ghosts of teachers past
instruct me
grade me
discipline me

a teacher with authority
change my life

a teacher with influence
good faith investment relationship unease assumptions about influence
coworkers

“I shouldn’t have to . . .”
customers

“I can provide good service by. . .”
know your audience

“start where the client is”
Knows what he wants
Finds out who she is
Immerses himself in her culture

**What** do you want?
-- desired impact/effect
-- 10 words or less

**Who** are you trying to reach?
-- motivation

**How** can you learn what you need to know?
give them something

“what’s in it for me?”
Finds common ground  
Describes benefits  
Offers to lead

“Where is the common ground between you/your audience?"

“How will your audience benefit?"

“What can you offer?”

“We were all stupid enough to join the Army”
engage
emotions

“we feel before we think”
Images

Go straight to brain’s emotional center
Show rather than tell
Let people draw own conclusions

Stories

Provide vicarious emotional experience
Focus & maintain attention
Stay with us
Direct Experience

“never underestimate the power of a pilot project”

Starts the learning cycle
Ends speculation
Involves people in process

What can you show your audience?
--images, not words

Which stories will resonate with them?

How can you provide a learning/testing experience?
provide a path

“if you want a driver, climb in”
Deliver a “Call to Action”
Make a clear, concise request
Remove obstacles

**What** action(s) do you want your audience to take?

**How** can you make sure they know what you want?

**Which** obstacles can you get out of their way?

**Dedicated Training Time**
Requesting EC approval to block time on calendar/reschedule conflict
Requesting EC support to ensure staff participation.

**Summary:**
Reserve a two-hour block each week for training offered/coordinated by Resources. Department/committee meetings and other events will not conflict with this time.