MANAGING CHANGE

Instructor's Workbook

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Developed for:

OPTIMIST INTERNATIONAL

2001

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MANAGING CHANGE

Preface:

Welcome to one in a series of individualized Optimist International Skills Development Modules. Our goal is to help you, our members, learn and apply practical skills to deal with the opportunities and issues in your life. This series of modules is not designed to deal with "theoretical" issues, but rather to provide a practical "hands on" approach.

Each of these modules is to be used, written in and applied. You can learn skills on your own, or join with others in a collaborative learning venture. Each module contains an instructor's guide in addition to a separate participant's guide which can be duplicated as often as necessary to supply the needs of your club members.

Future modules will deal with individual as well as group-oriented skills, all of which are designed to help individual Optimists enhance their personal leadership ability in any chosen field of activity, i.e., employment, home, school, and volunteer activities. This is a significant development for our organization in its service to its own members, and we hope that participants will provide feedback about each module to the International Headquarters (c/o Leadership Development). In this way, we can maintain our focus on providing meaningful leadership training to districts, clubs and individuals throughout our Optimist organization.

We truly hope you enjoy the journey to self-improvement.

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MANAGING CHANGE

Module Outline

Welcome
Overview
Objectives

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Instructor's Manual

Preface (Informational reading for the instructor. This material should be used as a tool to aid the instructor for quality delivery of the Managing Change module).

1. **Why Change Fails**
   A change occurs when something in the internal and external environment is altered. Changes trigger an internal psychological reorientation process in those who are expected to carry out or respond to the change. Transition is the internal process that people must go through in order to come to terms with a new situation. Unless transition occurs, change will not work.

2. **Change as a Personal Experience**
   We must face the fact that for a change to occur, people must own it. Unless people go through the inner process of transition, they will not develop the new behavior and attitudes to accept the change. Change efforts that disregard the process of transition are difficult.

3. **Why People Resist Change.**
   Change situation is interpreted by an individual according to his or her attitudes. The key concept is that of psychological advantage. People don't automatically resist all changes. You probably would not resist a generous raise, though you might resist a promotion if it involved uprooting your family at a difficult time.

4. **Organizational Change**
   Organizational change is often threatening. People seek stability and order; change can mean disruption and uncertainty.   Forms of resistance to change run the gamut, from complaints and grumbling to absenteeism, turnover, work slowdowns, strikes and outright sabotage.

5. Facilitating Change
Envision the process of change as going from one steady state to another. Change, when imposed too quickly, shatters equilibrium and leads to resistance. Rather than conceiving of change as a one-step process, look at it in three steps:
Unfreeze ⸺ Introduce Change ⸺ Refreeze

6. Changing
Once an individual or group is open to the need for change, the battle is not over. The specific changes to be introduced must be understood and accepted.

7. Reducing Resistance to Change
Understanding why resistance occurs gives us insight into how to reduce it.   For one thing, it is clear that change is usually perceived by people as something being done to them over which they have no control. Resistance to change becomes a desperate attempt to regain control over one's environment.

8. Foster Participation
Participation helps those involved to understand the situation and increases their commitment to change.

9. Patience
Both research and experience reminds us that although a change can be implemented quickly, the psychological process of transition takes time. Transitions can take a very long time if they are not well managed.

10. Don't Lose Sight
Never lose sight of the fact that it is not so much that you are starting something new but that you are stopping something old. Don't fail to understand the human side of change and tactics needed to make change successful.

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Welcome   *(The instructor introduces himself/herself and welcomes participants).*

Overview   *(The instructor gives the participants an overview of the training session)*
This module focuses on understanding the change process; recognizing why people resist or embrace change; learning techniques and strategies for breaking through the real-world barriers that get in the way of cooperation and change.

Objectives   *(The instructor gives the participants the objectives of this module)*
Upon completion of this module, you will be able to:

1. Define and understand what is managing change.

2. Understand types of change and recognize conditions facilitating change.

3. Understand why people resist change. The issue of control and the principal factors causing resistance to change. The "X" Chart.

4. Recognize the three key factors that must be present for a meaningful change to take place.
    - Motivation
    - Vision
    - Next Steps

5. Understand the change process.
    - Unfreeze - Change – Refreeze

6. Understand five most common real-world barriers that get in the way of cooperation and change.

7. Understand five-step strategy for breaking through real-world barriers of change. The strategy of *breakthrough negotiations.*

8. Identify the "forces for change" and use Force-Field Analysis to help anticipate and remove obstacles to change.
    - Driving Forces
    - Resisting Forces.

9. Use brainstorming technique in doing a Force-Field Analysis.

10. Understand, plan and manage change.

I.   What is Managing Change?

A.   Someone once said "quote".
(The instructor shares some quotes about change and asks participants for simple quotes they may have on change. Use a flip chart to list some of these. The participants are provided space in their workbook for notes. Page 3).

- **"Progress is impossible without change, and those who cannot change their minds cannot change anything." - George Bernard Shaw**

- **"We cannot become what we want to be by remaining what we are." – Max DePree**

- **"To improve is to change; to be perfect is to change often." – Winston Churchill**

- **"Anytime there is change, there is opportunity." – Jack Welch – CEO, GE. USA**

- **"Do not fear going forward slowly; fear only to stand still." – Chinese Proverb**

- **"Decide today to be a master of change rather than a victim of change." – Brian Tracy**

- **"Things don't change. You change your way of looking, that's all." – Author Unknown**

- **"Whether you are a success or failure in life has little to do with your circumstances; it has much more to do with your choices!" – Nido Qubein**

B.   **What is Managing Change?**

  1. Definition of Managing Change:
     (The instructor invites participants to define managing change. The participants are provided space in their workbook for notes. Page 4).

     Understanding how people adjust to change; and knowing how to negotiate the change process successfully.

     Facilitating acceptance of change.

2. **Understanding Change**
    (Below are some thoughts the instructor may want to share with the participants to engage them in discussion about understanding change. The instructor may ask participants about reactions they may have encountered in a transition in their own lives. Page 6).

    ▪ Change is all around us. In our personal lives and business there are opportunities every day where disagreements happen. Many times the disagreement occurs because one person wants to change something, move in a different direction, or add or drop an aspect of a business or enterprise. Conflict can arise when one person digs in their heals and resists. Why does this happen? Why is change so hard for us?

    ▪ Resistance to change is usually neither blind nor irrational. Under normal conditions, people resist changes that negatively affect them and welcome changes that - they believe - positively affect them. That's rational conduct.

    FOR EXAMPLE:
    Farmers have always been known for how flexible they are - who else could "roll with the punches" when unpredictable weather, land and crop prices fluctuate or livestock disease occurs? Some individuals however are more able to change than others. Some people dealt with change easier when times were more prosperous or when they were younger. Whatever the situation, it might be useful to look at how people adjust to change. Understanding this might help you plan your next strategy when you approach your partner, family member, neighbor, community group, or yourself.

C. **Exercise - Principles for Managing Change**
(In this exercise the instructor asks the participants to fill in the missing word they think would be appropriate for each of the principals. The participants should use page 7 to record their answers. Allow participants about three minutes to complete. After completing the exercise the instructor should review and discuss participants' answers.)

1. Thought processes and <u>relationship</u> dynamics are <u>fundamental</u> if change is to be successful.

2. Change only <u>happens</u> when each person makes a decision to <u>implement</u> the change.

3. People <u>fear</u> change when or if it "<u>happens</u>" to them.

4. "<u>Truth</u>" is more important during periods of change and uncertainty than "<u>good</u> news."

5. Those who demonstrate <u>consistent</u> behavior and <u>clearly</u> defined values earn <u>trust</u>.

6. A <u>clearly</u> defined vision of the end result enables all the people to define the most <u>efficient</u> path for accomplishing the results.

7. The more <u>input</u> people have into defining the changes that will affect their work, the more they will take <u>ownership</u> for the results.

8. To change the <u>individual</u>, change the <u>system</u> .

II.   What Is Change?
(The instructor may share some of the following thoughts and comments about change with participants before defining change. The instructor may also ask the participants to write down some of their own thoughts about change. Page 8).

- **Change is inevitable.**
  Change, like death and taxes, is one thing we can be certain of.

- **Are all changes bad?**
  Change can be uncomfortable and awkward but it can also be positive. Marriage, the birth of a child and a job promotion are often happy changes, which are easier to accept than some negative changes such as divorce or death. Whether a change is good or bad, it requires an individual or organization to adjust and deal with the change.

- **Nothing remains the same.**
  Individuals and even organizations must change. We have all witnessed change: Membership fluctuations, increases or decreases in funding, and new projects reflecting new needs of the members. If the organization does not respond to change, it will struggle and eventually die.

- **We must adapt to change.**
  Individuals and organizations need to acknowledge that changes are happening and must adapt to them.

A. **Definition of Change**
(The instructor asks participants to define change. Use a flip chart to list some of these. The participants are provided space in their workbook for notes. Page 9)

- **A transition.**

- **The process of going from one steady state to another**

- **Change occurs when the balance of our capabilities against our challenges is disrupted.**

B.   Challenge vs Capability

The human experience consists of matching our *capabilities* against the *challenges* we face.

Exercise: *(The instructor asks the participants to fill in the missing symbol that describes each type of change listed below. Page 10).*

A sense of balance, is maintained in our lives when:

Challenge	=	Capability
Danger/Opportunity	*Balanced*	Ability/Willingness

We seek this kind of balance because it makes us feel that things are predictable and thus easier to manage.

Change occurs when this balance is disrupted. There are two ways the status quo can be disrupted; when:

Challenge	<	Capability
Danger/Opportunity	*Positive Change*	Ability/Willingness

When people believe their capabilities exceed a challenge, they generally feel positive because the outcome is not only desirable but expected (for example the birth of a child). When the reverse is true, people feel negative not only because the outcome is undesirable, but also because such situations lack predictability.

Challenge	>	Capability
Danger/Opportunity	*Negative Change*	Ability/Willingness

Most people find it is extremely uncomfortable to face situations filled with the unknown because of the loss of predictability. We are attracted to situations that are familiar because they allow us the feeling of being in control.

C. **Exercise - Types of Change**
(The instructor asks participants to give examples of each type of change. Use a flip chart to list some of these. The participants are provided space in their workbook for notes. Page 11).

1. Example of <u>*Balanced*</u> Change =   *Maintain Status Quo*

2 Example of <u>*Positive*</u> Change =   *New Job*
                                                     Birth of a Child
                                                     Child Graduates
                                                     New Member Joins Club
                                                     New Club is Built

**3 Example of <u>*Negative*</u> Change =**   *Loss of Job*
                                                     Divorce
                                                     Death of Loved One
                                                     Loss of Club Member
                                                     Loss of Club

III.   Why People Resist Change

A.   Roethlisberger's X-Chart
Fritz Roethlisberger, who conducted the Hawthorne studies, believed that each change situation is interpreted by an individual according to his or her attitudes. He diagrammed the interplay between change and attitudes in what is called Roethlisberger's X-Chart.

Change   **Response**

Attitudes

Personal History   **Social Situation**
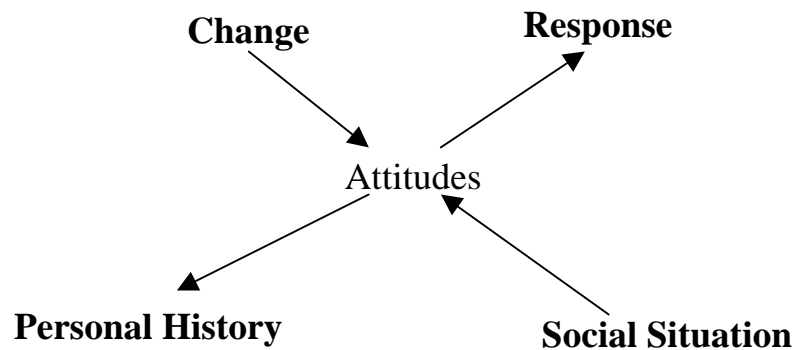
According to the chart, attitudes play a central role in determining a person's response to change. ***The key concept*** is that of psychological advantage. People don't automatically resist all changes. You probably would not resist a generous raise, for example, though you might resist a promotion if it involved uprooting your family at a difficult time.

B. **Principal Factors Causing Resistance to Change**
(The instructor shares with participants some of the principal factors that cause resistance to change. He/She asks participants to share some examples of factors they believe cause resistance to change. The participants are provided space in their workbook for notes. Page 13).

- *Loss of security or status.* Change may strike directly at security needs by putting one's job, career or valued relationships on the line. *For example:*

  Automation and new ways of doing things can make hard earned skills and experience obsolete. People generally defend their positions in organizations and resist changes, which they perceive as threatening to their status or positions.

- *Inconvenience.* Many changes make life more difficult, at least initially, by being imposed or disrupting comfortable patterns of acting and interacting. Some involve genuine inconvenience: *For example:*

  A more complicated form to fill out each month, an additional 10 minute commute to a new work location.

- *Distrust or uncertainty*. Many changes are resisted because the subjects of change question the motives or the wisdom of those making the change. *For example:*

  "What are their real reasons for doing this?" skeptics will say. Or, "If it would really help, it might be okay, but what if it doesn't?"

- *Cognitive Discord Reduction.* Changes are frequently introduced in ways that disparage old ways of doing things. *For example*:

  "Are you trying to tell me I've been doing it wrong for 15 years?" Under such circumstances, resistance can be a way of trying to save face.

C. **Understanding Control**
(The instructor shares some thoughts about control and the two types of control we all seek. The participants are provided space in their workbooks for notes. Page 14).

- **At the heart of understanding how people react to change is the issue of control.** Humans have evolved to being the most control-oriented animals on the planet.

- **People are most comfortable when they can influence what happens to them.** The ability to influence is largely dependent on being prepared for what will happen. Preparedness is, to a great extent, based on establishing accurate expectations about the future.

- **People, therefore, feel in control of their lives when their expectations match what they think to be actually occurring.**

- **There are two types of control we all seek:**
  (The instructor asks participants to define the two types of control we all seek).

Direct	**Ability to dictate outcomes**
Indirect	**Ability to at least anticipate outcomes**

"EXERCISE"
Think of a person whom you want to convince/change. Can you think of a way to allow them to dictate some of the outcomes or help them to prepare for, or be involved in, the planning?

***Caution:** Don't be surprised. The element of surprise will work against you. Make sure you are prepared, anticipate all their concerns ("yes, but…") And have a well thought through response. AND Don't surprise them. Let them know every step along the way. If they are "thrown for a loop," that surprise factor may cause their resistance and resentment level to rise.*

IV. **Factors for Meaningful Change**

A. **Formula for Meaningful Change**
(In this exercise the instructor asks participants to complete the equation with the factors they think bring about meaningful change. Use a flip chart to complete the equation. The participants are provided space in their workbook to complete the equation. Page 15).

$$\boxed{\textbf{Change} = \textbf{Motivation} \times \textbf{Vision} \times \textbf{Next Steps}}$$

1. **Motivation**
Some good reason to give up the status quo

2. **Vision**
A clear and practical vision of the desired future state

3. **Next Steps**
Understanding the next steps required to progress toward the vision

Since the three key factors are multiplied together, *if any one is missing, little change will take place.*

For Example: There may be considerable motivation (such as discontent with the status quo) and a very clear vision of the desired future. However, if people don't know what to do next then little or no progress will be made.

B.   **Exercise: Square Wheels**
(In this exercise the instructor asks participants to point out as many of the problems and opportunities for improvement as they can. Before looking at and discussing the illustration, review the first two bullets below. The participants are provided space in the workbook for notes. Page 16 and 17).

- **Reality is that we do not have to constantly invent ideas and frameworks.** There are already others who may have done what we want to do or changed what we want to change. It is less about invention and more about discovery.   With that in mind, use the Square Wheels illustration to address the factors of the equation of change.

- **The framework is that of identifying the ideas that already exist and modeling the behavior of others**. If we can identify the things that others are doing that might work for us, it might be a lot easier to make improvements. No sense reinventing the wheel and learning from all the mistakes if we can identify better ways that are proven.

AT THIS POINT, LOOK AT THE ILLUSTRATION WHILE GOING OVER THE ADDITIONAL POINTS.

- **So here they are, working hard and thumping along on Square Wheels**. Note that the round wheels already exist in the wagon. They plod along like they have always done because these wheels do work.

  "And after all, how would we know that we were making any progress if things didn't go *'Thump, Thump?'''*

SOME OTHER COMMON THINKING ABOUT THE ILLUSTRATION:

- The **Square Wheels** can represent many things, including traditions and habits. Organizationally, they may represent processes and practices that do not work well or inter-departmental conflicts. They increase the cost of doing things and are inefficient and ineffective.

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NOTICE THESE THINGS:
- The person in the front pulls forward but also gets isolated from the wagon itself and may not feel the thumps and bumps nor hear the talk at the back.
- Communication is hard.
- The view from the back is not very motivating and the pushers are somewhat blind to the future.
- The wagon can do the job, but it's difficult to turn; changing direction is always hard.
- Individually, these **Square Wheels** might represent the things we are so used to doing. They could just be our preferences in how we approach job or home activities. What we have been doing works, but there might be more effective ways of doing things. But it is sometimes hard to see this. After all, we are making progress!
- And there is another paradox: We set our goals based on **Square Wheels.** And we can meet our goals if they are set this way! Lastly, over time, it becomes increasingly hard to stop and step back to look for new possibilities for doing things because we are working so hard to meet these goals.

ADDITIONAL KEY POINTS
- Trust among team members is important for motivation and focused effort
- Communications between pullers and pushers is an obvious opportunity for improvement
- Shared visions and goals are crucial for shared effort and motivation
- Most organizations have difficulty in changing direction
- There is a constant need for teamwork and collaboration
- Continuous improvement and measurement of progress must occur, because the round wheels of today will become square tomorrow
- Ideas for improvement already exist within the wagon

We become accustomed to the *Thump, Thump* of our lives. The key is choice and perspective. The risk comes from not changing, from trying to maintain our status quo in the middle of a rapidly changing world.

V.   The Change Process

It's always darkest before the dawn. Do you believe in that statement? Keep in mind that change comes more slowly the more people you need to convince. But with gentle pressure applied relentlessly, change will happen.

(The instructor reviews the three steps to the change process with the participants, stopping to discuss each step. Participants are provided space in their workbooks for notes. Pages 18 and 19).

The following diagram for the change process can be used to understand and plan for change.

PRESENT STATE	TRANSITION STATE	DESIRED STATE
"UNFREEZE"	"CHANGE"	"REFREEZE"

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A. **Unfreezing -** *The Present State*
The aim of unfreezing is to prepare the individual or group to accept change. One way of doing this is to create a sense of dissatisfaction with the status quo, to make people aware of ways in which the status quo is unsatisfactory. Recognize the need for change by identifying driving and resisting forces.

B. **Changing -** *The Transition State*
Once an individual or group is open to the need for change, the battle is not over. The specific changes to be introduced must be understood and accepted. Change is implemented through a strategy, which decreases resisting forces.

C. **Refreezing -** *The Desired State*
The process by which newly acquired behavior becomes regular behavior is referred to as refreezing.

- Reinforce new change or behavior and be open to feedback
- Keep communication lines open
- Communicating positive results
- Celebrate success

CASE STUDY
(The instructor shares the following case study with the participants. The participants are provided space in their workbook for notes. Page 20).

Unfreezing - *The Present State*
A college basketball coach decided not to try to persuade an ace freshman player to develop a new shot for dealing with players taller than those he had played against in high school. The coach was afraid the ace's reaction would be: "I've been scoring thirty points a game for three years and I'm here because of the way I played there!" How then to unfreeze him - to create dissatisfaction with the status quo?

The coach arranged a scrimmage between the varsity and the freshmen and assigned his tallest varsity player to harass the freshman. After the scrimmage, the former high school star approached the coach and asked, "What do I have to do to get a shot off against a guy that big? At that moment, the freshman was unfrozen. The lesson: Until people recognize a problem as their own, it is often difficult to produce change in their behavior.

Changing - *The Transition State*
For our basketball coach, now is the time to teach that kid how to make a hook shot.

Refreezing -*The Desired State*
For our coach, now's the time to do all he can to make sure the kid practices his hook shot regularly, is doing it right, and uses it in games against taller players.

VI. **Reducing Resistance To Change**
Understanding why resistance occurs gives us insight into how to reduce it. For one thing, it is clear that people usually perceive change as something being done to them over which they have no control. Resistance to change thus becomes a desperate attempt to regain control over one's environment.

A. **Five Most Common Real-World Barriers**
(The instructor asks participant to share what they think the five most common barriers are that get in the way of change. Comments may be recorded on a flip chart. The participants are provided space in their workbook for notes. Page 21).

- *Your reaction*. The first barrier lies within you. Human beings are reaction machines. When you're under stress, or when you encounter a NO, or feel you are being attacked, you naturally feel like striking back. Usually this just perpetuates the action-reaction cycle that leaves both sides losers. Or, you may react by impulsively giving in just to end the negotiation and preserve the relationship. You lose and, having demonstrated your weakness, you expose yourself to be bullied by others. The problem you thus face in negotiation is not only the other side's difficult behavior but also your own reaction, which can easily perpetuate that behavior.

- *Their emotion*. The next barrier is the other side's negative emotions. Behind their attacks may lay anger and hostility. Behind their rigid positions may lay fear and distrust. Convinced they are right and you are wrong, they may refuse to listen. Seeing the world as eat-or-be-eaten, they may feel justified in using nasty tactics.

- ***Their position***. In joint problem solving, you face the problem and attack it together. The barrier in the way is the other side's positional behavior: their habit of digging into a position and trying to get you to give in. Often they know no other way to negotiate. They are merely using the conventional negotiating tactics they first learned in the sandbox. In their eyes, the only alternative is for *them to* give in - and they certainly don't want to do that.

- ***Their dissatisfaction.*** Your goal may be to reach a mutually satisfactory agreement, but you may find the other side not at all interested in such an outcome. They may not see how it will benefit them. Even if you can satisfy their interests, they may fear losing face if they have to back down. And if it is *your* idea, they may reject it for that reason alone.

- ***Their power***. Finally, if the other side sees the negotiation as a win-lose proposition, they will be determined to beat you. They may be guided by the precept "What's mine is mine. What's yours is negotiable." If they can get what they want by power plays, why should they cooperate with you?

Getting past **"NO"** requires breaking through each of these five barriers to cooperation: your reaction, their emotion, their position, their dissatisfaction, and their power. It is easy to believe that stonewalling, attacks, and tricks are just part of the other side's basic nature, and that there is little you can do to change such difficult behavior. But you *can* affect this behavior if you can deal successfully with its underlying motivations.

B. Exercise:
(The instructor asks participants to think of a person whom they want to convince/change. What is their emotion, their position, their dissatisfaction, and their power play? What barriers are holding them back? The participants are provided space in their workbooks for this exercise. Page 22).

VII. The Breakthrough Strategy

(The instructor may discuss some of the following concepts about strategy before going over the five-step process for breakthrough negotiations. The participants are provided space in their workbooks for notes. Page 23).

➢ **The essence of the breakthrough strategy is *indirect action*.** It requires you to do the opposite of what you naturally feel like doing in difficult situations. When the other side stonewalls or attacks, you may feel like responding in kind. Confronted with hostility, you may argue. Confronted with unreasonable positions, you may reject. Confronted with a pusher you may push. Confronted with aggression, you may escalate. But this just leaves you frustrated, playing the other side's game by *their* rules.

➢ **Your single greatest opportunity as a negotiator is to *change the game.*** Instead of playing their way, let them have *your* way - the way of joint problem solving.

➢ **Breakthrough negotiation is the opposite of imposing your position on the other side.** Rather than pounding in a new idea from the outside, you encourage them to reach for it from within. