



Book Group in a Bag

Practical Steps to Creating Book Study Groups

Why do a book study?

A book study is about a conversation; a conversation intended to stretch thinking and influence practice. Book studies are an effective form of professional development and can be used by educators at all levels for their personal and professional growth.

What steps should be considered before planning a book study group?

According to Diane Sweeny in *Learning All the Way*, book study groups are most effective when they are:

- Are voluntary;
- Involve participants in the decision-making process regarding content and group norms;
- Reflect regularly on whether the time spent has been productive;
- Include rituals and celebrations;
- Determine norms and procedures as a group;
- Avoid assuming certain participants are experts (all are here to learn); and
- Consider the book study group a time for learning and reflective participation.

How should the group set up the book study?

- Establish a good physical environment
- Select a facilitator for each meeting
- Use questions in the facilitator's guide to start the discussion
- Create a schedule with timelines.
- Determine goal and objectives. It might be helpful to have some initial goals and objectives and present them to the group. Asking the participants for goals and objectives, again, will draw them into the process.
- Relax, keep it positive
- Snacks and other incentives are always helpful and set the tone for an enjoyable experience.

Other questions to consider:

- Who will facilitate the meetings? Will the facilitator role be rotated between participants?
- How will the group respect and gain input from people with differing opinions or people who are not actively participating?
- How will PDC points be awarded for this process? The group should keep in mind that participants could work on application and impact level by keeping journals of the process, redesigning data systems, etc.



Book Group in a Bag: Facilitator's Guide

Available for Checkout

Influencer: The Power to Change Anything. (2008). McGraw-Hill. Patterson, Grenny, Maxfield, McMillan, Switzler.

Book Description

Influencer: The Power to Change Anything identifies high-leverage behaviors that lead to change. . Explore the six sources of influence in the change process and learn specific strategies to change thoughts and actions of yourself or others.

Helpful Hints

In order to facilitate the study group most effectively, a team may want to consider doing the following:

- Using technology to support the book study group. Buildings and districts across Kansas have utilized technology including hot links to make the materials more accessible for teachers. Technology will also allow greater participation to time-strapped staff.
- The text contains short, easy to read chapters that can be used during faculty meetings to engage all staff in discourse about RtI.
- Rotate facilitation of the group. In this way, more people will take ownership of the process. *(Please see the Practical Steps to Creating Book Study Groups" document enclosed in this packet.)*

Framing the Context of a Book Study: Powerful Tools for Learning

Two powerful venues for deepening understanding, impacting student outcomes and contributing to the growth of learning organizations are professional learning communities and communities of practice. One of the most effective ways to make your school a learning organization is to create a professional learning community or a community of practice. The concept of a professional learning community is a powerful influence around the work of restructuring schools. According to Rick Dufour in *Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn*, the fundamental role of schools is "learning, not teaching."

While Dufour acknowledges that this is "an enormous distinction," he notes that the emphasis on learning leads those within the school to place their focus and energy on three important questions:

1. What is it we want all students to learn?
2. How will we know when each student has acquired the intended knowledge and skills?
3. How will we respond when students experience difficulty?

Another option for helping schools and districts is to create a community of practice. Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. A community of practice (CoP) makes connections from person to person for mutual inquiry and learning about a practice or issue. Everyone's voice is needed. Participants develop a shared identity and share a repertoire of knowledge and experiences

(Wenger, 2003). Both professional learning communities and communities of practice move system stakeholders from knowing to doing.

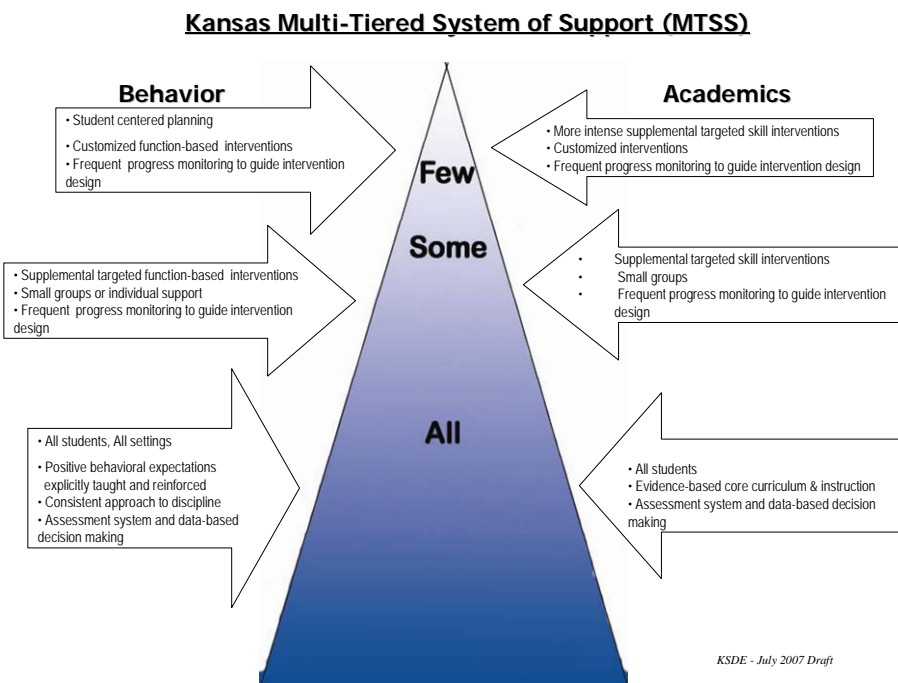
A book study becomes a powerful tool that these communities can use to engage in powerful, professional discourse. A building or existing PLC or CoP may want to add a book study as another tool to aid in professional development. When your school or team begins planning their book study, keep the above questions in mind as a way to frame all discussions around student learning and school improvement.

Framing the Context of Discussion within the Kansas Multi-tiered System of Support

These book studies were created from information and resources gathered by pilot sites who served as early implementers of a Multi-tiered System of Support (MTSS) in Kansas. These schools and districts recommended several books that pertain to the practices embodied by MTSS. In response to the growing demand for more information about MTSS and what it looks like in Kansas, Project SPOT has developed a series of Book Groups in a Bag. Each book bag can be checked out or purchased. For a list of facilitated Book Group in a Bag titles, please see www.Projectspot.org.

The facilitator’s guide has been created to frame learning and discussions specifically within a MTSS framework. MTSS is a coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each Kansas student to achieve high standards.

Graphically, MTSS looks like this:



The core beliefs underpinning MTSS include:

- Responsibility and leadership are critical at all levels for planning, implementing, and evaluating
- Change at all levels must be intentional, coherent, and dynamic
- Intentional design and redesign of resources are matched to student needs
- An empowering culture creates collective responsibility for student success
- Academic and behavioral performance data are used to inform instructional decisions
- Intervening at the earliest identification of need is necessary for student success (PreK-12)
- Reciprocity between policy and practice is based on research and outcomes
- Collaboration among educators, families and community members is the foundation to effective problem-solving and instructional decision making.

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Influencer: The Power to Change Anything is a unique book to study. There are two different approaches to the book study. First, the book study group may choose to select an issue to influence as a group or as individuals. At the same time or separately, the book study group may discuss how the principles of influence apply to the educational setting.

