
The **24**
LAWS
of INFLUENCE

WORKBOOK

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IMPORTANT

To begin — Please save this workbook to your desktop or in another location.

How to Use This Interactive Workbook

How can you get the most out of this interactive workbook? Research has shown that the more ways you interact with learning material, the deeper your learning will be.

Nightingale-Conant has created a cutting-edge learning system that involves listening to the audio, reading the ideas in the workbook, and writing your ideas and thoughts down.

In fact, this workbook is designed so that you can fill in your answers right inside this document.

For each session, we recommend the following:

- Preview the section of the workbook that corresponds with the audio session, paying particular attention to the exercises.
- Listen to the audio session at least once.
- Complete the exercises right in this workbook.

In addition to the exercises, we've created special section of the workbook called The Influence Incubator. These are spaces for you to write down the creative inspiration you get when listening to the program.

Don't just listen to this program — devour it! Strategies don't work unless you use them. Test and use the strategies that make sense to you, consistently, over time — until they become habits. Listen to the program more than once. Listen for the key ideas that you can use to impact your attitudes, actions, and results. True change takes focus and repetition.

Let's get started!

Introduction

Did you ever feel manipulated? Would you like to convince people more effectively? And do you like to be more in control? Or do you want to have more influence?

If your answer is yes to one or more of these questions, then this program is perfect for you. In *The 24 Laws of Influence* you have the chance to learn how to influence yourself and others more efficiently and effectively.

Welcome to *The 24 Laws of Influence*. Many people think this is a course in manipulation, which it's not. It's more about how to know when you are being manipulated or influenced by someone else and don't like it. And about having the knowledge to influence other people in such a way that you get things done.

There's one fundamental element in this whole course that needs to be said in the beginning:

You cannot influence a person against his or her will.

There always needs to be an intent to work together, to listen to each other, and to work it out together.

These laws are not linear steps but instead are a series of tools that can be combined or applied to influence the outcome of a situation in your favor. Let's get into the 24 laws!

“The greatest ability in business is to get along with others and to influence their actions.”

—John Hancock

Session One: Laws 1-3

Law #1: Perception is not reality

Perception is not THE truth. It is YOUR truth.

Three Layers of Mind

The Ego

Your mind consists of three layers. First there's ego. By ego, we don't mean your attitude of self-importance. The ego is simply the word that means the part of your brain that interprets the data that it sees within a certain context. By itself, nothing has a meaning, only the meaning that you give to it.

We don't see; we project things. We think that we see, but we form a thought or we form a conclusion by having a piece of data that is nothing else than just a piece of data. And when we put it into a certain context, then we will find out that it has a meaning for us.

When you put a piece of data into the context of positivity, you will have a lot of possibilities. When you put the piece of data in a limited frame of reference you will see that you have limited possibilities. So what you're actually doing is projecting your own thoughts, your own context around a piece of data that means that you see possibilities or don't see any possibilities.

The Unconscious Mind

When you learn certain things over and over again it becomes a pattern, and you store it in the unconscious mind. You stop being aware of it and start operating from that pattern automatically. You're not even aware of the influence of the pattern.

The Subconscious Mind

The subconscious mind is the deepest level you have. Here is where your fundamental concepts about the way the world works are stored.

Exercises:

Are you dealing with a “reality” right now that might be perception instead of “truth”? Write that “reality” here.

Is there a way to shift the context so that you can view it more or less positively than you are now?

What are some unconscious patterns that might be driving this perception?

Law #2: You are the influencer and the influenced

You and your audience have an energy field that influences each other. Your energy both influences others’ and is influenced by theirs.

Exercises:

Describe a time when you were negatively influenced by someone else’s energy:

Describe a time when you positively influenced someone else’s energy:

Law #3: It is all about the feeling

The emotional state and how the other feels immediately determines if the person can be influenced or not. So you have to step into someone else's shoes and know what the desired state of the other person should be in order to adopt your ideas.

In order to do this, you need to be able to understand what makes that person's heart beat. What are that person's interests in the situation? What are his or her wants, desires, and the best outcome for him or her? In order to influence the feelings of another person, you have to make that person feel good. In order to do that, you need to be able to understand him or her.

Exercises:

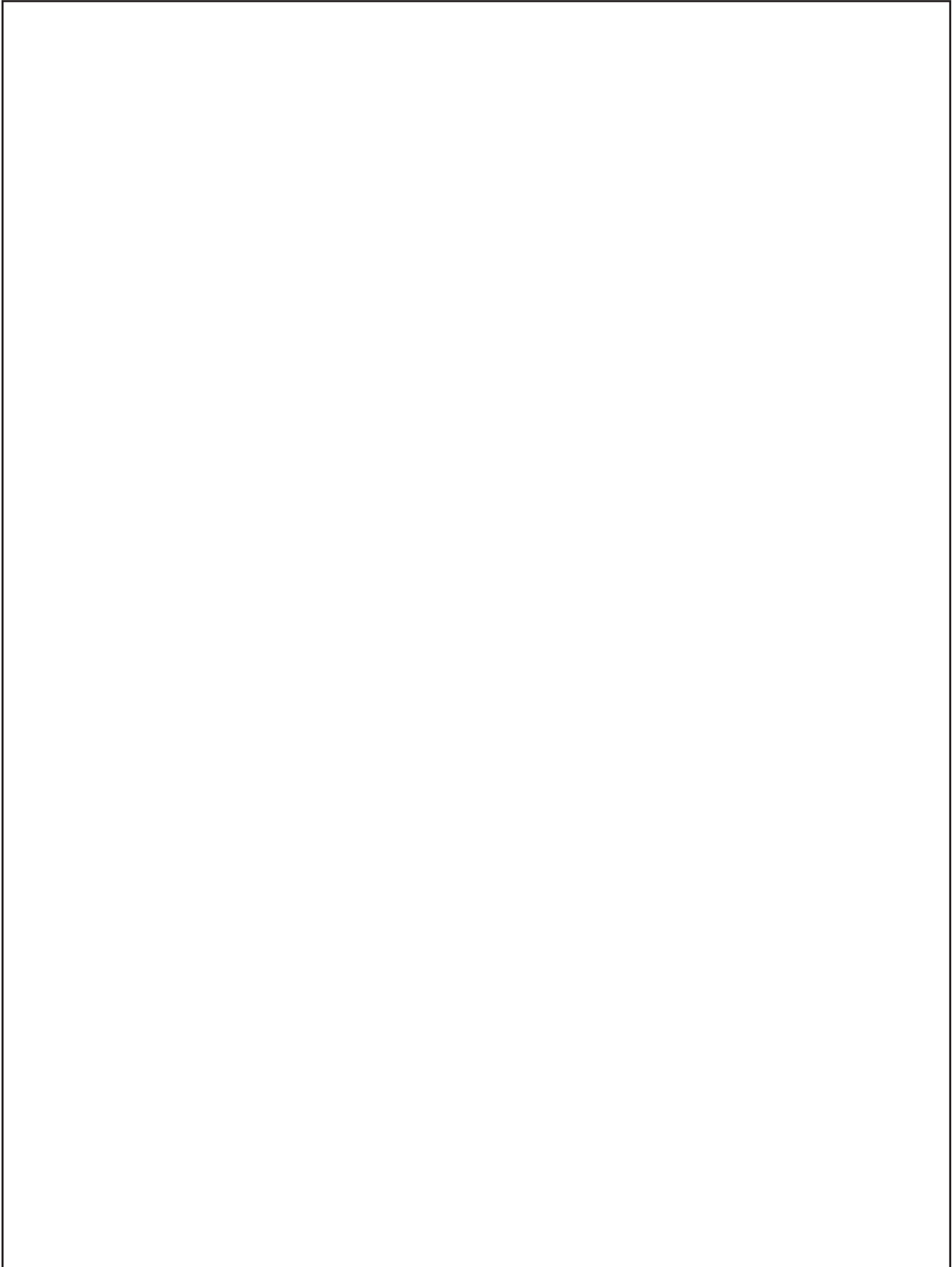
Describe a time when you were influenced to do something because someone made you feel emotionally good.

