



Crucial Influence®

# THE SIX SOURCES OF INFLUENCE

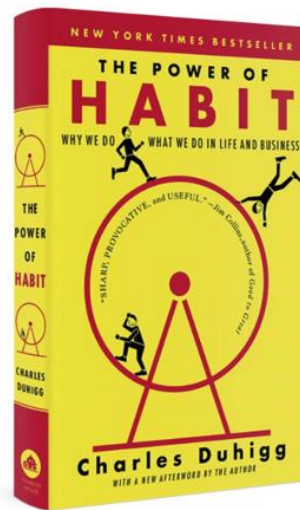
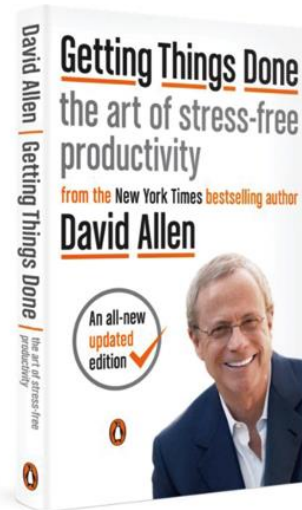
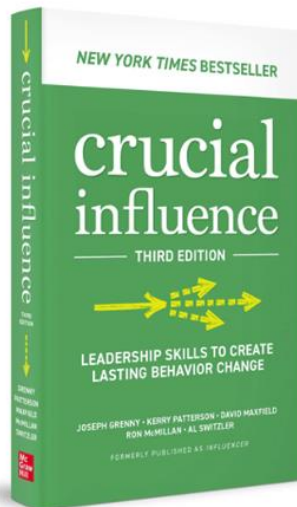
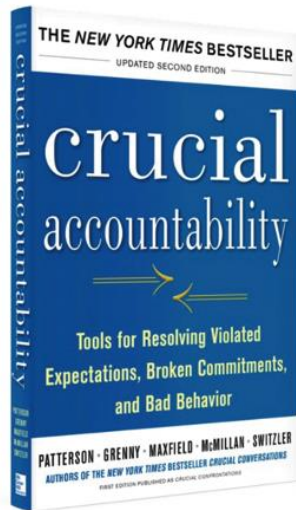
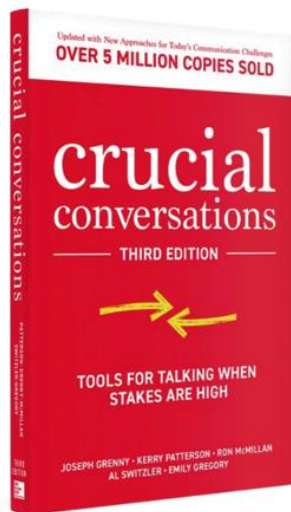
**How to Create Lasting Behavior Change**

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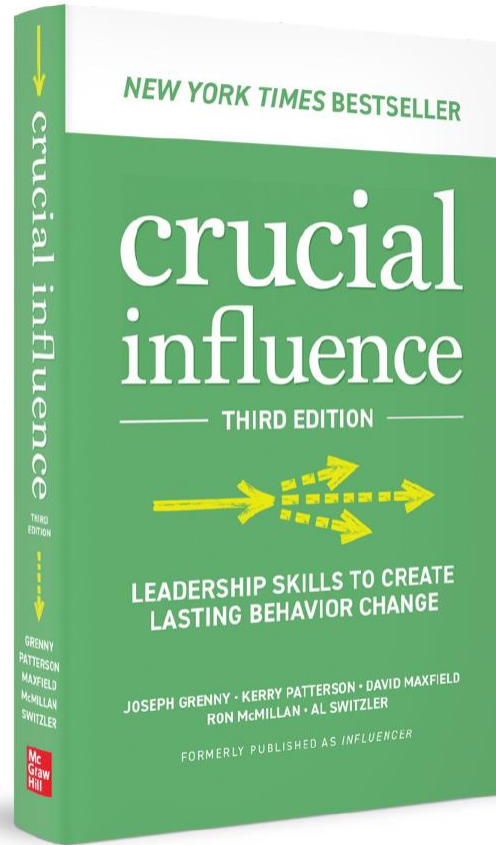
**Scott Robley**  
Director of  
Professional Services

Crucial Learning.