This discussion guide includes the *Influencer Worksheet* from the website www.influencerbook.com. The website also has supporting materials such as videos of people who have been successful influencers. The *Influencer Worksheet* helps prepare and organize an influence project. The study group may decide to focus on one project together or each person tackle an individual project. The discussion guide provides questions for each chapter which support an influence effort, but also includes questions which are in italics involving components of influence relating to education. A group that utilizes the full book study will become an agent of change. While the *Influencer Worksheet* is helpful, it is not imperative to the book study itself. An individual or group who examines how influence can be used effectively in the education environment will also benefit. If interested, please see the attached worksheet,

Part 1: The Power to Change Anything

Overview

This section discusses escaping serenity where we accept things as they are and entering the world of influence to make a difference. The purpose of the book is to share the principles and skills routinely employed by a handful of brilliant and powerful change agents to expand useful influence tools and bring about important changes in lives, classrooms, schools and districts.

Helpful Hints

This book builds upon several examples throughout the book. It is helpful to process them as presented but remember that more information is coming about each scenario. Use this book as a handbook for change as the group focuses on one project, individual projects, or education issues.

Discussion Questions

1. This section presents several basic assumptions. Indicate if you agree or disagree with the authors' statements.
 - a. Most of us do not lack the courage to change things, but the skill to do so.
 - b. Almost all the profound, pervasive, and persistent problems we face can be solved.
 - c. Problems don't require solutions that defy the laws of nature; they require people to act differently.
 - d. Everyone can learn and apply the methods and strategies the world's best influencers use every day.
 - e. Influence requires a lot more than the right combination of words.
2. The authors contend that we must see ourselves as influencers. On a scale from one to five, rate your current ability to be an influencer with 1 being rarely and 5 being consistently.
3. The authors allege that people tend to be better copers than influencers. The example provided is that instead of fixing lousy schools, we complain to our friends and then backfill

by tutoring children. The authors propose that the “it’s the best we can do” attitude contributes to a collective sense of powerlessness. How do you respond?

4. This book claims it will help you expand your own sphere of influence and change your life for good. Think of one thing in your personal or professional life that you would like to influence. In other words, what behavior do you have that you want to stop or what behavior do you not currently have that you’d like to start? If you are comfortable, share with the group.

Chapter 1: You're an Influencer

Overview

This chapter introduces several influence experts and case studies. Again, these case studies will be continued and enhanced throughout the book.

Helpful Hints

As a group, identify one professional issue as a challenge you'd like to tackle together. As you read this and following chapters, apply the principles to your targeted situation. The discussion questions also include educational implications. Ponder how the presented information impacts teaching and learning. Discussion questions pertaining to a selected challenge or influence effort are first.

Discussion questions pertaining to the educational environment are in italics.

Discussion Questions

1. First to be introduced are Sabido and entertainment education. It's stated that entertainment education is one of the world's best tools for helping others willingly change their minds.
How can entertainment education be used with the identified influence issue?
How can this entertainment education be used in an educational environment?
2. Positive deviants possess a handful of high-leverage behaviors that produce results above expectations. In other words, find a group or person who is doing it right and beating the odds.
Identify a positive deviance for the identified influence issue. Who is doing it right?
Identify a positive deviance in education. Who is doing it right?
3. The authors say that everyone has some self-defeating behaviors that, if changed, could unlock a whole new level of performance.
What are the self-defeating behaviors regarding the issue we wish to influence?
What educational self-defeating behaviors are preventing learning at a new level?
What educational self-defeating behaviors are preventing teachers and schools from reaching a new level?
4. The example with Dr. Hopkins and the Guinea worm disease teaches how to find success where others have failed, and how to locate a handful of key actions that, if routinely enacted, will guarantee success.
How do key actions apply to our identified influence issue?
How do key actions apply to the classroom and schools?
5. Bandura's remarkable work with phobics demonstrated how powerfully behavior is shaped by observing others, not by direct rewards and punishment. Modeling is recognized as a powerful teaching tool.
How can modeling be used with the influence effort?
How can a teacher use modeling to his or her advantage?
How can our school use modeling to its advantage?
6. The last section is titled *What This Means to You*. What does what you've learned so far mean to you?

Chapter 2: Find Vital Behaviors

Overview

The big idea of Chapter 2 is stated as “A few behaviors can drive a lot of change. Focusing on just a few vital behaviors can impact pervasive problems most effectively.”

Helpful Hint

Resist the temptation to seek immediate solutions and focus on the influence process. Taking time to find vital behaviors will actually save huge amounts of time and effort later on.

Discussion Questions

1. Dr. Wiwat’s case study in preventing the spread of HIV declared the time for political sensitivity and social niceties was long past.
What political and social sensitivities are associated with the identified influence issue?
What political and social sensitivities affect teaching and learning today?
2. Influence geniuses focus on behaviors, not outcomes. They carefully identify the specific behaviors they want to change.
Examine the identified influence issue. To improve the situation, what must people actually do?
Considering learner performance, what behavior, not outcome, is highly desired?
3. It is suggested to limit the scope of influence by identifying only a couple of vital behaviors and then working on them. Otherwise efforts are diluted and eventually fail.
Can the behaviors identified previously be reduced to a couple?
Prioritize the identified behaviors. Which should be changed first?
Identify and prioritize classroom and school behaviors.
4. Positive deviants are individuals or settings where problems should exist, but don’t.
Considering the person or program identified earlier, what makes the person or program a positive deviant in the influence effort?
Considering the person or program identified as having unexplained success in education, what makes this person or program a positive deviant?
5. A recovery behavior is a plan for when people make mistakes, as is certain to happen.
Brainstorm possible recovery behaviors for the influence issue identified earlier.
Discuss the advantages and practicality to select one or two.
What do we do when a student doesn’t learn? Brainstorm how that can be improved? Which one or two strategies would be practical and impact learning?
6. When applying positive deviance techniques to yourself, compare yourself to you. Think back to a time when you were successful and figure out what you did that caused your success. Identify recovery behaviors as well. Share with a partner or the whole group.

7. Testing your results is important. The authors explain that allowing one's brain to complete the final calculations can be dangerous. For example, assessing student performance by hunches is unreliable. If the teaching strategy is effective, the data will support that. In addition, the teaching strategy will produce similar gain in a failed group.
- How can you test your results with your identified influence issue?
What student performance are you currently assessing by hunch? What additional data do you need to assess student performance?
8. Pages 43 and 44 summarize the search for vital behaviors.
1. Search for Behaviors
 2. Search for Vital Behaviors
 3. Search for Recovery Behaviors
 4. Test your Results
- Review your identified influence issue once more. Have you identified all four factors or will you be searching for serenity soon?
Review the four factors as they relate to your classroom or school. Are the vital behaviors in place or have you settled for coping?
9. The work conducted by Ethna Reid is outlined on pages 31 through 33. It would be helpful to reread the case study now.
- If schools can predict student performance and yet intervene to beat the prediction, why do schools not intervene for every student and beat every prediction?
 Is this happening in your classroom or school? How can it be improved?*
10. Reid identified two behaviors that improved student performance.
1. use frequent and consistent praise for even moderately good performance rather than punishment
 2. rapidly alternate between teaching and questioning for immediate corrections
- How do you respond to this information?*
11. Twenty years of student data prove these two vital behaviors set top teachers apart from the masses. Use this information to reflect on your own teaching. Ask a colleague to observe you or you observe a colleague. Note the use of praise and questioning.
- How did you and your colleague perform these two behaviors?
 How can you improve?
 Practice and then try a second observation. How did you compare?*
12. *Are you familiar with a teacher who seems to have consistent success with challenging children? Does this teacher exhibit the above two vital behaviors? Would you consider this teacher a positive deviant?*
13. A health care facility identified vital behaviors that led to customer satisfaction.
1. smile
 2. make eye contact
 3. identify yourself
 4. let people know what you're doing and why
 5. end every interaction by asking, "Is there anything else that you need?"
- How can this customer satisfaction information be used in your influence effort?
How can this customer satisfaction information be used in the school setting?