Think of a time when you wanted to influence another person. Write that scenario down here:

What were the other person's wants, desires, and needs in the situation?

How did you make (or could you have made) the other person feel good emotionally?

The Influence Incubator: Session One



Session Two: Laws 4-8

Law #4: Softness controls force

Force depletes your energy and it disconnects. It's all about win/lose. You win, and the other person loses.

Power is much more quiet. It's almost holistic. It gives you energy; it connects people. It has the intention to get something out of it that is mutually beneficial. It's absolute and therefore permanent, and it's almost charismatic. If someone comes into the room, you feel that person. If that person comes into the room with a forceful attitude, you immediately start to guard and defend yourself. And you will not be willing to listen, at first. But when the same person comes in relaxed, confident, non-arrogant, but just in control of himself or herself, and friendly, then that person gives you energy; it connects with you.

Exercises:

Who in your personal or professional life has used force to influence you?

Who in your personal or professional life has used power to influence you?

What was the difference between the two?

Describe a time when you tried to use force to influence another. How did it work out?

Describe a time when you used power instead. How was that different?

Law #5: The state you are in makes a significant influence on the result

You have to be in a resourceful state in order to get things done. A resourceful state is that you have to feel good about what you would like to accomplish. You have to feel, think, speak, and act in congruency and not in incongruency.

What this means is that how you feel and the state you are in will determine the context that you put data in. If you are in a positive, resourceful state, you'll think, speak, and act in alignment with that. If you are in a negative state, your thoughts, words, and actions will reflect that. If you go to an important negotiation when you're not in the right state of mind, it won't work, and you will see things differently, and you will limit yourself because you cannot have an open frame of reference or open mind to see the things how they actually need to be seen. You can only influence another if you are in a positive, resourceful state.

Exercises:

Describe a time when your negative state influenced your thoughts, words, and actions in a situation.

Describe a time when you were in a resourceful state and it influenced your thoughts, words, and actions.

How can you change your state from a negative one to a more resourceful one?

Law #6: Your intention rules

It is your intention that makes the result. Your intent influences not only how you feel, how you think, how you speak, and how you act, but also how you influence the other person.

To identify intent, you need to look at your own first. “Why do I want to influence the other person in this situation? Is it for my benefit? Is it for the other person’s benefit?”

Then, look at the intent of the other person. What is his or her intention in the whole negotiation or in this whole discussion? What are his or her ideas? What would this person like to get across, and why is that?

The way to discover the other person’s intent is to communicate with him or her.

Exercises:

In the following scenario, identify each person’s intent.

Jeff is working at a veterinary hospital as a technician. He wants to become a veterinarian himself and is thrilled when he gets an interview at a local vet school. He needs to take a day off of work to attend the interview, and he wants to get his boss Ed to say yes.

What is Jeff’s intent?

What is Ed’s intent?

What can Jeff and Ed say to each other to discover the other person’s intent?

Law #7: See the context

It's important to look at the entire context of another person's behavior in order to effectively influence the person. Oftentimes what a person says or does is not the whole story. Look at the contextual clues. What is the person's body language telling you? What does his or her manner of dress or speech tell you? Be sure to avoid projecting your own interpretations into the context, but instead observe the data from the other person and see the context from that.

Exercises:

Identify an example in which discovering the context of someone's behavior shifted your perception of what he or she was doing.

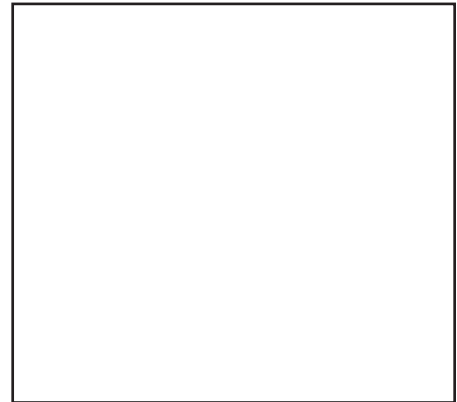
Is there a time when you were blamed for something or someone assumed you had ill intent because the person didn't see the whole context? Describe it here.

