time

PURPOSE:

This section will orient you to the intended outcomes of the piece.

- Bullet Points: These bullets name the major sections of each segment, each with its approximate length in minutes.

– Dashes, carrots (>), and/or checkmarks (✓): These details under each bullet are either directions for delivering the piece and/or exact scripting for teaching the content and facilitating the various activities.

Whenever a **teaching slide** is referenced, it is indicated in **bold** by the name of the slide, and it will **appear** in the right-hand margin in its exact form. →

Scripting: A sample verbatim script is suggested in quotes. Even though we provide verbatim scripting, it is never intended that you follow it word for word as if it were an actor's script for a play. You are merely provided this detail as background grounding and sample wording so that your knowledge base is thorough, and so that you can more vividly imagine how seasoned trainers deliver the program. We know that this sample scripting reflects the teaching style of the course designers, which you may choose to adapt to better fit your own. Also, our jargon may require adjustment to your country and company culture. Finally, we have provided more than enough content scripting for the time allotted, so that preparation should include timing your own delivery.

Whenever a workbook activity is referenced, its title and subtitle are indicated in underlined font, and a graphical representation is also displayed in the right-hand margin. →

Whenever the *Organizational Savvy Self-Assessment* is referenced, it will be in *italicized font* and its Scoring Report cover is graphically displayed in the right-hand margin. →

■ Teaching Slides

Whenever a premade slide is used in a piece, it will appear in full on this right-side page to aid in your preparation. Its title also appears in bold in the Trainer Scripted Outline and in participants' Workbooks. They are available as overhead transparencies or as a PowerPoint™ slide show file with the purchase of this Trainer Guide.

Workbook Page Title
Workbook Page Subtitle

Wkbk p. #

Organizational Savvy
Self-Assessment

SCORING AND
INTERPRETATION GUIDE

SEGMENT AT A GLANCE

Clock Time: 8:30 - 8:50

Length: 20 mins

Purpose: To set the group at ease about why they are there, set an upbeat tone, and build credibility for the trainers.

Slides: Organizational Savvy

Wkbk Pgs:

Outline:

- ✓ • (Optional) Client Positioning (2 min.)
- ✓ • Welcome and Group Polling (3 min.)
 - Leader Introductions (3 min.)
 - Business Rationale and Need (7 min.)
 - Large-Group Rapid-Fire Introductions (5 min.)



Trainer Tip: Humor: Poly-tics

Some trainers ask how many define “politics” as “poly” (many) - “tics” (blood-sucking parasites) right in the open Group Polling to get a laugh right away, while others wait and use this proven quip before introducing our neutral, value-free, even positive definition of politics.

Time: 20 min.

8:30 - 8:50

PURPOSE:

To set the group at ease about why they are there, set an upbeat tone, and build credibility for the trainers.

- (Optional) Client Positioning (2 min.)
 - The client may review needs, why the program was targeted, intended level population, and history of successful installation achieved thus far. If appropriate, the client sponsor will share the hours and logistics, making an appeal for full participation and punctuality after all breaks.
- Welcome and Group Polling (3 min.)
 - Reference the **Organizational Savvy** title slide and express honor and excitement about teaching the program.
 - Informal comments for rapport (e.g., travel, the city being taught, a relevant current event, etc.).
 - Group polling “to get a sense of the group and who is here.”
 - ✓ (Optional) Ask about various business groups (from pre-course client briefing).
 - ✓ Ask years at (company name): “How many have been at the company for less than 1 year... 1-3 years... 3-5 years... 5-7 years... 7-10 years... born at [insert client company name]?!”
 - ✓ “How many have done the course prework? You’re still a good person if you have not!”
 - ✓ “How many people are thinking about work piling up at home?”
 - ✓ “How many define ‘politics’ like the Greeks did, stemming from the two root words, ‘poly’ meaning ‘many,’ and ‘tics’ meaning ‘blood-sucking parasites?!’” (comic relief to break ice and lead into the Baseline Reactions).
 - *Benefit.* “We know this time must be worthwhile and make a difference in terms of smoothing influence challenges. We’ll be discussing the elephant in the room very few training programs discuss. Past participants have appreciated the practical nature of the program, how it speaks provocatively and truthfully about several pieces of organizational life and organizational influence that are usually taboo, ignored, or swept under the carpet, and that attendees find the practical strategies valuable and able to be implemented the next day.”
 - *Preview.* “We’ll first provide the business rationale for the course, conduct an activity to capture their baseline reactions to the key concepts of the program, and how we’ll then review the program learning goals and workshop agenda, as well as complete participant introductions. First, however, we’ll let you know about your trainers.”