Chapter 3: Core Change the Way You Change Minds

Overview

People will enact a new behavior or stop an old one if (1) they believe it will be worth it, and (2) they can do what is required. Verbal persuasion is ineffective. Actual experience or vicarious experiences are enormously powerful.

Helpful Hints

Again, consider the personal or professional issue you identified as wanting to influence as you continue to learn how to exert influence. If you genuinely follow the steps in Chapter 3 to develop a story, you will have a powerful influencing tool.

Discussion Questions

1. Trial and error is a tedious way to learn. Humans can learn from observing others. Watching others in action is the next best thing to experiencing something on your own.
How can vicarious experiences be used in the identified influence issue?
How does our school use trial and error for teaching?
How can our school improve the effective use of actual and vicarious experiences?
2. People choose their behaviors based on what they think will happen to them as a result. Mini maps of cause and effect profoundly affect behavior. The person thinks if I do this action, then this will happen; therefore, I will take this action. To change behavior, you have to change maps of cause and effect.
Identify a possible mini map associated with the identified influence issue.
How can a mini map of cause and effect be used effectively in a classroom or school?
3. Incomplete or inaccurate thoughts lead to erroneous thinking.
Are there any myths, fairy tales, silly misunderstandings, or phobias associated with your identified influence issue? How can the misinterpretations be corrected?
Have you seen examples of erroneous thinking in your school or classroom?
How can it be corrected?
4. There are two essential expectations to alter behavior. First, is it worth it? Second, can I do this thing? To change behavior, change one or both of these expectations.
How can you convince those involved in your change effort that it's worth it and they can do this thing? Remember, verbal persuasion is not effective and the great persuader is personal experience. Is there a way to create a vicarious experience?
Identify a particular person in your school who you'd like to change his or her behavior. How could you convince him or her that it's worth it and it can be done? Remember that the great persuader is personal experience, not verbal persuasion.

5. Entertainment education helps people change how they view the world through the telling of vibrant and credible stories. Not every story helps change minds, however. A well-told narrative provides concrete and vivid detail rather than terse summaries and unclear conclusions.

Consider the identified influence issue. Create the storyline of a plausible, touching, and memorable story to illustrate the flow of cause and effect that can alter people's view of the consequences of action or belief.

While it may seem that entertainment education is a lot of work for the classroom setting, the impact will actually more than make up for the effort. Select a concept that seems challenging for students to master. Work with a partner to create a storyline that will illustrate the concept.

Identify a school-wide or district-wide concern. How can entertainment education help?

6. People become far less willing to believe you when they realize your goal is to convince them of something. If they do not have confidence in your expertise or doubt your motive, the story must help them picture the issue in a real-world scenario and help them see how the results make sense.

Develop a story that will help individuals transport themselves away from the role of a listener who is rigorously applying rules of logic, analysis, and criticism and into the story itself.

Using the storyline you created, add details that will transport students in such a way that they understand the challenging concept.

Using the storyline created for the school or district, add details that will transport listeners in such a way that they understand the issues.

The steps to transport the listener into a story:

1. Make your listener identify your character as someone he knows.
2. Make the listener imagine that what is happening can happen to him.
3. The situation should be permeated with aroused emotion and so the listener experiences a sensation so great that he will feel not as a spectator but as the participant of an exciting drama.

7. Human emotions are key in motivating individuals. They must care about what they believe. If emotions don't kick in, people don't act. Motivating stories move past sympathy to empathy. Rizzolatti credits mirror neurons for the ability to grasp the minds of others not through thinking but rather by feeling.

Re-examine the story developed for the influence effort. Is it a vivid vicarious experience that will become both intellectual and emotional parts of the listener's life? Do you need to edit or start over?

Re-examine the story developed for the classroom. Is it a vivid vicarious experience that will become both intellectual and emotional parts of the listener's life? Do you need to edit or start over?

Re-examine the story developed for the school or district. Is it a vivid vicarious experience that will become both intellectual and emotional parts of the listener's life? Do you need to edit or start over?

8. You don't want to merely share poignant and repulsive negative outcomes. The story should also offer a credible and vivid solution. Remember, however, fear does not lead to lasting change. If you leave out the solution, people will block out the message.

Check the influence story to see if it provides a reasonable solution with hope.

If not, edit.

Check the influence story to see if it focuses more on the negative and fear.

If so, edit.

Check the classroom story to see if it provides a reasonable solution with hope. If not, edit.

Check the classroom story to see if it focuses more on the negative and fear. If so, edit.

Check the school or district story to see if it provides a reasonable solution with hope. If not, edit.

Check the school or district story to see if it focuses more on the negative and fear. If so, edit.

Part 2: Make Change Inevitable

Overview

Part 2 explores six sources of influence: Personal Motivation, Personal Ability, Social Motivation, Social Ability, Structural Motivation, and Structural Ability.

Helpful Hints

Continue with the same challenge identified in Part 1 or select a new identified influence issue. It is most productive to reflect upon a single problem to apply the principles of influence as they are presented. When you complete the study, you will have fashioned a comprehensive six-source influence strategy. The authors promise you'll solve problems that have had you stumped for years. If you're applying the techniques to the classroom, you'll have strategies to impact learning and behavior.

Discussion Questions

1. While you need to affect only a few behaviors to bring about change, behind each you'll uncover a number of forces that either encourage or discourage the right action and an equal number of forces that either enable or block the correct behavior.
What forces are behind the behaviors targeted for change?
What are the forces that encourage or enable desired behaviors in the school or classroom?
What are the forces that discourage or block desired behaviors in the school or classroom?
How might these forces be controlled to change behavior?
2. It takes a combination of strategies aimed at a handful of vital behaviors to solve problems. Change masters over determine success. That is, they bring more influence strategies into play than they might assume would be the minimum required for success.
Brainstorm influence strategies, more than you think you'll need. Categorize your ideas into the two mental maps: Can I do what's required (ability) and Will it be worth it (motivation). Some will be both.
Brainstorm strategies to develop desired behaviors in the school or classroom. Be sure to include ideas to influence both ability and motivation.
3. Examine the six sources of influence graphic model on page 78. The authors propose that each source must be address or change will not occur.
Which source seems the least challenging with the issue you've chosen?
Which source seems to be the most challenging for this issue?
As you study the next six sections, apply the information to your identified influence issue.
Consider a lesson or unit of study. How do the six sources of influence apply to learning and teaching?

Chapter 4: Make the Undesirable Desirable

Overview

This chapter examines ways to tap into personal passions to influence motivation. One aspect is to help people feel intrinsic satisfaction from the right behavior or feel displeasure with the wrong behavior. Intrinsic motivation is more powerful than extrinsic rewards or punishment.