Law #8: Nonverbal communication is more important than verbal communication

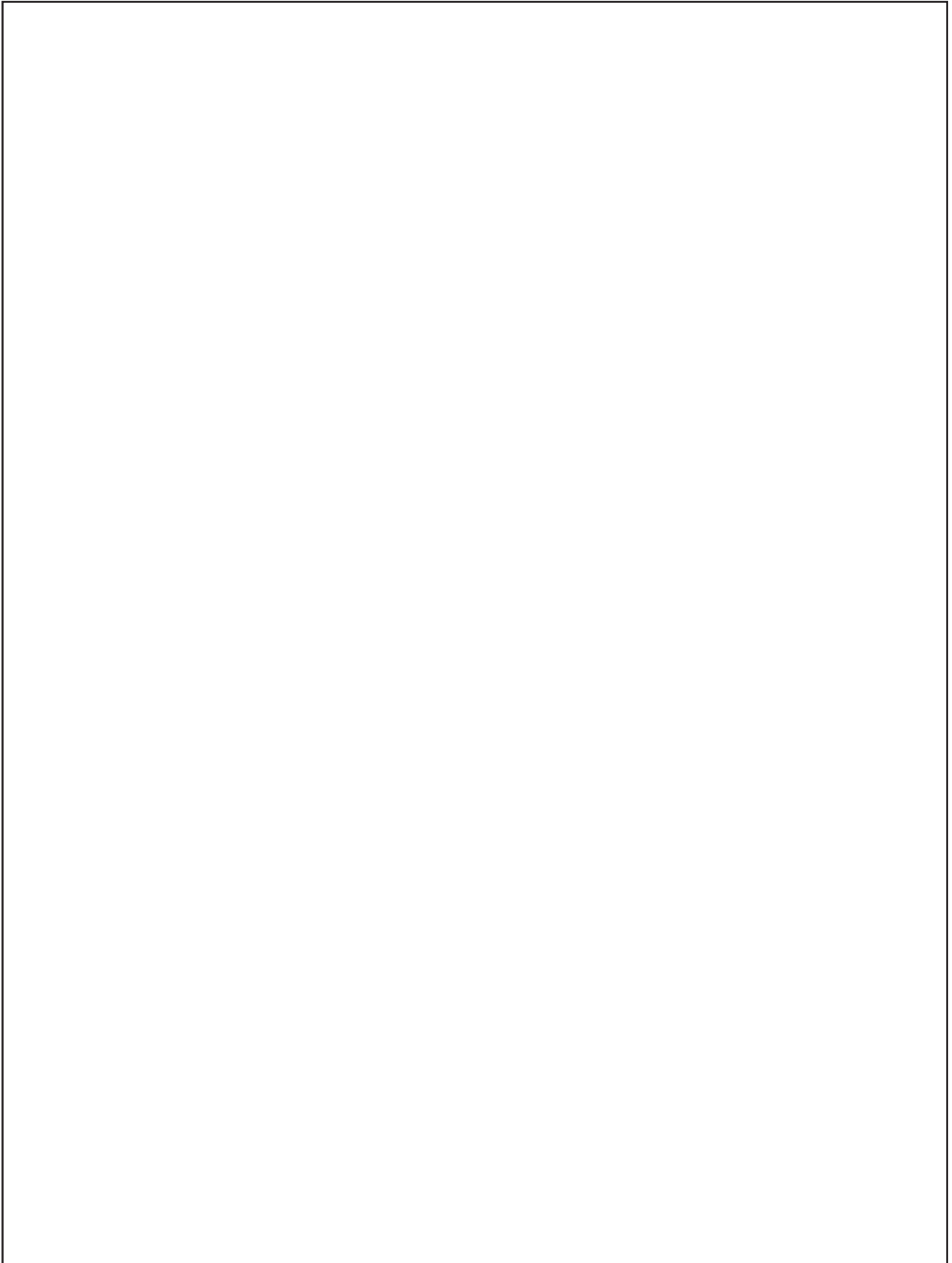
In influencing others, it's more important to look at the person's nonverbal communication than it is to listen to the person's verbal communication. Body language will often reveal a person's true intent. Pay attention to things like crossed arms, eye contact, whether a person is leaning forward or backward in the chair, the position of the hands, facial expressions, and the general "energy" the person is exuding.

Exercises:

For the following exercise, identify the differences in the nonverbal communication between the person on the right and the person on the left.



The Influence Incubator: Session Two



Session Three: Laws 9-13

Law #9: Outcome-based thinking

The next law is that of outcome-based thinking. This means identifying the end goal and then working backwards from it to identify how to get there.

Exercises:

Identify a situation from which you would like a specific outcome. (Make sure that it's a realistically possible outcome.)

What resources do you need? What do you need to do? What do you need to start doing in order to achieve that outcome? What do you need to stop or change?

Law #10: Focus on future results rather than past performance

Past performance does not equal future results. This law has to do with inductive versus deductive outcomes. When you set a goal or an outcome based on deductive reasoning, you take the existing data of past performance and use them to deduce what you'll be able to do. This is limiting because you can only base your future results on what you've already done in the past.

Instead, use inductive reasoning as your focus. It's this type of thinking that allows you to experience dramatically better results than you even could have imagined. Just because you haven't done it before doesn't mean that you won't be able to do it in the future.

Exercises:

Give an example when you, or someone you know, set the standard for future results based only on past performance.

How would the outcome have been different if you or the other person had focused on the potential for greater future results instead?