Crucial Learning®





# TWO KINDS OF PROBLEMS LEADERS SOLVE

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1

What should we do?  
**STRATEGY**





# TWO KINDS OF PROBLEMS LEADERS SOLVE

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1

What should we do?  
**STRATEGY**

2

How do we get people to do it?  
**INFLUENCE**



## INFLUENCE THIS

All Nippon Airways calculated that if passengers would do one thing before boarding their planes they could lighten their load by 240 pounds—reducing their carbon footprint and their costs.



**THAT ONE THING?**

Use the restroom.



# THAT ONE THING?

How would you influence passengers to use the restroom before boarding the plane?



# THE POINT

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We all have a model of influence we use to try to change behavior. The problem is these models are incomplete, so our efforts don't work or don't last.





*“I haven’t got the slightest idea how to change people, but I keep a long list of prospective candidates just in case I should ever figure it out.”*

**DAVID SEDARIS**





# INFLUENCE

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Influence is the ability to change behavior in service of an important goal.

Leadership is intentional influence.  
If behavior isn't changing, you aren't leading.



What would  
you influence?



# Influence Challenges

## **Influencing people to:**

- Take accountability and ownership
- Use a new process or technology
- Align with change initiatives
- Engage more in their work and team
- Connect more in a virtual environment
- Collaborate and communicate effectively
- Create a diverse and inclusive culture
- Care for your customer, client, or patient needs



LEADERSHIP STUDY

3,300 PEOPLE



1. Collaborate and communicate more effectively across teams.
2. Take accountability and ownership.
3. Start using a new process or technology.
4. Engage more in their work and with their team.
5. Create a more diverse and inclusive organizational culture.



**LOWER PRODUCTIVITY**

**LOWER EMPLOYEE SATISFACTION**

**WASTED TIME AND RESOURCES**

**DECREASED QUALITY**

**LOWER CUSTOMER SATISFACTION**





62%

PERSIST FOR  
A YEAR OR MORE

31%

PERSIST FOR THREE  
YEARS OR MORE

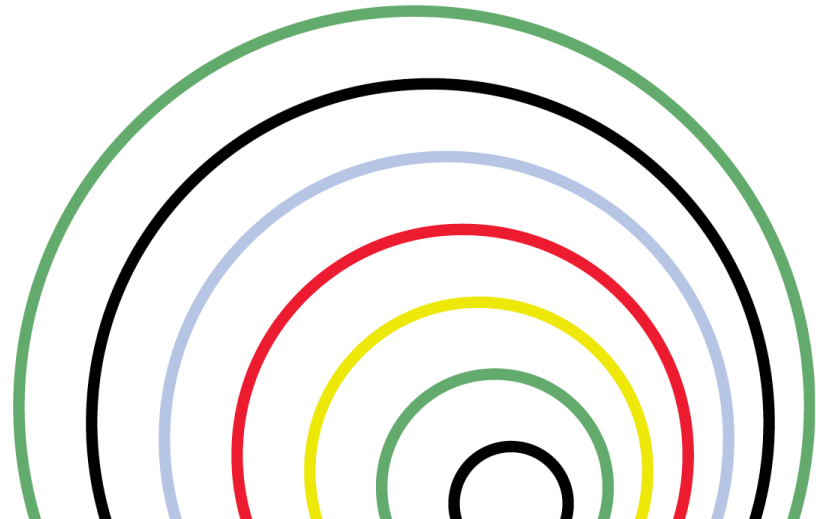


# Problem

As leaders, one of the most important capacities we possess is the capacity to change behavior. Yet few of us have a model for success.

# Solution

Learn the skills of influence to transform the way you lead.





Crucial Influence® Model





Crucial Influence® Model



I thought I'd really  
like this job.



But every day I get  
frustrated,  
discouraged, and  
unmotivated.  
Why?





