

# 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.

For automatic scoring, complete the self-assessment by clicking on the answers below with your mouse. To score the assessment yourself, print out the PDF and mark by hand.

/ / / / /  
 strongly disagree disagree neutral agree strongly agree

## 1. Find Vital Behaviors

| When it comes to establishing an Influence Plan. . .   | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1a. I start by identifying the exact result I want to achieve, including how I'll know—or even measure—whether or not I'm succeeding.  |   |   |   |   |   |
| 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. |   |   |   |   |   |
| 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.                            |   |   |   |   |   |
| 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.                        |   |   |   |   |   |
| 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.                                      |   |   |   |   |   |
| Total  |   |   |   |   |   |

## 2. Change the Way You Change Minds

| When it comes to getting others to change their minds. . .   | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 2a. I mostly rely on persuasive conversation, presentations, memos, and talking points to help people see why they need to change.   |   |   |   |   |   |
| 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. |   |   |   |   |   |
| 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.               |   |   |   |   |   |
| 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.           |   |   |   |   |   |
| 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.                            |   |   |   |   |   |
| Total  |   |   |   |   |   |

### 3. Make the Undesirable Desirable

|   | <i>strongly disagree</i> | <i>disagree</i> | <i>neutral</i> | <i>agree</i> | <i>strongly agree</i> |
|---|--------------------------|-----------------|----------------|--------------|-----------------------|
| When it comes to motivating others to change...   | 1                        | 2               | 3              | 4            | 5                     |
| 3a. I go beyond offering up business arguments and help people see the moral imperatives behind the changes I'm asking them to make.  |                          |                 |                |              |                       |
| 3b. I work hard to help people see the human and personal reasons changes are necessary.  | 1                        | 2               | 3              | 4            | 5                     |
| 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            | 5                     |
| 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            | 5                     |
| 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            | 5                     |
| Total   |                          |                 |                |              |                       |

### 4. Surpass Your Limits

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 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.                   |   |   |   |   |   |
| 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 | 5 |
| 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 | 5 |
| 4d. When others have trouble and give in to the emotions 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 | 5 |
| 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 | 5 |
| Total   |   |   |   |   |   |

### 5. Harness Peer Pressure

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 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.                                 |   |   |   |   |   |
| 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 | 5 |
| 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 | 5 |
| 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 | 5 |
| 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 | 5 |
| Total   |   |   |   |   |   |

## 6. Find Strength in Numbers

|   | <i>strongly disagree</i> | <i>disagree</i> | <i>neutral</i> | <i>agree</i> | <i>strongly agree</i> |
|---|--------------------------|-----------------|----------------|--------------|-----------------------|
| When it comes to providing social capital...  | 1                        | 2               | 3              | 4            | 5                     |
| 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            | 5                     |
| 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            | 5                     |
| 6c. I create safe ways for people to get help without feeling embarrassed or being put on the spot.   | 1                        | 2               | 3              | 4            | 5                     |
| 6d. I provide everyone with the authority they need to step up to new behaviors without fear of being sanctioned.                                   | 1                        | 2               | 3              | 4            | 5                     |
| 6e. I make sure that everyone willingly shares any information necessary to support the change.   | 1                        | 2               | 3              | 4            | 5                     |
| Total   |                          |                 |                |              |                       |

## 7. Design Rewards and Demand Accountability

|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| When it comes to providing incentives...   | 1 | 2 | 3 | 4 | 5 |
| 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 | 5 |
| 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 | 5 |
| 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 | 5 |
| 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 | 5 |
| 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 | 5 |
| Total  |   |   |   |   |   |

## 8. Change the Environment

|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| When it comes to using the environment...  | 1 | 2 | 3 | 4 | 5 |
| 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 | 5 |
| 8b. I make sure that information about progress toward our change objective is accurate, timely, and visible.  | 1 | 2 | 3 | 4 | 5 |
| 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 | 5 |
| 8d. I reorganize things where possible to make old and less desirable habits hard or impossible to continue.   | 1 | 2 | 3 | 4 | 5 |
| 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 | 5 |
| 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 |
| 8 Change the Environment                    | 219-252 |

## Attend Influencer Training™

If you really want to make change inevitable, attend an Influencer public program to receive in-depth coaching or bring Influencer Training to your organization. Call 1-800-449-5989 for more information.