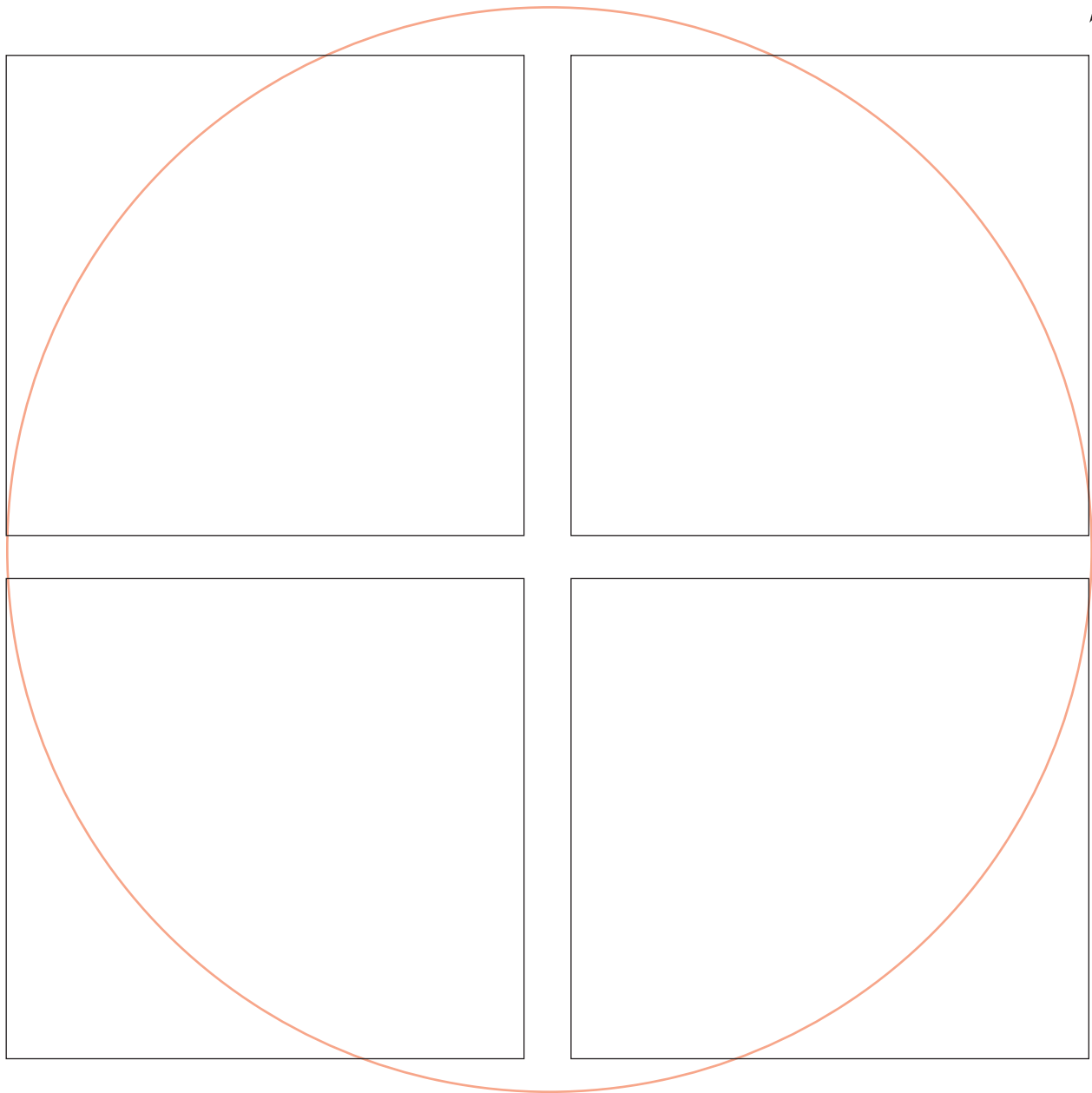
Law #11: Step into the other person's shoes

When two people are negotiating or having a discussion and one person would like to influence the other person, he or she has to be able to step into the other person's shoes, or reality. Because if you can step into another's perception, into another's reality, you are a part of that person and you can see how that person sees, you can hear how that person hears, and you can feel even how that person feels.

If you would like to step into the other person's shoes, just think about what you think he or she finds important, what you think how he or she would feel, and what you think his or her interests or his or her desires are or wants are. It's about identifying the person's pain and what would move him or her more toward pleasure. To do this, it helps to paint a picture or to help the person visualize or to talk to the person in such a way that the person finds a little bit of pleasure. When the person sees the light in the tunnel, he or she moves. When the person sees the light in the tunnel, he or she gets into a better mood. When the person sees the light in the tunnel, he or she might get out of the chair and walk together with you to that result.

Exercises:

When you step into the other person's shoes, you understand that person much better. In the following figure, going clockwise, write down in the first section what they are thinking. Then in the next section, what their interests are. In the next section, what their needs are, and in the final section, what they would feel. By doing this, you broaden your own frame of reference in such a way that you open yourself up for any signals you need to properly put yourself in the other person's shoes.



Now for the following scenario, put yourself in the other person's shoes.

Your department at work won an award and has been invited to an annual conference in Orlando, Florida. There isn't a budget allowance for spouses or families to attend — only employees. You want to go to the conference, but your spouse/partner doesn't want you to go. In the following space, step into your partner's shoes.

Law #12: Align with interests

In this law, it's about knowing what the other person needs, what he or she desires, what he or she would like to achieve at the end of his or her timeline. And then seeing if you can align with that.

Exercises:

In the previous scenario, you were the employee and you wanted to convince your spouse. In this scenario, reverse it. You are the partner/spouse and the other person has been invited to the conference. What are his or her interests in this situation? Write them out here:

**Law #13: Learning to listen is more difficult
than learning to ask the right questions**

In a situation where you want to influence another person, saying, “Talk to me” instead of, “Listen to me” is extremely important. Here are some tips to become a better listener:

1. Stop talking. Don’t focus on what you want to say or communicate.
2. Focus on the speaker. Don’t be thinking about lunch, your emails, what’s new on Facebook. Only focus on what the speaker is saying.
3. Help the speaker feel comfortable. This is done by having open body language, a warm expression, and casual eye contact.
4. Empathize. Nod, smile, and use verbal affirmations that you empathize with what the person is saying.
5. Listen for ideas and intent, not just words.

Exercises:

Describe a time when you were in a sales situation (such as buying a new computer or car) and the salesperson was more concerned with “telling” you about the item than listening to your needs.

Describe a time when another person really listened to you.

The Influence Incubator: Session Three



Session Four: Laws 14-18

Law #14: Less is more

We tend to use a lot of words and material and information to convince the other person to do what we want him or her to do. When you do that, you risk that the other person will defend him- or herself against it, or try to find something that is the exception to the rule.]Therefore, be less is more. As soon as the other person agrees with you, stop talking!

Exercises:

Describe a time when someone kept talking in a sales situation and actually lost the sale as a result.

At what point should this person have stopped?

