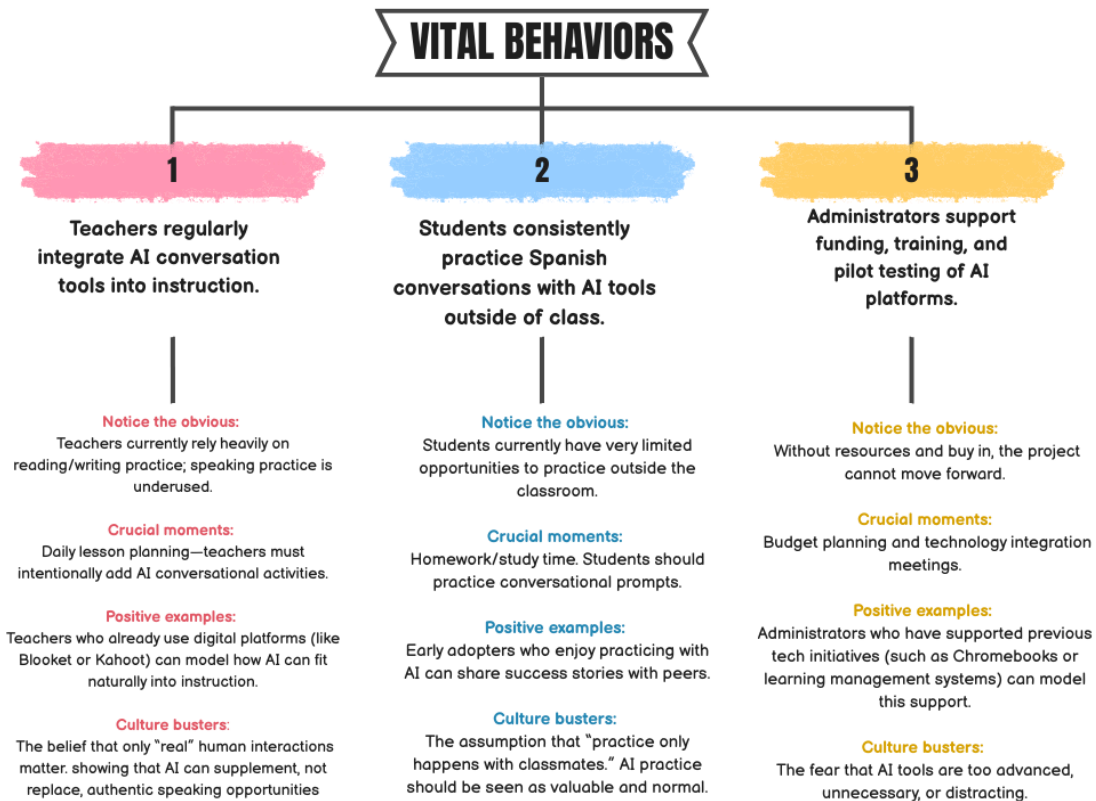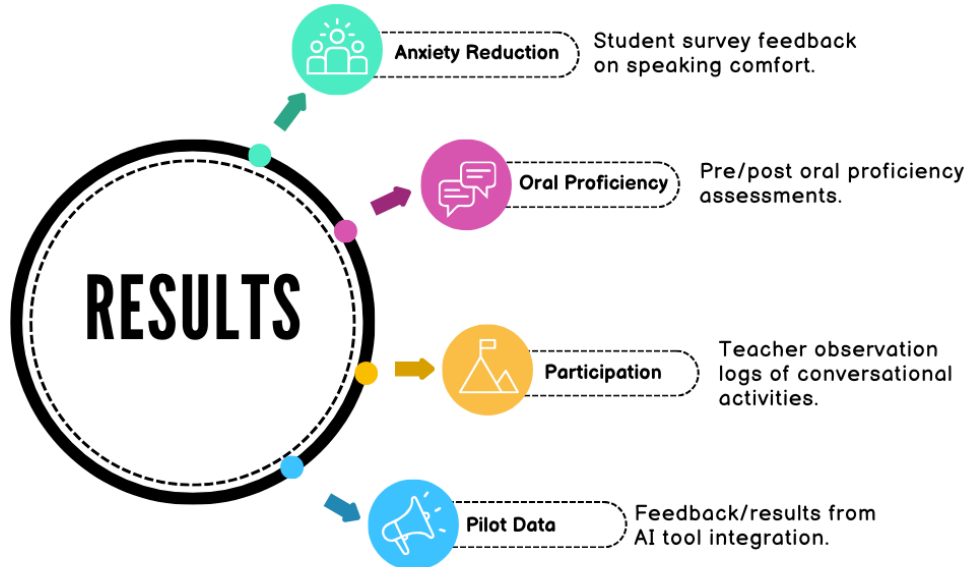**The Influencer Strategy**

