



Read2Lead

***Words That Change Minds:
The 14 Patterns for Mastering the Language of Influence***
by Shelle Rose Charvet

Summary from Google Books:

How to master Influencing Language and get what you want, without manipulating. Learn how to use the right words with the right people, and get through the “Communication Wall.” Have you ever felt like you were talking to a wall? Well, that’s a very accurate description of what’s happening when 2 people are communicating! Everyone has a metaphorical “Communication Wall” around them to protect them from “bad people”. But in all of our walls, we have left some bricks out, to let the “good people” communicate with us. The problem in communication is not the wall, because the wall is standard equipment that everyone has. The problem comes from the holes where the bricks have been left out. The holes come in specific shapes, unique to each person and if you want to communicate with that person, you need to use words and behavior that fit exactly with the holes in the other person’s wall. Shelle Rose Charvet, best-selling author of *Words That Change Minds* shows you how to match your language to people around you (in your work, with your colleagues, your boss and your clients, and at home, with your partner, family and other relationships).

What is Read2Lead?

Read2Lead is a series of book studies published by the Center for Junior Officers, a small Army research center dedicated to empowering junior officers to develop themselves and their teams. Read2Lead modules give junior officers a ready-to-use product that they can integrate into leader professional development programs.

What’s in this module?

Every Read2Lead module contains:

- A short summary of the book that you can circulate to prime people for reading
- Advice for running your Read2Lead session
- A series of questions that can be used in multiple sessions, with options for using the questions over different lengths of time
- Additional resources that may be helpful for the facilitator

What do I need to provide to run a Read2Lead program?

First, the time. Read2Lead sessions work best when they're done over multiple sessions, so participants can digest books in small "chunks" instead of trying to cram them in all at once. Make sure you give your participants enough time to read the book and not fake the funk.

Second, the books. Books can be purchased with a government purchase card if they remain in the hands of the unit. Buying books for a Read2Lead session can be a great kickstarter for a battalion or even brigade library. You can also provide the books to Soldiers with the expectation that they pass them along to another Soldier when they are done with them. If you choose this approach, you should ensure you mark the books appropriately per the purchasing regulations and legal guidance of your organization.

Third, the space. Read2Lead sessions should be conducted in spaces where everyone can hear and see one another. Be creative: maybe you do them as hip-pocket training on a range, or at the end of motor stables. Or as a brown bag lunch in a barracks dayroom. When you run the actual session, think of it as a time for your Soldiers to think outside the box, discuss something beyond the day-to-day concerns of the unit, and improve their communication skills. The questions provided on the subsequent pages are a starting point, but feel free to add or substitute your own to make the session more meaningful for your Soldiers.

Words that Change Minds, 6 Week Question Guide

The third edition of this book was published in 2019, building upon the previous two editions with more profiling examples and real-world application examples. The author takes you through the Language and Behavior (LAB) Profile and explains how to identify someone's motivation and productivity patterns. The premise is, if you can recognize someone's patterns, then you can tailor your communications with them to receive better results. This Read2Lead is broken up into six weeks - two for motivation patterns, two for productivity patterns, and two for applications. For the sake of this exercise, the Appendices section is not included.

Week 1: Motivation Patterns Part 1 (Ch. 1-4)

- The first chapter overviews the LAB Profile and its foundations. What's an example of a situation at work where you delete, distort, and generalize information? What do you think you mostly miss in these situations?

- In Chapter 3, the book teaches us about Proactive and Reactive modes. Which mode is more desirable for an Army officer? Why?

- Chapter 4 introduces the idea of "hot buttons" - words that elicit physical and emotional responses. What are your top three positive and negative hot buttons? Try to name them for a few of your close friends and/or colleagues.

Week 2: Motivation Patterns Part 2 (Ch. 5-9)

- Chapter 5 discusses a person's tendency to move *toward a goal* or *away from a problem*. How do you identify this pattern within someone in a work setting?

- Chapter 6 introduces the concept that people either prefer to be given a variety of *options* or follow a strict set of *procedures*. Is one or the other more preferable for an Army officer? Which one are you?

- Chapter 8 discusses the rate at which individuals like to experience change. If you have someone with a Sameness pattern, how do you communicate a big change to them in a way that is less scary/stressful?

Week 3: Productivity Patterns Part 1 (Ch. 10-14)

- "Attention to detail" is a commonly used phrase in the Army. Chapter 11 discusses whether a person prefers to see the *general* idea or all the *specific* details. How do you communicate the details to someone who has a strong *general* pattern?

- Chapter 13 discusses how someone responds to stress and categorizes them as having either a *Feeling*, *Choice*, or *Thinking* pattern. How can you tell what is someone's primary stress response pattern? Can you categorize the people with whom you most closely work?

- Chapter 14 discusses the environment in which someone is most productive. What kind of environment is your workplace? Is it filled with mostly *independent*, *proximity*, or *cooperative* individuals?

Week 4: Productivity Patterns Part 2 (Ch. 15-19)

- Chapter 15 discusses how people organize their work, either by “getting the job done or focusing on people and feelings.” What jobs in the Army require someone to be *Mainly Person, Equally Person and Thing, or Mainly Thing*?
- Chapter 17 discusses how people make judgments of others’ capabilities. Can you recognize the pattern of your Rater? What systems and processes does the Army have in place to support one or more of these patterns?
- Chapter 18 builds on the previous chapter by discussing how long it takes someone to be convinced of another’s capabilities. In which category do you fall?