Law #15: The art of being artfully vague

There are two elements to this law. Sometimes when people talk, they are too specific. Other times they are too general. An important key in influence is to get the person to think the opposite way.

Too Specific

When a person is being too specific and making statements with words like “always,” “everybody,” “no one,” or “never,” pick those words out and repeat them back as a question. “Never?” What this does is it gets the other person to think of exceptions to the rule he or she was just saying.

Too Vague

If the person is being too vague, get specific. “People are bothering me.” “Who are these people? Why are these people bothering you?” When people start using generalizations or they delete certain elements of their sentence like, “I’m confused,” you respond by asking, “You’re confused by what?”

Doing this allows you to listen and learn what the person is actually meaning.

You can be artfully vague yourself. By stringing together a series of vague statements you can make them sound specific without actually saying anything.

“I know that you have a certain difficulty in your business that you would like to bring to a satisfactory solution, and I’m not sure exactly what company resources you would find useful in resolving this difficulty.”

You’re not saying what the difficulty is or what resolution the person wants. What this does is allow the other person to “fill in the blanks” and offer information to you about the difficulty or his or her desired resolution.

By saying this in an artfully vague way, you basically elicit different stories in the other person’s head so that you can better understand his or her needs.

Exercises:

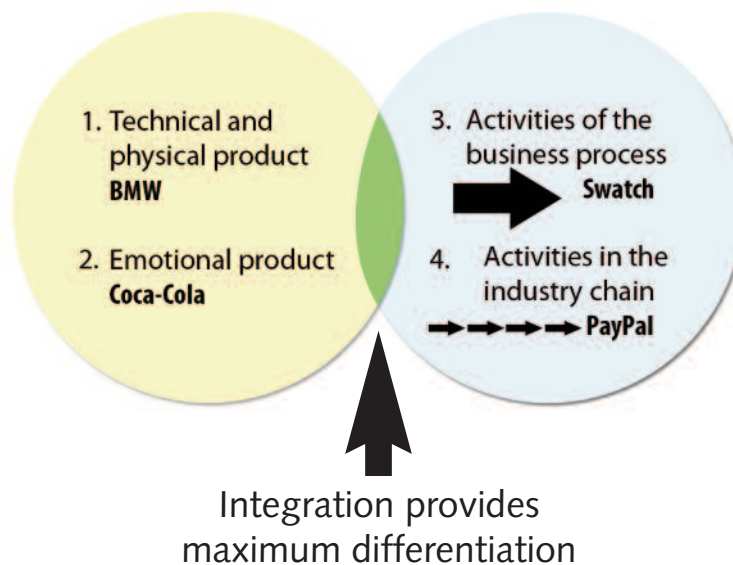
In the following spaces, use this law to get the person to think differently by asking a question.

Mother to son: “Everyone spends Mother’s Day with his or her mother.”

Salesperson to customer: “No one uses CD players anymore.”

You are on a job interview. Use an artfully vague statement to elicit what the interviewer is looking for in a candidate.

Law #16: Create perceived added value



In order to influence someone, you need to have a technical and physical product that is outstanding and you have to have an emotional product, a brand, that signifies all of the other elements that are perceived as added value.

It is the perceived added value of the person that drives the person to the decision to come into your court. So wake up early, work hard, strike oil is one thing, and one circle of the two value circles is technical and physical product and emotional product.

Activities of the business process is how you make things from the ground up, into, for example, a retail store or the raw material that goes into your end product.

Activities in the industry chain need to have a tailored approach in how you approach your subject, another person, or your audience in a way that they feel comfortable, in the right state to receive your message to act upon it and believe in what you are saying.

Exercises:

Describe a time when you bought something based on emotion but it wasn't a good product.

Describe a time when something had all the technical specifications you needed (such as in buying a car) but you didn't have the emotional connection to drive you to buy it.

Describe an instance where the value circles merged — a product had both the technical and physical things you needed and the emotional brand you wanted. How did this combination create the added value you wanted to cause you to buy the product?

Law #17: Reveal the main message

When you give a presentation or are writing a convincing letter or email, the best way to is to give the conclusion upfront, and give at least three firm confirmations that are supportive in forming that conclusion. You have to have those building blocks that are by themselves already enough to get the audience to the main conclusion.

Tell them the outcome you are looking to achieve

Confirmation one (supporting the outcome)

Confirmation two (supporting the outcome)

Confirmation three (supporting the outcome)

Example: You want to take a vacation to a specific destination and are trying to convince your spouse/partner.

Outcome: “I am thinking we could go to Pebble Beach this year for our vacation.”

Confirmation one: “It’s local to California, so we’d spend less money on airfare.”

Confirmation two: “They have world-class spas that you could visit while I’m golfing.”

Confirmation three: “We could stay at that bed and breakfast your sister was telling us about.”

Exercises:

Describe a time when someone was telling you a story and you didn’t understand the point until the very end.

Describe a specific outcome you’d like to achieve through influence.

Outcome:

Confirmation one:

Confirmation two:

Confirmation three:

**Law #18: Use metaphors to convey a message;
facts and numbers are too analytical**

Telling compelling short stories that use metaphors can subtly influence your audience. Here are several types of stories you can use to influence someone else.

Success stories

A success story shares the triumph of people, actions, or ideas.

Case studies

A case study can show the effectiveness of what the presenter is saying.

Personal stories

This is a story about something that happened to you, the presenter. It could also be something relating to your child, friends, colleagues, or relatives. These should be personal, but not TOO personal, and should be focused on making the point you're trying to make.

Parables

A parable is a story with a simple moral or lesson. Parables can be used in sales, marketing, business, or other presenting situations.

Humorous story

The presenter needs to be very careful using humorous stories. They can develop great rapport and get attention, but the presenter needs to practice the material to make sure that it's funny to the audience listening and doesn't offend or embarrass anyone in the audience.