An influencer strategy is a framework for creating sustained behavioral change by identifying vital behaviors and systematically applying the Six Sources of Influences.The goal is to make the desired behavior both motivating and possible across multiple levels of influence (Grenny et al., 2013). As Harapnuik explains, an effective influencer strategy requires addressing all six sources (Harpnuik, 2015).. This underscores the importance of using a holistic approach that layers different sources of influence to maximize the likelihood of meaningful and lasting change.
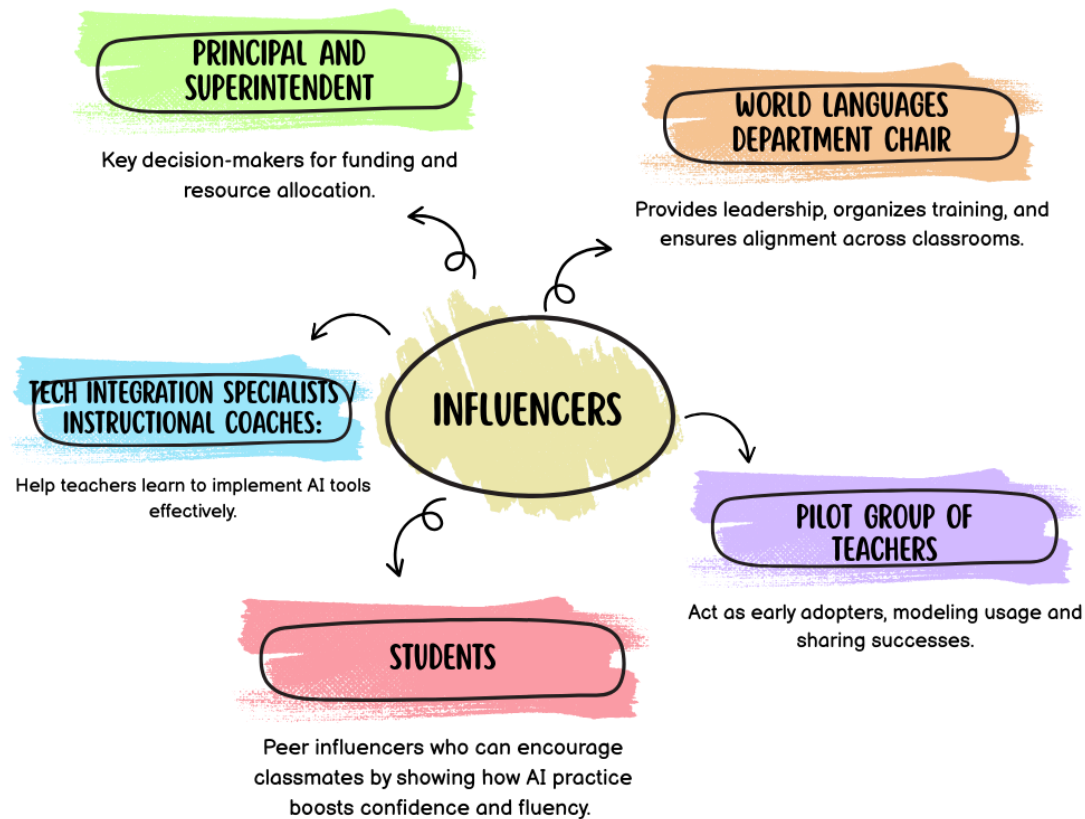
Applying the Influencer Strategy

An influencer strategy works by first defining the desired results and then identifying a few vital behaviors that most directly drive those results. Once these behaviors are established, the next step is to diagnose potential barriers and apply the Six Sources of Influence; personal, social, and structural factors of both motivation and ability(Grenny et al., 2013). According to Harapnuik , many change efforts fail when they only target one or two sources of influence; sustainable change requires addressing all six in a layered and intentional approach.

I will present a detailed plan that directly connects to my innovation proposal of increasing authentic Spanish conversation in the classroom. This plan emphasizes the role of teachers in using technology to enhance authentic communication and cultural learning while also guiding, modeling, and monitoring its responsible use to ensure it supports. To further demonstrate this connection, I have included snapshots of the desired results, the vital behaviors, and the influencers that are directly impacted by my plan.