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The quality of your answer to  
“Why are people doing what they  
are doing?” is the best predictor  
of your influence.

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# PEOPLE DO THINGS FOR TWO REASONS

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1. **Motivation**—  
because they want to.
2. **Ability**—  
because they can.



# SOURCE 1

## Personal Motivation:

I don't enjoy the work, and I'm not gaining any valuable experience.

	MOTIVATION	ABILITY
PERSONAL	1	2
SOCIAL	3	4
STRUCTURAL	5	6



## SOURCE 2

### Personal Ability:

I struggle being able to master certain parts of my job.

	MOTIVATION	ABILITY
PERSONAL	1	2
SOCIAL	3	4
STRUCTURAL	5	6



## SOURCE 3

### **Social Motivation:**

Team norms pull me into bad habits.

	MOTIVATION	ABILITY
PERSONAL	1	2
SOCIAL	3	4
STRUCTURAL	5	6



## SOURCE 4

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### **Social Ability:**

Managers and leaders don't coach me along the way.

	MOTIVATION	ABILITY
PERSONAL	1	2
SOCIAL	3	4
STRUCTURAL	5	6





## SOURCE 5

### Structural Motivation:

I don't feel fairly compensated for the extra work I'm doing.

	MOTIVATION	ABILITY
PERSONAL	1	2
SOCIAL	3	4
STRUCTURAL	5	6



## SOURCE 6

### Structural Ability:

Systems and processes are so broken, it's hard to get anything done.

	MOTIVATION	ABILITY
PERSONAL	1	2
SOCIAL	3	4
STRUCTURAL	5	6



Use the six sources  
to understand more  
fully why people do  
what they do.

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







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The best succeed where  
others fail because they  
'overdetermine' success.

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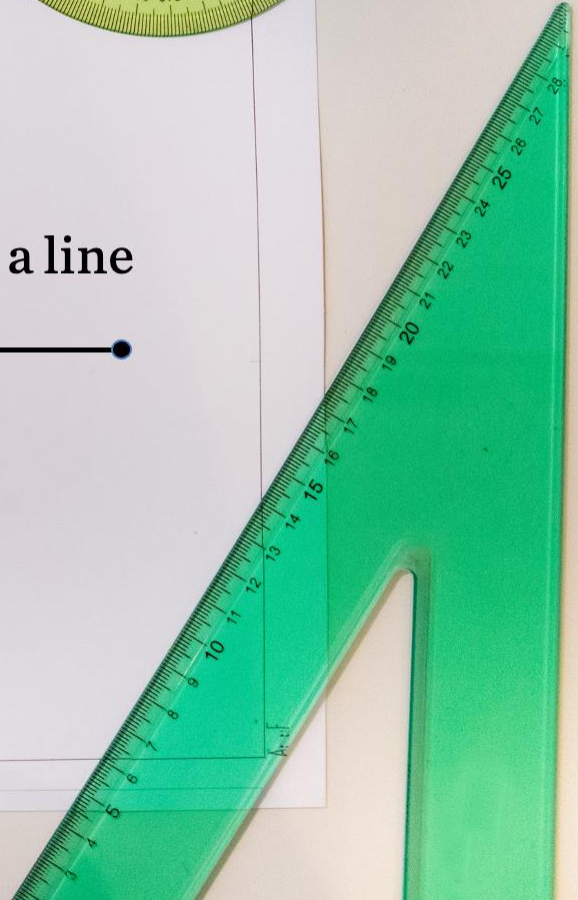
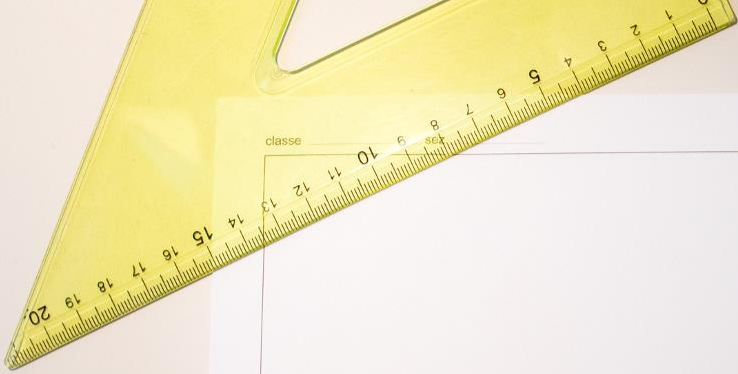