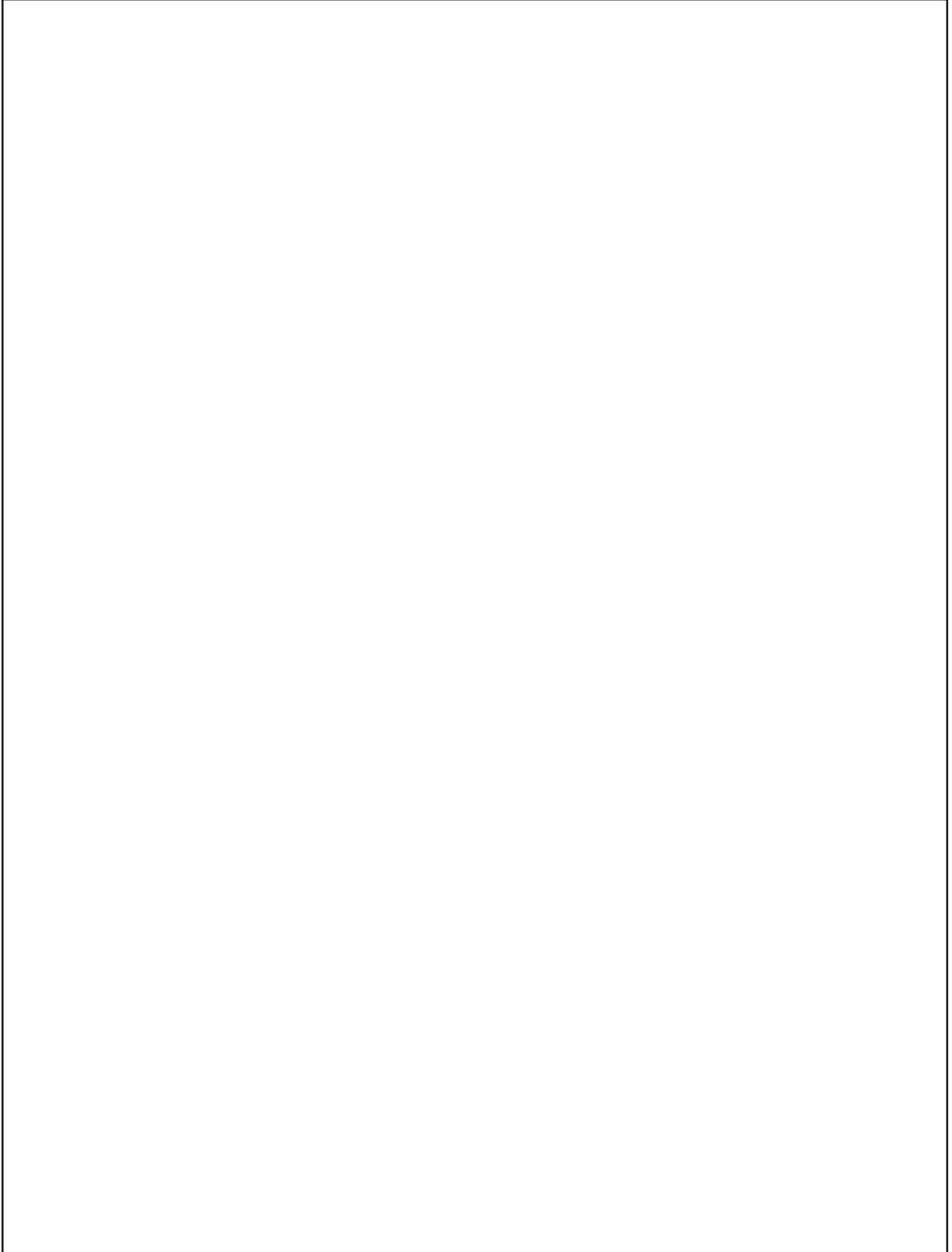
Problem-solving story

This kind of story is one in which the main character had a similar problem to the audience's and it was solved using the ideas the presenter is sharing.

Exercises:

In the following space, write out one or two short stories that you can share that would influence someone else.

The Influence Incubator: Session Four



Session Five: Laws 19-22

Law #19: Influence by marking

Marking is the process of associating an internal response with some external trigger.

Influence by marking is one of the most strategic tools that you have, and you can even do it with nonverbal gestures.

An example is clicking your pen each time you would like to mark out a word. Or you put the word/question “right” after a statement that you want to emphasize.

Spatial marking: moving around the space to create an association.

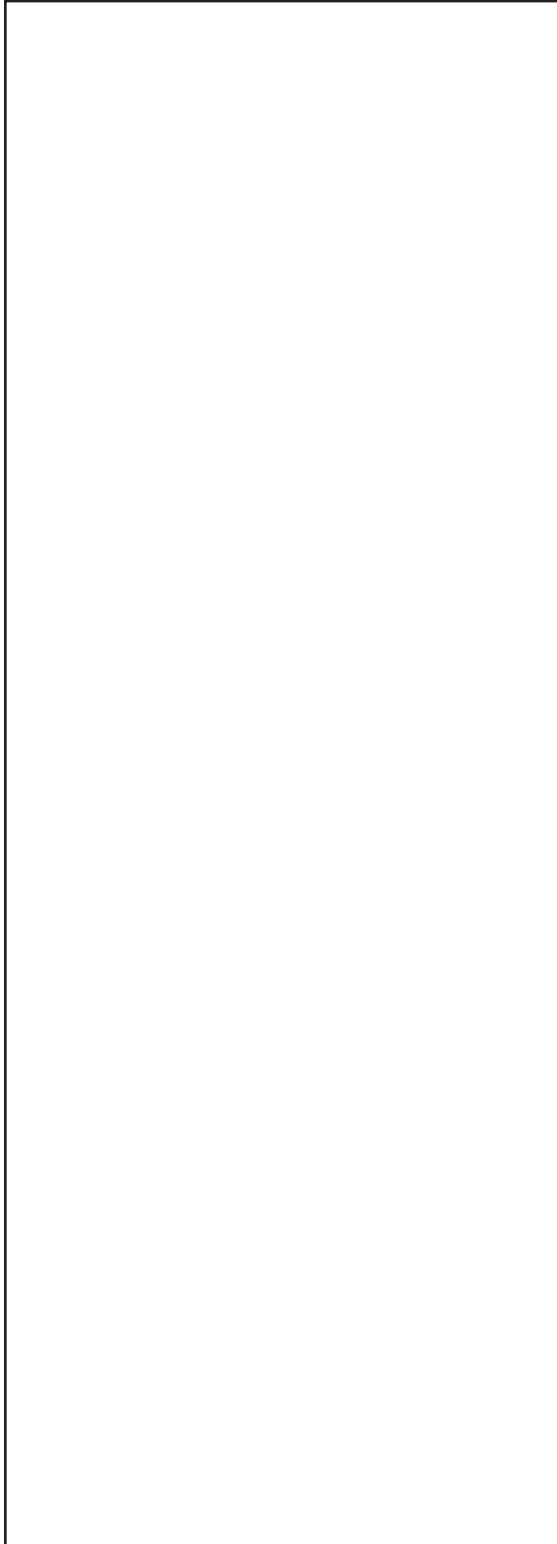
Here’s an example of spatial marking. The person walks from left to right. When the person walks to the right, he or she gives a good presentation or a good positive message. When the person walks to the left, he or she gives a negative message. This causes a subconscious association with the right side of the room being positive and the left side of the room being negative. Then, when the person wants to create a positive association with his or her product, service, outcome, or idea, the person walks to the right side of the room when he or she presents it.