BRANDON PARTNERS


 The logo for 'Organizational Savvy' features the word 'organizational' in a black, sans-serif font above the word 'savvy' in a larger, bold, blue, sans-serif font. The 's' in 'savvy' is stylized with a white outline.

AVOIDING POLITICAL BLIND SPOTS

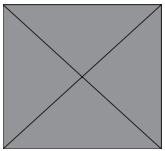
SEGMENT AT A GLANCE

Clock Time: 8:30 - 8:50

Length: 20 mins

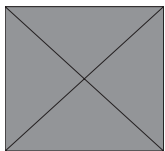
Outline:

- (Optional) Client Positioning (2 min.)
- Welcome and Group Polling (3 min.)
- ✓ • Leader Introductions (3 min.)
- ✓ • Business Rationale and Need (7 min.)
 - Large-Group Rapid-Fire Introductions (5 min.)



Trainer Tip: Caution:

You may receive questions or complaints that some of the slides or Workbook pages are not sequential. There is generally a rationale to explain and set aside the issue. For instance, the Program Learning Goals appears as the first page but is actually used after this Baseline Reactions page, because the Workbook looks cosmetically better and more logical with the Learning Goals up front. Similarly, often a slide appears after a certain related activity since it gives away the answers to an activity page before it, so we purposely place it after the activity is completed. This occurs with the Day One morning's **Power of Ideas Risks (UP)**, **Power of Person Risks (OP)**, and Day Two afternoon's **Types of Deception** slides. Finally, this is also done at times to allow the slides to appear almost always on the left-hand side of the Participant Workbook.



Trainer Tip: Caution: Leader Intros

Make sure you steer clear of revealing too much that would pollute or contaminate the Baseline Reactions activity work, so don't talk about how your own attitudes changed about influence, politics, or power, or how one's self-talk can be negative, etc. This is why we wait until after the Baseline Reactions activity to show more specific Learning Goals. Also, no leader introduction should be more than 90 seconds.

Time: 20 min.

8:30 - 8:50

• Leader Introductions (3 min.)

– *Disclaimer.* After the 60-second Leader Introductions, it can be helpful and rapport-building to make a comment like, “We do not think of ourselves as leaders in the expert or know-it-all sense, as if we know all about influence skills and you do not. Please think of us as leaders more in the scout sense. We know about this particular model of organizational politics so that we are your guides as we go down this river called Organizational Savvy.”

• Business Rationale and Need (7 min.)

– Show **A North Star** slide and reference: “Just as your corporation has strategic goals and a mission it sails towards and always has in sight, each of us has “North Star” goals. Just as the ancient mariners kept the North Star in sight to make sure they did not get off course from their destination, this program assumes that we all have these similar North Star goals that guide us at work.” [NOTE: Click to reveal each element of the goals as you elaborate quickly:]

√ *“Influence on the Job:* We’re sailing toward goals of influence on the job—having our ideas, our team, and ourselves receive the credit and recognition that’s deserved. Both as an individual and within your functional area, you want improved credibility.

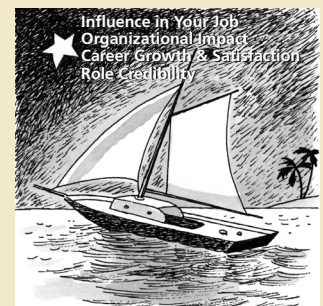
□ √ *“Organizational Impact:* Having our ideas make a positive impact for the company and achieving results, since we’re not paid for ideas. We’re paid for the ideas that are implemented and achieve greatness for the organization.”

□ √ *“Career Satisfaction and Growth:* Most of us want and deserve career satisfaction, fulfillment, and advancement, since we all work hard and want to do good things for our families as well. We want to reach high places as people who are competent and possess integrity, so that we can do great things for our company, since we all read in the headlines what happens when people who don’t have integrity gain power.”

√ *“Role Credibility:* It’s important for all of us to belong also to a functional team or department that is a well-respected, value-added area, viewed as a strategic business partner at the table with stakeholders, sponsors and top executives. It is critical to seek being high up in the corporate food chain, especially at budgeting and resource allocation time.

