Influencing Up, Out and Across
Rob Kramer
UNC Academic Leadership Programs
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CCL Executive Coach
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Kramer Leadership
Case Studies
Case Study

Tyson's Corner

George C. Marshall High School

Tyson's Corner
Case Study
Case Study

[Images of a person playing basketball, a man in a suit, a restroom, and a telephone with the name E. Zander on it.]
Case Study
Case Study
Case Study

What did he do to lead up?
CHRIS CASE STUDY:
WHAT DID HE DO TO LEAD UP EFFECTIVELY?

A. Followed the proper chain/hierarchy, and asked permission.
B. Persistent and took risks.
C. Built relationships with gatekeepers.
D. Had a good elevator speech.
E. Was a content expert.
Case Study

Space Shuttle Challenger
Case Study

Rubber O-rings, nearly 38 feet (11.6 meters) in circumference; 1/4 inch (6.4 mm) thick.

The field joint that leaked.

Nose Cap
Altitude Switch
Floatation
Frustum Location Aids
Frustum
Range Safety System
SRB Location Aids
Forward Skirt
System Tunnel (Interconnecting Cables)
Base Gyro Assembly
Aft Attach Ring
External Tank-SRB Interface
Integrated Electronic Assembly (Forward)
Integrated Electronic Assembly (Aft)
Separation Motors
Ignition System
Nozzle to Case Joint
Nozzle
Factory Joints
Field Joints
Case Study

Rogers Report
Case Study

“...failures in communication... resulted in a decision to launch 51-L based on incomplete and sometimes misleading information, a conflict between engineering data and management judgments, and a NASA management structure that permitted internal flight safety problems to bypass key Shuttle managers.”
Case Study

What seem to be the failures in leading up?
A. Scientists not able to adequately explain their safety concerns in a way that influenced management.

B. Media and political pressures on management were stronger than the scientists’ pressure on management.

C. The consultants from the ‘o-ring’ vendor did not push hard enough for fear of risking their contract with NASA.
In pairs share and discuss:

What is a key leading up, out or across challenge you are facing? (currently or anticipated)
Foundations for Leading Up
Key Foundation for Success:

Are you seen as a high performer by those you want to influence?
Key Foundation for Success:

Before you can lead up, out or across you must make 2 *internal* decisions
1. You must accept that others have limitations as managers, leaders, and as people
2. You must be willing to take responsibility for building a relationship and clarifying expectations
Key Foundation for Success:

Before you can lead up, out or across you must make 2 external decisions
1. You must be able to clarify the difference between leading up and managing up.
2. You must be able to assess and understand (or at least conscientiously observe) your surroundings
QUESTION – FOUNDATIONS:
WHICH OF THESE ARE YOU **BEST** AT DOING?

A. Accepting others have limitations/are human
B. Taking responsibility for building relationship and clarifying expectations with others
C. Understanding when to “lead up” versus “manage up”
D. Assessing your surroundings (political/people savvy)
QUESTION – FOUNDATIONS:
WHICH OF THESE ARE YOU WORST AT DOING?

A. Accepting others have limitations/are human
B. Taking responsibility for building relationship and clarifying expectations with others
C. Understanding when to “lead up” versus “manage up”
D. Assessing your surroundings (political/people savvy)
ADS Model
Who do I want to influence?

Assess
(variables) gather info
Strategies and Competencies

Diagnose
(situation) planning
Strategies and Competencies

Strategic Action
(what and how) Implementation
Strategies and Competencies
Assessing the Variables
Stakeholder Analysis
1. Power-Interest Grid

- Satisfy
- Manage
- Monitor
- Inform
2. Influence Map

Key:
- Circle size = Overall influence
- Line direction = Effect of influence
- Line width = Strength of influence
1. Power-Interest Grid

- Mayor
- Media/Press
- Medical Examiner
- Scientist
- Town Council
- Townspeople
- Tourists
Assess
(variables)
gather info

Quality of the relationship, context, and politics

• Questions for Assessing:
  – Can I stand in their shoes? Understand their world?
  – How do they perceive their world?
  – How does she/he/they perceive me?
  – Do I know what’s in it for them? What drives them?
  – Do I need to manage or lead up? Or both?
  – What have I not been exploring (avoiding)?
Diagnose Possibilities
Choosing interventions:
✓ Consider what strategies to use.
Power and Influence

1. Coercive
2. Reward
3. Legitimate
4. Referent
5. Expert
6. Informational

1. Reciprocity
2. Commitment
3. Social Proof
4. Liking
5. Authority
6. Scarcity

French & Raven
What power/influence does Cecil use with the boss?
What power/influence does Cecil use with the boss?
QUESTION: WHICH ITEMS ARE PRACTICED MORE IN YOUR WORKPLACE?

A. **Power** Items
- Coercive
- Reward
- Legitimate
- Referent
- Expert
- Informational

B. **Influence** Items
- Reciprocity
- Commitment
- Social Proof
- Liking
- Authority
- Scarcity
Choosing intervention

- Barriers/Opportunities to strategic action:
  - What do I know has not worked in the past to influence this person? What has worked?
  - What would cause this person to be/not be receptive?
  - Who has successfully influenced this person? How?
  - What is my mindset towards this person? Situation?
  - What action(s) could I do, what am I willing to do?
  - What power do I have? Influence strategies I can try?
Strategies for Action
Strategic Action
(what and how)
Implementation

What and how to move forward
• Communication Competence
Kole Model of Communication

- **What?** What is it exactly you would like me to do? Tell me the details of the task.
- **Why?** Why am I being asked to do this? Tell me the immediate purpose or meaning.
- **How?** How am I supposed to get this done? Tell me the process.
- **What for?** What does this mean to our mission? Tell me the long term impact.
Case Study

What communication strategies did/might the sheriff try?  
*What, Why, How, What For*
QUESTION:
WHICH OF THESE FOUR QUESTIONS IS MOST IMPORTANT TO YOU?

A. WHAT: What is it exactly you would like me to do? Tell me the details of the task.

B. WHY: Why am I being asked to do this? Tell me the immediate purpose or meaning.

C. HOW: How am I supposed to get this done? Tell me the process.

D. WHAT FOR: What does this mean to our mission? Tell me the long term impact.
What and how to move forward

• Communication Competence

Reflection Activity:

- Consider what you might try in your Leading Up situation
- Start to outline a strategy
In original pairs share and discuss:

- Your strategy created today.

- Partner: Listen, ask questions, provide feedback.
5 Principle Practices

1. Your Success Rate is Best When You Are Seen as a High Performer.
2. Manage First.
3. Build a Relationship of Trust.
4. Leverage Power and Influence.
5. Focus on What You Can Change.
To a large extent, (it) is simply about having the right attitude and realizing you do have the power and influence to make things better.

~ Thomas J. Zuber, MD, and Erika H. James, PhD
Thank You!
Rob Kramer
KramerLeadership.com