Exercises:

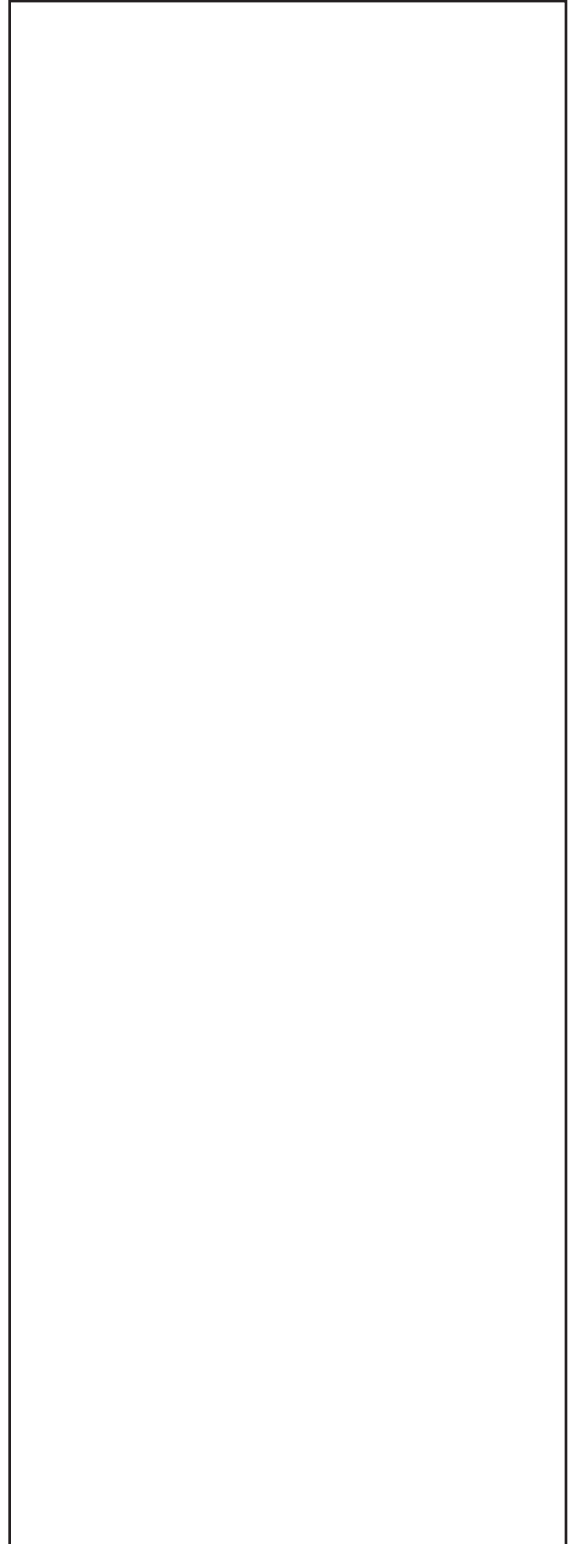
On the following page, practice writing a script, with the positive things on the right side of the page and the negative ones on the left side of the page.

Marking Script

Negative Statements

A large, empty rectangular box with a black border, intended for marking negative statements.

Positive Statements

A large, empty rectangular box with a black border, intended for marking positive statements.

Law #20: Elicit positive confirmations

If your brain says yes, yes, yes, and yes, three to four times, it's very likely that you have a positive answer available for the fourth or fifth element that is brought into the conversation. Similarly, when your brain is thinking negative, negative, negative, then it's most likely that the fourth time or the fifth time is also negative. The reason for this is continuity. Our brains are hard-wired to look for continuity, such as in the following graphic. It appears as if the arrow is going through the heart.



In order to influence a person to say yes to your proposition, you have to put the person into the area of being positive about the decision that he or she is going to make, hopefully in alignment with yours. So, therefore, you elicit positive confirmations by repeating what the person finds most important, clicking your own offerings toward it or your own solutions to it, and then asking the person, “Am I right?” Or, “What do you think?” Or presuppose that you solved the problem. And the person nods yes. Therefore, you bring the person into the area of positive confirmations, and you elicit the positive mood in his or her brain.

Here are some sample statements that can get the other person into a “yes” frame of mind.

“Wow, it’s really raining hard out there isn’t it?” YES, it is.

“I am so glad you brought an umbrella.” YES, me too.

“At least it’s supposed to let up tomorrow.” YES, that’s what I heard.

“Would you like to come in?” YES, thank you.

Exercises:

What are some things you can say to get someone to say YES?

What are some things you can say to get someone to say NO?

Law #21: Be congruent with the other person; give away and take back

Being congruent means physically and emotionally matching the other person. It's not mimicking or parroting but behaving similarly so that the person can perceptually feel as if you are similar.

Exercises:

The next time you are out with someone, practice congruency. Use body language and emotional energy to match that of the person you are with. Write the results you experienced.

“Give away and take back” is the practice of exchanging things with others for mutual benefit, privileges granted by one to another. If you give away something for free, most people feel compelled to return the favor.

Exercises:

Describe a time when you received something for free and felt compelled to return the favor.