– “All of these North Star goals are ultimately good for the company because they are building the corporate leadership bench strength.”

■ A North Star



■ Rough Sailing



SEGMENT AT A GLANCE

Clock Time: 8:30 - 8:50

Length: 20 mins

Outline:

- (Optional) Client Positioning (2 min.)
- Welcome and Group Polling (3 min.)
- Leader Introductions (3 min.)
- Large-Group Rapid-Fire Introductions (5 min.)

continued



• Business Rationale and Need (7 min.)



Trainer Tip: Humor: Stormy Weather Metaphor

Since this is intense, sensitive, and potentially uncomfortable subject matter, you can break the discomfort with some of the humorous references and metaphors. The references to “Jaws,” asking “who is your boss this week,” and dryly joking that you’ve customized the slides to fit their nice, serene work environment are all serving a psychological purpose of de-compressing the feelings surfaced. Another fun tactic to keep this heavy topic lighter is to “reward” people who answer your group questions about what each metaphor (lightning, iceberg, etc.) represents with a dollar bill. Finally, since it’s the first time you ask for their input, you might ask for what the weather and open seas metaphors represent and quickly quip, “This is the part where you say something!”

Time: 20 min.

8:30 - 8:50

- Give tongue-in-cheek acknowledgement that the A **North Star** slide is “customized” because it depicts a nice, peaceful, serene, tranquil environment that captures what their back-home work world is like...(pause) ... “NOT!”
- Show **Rough Sailing** slide and ask humorously if this slide is more what their work life is really like. Now, quickly note that you know their environment has rougher sailing towards all three North Star goals than the unrealistic previous slide depicts. Walk through the four major metaphors depicted as you quickly elicit from the group what each symbolically represents as they navigate through rough waters to achieve Influence, Impact, and Career Growth.

√ *Stormy, Constantly Changing Weather*: [Potential teaching points to pull from the group: “The winds of change include reorganizations, downsizing, cost restructuring, (who is your boss this week?), new initiatives and top management agenda, all of which demand navigating and charting your way through different organizational influence waters.”]

√ *Lightning Bolts*: [Potential teaching points: “New policies, regulations, programs, or initiatives strike down your ideas and push your initiative out of the way, a new manager’s agendas, or corporate politics, and various forces are striking down your ideas, meaning that it’s tough to get ideas off the ground. You’re just praying that it’s only your ideas that are struck down and NOT you, whether literally or through budget cuts.”]

√ □ *Icebergs*: [Teaching points: “These icebergs represent hidden, unforeseen obstacles such as unexpected switches in priorities or people’s hidden agendas and ulterior motives. One kind of unforeseen obstacle is the frozen, caked up, iceberg perception about you or your function— the corporate reputation that you or your team has that may or may not be fair. It can block your credibility and influence efforts in spite of the legitimacy of your ideas. Just like in your personal life when you’ve had a run-in with someone years ago and they see you in an obsolete way, imprisoning you in their past perception, refusing to acknowledge that you’ve changed. So the same frozen, outdated reputation can block your influence efforts at work. We’re going to examine your reputation and how to melt this iceberg or steer around it to that your good ideas are not blocked by this frozen, caked up perception.”]

√ *Sharks*: [Teaching points: “What about JAWS? Yes, it’s not just a scary Steven Spielberg movie. There might be sharks in the water, although no one likes to admit it— people who might be more predatory than you, with hidden even self-serving agenda. Or people out to take credit for your ideas, some who might try to sabotage you for personal gain so that they gain more influence, impact, or power. This darker side of company life does go on, especially in an environment of fear, economic threat. The corporate musical chairs and jockeying for position that goes on is very real and undermines your influence.”]

SEGMENT AT A GLANCE

Clock Time: 8:30 - 8:50

Length: 20 mins

Outline:

- (Optional) Client Positioning (2 min.)
- Welcome and Group Polling (3 min.)
- Leader Introductions (3 min.)
- Business Rationale and Need (7 min.)
- ✓ • Large-Group Rapid-Fire Introductions (5 min.)



Trainer Tip: Humor: Summary of Rough Sailing

Again, we have outlined a litany of negative dynamics so we pierce the emotional veil with lightening up the atmosphere with some “gallows humor,” “mentioning not playing victim by doing “synchronized swimming” or “water ballet” in the shark tank. The reference to “De-Nile” can occur elsewhere but works well here for perspective.