Two points determine a line





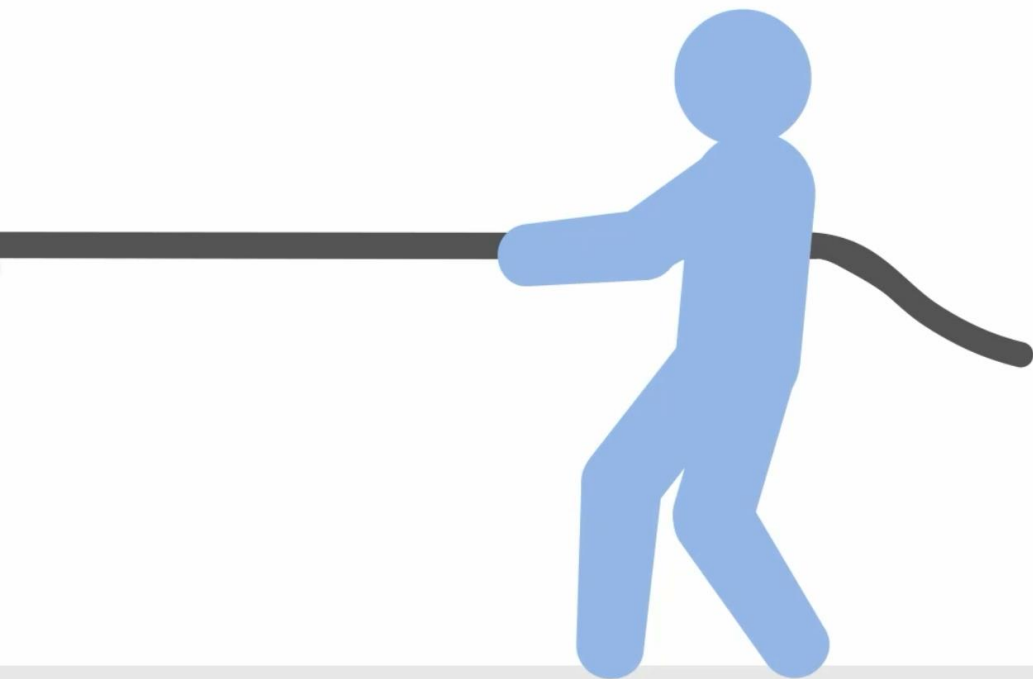
Three points **overdetermine** a line





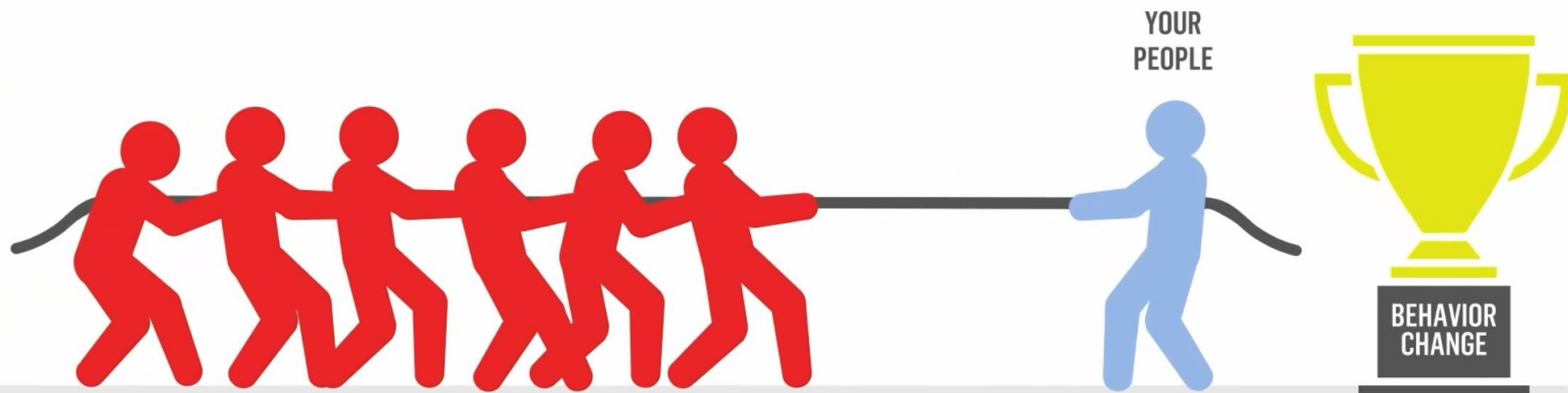
**PEOPLE  
PROBLEM**

**YOUR  
PEOPLE**



# MATH PROBLEM

	MOTIVATION	ABILITY
PERSONAL	1	2
SOCIAL	SIX SOURCES OF INFLUENCE	
STRUCTURAL	5	6



# CHANGE THE MATH

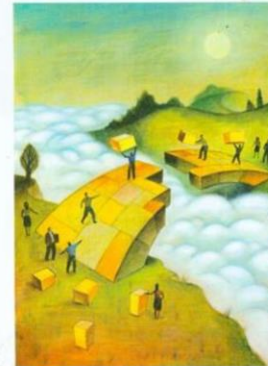
	MOTIVATION	ABILITY
PERSONAL	1	2
SOCIAL	SIX SOURCES OF INFLUENCE	
STRUCTURAL	5	6



# 10X

## MIT Sloan Management Review

FALL 2009 VOL. 50 NO. 1



### Also in This Issue:

MySQL's MARTEN MICKOS on the day-to-day work of making open source fly THOMAS KOCHAN on lessons from the beleaguered airline industry EDWARD F. McDONOUGH III ET AL. on creating strategy with your company's knowledge and innovation styles in mind ALDEN HAYASHI on why Picasso outearned van Gogh (and what it tells us)

Joseph Grenny et al.

### How to Make Change Happen

The interlocking tactics for achieving and wielding influence

Oswald M. Bjelland & Robert Chapman Wood

IBM's 'Innovation Jam': Did It Work? (And What Can It Teach Us?)

Stephen A. Miles & Nathan Bennett

6 Steps to (Re)Building a Top Management Team

Robert Gandossy & Robin Guarnieri

Can You Measure Leadership?

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Understanding 'Honest Signals' in Interpersonal Business Communication

Boris Groysberg, Lex Sant & Robin Abrahams

Recruiting Talent: When Stars Migrate, Do They Still Perform Like Stars?