Helpful Hints

As you consider the selected challenge, move beyond verbal persuasion to develop intrinsic motivation strategies. Motivation is often a topic of discussion between educators. Consider how the strategies presented could improve student and/or teacher motivation.

Discussion Questions

1. If a person doesn't like doing what they're supposed to, they'll stop doing it.
Can you actually change how humans experience a behavior?
Reflect on the identified issue.
How are you changing the behavior from loathsome to gratifying, from pleasurable to disgusting or from insulting to inspiring?
Reflect on teaching and learning. How can learning be gratifying, pleasurable, and inspiring?
2. People can learn ways to take pleasure from almost any activity, even if an activity isn't inherently satisfying. If we can find a way to change the feeling associated with a vital behavior, we can make compulsive bad habits feel disgusting or make formerly unappealing activities become satisfying.
What feeling is associated with the targeted behavior?
What should that feeling be changed to?
How can the activity be made more inherently attractive?
Consider a specific skill in your content area that students do not currently find appealing or satisfying. How can it be made pleasurable?
Consider an activity or behavior teachers or administrators do not currently find appealing or satisfying. How can it be made pleasurable?
3. Classical conditioning is using a neutral stimulus to signal a reward or punishment. This can be used to change what people derive satisfaction from. One way it's achieved is by creating new experiences. Often people guess incorrectly about how an activity might make one feel.
If "try it, you'll like it" is a key, how can you get people to try the targeted behavior without using verbal persuasion?
How can teachers use a neutral stimulus to improve the classroom environment and learning?
How can teachers create new experiences when students are reluctant learners?
How can administrators use neutral stimulus to improve schools and districts?

4. Vicarious experiences can work in situations where people are reluctant to try a vital behavior.
 - What vicarious experience could be arranged for the selected influence issue?
 - What vicarious experience would help student behavior or performance on a specific skill or concept you teach?*
 - What vicarious experience would benefit teachers or administrators?*

5. Neutral or detestable behavior can be transformed to enjoyable if the chore feels more like a game. Almost any activity can be made engaging if it involves reasonably challenging goals and clear, frequent feedback.
 - How can the chosen challenge be made more like a game or more engaging?
 - How does this apply to education?*
 - Select a lesson that students do not seem to enjoy. How can it be made more like a game and more engaging?*
 - How can challenging goals and frequent feedback be built into the activity?*
 - How can the school or district employ this tactic?*

6. Many activities produce few natural rewards. They are difficult to transform into a game with constant feedback. This is when it's better to create new motives. If the new motive is connected to a person's sense of self, be sure to set standards high enough to create a worthy challenge. People stimulate this internal motivation by investing themselves in an activity. It then becomes an issue of personal significance.
 - How can the targeted challenge become personally significant?
 - How can learning be connected to a student's sense of self and become internally motivating?*
 - How can administrators support teachers to create new motives?*

7. During times of harsh demands, people focus on details rather than values and principles. This is identified as moral disengagement. Bandura suggests four processes that allow this disconnected morality: justification, dehumanization, minimizing, and displacing responsibility. The solution is to reconnect behavior to moral issues.
 - Reflecting on the intended influence issue, has there been moral disengagement?
 - How can the targeted population reconnect?
 - Reflect on individuals within the school or district who display moral disengagement. What help do they need to reconnect their behavior to moral issues?*

8. The authors provide several examples of how reducing the humanity of people involved in a situation reduces the ability to exert influence.
 - Examine the chosen challenge. How can the humanity factor be increased?
 - How has the humanity of people been reduced in your district, school or classroom?*
 - How has the reduction of humanity reduced the ability to exert influence in your district, school or classroom?*

9. Confrontation does not motivate change. Empathy and questions are more effective than judgment and lectures. This leads to the influence method motivational interviewing.
 - What are some open and nondirective questions that would lead a person to discover on his or her own what they must do regarding the targeted issue?
 - Describe a situation when confrontation, judgment and lectures did not motivate change.
 - Describe a situation when motivational interviewing can be used in your district, school or classroom.*

Chapter 5: Surpass Your Limits

Overview

This chapter examines ways to tap into personal passions to influence vital behaviors. It discusses the “go” and “know” system that drives humans. By managing these emotions and using deliberate practice, vital behaviors can be turned into vital habits.

Helpful Hints

This chapter offers a lot of material that applies to multiple educational environments. Consider the material as it applies not only to students, but also to teachers and administrators. This chapter may take a little longer to digest, but be well worth it.

Discussion Questions

1. The fundamental attribution error is assuming that people don't change because they don't want to change. Many times people need to learn and practice the targeted behavior because they actually lack the ability to produce the behavior.
What is the difference between knowing the content and doing the behavior for your chosen challenge?
Identify individuals in your district, school, or classroom who do not seem to want to change. How can the desired behavior be taught and deliberately practiced?
2. Individuals who exercise self-control achieve better outcomes than people who don't. The ability to withstand short-term temptations is an accurate predictor of success in life. The authors describe individuals as grabbers or delayers.
Identify grabbers and delayers related to the chosen influence effort.
Identify individuals in the classroom or school who have difficulty withstanding short-term temptations.
3. The authors write, “Kids who had been blessed with the innate capacity to withstand short-term temptations fared better throughout their entire lives.” They propose that individuals can be taught skills to avoid short-term temptations.
What specific, learnable techniques might need to be employed to develop self control in the identified influence issue to turn grabbers into delayers?
*Since we know that students who are delayers fare better in life than those who are grabbers, how can classrooms and schools teach students skills to avoid short-term temptations?
Are there times when teachers and administrators need to develop skills to avoid short-term temptations? How can the system support their development of delaying tactics?*
4. “Not all practice is good practice.” Detailed coaching and feedback are required to maximize development.
How can coaching and feedback be provided in the selected influence challenge?
How can detailed coaching and feedback be used more effectively in schools for both students and teachers, as well as administrators?

5. “There is no correlation whatsoever between time in the profession and performance levels.”
The authors suggest that five years in the workforce is the peak for improving performance based on experience. It’s the skill of practice or deliberate practice that makes perfect.
How does this information on deliberate practice impact the identified influence issue?
How does this information on deliberate practice impact teaching and learning?

6. The authors describe deliberate practice as high concentration with complete attention. They also contend that it is difficult to maintain this level of concentration for more than an hour straight or five hours a day.
How can this information on high concentration with complete attention be useful in the chosen influence challenge?
How can deliberate practice information be useful in the classroom?
How can high concentration with complete attention information be used in developing school schedules?

7. Comparing self performance to the best performers helps improve skills much faster. Individuals know quickly when they are off course and learn from their own lower performance. This focused, deliberate practice enhances performance more rapidly.
Identify someone who is an expert in the field of the influence challenge.
How can comparison to the best be used as a strategy in the influence issue?
How can comparison to the best be used to improve learning?
How can comparison to the best be used to improve teaching?

8. “The concept of rapid feedback stands traditional teaching methods on their heads.”
How so?

9. The authors challenge us to “think about how deliberate practice with clear feedback compares with the way we currently train our leaders.” They claim that leadership is a performance art.
Who are the leaders in the identified influence effort?
How are they trained? How can they be trained more effectively?
How are the leaders in schools trained? How can they be trained more effectively?