Trainer Tip: Timing: Participant Round Robin

The successful “Name Game” of periodically having the group review all names so far is well worth the extra 3 minutes it adds. Invite the group in unison with you to focus on each person and you repeat the name. It becomes an energizing challenge.

Time: 20 min.**8:30 - 8:50**

√ *Summary.* “So there certainly is a corporate survival of the fittest, which we believe means there is also a corporate ‘survival of the savvy.’ We don’t want to be pessimistic about human nature, but we also don’t want to be living on that river in Egypt called ‘De-Nile’ or doing ‘water ballet’ in the shark tank.

- Large-Group Rapid-Fire Introductions (5 min.)
 - Mention that part of organizational savvy dynamics involves knowing who is in the room, so we’ll quickly learn people’s names and job functions. Move around the group quickly, only giving 10 seconds to each person. After every five people, invite the entire group to recite/review in unison the names we’ve learned so far. This name learning occurs cumulatively as you “chunk” the group’s names and gradually learn more and more as you review more and more names as you proceed. IT IS VITAL TO LIMIT EACH PERSON TO 10 SECONDS OR SO AND NOT TO ALLOW PEOPLE TO ELABORATE IN THE LARGE GROUP.

SEGMENT AT A GLANCE

Clock Time: 8:50 - 9:00

Length: 10 mins

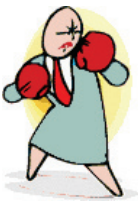
Purpose: To provide a sense of purposeful direction and worth for the day, to motivate participants to let go of any resistance, to establish a base-line on Self-Talk about politics and power, and to build a supportive learning community.

Slides:

Wkbb Pgs: Baseline Reactions to Key Concepts, Program Learning Goals

Outline:

- ✓ • Baseline Reactions (7 min.)
 - Program Learning Goals (3 min.)



Trainer Tip: Resistance Management: Baseline Reactions

In truth, we're being a bit staged in being dramatic in our positioning of some of the Baseline stimuli. We're purposely trying to "pull" more negative reactions, so some astute participants may catch on and feel manipulated. Our intent is simply to allow some negative associations to surface that people truly experience, not to create them if they are not really present. Don't overdo the negative, foreboding positioning and have some examples be quite neutral such as, "Power: How do you define it, negatively or positively? Write your reactions."

Time: 10 min.

8:50 - 9:00

PURPOSE:

To provide a sense of purposeful direction and worth for the day, to motivate participants to let go of any resistance, to establish a baseline on Self-Talk about politics and power, and to build a supportive learning community.

- Baseline Reactions (7 min.)

- Participants jot down responses to trainer-dictated phrases about key program concepts. Refer group to Workbook, Baseline Reactions to Key Concepts.

- *[NOTE: As you first use the Workbook, show how there are Workbook activities, readings, and all of the major teaching slides (on the left-hand side of the pages in buff colored boxes).]*

- √ “This course is about changing behaviors with influence strategies and skills, but it’s also about attitudes, so we want to tap your current thoughts or feelings about key program constructs coming out of the gate. We’ll return to these later.”

- √ “This Workbook activity will help you get in touch with your honest, gut level reactions to some of the cornerstone concepts that provide the foundation of this program. As I walk you through each item, allow yourself to let go of any internal censoring. Instead, listen to the voice inside your head and write down the exact verbal Self-Talk you hear, the verbatim words. Or you might simply have a visceral, physiological reaction I’d like you to capture, like “Ugh!” Or a visual image of someone or an event you visualize associated with a particular stimulus. “

- √ “The goal is to not lose that immediate, uncensored reaction, especially any unpleasant associations. Later, these will become potential targets for constructively altering or tweaking your Self-Talk or belief system about politics, power, and you.”

- *[NOTE: Position each stimulus with phrases and mini-role-play dramas that build the provocative nature and potentially negative reactions around each item. Actually pretend you’re speaking to someone using the stimulus phrase in a way that might “pull” more negative reactions (e.g., “You know, Joe, you really need to ‘build your power base within the organization, etc.). We’re trying to surface emotional reactions and counter-productive Self-Talk, not simply end up with a matter-of-fact, ho-hum rationalization about cerebral concepts. That’s why we want some tonality in our voice as we position each item.]*

Baseline Reactions
to Key Concepts

Wkbk p. 3

SEGMENT AT A GLANCE

Clock Time: 8:50 - 9:00

Length: 10 mins

Outline:

- Baseline Reactions (7 min.)
- ✓ • Program Learning Goals (3 min.)