Law #22: Display the perfection of imperfection

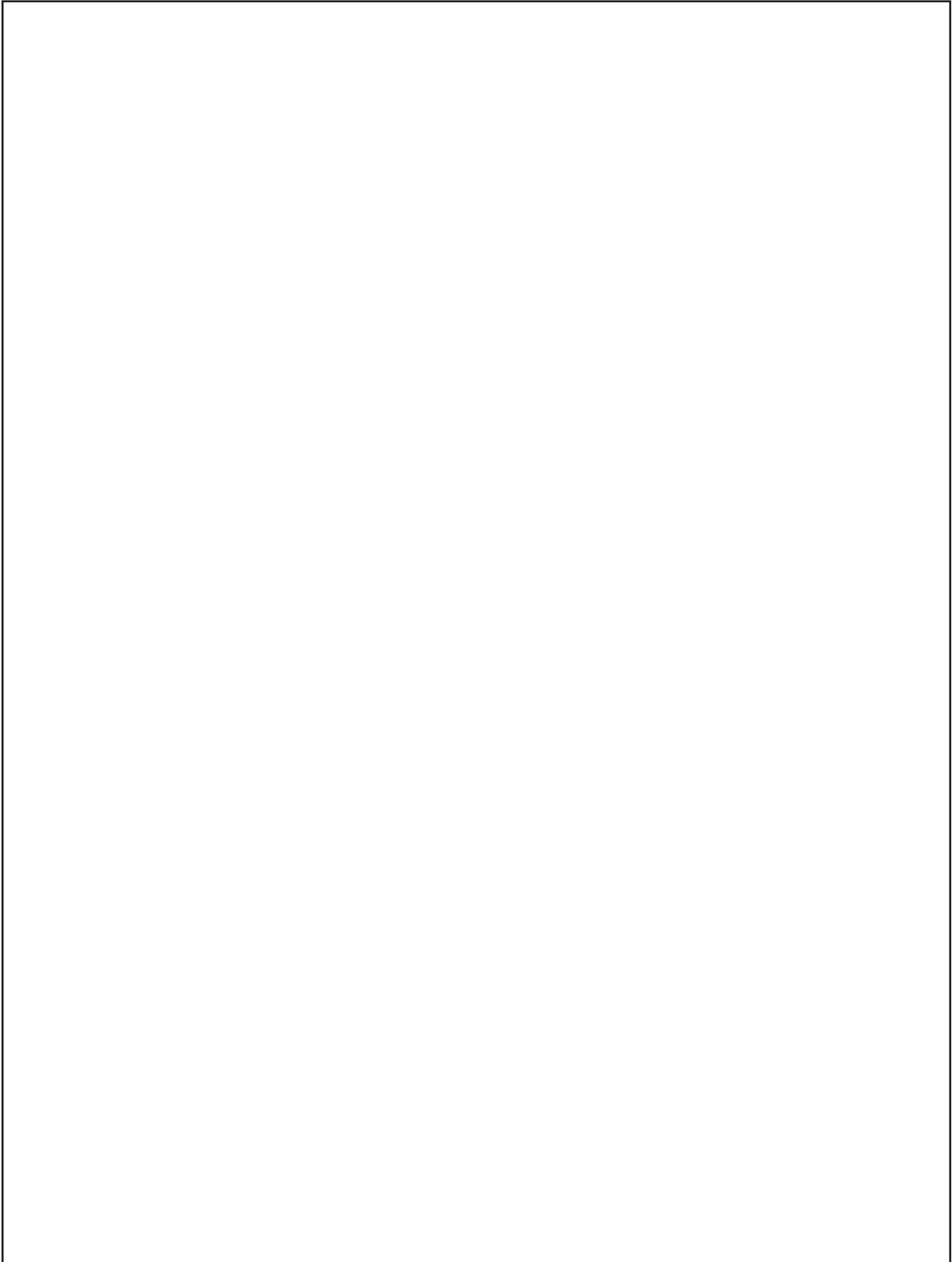
This law means that you aren't trying to present yourself, your product, your service, or your idea as perfect. Weakness and imperfection make you human and relatable. They also convey your honesty.

Exercises:

What are your areas of vulnerability and weakness?

How can you display the perfection of your imperfection? How can you turn your imperfection into an asset?

The Influence Incubator: Session Five



Session Six: Laws 23 and 24/ Beyond the Laws of Influence

Law #23: Break up to break through

When things get too emotional or heated, take a break. Talk about a different subject or take a walk outside the room. This allows the emotional energy to dissipate and everyone to come back to the meeting feeling balanced and rational. When a person is too emotional, he or she cannot think straight, cannot reason well, and cannot form his or her thoughts in such a way that he or she can convey the message. Moreover, you're not listening any more at all because you're too busy with conveying your own opinion.

During a break, you have the time and you have the opportunity to come up with different options and think outside the box. But there are mandatory elements that you have to bring back with you. You have to be open, and you have to calm down. Recognize when you've moved to using force instead of power. Taking a break can help you restore your power.

So calm down, take a breath, don't be panicked, and go with your team back into the room and just start with the intention to come up with a bigger solution that benefits everybody.

Exercises:

Describe a time when things got emotionally heated and you did NOT take a break. What happened?

Describe a time when things got emotionally heated and you DID take a break. What was the difference in the outcome?

What can you do to remind yourself that it's time to take a break?

Law #24: Get commitment

The final law of influence is to get the other person to make a commitment. This can either be a positive commitment, “Yes, I will go,” or a negative commitment, “No, I won’t do it until I talk to you first.” Commitments are most effective when they’re active, public — when there are other people around — effortful, and viewed as internally motivated. Here are some sample questions to elicit commitment.

“Based on what we’ve discussed, which approach suits you best?”

“Is there anything else to address before we proceed?”

“How would you like to proceed?”

“What would you like us to do next?”

“Where do we go from here?”

Exercises:

In the following spaces, write out how you would ask for a commitment.

When trying to agree with your partner/spouse on where to go on vacation:

At work, when delegating an assignment to a colleague:

With your teenage child, when he or she has agreed to do a household chore:

With your soon-to-be ex, when he or she has agreed to divide the marital assets.

The Influence Incubator: Session Six



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