



Crucial
Influence®

MINISERIES INFLUENCE CHALLENGE

This worksheet will help you apply the Crucial Influence Model to a leadership challenge you currently face. Think of a challenge where you must influence behavior to achieve an important result.



Crucial Influence® Model

LESSON 1: HOW THE WORLD WORKS

Identify the **RESULTS** you're trying to achieve and how you will measure progress.

The first thing effective leaders do is focus on results and determine how they will measure progress. What is the result you're trying to achieve? Why? How will you measure progress? Write as much detail as possible.

LESSON 2:

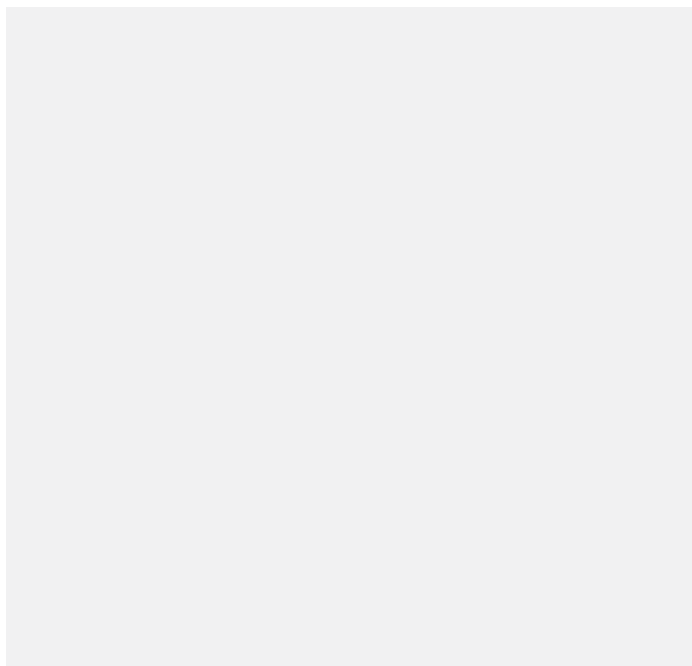
VITAL BEHAVIORS

Clarify VITAL BEHAVIORS.

Effective leaders know that outcomes depend on people. What do you need people to do to get the results you want? Remember, a behavior is:

- Specific
- Observable
- Repeatable

A vital behavior is one that disproportionately contributes to results. Identify one or two vital behaviors that will lead to the results you want. Be specific. Clarify when people should act and what they should do.



LESSON 3:

THE SIX SOURCES OF INFLUENCE

Use the SIX SOURCES OF INFLUENCE to enable and motivate people to do vital behaviors.

When trying to influence behavior, effective leaders **DIAGNOSE** what sources of influence are contributing to current behavior, and then they get multiple sources working in favor of vital behaviors.

Review the Six Sources of Influence and the accompanying chart below to diagnose possible barriers to change. Then use the blank table at the bottom to brainstorm ways you can use multiple sources of influence to encourage the vital behaviors.

	MOTIVATION	ABILITY
PERSONAL	1 Want to	2 Can do
SOCIAL	3 Praise and pressure	4 Help and hindrance
STRUCTURAL	5 Rewards and punishments	6 Structures, environments, and tools

THE SIX SOURCES OF INFLUENCE

SUMMARY OF THE SIX SOURCES OF INFLUENCE

SOURCE OF INFLUENCE	SUMMARY	WHAT IT SOUNDS LIKE
Source 1 Personal Motivation	Left in a room by themselves: <ul style="list-style-type: none"> Do they hate it or enjoy it? Do they find meaning in it? Does it fit their sense of who they are or who they want to be? 	<ul style="list-style-type: none"> <i>"I don't like..."</i> <i>"I don't enjoy..."</i> <i>"That's just who I am."</i>
Source 2 Personal Ability	Left in a room by themselves: <ul style="list-style-type: none"> Do they have the knowledge? Do they have the skills? Do they have the strength to do the behavior? 	<ul style="list-style-type: none"> <i>"I can't."</i> <i>"I don't know how."</i> <i>"I never learned how to."</i>
Source 3 Social Motivation	Do others (including me as their leader) encourage or discourage the behavior through praise, norms, body language and tone, and peer pressure?	<ul style="list-style-type: none"> <i>"Our manager told us to do this."</i> <i>"She has been praising this for months."</i> <i>"Everyone is doing this."</i>
Source 4 Social Ability	Do others (including me as their leader) provide or withhold help, information, and resources?	<ul style="list-style-type: none"> <i>"Saul didn't get us the material we needed."</i> <i>"When I needed help, everyone disappeared."</i> <i>"We needed our manager's approval, but she wouldn't sign off on it."</i>
Source 5 Structural Motivation	Are rewards and punishments encouraging the right behavior and discouraging the wrong behavior? <ul style="list-style-type: none"> Pay Promotions and perks Performance reviews Formal discipline 	<ul style="list-style-type: none"> <i>"That won't affect my performance review."</i> <i>"That's not what I get paid to do."</i> <i>"They talk a lot about quality, but you could lose your job if you stop the production line."</i>
Source 6 Structural Ability	Do "things" make the behavior easier or harder? <ul style="list-style-type: none"> Physical space Cues and information Tools and technology Processes and policies Access to others 	<ul style="list-style-type: none"> <i>"It's 'hurry up and wait' with all the processes and procedures around here."</i> <i>"The platform crashes often."</i> <i>"It's hard to collaborate with Louis when we work in different time zones."</i>

How will you influence people to do vital behaviors? Come up with at least one strategy in each of the six sources. Review the table if you need help.

BRAINSTORM PROMPTS

	MOTIVATION	ABILITY
PERSONAL	Help them love what they hate. <ul style="list-style-type: none"> Show them the default future of current behavior Tell meaningful stories Make it a game Connect behavior to values 	Help them do what they can't. <ul style="list-style-type: none"> Invest in skill development Practice deliberately and rehearse in realtime, real-world settings
SOCIAL	Provide encouragement. <ul style="list-style-type: none"> Enlist the support of opinion leaders Engage formal leaders Make sacrifices to show support for new behaviors 	Provide assistance. <ul style="list-style-type: none"> Create coaching relationships Provide information and support Make it safe to try new behaviors
STRUCTURAL	Reward with care. <ul style="list-style-type: none"> Use rewards after personal and social motivation have been addressed Offer small, regular rewards Reward vital behaviors, not just results 	Change the environment. <ul style="list-style-type: none"> Remove friction—make good behaviors easy Automate difficult work, reorganize workflows, update manuals and procedures, etc. Post cues and reminders in key spots

MY STRATEGIES

	MOTIVATION	ABILITY
PERSONAL		
SOCIAL		
STRUCTURAL		

TAKE THE NEXT STEP

Bring Crucial Influence to your organization and give your leaders the skills to change behavior and improve results, or attend the course yourself.

Call 1.800.449.5989 or visit us at [CrucialLearning.com](https://www.CrucialLearning.com).