Trainer Tip: Idea: Sequencing of Politics Definition

Some trainers invite a participant to read the value-free definition of “politics” before allowing perusal of the Learning Goals while this Trainer’s Guide prompts you to focus on it after the upcoming Small Group Introductions (so that the definition provides an alternative antidote to the unpleasant associations they discuss). Experiment with each timing to find your preference.

Trainer Tip: Idea: Involvement for Learning Goals

Some trainers replace private reading of the Learning Goals with a Round-Robin Recitation of the goals, with each participant reading aloud one of the Learning Goals. This is more interactive and ensure focus on each item.

Time: 10 min.

8:50 - 9:00

- Program Learning Goals (3 min.)

[NOTE: This Program Learning Goals page 1 is the first page of the Workbook before the previously completed Baseline Activity. It's purposely out of sequence since it is more appropriate up front from a cosmetic standpoint. Allow perusal of Program Learning Goals as preparation for Self-Introductions.]

- ✓ Segue into the perusal of Learning Goals. Make the point and invite the group to read the rest of the objectives.
- ✓ Allow a minute or two for review of goals.

Program Learning
Goals

Wbkk p. 1

SEGMENT AT A GLANCE

Clock Time: 9:00 - 9:20

Length: 20 mins

Purpose: To provide a sense of purposeful direction and worth for the day, to motivate participants to let go of any resistance, to establish a base-line on Self-Talk about politics and power, and to build a supportive learning community.

Slides: Organizational Politics: A Value-Free Definition, Day One: Awareness and Mental Strategies, Day Two: Street-Smart Strategies, Invitation for a Mindset

Wkbk Pgs: Self-Introductions, Baseline Reactions, Program Learning Goals

Outline:

- ✓ • Small-Groups Introductions (10 min.)
- ✓ • Debrief Reactions and Definition (5 min.)
 - Workshop Agenda (3 min.)
 - Workshop Norms (3 min.)

Time: 20 min.

9:00 - 9:20

PURPOSE:

To provide a sense of purposeful direction and worth for the day, to motivate participants to let go of any resistance, to establish a baseline on Self-Talk about politics and power, and to build a supportive learning community.

- Small-Groups Introductions (10 min.)
 - Refer the group to the Workbook Self-Introductions.
 - “Please take 1½ minutes to let your table know your goals for today and what got you here, as well as a positive association to the concepts already introduced and a negative association with the words and phrases we went through in the Baseline Reactions.”
 - *[NOTE: Demo a 60-90 second self introduction and caution them about timing of no more than 1½ or 2 minutes apiece. The Trainer MUST STRESS THIS TIME FRAME AND DEMONSTRATE the quick self- introduction in four-somes or five-somes (use page in the book for 60-90 seconds, giving a pretend job title, imaginary participant “hot” learning objective, and a sample positive and negative association from the Baseline Reactions page.). Show this timing and self-disclosing content, with a disclaimer that gives permission to be vulnerable. Break into groups or if at tables stay at these built-in groupings, giving two minutes apiece to discuss reasons for enrolling, which program goals are most appealing, and sharing positive and negative Baseline Reactions.]*
- Debrief Reactions and Definition (5 min.)
 - *Reactions.* Gather some positive reactions quickly to Baseline Reactions, then some negative reactions to various stimuli, as a bridge into a teaching point that we intend to defuse any negative, overly-emotional reactions to the course concepts, so people are freer to enter the influence arena.
 - *Summarize.* Note that most people’s positive reactions are cerebral, intellectual reactions and that emotional reactions are truly gut-level, so that we’re going to try to shift paradigms and release negative reactions by the time the course concludes, even about some of the darker side dimensions surrounding organizational politics.
 - “When most people do this activity, they discover that their positive associations were more cerebral “head trips” about the material, but that the negative associations truly were gut level, emotional reactions. For how many of you believe this is partially true? *[Check with group informally whether they “buy” that hypothesis, stressing that our true emotional response to politics, power, and self-promotion is often unpleasant.]*
 - “That’s why we’ll be examining our attitudes and any unpleasant emotional reactions we may bring to the table. You’re in the right place if you find some of these

Self-Introductions

Wkbk p. 5

Baseline Reactions
to Key Concepts

Wkbk p. 3

SEGMENT AT A GLANCE

Clock Time: 9:00 - 9:20

Length: 20 mins

Outline:

- *continued* ✓ Debrief Reactions and Definition (5 min.)
- ✓ Workshop Agenda (3 min.)
- Workshop Norms (3 min.)