10. The authors identify five important leadership skills which can be learned through deliberate practice: addressing controversial topics, confronting bad behavior, building coalitions, running a meeting, and disagreeing with authority figures.
How can these skills be taught to individuals in leadership in the field targeted for influence?
Are there any other skills in which leaders might require instruction and practice?
How can students be taught leadership skills within the school setting?
How can teachers be taught leadership skills?
How can administrators improve leadership skills?

11. Setting mini goals and providing rapid feedback that focus on behavior or process rather than outcome will improve learning. Goals should be technique-oriented to maintain motivation.
Design a set of mini goals that are technique-oriented to advance the selected influence issue.
Design a set of mini goals that are technique-oriented to motivate students to learn a new skill.
Design a set of mini goals that are technique-oriented to motivate teachers to learn new pedagogy.

12. Expectations of success grow right along with actual ability if there is proof of constant progress. Success is a powerful tool for changing minds.
 How can success be ensured and built upon with the chosen influence challenge?
How can students be guaranteed success and constant progress?
How can teachers grow success and actual ability as they improve pedagogy?
13. Effective goals are short-term, specific, easy and low-stakes. They specify the exact steps a person should take.
 Identify a complex task involved in the influence issue. Write a goal with specific steps.
Identify a complex learning task. Write a goal that focuses on small skills within the task.
14. The authors explain that building in resilience helps participants prepare for setbacks. If individuals only experience success, they will have false expectations and become discouraged. Tasks that require increased effort and persistence are gradually introduced. Intermittent setbacks should be viewed as guides, not failure.
 Discuss how the complex task of the influence issue can build resilience and prepare for setbacks.
Discuss how the complex learning task selected can gradually introduce more difficult tasks to build resilience and prepare for setbacks.
15. Human beings operate in two very different modalities: the “hot” or “go” system and the “cool” or “know” system. Sometimes individuals switch into the wrong operating system, but the modalities are behaviors that can be regulated through skill. This allows individuals to be ruled by reason, and not let passion take charge.
 Create a plan to take the passion out of the targeted influence effort by teaching individuals the self management skills needed in this issue.
 What self management skills should be taught to students? How should they be taught?
How can self management skills be taught to students?
What self management skills do teachers require?
How can these self management skills be acquired by teachers?
What self management skills do administrators require?
How can these self management skills be acquired by administrators?
16. Individuals who focus on tasks rather than rewards are more successful at accomplishing long-term tasks. Encouraging individuals to consider the cost of failure does not increase success. Measuring and focusing on short-term goals is more effective.
 Examine your influence effort plan and add a faction to help participants become delayers in order to achieve long-term benefits. Remember to focus on tasks and goals, not rewards.
What long-term tasks are required in the classroom and school?
Does your classroom and school focus on rewards or tasks for long-term tasks?
How can classrooms and schools do a better job of focusing on tasks and short-term goals?

Chapter 6: Harness Peer Pressure

Overview

Social motivation is a powerful tool in impacting problems. This chapter examines how to enlist social networks in change efforts

Helpful Hints

Use this chapter to develop strategies to create buy in. Using the right tools, change and society can work together.

Discussion Questions

1. There is one simple principle that is an enormous source of social motivation. Simply stated, ensure that people feel praised, emotionally supported, and encouraged by those around them when they enact vital behaviors. Likewise, ensure that people feel discouraged or even socially sanctioned when choosing unhealthy behaviors.
Related to the selected influence effort, consider how individuals can be supported or discouraged for vital behaviors.
How can the social motivation principle of encouragement and discouragement be used to support or discourage students as they enact vital behaviors?
How can support and discouragement be used to socially motivate teachers and administrators as they enact vital behaviors?
2. The presence of one more person greatly affects how people behave. In other words, it takes just one person to turn the tide of compliance.
How can the chosen influence effort utilize the power of one to increase compliance?
How can the power of one influence students in vital behaviors?
How can the power of one support teachers or administrators in vital behaviors?
3. “When a respected individual attempts vital behavior and succeeds, this one act alone can go further in motivating others to change than almost any other source of influence.”
Identify a truly respected in the field of influence. How can the individual be enlisted to model the vital behavior?
Identify a student vital behavior and a respected individual. How can the individual be enlisted to model the vital behavior?
How can this principle of modeling be applied to teachers and administrators?
4. Engaging the chain of command is essential in influence change.
How can the formal leaders use their social influence to encourage vital behaviors in the influence effort?
How can a school setting enlist the chain of command and leaders to encourage vital behaviors?

5. One frustrated change agent expressed, “What good is it to invent far better methods if no one will put them into practice?” It is most difficult for individuals to let go of old, inefficient practices.
 - What inefficient practices need to be abandoned in order to influence change within the targeted issue?
 - What inefficient practices need to be abandoned within the classroom, school and district?*

6. Innovators are open to new ideas and smarter than average. They are the first people to latch onto a new idea and are unlike the masses. Early adopters, on the other hand, are the opinion leaders. They are socially connected and respected. Early adopters have more social influence than innovators.
 - Identify the innovators in the area of the selected influence effort so you can avoid them.
 - Identify the early adopters in the area of the selected influence effort so you can enlist their support.
 - Who are the innovators and early adopters in education, the district, the school, the classroom?*
 - How can this information be used to affect change?*

7. To become an opinion leader yourself you need to be viewed as knowledgeable about the issue at hand as well as trustworthy and generous with your time. In short, be respected and connected. Opinion leaders frequently hold dialogues to discuss issues, work through differences, and come to shared agreements.
 - How can you become an opinion leader regarding the influence issue?
 - How can you become an opinion leader in your school or district?*

8. To make taboo topics discussable, gather data that shines light on the problem, present the data to leaders of the organization and opinion leaders, and discuss the inevitable consequences of not changing. Insist on frank discussions of the pros and cons and underlying causes. Often the first thing that has to change is the silence.
 - What are the taboo topics in the influence effort?
 - What data is needed?
 - What is the most effective presentation of the data?
 - Who are the leaders and opinion leaders who need to be at the table?
 - How can the silence be broken?
 - What are the taboo topics in schools?*
 - What does the data reveal?*
 - What additional data is needed?*
 - Who are the leaders and opinion leaders not currently identified with the school?*

9. To create a village that supports change to vital behaviors, make change the path of least resistance.
 - How can the change path be made the least resistant in the influence effort?
 - How can change be made the path of least resistance in the school and school system?*

10. One change agent claims “that credit is infinitely divisible. Give it away every chance you get, and there’s always plenty left for you.”

How can credit be shared in the influence effort?

How can credit be shared in a classroom?

How can credit be shared in a school?

How can credit be shared in a district?

How can credit be shared with the community?

Chapter 7: Find Strength in Numbers

Overview

Social capital allows individuals to do what they could not do alone. Help, authority, consent, and cooperation equips individuals with the ability to develop new behaviors.

Helpful Hints

This chapter explores working in concert. This is an opportunity for the participants in the book study to enhance their own skills in working collaboratively.