Overwhelm the  
problem by  
engaging four or  
more sources!

	MOTIVATION	ABILITY
PERSONAL	<b>1</b> Connect to values	<b>2</b> Invest in deliberate practice
SOCIAL	<b>3</b> Provide encouragement	<b>4</b> Provide assistance
STRUCTURAL	<b>5</b> Reward with care	<b>6</b> Change the environment



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# SOURCE 1

## Increase Your Influence

Vital behaviors can often seem boring, uncomfortable, scary, or painful—people may not want to do them.

If bad behavior feels good and good behavior feels bad, what can you do?

# SOURCE 1: PERSONAL MOTIVATION

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Many Vital Behaviors  
are boring,  
frightening,  
uncomfortable,  
or painful.



## SOURCE 1: PERSONAL MOTIVATION

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Many bad behaviors  
feel pretty good. For a  
while.





A photograph of a cyclist riding on a city street. The cyclist is wearing black shorts, black socks, and black shoes. They are riding a black road bike. The background is a blurred city street with cars and buildings.

## INFLUENCE THIS

You're the safety leader at a bus service company. Cyclist fatalities and injuries have gone up each year for the past 5 years. Your drivers speak dismissively of the riders, blaming them for carelessness.

How could you influence these drivers to have more awareness and empathy for cyclists?