Time: 20 min.

9:00 - 9:20

concepts distasteful, intimidating, aggravating, or any other ‘negative’ emotional response since we’ll address that today. If you can control your emotions, then you’ll be empowered to enter the influence and politics arena rather than avoid it.”

– Show **Organizational Politics: A Value-Free Definition** slide: *[NOTE: If you have not yet done so at the outset, you can have fun by asking how many people define “politics” as the ancient Greek definition from the root words “poly” meaning “many” and “tics” meaning “blood sucking parasites?” Note that we offer an alternative, more neutral definition and then show the slide.]*

– *[Either ask for a volunteer to read the neutral definition of politics aloud from the Workbook, Program Learning Goals or simply read the slide]* “In spite of the negative gut level reaction most people have to politics, you CAN practice ethical politics, organizational impact with integrity. You don’t have to sell your soul to the devil or become predatory and shark-like to enter the arena of influence and organizational savvy.”

– “A premise of this workshop is that politics does not have to be a dirty word, and that a person with political astuteness not only need not be evil or a shark, he can actually be a corporate asset on the company balance sheet if he follows this value-free definition and is always asking himself two questions:

- 1) Is this for the company’s interest or my own naked self-interest alone?
- 2) What’s the right thing to do ethically?”

• **Workshop Agenda (3 min.)**

– Show **Day One: Awareness and Mental Strategies** with a morning focus.

□ √ *Political Tip-Offs.* “The morning starts with a wake-up call about organizational politics and the signals or tip-offs that you might under-estimate the role of organizational politics in your job or career success”

□ √ *Political Styles.* “We’ll also cultivate awareness of two primary Political Styles— their strengths and their risks if you overdo either style. The Organizational Savvy Model is the program’s core conceptual framework, involving a provocative view of organizational influence often swept under the carpet. We’ll be building a common language for “truth telling” about a normally taboo topic. You’ll learn to recognize two primary political styles, their strengths and risks, You will identify these styles in order to better manage your own style assets and drawbacks, to better flex to and influence others, and to protect yourself against the negative extremes of each of these critical political styles.”

√ *Case Study:* “We’ll wind up the morning with making the styles model come to life by applying the clues for recognizing political styles (which are influence styles) to people critical to your on-the-job success, and you’ll analyze a

■ **Organizational Politics: A Value-Free Definition**

“Informal, unofficial and sometimes behind the scenes efforts to gain influence, sell ideas, impact the organization, increase power or achieve other targeted ends.”

POSITIVE OR NEGATIVE?

The Ends: Naked, Self-Interest
OR
Company interest?

The Means: What Can I Get Away With
OR
What is the Right Thing to Do?

Program Learning Goals

Wkbk p. 1

■ **Day One: Awareness & Mental Strategies**

Overview and Baseline Attitudes
Politics Tip-Offs
Political Styles: Strengths and Risks
Bringing the Styles to Life
Organizational Savvy Case Study

LUNCH

Organizational Savvy Self-Assessment

Mental Savvy Strategies:
• Savvy Attitudes through Self-Talk
• Studies Politics
• Knows the Corporate “Buzz”

Manages Perceptions

SEGMENT AT A GLANCE

Clock Time: 9:00 - 9:20

Length: 20 mins

Outline:

- Small-Groups Introductions (10 min.)
- Debrief Reactions and Definition (5 min.)
- Workshop Norms (3 min.)

continued



• Workshop Agenda (3 min.)

- Workshop Norms (3 min.)

Time: 20 min.

9:00 - 9:20

Case Study describing these political dynamics in a real company you know.”

– **Day One Afternoon: Organizational Savvy Mental Strategies:** “The afternoon is about core mental organizational savvy strategies, the between-the-ears work needed, none of which require you to sacrifice your values or ethics one bit.”