Our goal: By the end of the school year 2025-2026, we will increase students conversational fluency in Spanish from low-novice to high-novice by integrating AI-simulated conversation tools into World Language instruction.

RESULTS

Anxiety Reduction — Student survey feedback on speaking comfort.

Oral Proficiency — Pre/post oral proficiency assessments.

Participation — Teacher observation logs of conversational activities.

Pilot Data — Feedback/results from AI tool integration.

VITAL BEHAVIORS

1
Teachers regularly integrate AI conversation tools into instruction.

Notice the obvious:
Teachers currently rely heavily on reading/writing practice; speaking practice is underused.

Crucial moments:
Daily lesson planning—teachers must intentionally add AI conversational activities.

Positive examples:
Teachers who already use digital platforms (like Blooket or Kahoot) can model how AI can fit naturally into instruction.

Culture busters:
The belief that only "real" human interactions matter. showing that AI can supplement, not replace, authentic speaking opportunities

2
Students consistently practice Spanish conversations with AI tools outside of class.

Notice the obvious:
Students currently have very limited opportunities to practice outside the classroom.

Crucial moments:
Homework/study time. Students should practice conversational prompts.

Positive examples:
Early adopters who enjoy practicing with AI can share success stories with peers.

Culture busters:
The assumption that "practice only happens with classmates." AI practice should be seen as valuable and normal.

3
Administrators support funding, training, and pilot testing of AI platforms.

Notice the obvious:
Without resources and buy in, the project cannot move forward.

Crucial moments:
Budget planning and technology integration meetings.

Positive examples:
Administrators who have supported previous tech initiatives (such as Chromebooks or learning management systems) can model this support.

Culture busters:
The fear that AI tools are too advanced, unnecessary, or distracting.

PRINCIPAL AND SUPERINTENDENT

Key decision-makers for funding and resource allocation.

WORLD LANGUAGES DEPARTMENT CHAIR

Provides leadership, organizes training, and ensures alignment across classrooms.

TECH INTEGRATION SPECIALISTS / INSTRUCTIONAL COACHES:

Help teachers learn to implement AI tools effectively.

INFLUENCERS

PILOT GROUP OF TEACHERS

Act as early adopters, modeling usage and sharing successes.

STUDENTS

Peer influencers who can encourage classmates by showing how AI practice boosts confidence and fluency.

Integrating the Model Matrix into My Innovation Plan

In my innovation plan, the vital behavior I seek is for students to consistently engage in authentic Spanish conversations rather than defaulting to English or translation tools. The Six Sources of Influence shape this behavior by targeting both motivation and ability.

The personal motivation connects Spanish use to real world benefits, while personal ability is built through scaffolds like sentence stems and modeled dialogues. In contrast, social motivation

fosters peer encouragement, and social ability uses group work where stronger speakers support others. Lastly, the structural motivation includes digital rewards and recognition, while structural ability provides technology tools, guided by the teacher to ensure technology supports rather than replace authentic communication. To further illustrate this plan, I will include a graph of the model matrix that visually shows how each of the six sources connects to the desired behaviors ((Grenny, Maxfield, & Shimberg, 2007).

Six Sources of Influence

	MOTIVATION	ABILITY
PERSONAL	• Connect Spanish practice to navigating in a Spanish-speaking country. • Highlight bilingual career paths (healthcare, business, education). • Use cultural media (songs, movies, TikToks) that make Spanish personally engaging.	• Use tools for students to record and re-record conversations at their own pace. • Provide structured sentence starters for beginners to reduce anxiety. • Demonstrate teacher-student role plays in Spanish as live models.
SOCIAL	• Publicly praise groups that stay in Spanish throughout the activity. • Encourage students to share shout-outs or compliments in Spanish • Highlight strong group conversations by sharing short recordings.	• Pair stronger and weaker speakers together for peer modeling. • Use rotating "conversation circles" so students practice with many peers. • Incorporate a tool where students collaborate written dialogue that supports spoken practice.
STRUCTURAL	• Feature a "Spanish Speaker of the Week" board. • Award badges or digital points for staying in Spanish. • Showcase exemplary Flip recordings to motivate others.	• Integrate digital tools that connect directly to conversation topics. • Use listening tasks that lead into pair discussions. • Provide bilingual dictionaries but train students to use them responsibly as supports, not shortcuts.

References

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