Discussion Questions

1. Social capital enlists the intellectual abilities of all the people in a group to create a smart and workable plan. When individuals pool their resources, both mental and physical, they produce a force greater than individual efforts. Social capital is “the profound enabling power of an essential network of relationships.”
How can the influence effort take advantage of social capital?
How can a classroom use social capital?
How can schools and districts use social capital to its advantage?
2. An enabling group of individuals can make an enormous difference in influencing change. Consider ways to ensure that individuals in the change effort can have sufficient social support to step up and succeed in crucial moments.
How can a classroom use groups to help individuals be successful?
How can a school use groups to help individuals be successful?
How can a district use groups to help individuals be successful?
3. Individuals in an organization should be able to speak up early and honestly about problems.
Can participants in the influence effort speak honestly about problems?
How can this communication be improved?
Do students have an avenue to communicate problems? How can student communication be improved?
Do teachers have an avenue to communicate problems? How can teacher communication be improved?
4. The authors recommend that it is imperative to turn a *me* problem into a *we* problem by including everyone who was involved in creating the problem in solving the problem.
How can the influence effort turn me into we?
How can a classroom turn me into we?
How can a school turn me into we?
How can a district turn me into we?

5. “Interdependence calls for individuals to share ideas, provide materials, lend a hand, subordinate one’s personal needs to the needs of the group, and otherwise willingly and ably collaborate.”
 - How can in the influence effort create interdependence?
 - How can the classroom create interdependence?*
 - How can schools create interdependence?*
 - How can districts create interdependence?*

6. Multiple heads can be better than one. Even when no one person has exactly the right idea, together a group can develop the right idea. The authors refer to this as synergy through interaction, even if it’s forced interaction.
 - How can synergy be created regarding the influence effort?
 - How can synergy be created in classrooms?*
 - How can synergy be created in schools?*
 - How can synergy be created in districts?*

7. Network quotient or NQ is a person’s ability to form connections with others. The authors write, “Successful people not only refuse to see themselves as islands, but they carefully reduce their personal vulnerability by ensuring that they’re valued members of hyperconnected networks.”
 - Identify individuals who have a high NQ regarding the influence effort.
 - Rate your own NQ.
 - Identify individuals who have a high NQ in the classroom, school and district.*

8. Real-time feedback and real-time coaches can have a tremendous impact on change.
 - How can the influence effort make use of real-time feedback and real-time coaches?
 - How can classrooms and schools make use of real-time feedback and real-time coaches?*

9. The “tragedy of the commons” is defined as what is good for an individual may be bad for the collective whole. Solidarity is an individual giving to the larger cause and acting for the good of everyone else.
 - How can the influence effort build group solidarity?
 - How can classrooms build group solidarity?*
 - How can schools build group solidarity?*
 - How can districts build group solidarity?*

10. The authors propose that effective parents bring predictability into a child’s turbulent life by letting him know that the parents’ word is their bond.
 - How can a school help parents realize how important predictability is to children?*
 - How can a classroom and school use predictability to enhance learning?*

Chapter 8: Design Rewards and Demand Accountability

Overview

Chapter 8 suggests guidelines for rewards and punishments: use personal and social motivators first, let the value of the behavior carry the bulk of the motivational load, link extrinsic rewards to vital behaviors immediately, link rewards to specific actions, and draw on small, genuine tokens of appreciation. When using extrinsic rewards, less is more. Reward behaviors, not outcomes. Outcomes can mask undesirable behaviors. If punishment is required, let those involved know it's coming before administering.

Helpful Hints

This chapter offers an abundance of information in designing an effective rewards system. Examine your current practices with the influence effort, the classroom, the school, and the district.

Discussion Questions

1. Rewarding individuals for participating in an activity that is already satisfying may work against you.
 - What rewards are currently offered in the targeted influence effort?
 - Are the rewards being used with activities which are already satisfying?
 - Examine your classroom or school. Which rewards are being offered?*
 - Are those rewards tied to activities which are already satisfying?*
 - Does the district offer rewards for activities? How effective is the reward system?*
2. The over-justification hypothesis advises that rewarding individuals for activities they already enjoy will reduce the satisfaction and frequency of the activity.
 - Is there evidence of over-justification in the influence issue?
 - If so, how might it be remedied?
 - Is there evidence of over-justification in the classroom or school?*
 - If so, how might it be remedied?*
3. The authors contend that not every reward has the desired effect. In fact, extrinsic programs can completely backfire and serve as punishment.
 - Has the reward system in the influence effort had the desired effect?
 - Has the extrinsic program become a punishment?
 - If the reward system in the influence effort has backfired, how can it be remedied?
 - Share an example when a classroom or school reward program backfired.*
 - Are there any current extrinsic programs that are ineffective?*
 - If so, how can they be improved?*
4. Incentives should be used wisely. They should be small but gratifying and clearly tied to vital behaviors.
 - Are the current or planned incentives in the influence effort small?
 - Are the current or planned incentives in the influence effort gratifying?
 - Are the current or planned incentives in the influence effort clearly tied to vital behaviors?
 - Are the incentives in the classroom or school small, gratifying and clearly tied to desired behaviors?*

5. To ensure that individuals actually put learning into practice, develop specific behavioral goals. Then reward small improvements in behavior regularly. The authors point out that this is very simple, but is rarely done effectively.
 - How can the influence effort ensure that learning is put into practice?
 - How can small improvements be rewarded along the way in the influence effort?
 - How can small improvements be recognized or rewarded to monitor and motivate students?*

6. Published surveys document that employees appreciate praise. One participant explained, “Do something right around here, and you never hear about it. But do something wrong, and it can haunt you for your entire career.”
 - How can praise be used effectively in the influence effort?
 - How can praise be used effectively in the classroom, school, and district?*

7. The authors point out that it’s imperative to reward not only desired results, but also vital behaviors. It is possible to inadvertently reward behaviors that ultimately undermine results. If behaviors that support valued process are rewarded, then the results will take care of themselves.
 - When considering the influence effort and reward plan, is the focus on both results and behavior?
 - Is the classroom rewarding both results and behaviors?*
 - Is the school rewarding both results and behaviors?*
 - Is the district rewarding both results and behaviors?*

8. Divisive incentives claim to reward one behavior but in actuality reward another. The authors provide the example of coaches who claim to value teamwork, but recognize individual performance. This is explained as rewarding A while hoping for B.
 - Does the influence effort employ any divisive incentives?
 - Does the classroom or school employ any divisive incentives?*
 - Does the district employ any divisive incentives?*

9. The authors warn that when behaviors are out of whack, look closely at the rewards. The incentive system may be causing the problem.
 - Is the incentive system causing behaviors to be out of whack in the influence effort?
 - What behaviors are out of whack in the classroom, school, or district? Are incentives the cause?*

10. Punishment may gain compliance short-term but will only decrease the behavior temporarily, especially if the punishment is loosely administered.
 - Have there been times in the influence effort when punishment was administered?
 - Was it effective?
 - Is it foreseen that punishment may be required in the influence effort?
 - How can punishment be administered effectively?
 - When is punishment used in the classroom or school?*
 - Rate its effectiveness then, brainstorm ways to use punishment more effectively.*

11. The authors instruct that a clear warning letting individuals know what negative things will happen for noncompliance is actually beneficial. The warnings should never be a bluff, however.

Have warnings been issued in the influence effort?

How could warnings be issued in a beneficial manner?

How does a classroom use warnings? How can warnings be used more effectively?

How does a school use warnings? How can warnings be used more effectively?

How does a district use warnings? How can warnings be used more effectively?

12. There are times when punishment is required. If repeated infractions are not punished, it sends a message of non-value.

Have there been times in the influence effort when delayed punishment had a negative effect?

How can it be assured that the influence effort will administer punishment consistently?