√ *“Savvy Attitudes Through Self-Talk:* This mental strategy is where we will pinpoint any of our Baseline Reactions that might hold us back, due to counterproductive attitudes about politics, influence, power, promotion, or other dimensions of organizational impact. It’s tough to constructively enter the politics arena without healthy attitudes about this part of company life and so many people would rather not deal with this sticky part of corporate life. So they quit and leave, only to find these dynamics at the next company. Or they quit and stay and let their upset, indignance, outrage, or intimidation drain their time, energy, and performance as they play ‘ain’t it awful’ at the water cooler.”

√ *“Studies Politics:* Next, we’ll become aware of power dynamics and unwritten rules that impact our influence and political success. This forms the backbone of the stakeholder analysis that characterizes the selling of our ideas, recommendations, proposals, and initiatives. You started reading about this in your prework reading on Ethical Lobbying.” [Note: Some clients will not have this article assigned so just preview it homework tonight.]

√ *“Knows the Corporate Buzz:* Here we will help you assess what your reputation is as well as your group’s. This is that frozen iceberg of your perception, fair or not.”

√ *“Manages Perceptions:* Once you know the perception of you or your team, you’ll learn how to craft a conscious plan to alter negative perceptions, especially unfair impressions surrounding your name so that your political stock is higher. This ‘Managing the Airwaves’ partly a mental and partly a Street-Smart Action Strategy, but we complete Day One with it so that you have some closure on fixing your Corporate Buzz.”

– Show **Day Two: Street-Smart Action Strategies**

□ √ *“Street-Smart Strategies:* Day Two of the workshop will provide an overview and some deeper attention to specific, practical, and street-smart action strategies for entering the political arena to increase your influence, positive power, and organizational impact. And none of these strategies or tactics require sacrificing your value system or ethics.”

□ √ *“Essential Networking and Balanced Self-Promotion* of your contributions and those of your team, are part of being savvy. The astute leader also *Enhances his Power Image*, uses *Savvy Communication* in several practical ways, and sells ideas through *Ethical Lobbying*. All of these skill sets will be explored and

■ Day Two: Street-Smart Action Strategies

Essential Networking
Balanced Self-Promotion
Enhances Power Image
Savvy Communication

- Respects Turf and Ego
- Savvy Influence Vocabulary
- Addresses Hidden Agenda

LUNCH

Ethical Lobbying
Detects Deception
Handles Sabotage
Organizational Savvy Case Study
Workshop Closure

SEGMENT AT A GLANCE

Clock Time: 9:00 - 9:20

Length: 20 mins

Outline:

- Small-Groups Introductions (10 min.)
- Debrief Reactions and Definition (5 min.)

continued

- ✓ • Workshop Agenda (3 min.)
- ✓ • Workshop Norms (3 min.)



Trainer Tip: Humor: Auction Preview

You can have fun, “teasing” the group to hook them in, since this refers to the fun, energizing, and creative Learning Auction ending. There might not be enough time to complete this ending activity, so feel free to simply leave the Workshop Closure as vague.

Time: 20 min.

9:00 - 9:20

you'll discuss your strengths and areas for improvement based upon the pre-session assignment that involved taking the *Organizational Savvy Self-Assessment*. The darker side of politics will be grappled with through the strategies, *Detects Deception* and *Handles Sabotage*."

□ ✓ *Workshop Closure:* As time permits, we have a wind-up *Case Study* to crystallize your learning from the program, and a way to end the program that you've probably never had happen in a workshop."

- Workshop Norms (3 min.)

– Show the **Invitation for a Mindset** slide to note trainer ideas for a productive workshop attitude. Then prompt the group to share any ground rules that it wants to establish to ensure a safe workshop environment. The trainers add their own wishes, such as: confidentiality, punctuality, making this a “work-shop” (meaning to “please work hard with us but also realize that we do not mean to let our enthusiasm convey evangelism or an absolutist spirit; we invite people to not have to ‘buy’ anything that we’re sharing, only to ‘try on’ the strategies so that at the end you can take what fits with you and leave the rest on the rack.”), etc. Also, invite people to suspend their evaluation of the entire program, its design, and strategies until the end, so that they do not pollute their learning or interfere with their experience. A helpful analogy is “Don’t Pull Up the Carrots,” which is a metaphor of a farmer spreading wonderful new fertilizer on his carrot patch, and then becoming so impatient to see the results that he pulls up the carrots the very next morning to examine the roots, but he’s killed the carrots. So don’t kill your experience here!”

■ Invitation for a Mindset

Expect Unfinished Business

No Panaceas

A Work-“Shop”

Don’t Pull Up the Carrots

Others?