# INFLUENCE THIS

A motivational speech?



**INFLUENCE THIS**

Emailing a memo?



## INFLUENCE THIS

The city council of San Luis Potosi, Mexico tried this.  
Why would this work?





**HIGH**

Personal Experience

**LOW**

Verbal Persuasion



**HIGH**

Personal Experience

Vicarious Experience

**LOW**

Verbal Persuasion





College  
fundraising  
call center.  
Unpleasant.  
Boring.  
High turnover.





# HAD SCHOLARSHIP STUDENTS COME IN AND SHARE THEIR STORIES ONCE A MONTH

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142%

more time  
on the phone.

171%

more  
revenue.



# ***The Principle***

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Change the value connection,  
and you change how they feel.

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	MOTIVATION	ABILITY
PERSONAL	<b>1</b> Connect to values	<b>2</b> Invest in deliberate practice
SOCIAL	<b>3</b> Provide encouragement	<b>4</b> Provide assistance
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## SOURCE 2

### Personal Ability

Many Vital behaviors are far more physically or emotionally challenging than we realize.

So we grossly under-invest in building skills.

# WHAT DO INFLUENTIAL LEADERS DO?

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# WHAT DO INFLUENTIAL LEADERS DO?

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Influential Leaders involve people in 5–10 times more “deliberate practice.”



# WHAT DO INFLUENTIAL LEADERS DO?

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Influential Leaders involve people in 5–10 times more “deliberate practice.”

At least **half** of “training” time should be spent in hands-on practice of skills under realistic conditions.







*Watch*  
**THE IMPACT OF PRACTICE**

As you watch this young ski jumper practice, consider: What happens to her motivation as her ability increases?









# HOW TO INFLUENCE ABILITY

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# HOW TO INFLUENCE ABILITY

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## 1. Realistic conditions



# HOW TO INFLUENCE ABILITY

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1. Realistic conditions
2. At the edge of ability



# HOW TO INFLUENCE ABILITY

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1. Realistic conditions
2. At the edge of ability
3. Focus on specific skill





# HOW TO INFLUENCE ABILITY

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1. Realistic conditions
2. At the edge of ability
3. Focus on specific skill
4. Immediate coaching



Be a teacher first,  
motivator second. When  
you enable people,  
motivation often follows.





# ***The Principle***

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Learning isn't enough.  
The most effective leaders  
invest significantly in  
deliberate practice.

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*Watch*

## **ALL WASHED UP**

How many sources of influence does it take to change behavior?





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If behavior isn't changing,  
you aren't leading.

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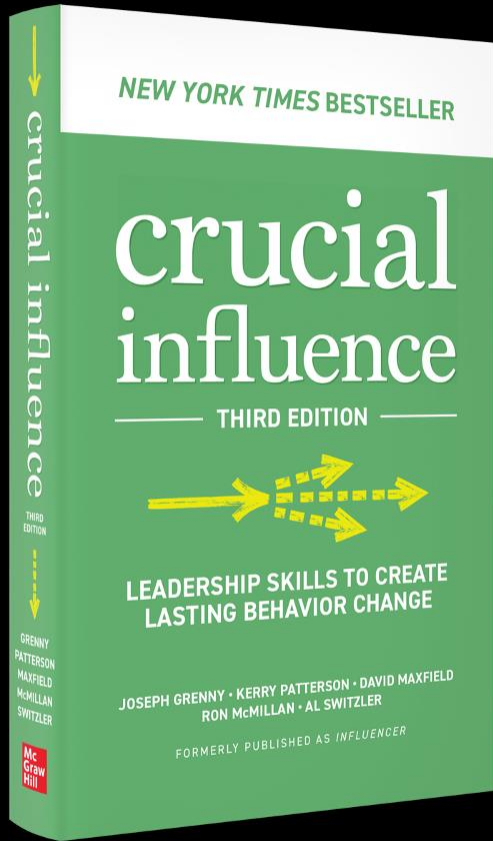
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CRUCIAL INFLUENCE

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SCAN THE CODE  
TO LEARN MORE



# Thank You

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for attending!