Week 5: Applications Part 1 (Ch. 20-26)

- Chapter 22 introduces a “profile of cheaters” example. Can you identify a major scandal and profile the culture that allowed it to occur?
- Chapter 23 discusses the “Language of Suggestion vs. Command Language.” What’s an example of a time you used too much “command language” and how could you have better used the language of suggestion to produce a better outcome?
- Chapter 25 introduces how to use the LAB Profile in a coaching and mentoring context. How do you get someone out of the ‘Stuck’ state?

Week 6: Applications Part 2 (Ch. 27-34)

- Chapter 28 discusses how to create a *job profile* in order to hire the right person for the job. Create a job profile for a Company Commander in the Army.
- In Chapter 30 the author provides an example of how the LAB Profile enabled a bargaining team to better negotiate a contract. What is an example of a time you needed to negotiate an outcome for yourself that you could have improved through better communication with the other party?
- Chapter 32 proposes how to better engage students using the LAB Profile. What is an example of an Army training that could be improved using the suggestions in this chapter? Can you design a better method for achieving the learning outcome using these techniques?

Additional Resources

- Take the LAB Profile for yourself! This tool will give you a *very basic* profile of your patterns based on a handful of multiple choice and short answer questions.

<https://thelabprofile.com/>

- *Identity Compass*

The Identity Compass® is an innovative personnel selection tool which uses an inventory of "thinking structures". It registers how people think and make decisions in typical work situations. It points out what motivates employees, what their values are and what their career goals are. The Identity Compass® gives clear guidance on which employees are likely to perform best in which situations and how improvement can best be achieved.

The Identity Compass® will help you understand how candidates will perform under stress, work in a team, or how best to motivate them to succeed on the job. It is actually possible to accurately estimate how long an employee is likely to stay on a particular job.

<https://www.identitycompass.com/info/description/index.php>

This Read2Lead module was produced by 2021 CJO Leadership Fellow CPT Allyson Hauptman. CPT Hauptman graduated from West Point in 2014 and commissioned as an Air Defense Artillery officer. Immediately following graduation she traveled to Tallinn, Estonia on a Rotary Scholarship to obtain her Master's in Cybersecurity. In 2015 she transitioned to the Cyber Corps.

The LAB Profile® Worksheet: Motivation Patterns

Name: _____ Company: _____
 Profiler: _____ Position: _____
 Date: _____ Context: _____

Questions	Categories	Patterns: Indicators
(no question for Level)	LEVEL _____ _____	Proactive: <i>action, do it, short, crisp sentences</i> Reactive: <i>try, think about it, could, wait</i>
What do you want in your (work)?	CRITERIA	
Why is that (criteria) important? (ask up to 3 times)	DIRECTION _____ _____	Toward: <i>attain, gain, achieve, get, include</i> Away From: <i>avoid, exclude, recognize problems</i>
How do you know you have done a good job at ... ?	SOURCE _____ _____	Internal: <i>knows within self</i> External: <i>told by others, facts and figures</i>
Why did you choose (your current work)?	REASON _____ _____	Options: <i>criteria, choice, possibilities, variety</i> Procedures: <i>story, how, necessity, didn't choose</i>
What is the relationship between (your work this year and last year)?	DECISION FACTORS _____ _____ _____ _____	Sameness: <i>same, no change</i> Sameness with Exception: <i>more/better, comparisons</i> Difference: <i>change, new, unique</i> Sameness with Exception & Difference: <i>new and comparisons</i>

LAB Profile® Worksheet: Productivity Patterns

Name: _____ Company: _____
 Profiler: _____ Position: _____
 Date: _____ Context: _____

Questions	Categories	Patterns: Indicators
(no questions for Scope and Attention Direction)	SCOPE _____ _____	Specific: <i>details, sequences, exactly</i> General: <i>overview, big picture, random order</i>
	ATTENTION DIRECTION _____ _____	Self: <i>short monotone responses</i> Other: <i>animated, expressive, automatic responses</i>
Tell me about a (work situation) that gave you trouble.	STRESS RESPONSE _____ _____ _____	Feeling: <i>goes in and stays in feelings</i> Choice: <i>goes in and out of feelings</i> Thinking: <i>doesn't go into feelings</i>
Tell me about a (work situation) that was (Criteria).	STYLE _____ _____ _____	Independent: <i>alone, I, sole responsibility</i> Proximity: <i>in control, others around</i> Cooperative: <i>we, team, share responsibility</i>
(wait for answer) What did you like about it?	ORGANIZATION _____ _____	Person: <i>people, feelings, reactions</i> Thing: <i>tools, tasks, ideas</i>
What is a good way for you to increase your success at (your work)? What is a good way for someone else to increase their success at (their work)?	RULE STRUCTURE _____ _____ _____ _____	My/My: <i>My rules for me/My rules for you</i> My/. (period): <i>My rules for me/ Who cares?</i> No/My: <i>No rules for me/My rules for you</i> My/Your: <i>My rules for me/Your rules for you</i>
How do you know that someone else (an equal of yours) is good at their (work)? How many times do you have to (see, hear, read, do) that to be convinced they are good?	CONVINCER _____ _____ _____ _____	See: ____ # of Examples: <i>give number</i> Hear: ____ Automatic: <i>benefit of the doubt</i> Read: ____ Consistent: <i>not completely convinced</i> Do: ____ Period of Time: <i>give time period</i>