Have there been times in the classroom or school when delayed punishment had a negative effect?

How can it be assured that the classroom or school administers punishment consistently?

Chapter 9: Change the Environment

Overview

Things can be changed easier than people. Although changing things can have a permanent impact on how people behave, things are often not considered in the change strategy. Chapter 9 provides environment-based strategies such as propinquity, data stream and physical factors.

Helpful Hints

It is easy to overlook the environment when facing problems. The strategies provided to change the environment are easy to implement, yet have great impact on performance. Take time to truly consider the information in this chapter

Discussion Questions

1. Lasting improvements in human behavior can be achieved by changing things such as the size of a room, a type of chair, location of offices or disordered surroundings.
Brainstorm a list of physical features associated with the influence effort. Do not make judgments at this time but rather focus on listing as many physical features as possible.
Brainstorm a list of physical features associated with the classroom or school. Do not make judgments at this time but rather focus on listing as many physical features as possible.
2. There are two reasons that things are not used to influence behavior: it's difficult to see what things in the environment need changed or it's difficult to know how to change the environment. A small change in physical features affects a large change in human behavior. Examine the influence effort environment for invisible things or things that are so common they are unnoticeable. Brainstorm ways to change a few small things. Search for subtle features from the environment that are silently driving misbehavior. Brainstorm ways to change a few small things in the environment to make correct choices inevitable.
Examine the educational environment for invisible things or things that are so common they are unnoticeable. Brainstorm ways to change a few small things.
Search for subtle features from the educational environment that are silently driving misbehavior.
Brainstorm ways to change a few small things in the educational environment to make correct choices inevitable.
3. To make the invisible visible and influence behavior, provide visual clues. The visual cue will increase awareness and help individuals make a decision rather than follow an impulse. Search for a simple visual cue that could be provided to individuals to increase the influence effort.
What visual cues could be provided in the classroom or school to increase desired behaviors?

4. Data can change how people think and behave. Information must not only be fresh, consistent, and relevant, but also be provided frequently and routinely.
Without overloading individuals, what data and in what form should be presented to reinforce vital behaviors from the influence effort?
What data should be available to classrooms and schools to reinforce desired behavior? Think beyond state assessments to specific vital behaviors.
5. Propinquity is physical proximity. Physical distance is a major influence factor in the frequency and quality of human interaction.
How can propinquity be used effectively in the influence effort?
How can propinquity be used in the classroom and school? Remember space can be increased or decreased to create desired behavior.
6. Multiple heads are required to solve most problems. Distance can cause casual conversations to morph into shared tasks and solutions.
How can the influence effort increase collaboration with distance?
How can classrooms and schools use the distance factor and increased collaboration to their advantage?
7. Things can also be used to make the wrong behaviors difficult in order to support the correct behaviors. This is described as bringing an engineering solution to a social issue.
How can the environment in the influence effort be altered to make the right behavior easier and the wrong behavior difficult?
How can the classroom and school environment be altered to make the desired behavior easier and the undesired behavior difficult?
8. Sometimes it is necessary to eliminate human choice entirely. Manipulate the environment so that it is not only easy to do the right thing, but nearly impossible to do the wrong thing.
In the influence effort, where can human choice be eliminated by manipulating the environment?
In the classroom or school, where and how should human choice be eliminated?
9. Structuring daily routine can make good behavior inevitable. For example, rituals such as building special meetings into agendas can guarantee positive behavior.
How can structure increase the influence effort?
How can structure increase desired behavior in classrooms, schools and districts?

Chapter 10: Become an Influencer

Overview

This chapter is an opportunity to reflect upon the change plan. It summarizes and reviews information from the six-source strategies. When you understand the forces behind any behavior, along with the strategies to change it, you hold within your grasp the power to change anything.

Helpful Hints

The website www.influencerbook.com has a blog to communicate with other change agents. There is also a self-assessment to help develop the next steps of being an effective influencer.

Discussion Questions

1. “If you bundle the right number and type of influence techniques into the right influence strategy, you can change virtually anything.”
How comfortable are you with the influence techniques developed for the selected change effort? Does anything need tweaking?
How comfortable are you with the influence techniques developed for the classroom or school? Does anything need tweaking? Which techniques require more practice?
2. When stepping up to an enormous challenge, it is imperative to leave behind old and failed methods.
Are there any practices in the influence effort that need to be abandoned but have not been yet?
Are there any educational practices that need to be abandoned but have not been yet?
3. The authors suggest conducting short-cycle-time mini experiments to confirm analysis of vital behaviors. Set short-term goals, try behaviors within a low-risk environment, and see what works. Develop a short-cycle-time mini experiment in the influence effort. Determine what works.
Develop a short-cycle-time mini experiment in the educational environment. Determine what works.
4. It is important to understand why the behavior occurs. Figure out which sources of influence are behind the behavior you’re trying to change.
Why causes have been identified behind the behavior targeted for change?
Which sources of influence are behind the behavior?
Are you confident the correct cause and sources of influence have been identified?
When considering behaviors targeted for change in the classroom, school, or district, what causes and sources of influence are behind the behavior? Are you confident that the causes and sources are correctly identified?
5. Cafeteria-style change plans are ineffective. Selecting one or two strategies in an influence effort and then implementing them poorly is guaranteed failure.
Is the developing plan for the influence effort thorough and comprehensive rather than selective?
Is the developing plan for the classroom or school thorough and comprehensive rather than selective?

6. “Ineffective influencers compensate for their weak influence repertoires by putting a megaphone to the one source they’ve already put in place. In contrast, influence geniuses tap new sources of influence rather than trying desperately to pump up their anemic single source.”
Examine the influence effort for a complete repertoire of sources of influence.
Are there plans to expand influence efforts or just yell louder and longer?
Share examples from the educational environment when yelling louder and longer was not effective.
Examine the complete use of the sources of influence in the effort to influence behaviors in the classroom and school setting.
7. When behaviors are taught from the neck up, change rarely occurs. There is a vast array of tools to help influence behavior: personal ability, personal motivation, social motivation, social ability, structural motivation, and structural ability.
Does the influence effort ensure that behaviors will not only be learned but will also be implemented? What tools are being implemented to guarantee success?
How do the classroom, school and district ensure that behaviors will not only be learned but will also be implemented?
8. Page 273 explains what resources are available on the website www.influencerbook.com.
How can these resources be used to the influence effort’s benefit?
How can these resources be used to benefit the classroom or school?
5. This study started with rating yourself as an influencer. Once again, on a scale from one to five, rate your current ability to be an influencer with 1 being rarely and 5 being consistently. How does your score compare?

Influencer Self-Assessment

This survey explores the influence methods you use when trying to resolve challenging and persistent problems. To begin, we'll ask you to think of a problem that you're currently trying to solve but haven't been able to.

As you select the problem, don't choose a situation where merely persuading another person to make a different choice is all that's required. It should be a situation where you need people to break long-standing behaviors that are supported by a variety of sources.

For example:

- "Get funding for a new IT investment" would be a *persuading* challenge.
- "Dramatically improve our on-time delivery of IT projects" would be an *influence* challenge.

So, select one influence challenge that you've been working on for a while, and with that challenge in mind, answer the following questions.

1. Find Vital Behaviors	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
When it comes to establishing an Influence Plan...					
1a I start by identifying the exact result I want to achieve, including how I'll know-or even measure-where or not I'm succeeding	1	2	3	4	
1b I resist jumping on the latest and hottest fad, but instead search for researchers and other credible individuals to find those who have already learned how to succeed under similar circumstances	1	2	3	4	
1c The first thing I do when taking on an influence challenge is identify the vital behaviors-the small number of behaviors that will lead to the greatest amount of change	1	2	3	4	
1d I'm very careful in selecting the vital behaviors I'm after I consult quality research or conduct my own analysis to find which few behaviors most affect success or failure	1	2	3	4	
1e When my best efforts don't lead to much change, I resist the temptation to give up, instead finding the flaws in my strategy and making thoughtful adjustments	1	2	3	4	
Total					

2. Change the Way You Change Minds	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
When it comes to getting others to change their minds...					
2a I mostly rely on persuasive conversation, presentations, memos, and talking points to help people see why they need to change	1	2	3	4	
2b When people are particularly resistant to change, I go beyond using verbal arguments by engaging others with poignant and powerful stories that effectively engage their hearts and minds	1	2	3	4	
2c Where possible, instead of trying to convince others with arguments, I work hard to create experiences and simulations to help others see what behavior must change and why	1	2	3	4	
2d To help motivate others to change, I help them find experiences that build their confidence that changing their behavior will translate into the results they care deeply about	1	2	3	4	
2e Rather than just trying to motivate others, I go to great lengths to build people's confidence that they will be able to behave in new and more effective ways	1	2	3	4	
Total					

3. Make the Undesirable Desirable	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
When it comes to motivating other to change...					
3a I go beyond offering up business arguments and help people see the moral imperatives behind the changes I'm asking them to make	1	2	3	4	
3b I work hard to help people see the human and personal reasons changes are necessary	1	2	3	4	
3c To help people see the need to change, I help them discover what they really want and how their goals fit with the required change	1	2	3	4	
3d When I believe that the required new behavior will actually be pleasant, I find ways to help people overcome their fears by helping them experience firsthand the benefits and pleasures it brings	1	2	3	4	
3e If new behavior might be tough, boring, or painful for a period of time, I do my best to add elements of fun, competition, or excitement to the activity	1	2	3	4	
Total					

4. Surpass Your Limits	Strongly Disagree	Disagree	Neutral	Agree	0
When it comes to learning new or complex skills...					
4a I give people guided practice and immediate feedback against a clear standard until I'm sure they can engage in the new behaviors in the toughest of circumstances	1	2	3	4	
4b I design practice and coaching sessions that are intense and focused, and that simulate the real-world challenges they'll face when trying to change	1	2	3	4	
4c To ensure that others don't bite off too much, I help them break the challenge into mini goals and teach them how to deal with setbacks	1	2	3	4	
4d When others have trouble and give in to the motions or challenges of the moment, I help them learn skills to master those emotions so they can succeed when the going gets tough	1	2	3	4	
4e If people continue to fall back into old habits, I avoid jumping to the conclusion that they simply lack motivation and generously offer training, coaching, and other enabling help	1	2	3	4	
Total					

5. Harness Peer Pressure	Strongly Disagree	Disagree	Neutral	Agree	0
When it comes to social support....					
5a I identify people who will be most concerned about or resistant to the changes, and make sure we involve them early-and then either get them on board or at least eliminate their resistance	1	2	3	4	
5b To gain an extra push, I carefully identify opinion leaders and create a specific strategy to get them involved in encouraging others to make the needed changes	1	2	3	4	
5c I make sure that people in positions of authority such as parents, supervisors, and leaders teach, model, praise, and coach people toward the new behavior	1	2	3	4	
5d If the new and healthier behavior may run up against a long-held but unhealthy norm that nobody seems willing to openly discuss, I create effective strategies to bring these norms into public and open discussion	1	2	3	4	
5e When a change in behavior calls for an entire work group, team, or family to change so they can then support one another, I make sure we work with and gain support from the entire unit and not merely an individual or two	1	2	3	4	
Total					

6. Find Strength in Numbers	Strongly Disagree	Disagree	Neutral	Agree	0
When it comes to providing social capital...					
6a I make sure that others have just-in-time assistance whenever they run into roadblocks trying out the new behaviors	1	2	3	4	
6b I identify the toughest obstacles to change and make sure that people have others around them to call on whenever they need help or assistance	1	2	3	4	
6c I create safe ways for people to get help without feeling embarrassed or being put on the spot	1	2	3	4	
6d I provide everyone with the authority they need to step up to new behaviors without fear of being sanctioned	1	2	3	4	
6e I make sure that everyone willingly shares any information necessary to support the change.	1	2	3	4	
Total					

7. Design Rewards and Demand Accountability	Strongly Disagree	Disagree	Neutral	Agree	0
When it comes to providing incentives...					
7a I avoid resorting first to incentives when trying to influence new behavior. I ensure that people buy into the moral, personal, business, or other reasons behavior needs to change. Only then do I work on other kinds of incentives	1	2	3	4	
7b When appropriate, I adjust rewards (allowance, pay, performance appraisal, bonuses, etc.) to make sure people have clear and immediate incentives to adopt the new behaviors	1	2	3	4	
7c I take care to make judicious use of small yet thoughtful rewards that are more symbolic and meaningful than a cash incentive	1	2	3	4	
7d I make sure that any incentives I use are tied directly to the behaviors that matter and not to less important actions that don't add much to our desired results	1	2	3	4	
7e When change may take a while, I make sure people feel motivated along the way by providing them with incentives for small improvements	1	2	3	4	
Total					

8. Change the Environment	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
When it comes to using the environment...					
8a I use reminders, regular communications, and metrics to keep the need for change visible and “top of mind” for everyone who needs to change their behavior	1	2	3	4	
8b I make sure that information about progress toward our change objective is accurate, timely, and visible	1	2	3	4	
8c I move things around-even changing work space or where items are stored, etc.-in order to remove physical obstacles and to make the new behaviors convenient and easy	1	2	3	4	
8d I reorganize things where possible to make old and less desirable habits hard or impossible to continue	1	2	3	4	
8e Where possible, I change the physical environment (moving people or things closer together or farther apart, organizing work flow, etc.) to make doing new behaviors almost unavoidable	1	2	3	4	
Total					

Scoring Your Assessment

Add up the total points in each section and then consult the chart below:

If your score is greater than or equal to 22 in a section you are a Master Influencer in that section. To be a true Master Influencer, you must score greater than or equal to 22 in all 8 sections.
If your score is greater than or equal to 19 in a section you are an Effective Influencer in that section. To be a truly Effective Influencer, you must score greater than or equal to 19 in all 8 sections.
If your score is greater than or equal to 17 in a section you are an Apprentice Influencer in that section. To be a true Apprentice Influencer, you must score greater than or equal to 17 in all 8 sections.
If your score is less than 17 in a section you are a Novice Influencer.

Improving

If you scored less than 15 in any section of the assessment, please read the pages in Influencer which correspond to that section:

Section	Pages
1 You're an Influencer/Find Vital Behaviors	13-44
2 Change the Way You Change Minds	45-72
3 Make the Undesirable Desirable	83-109
4 Surpass Your Limits	111-136
5 Harness Peer Pressure	137-166
6 Find Strength in Numbers	167-192
7 Design Rewards and Demand Accountability	193-218
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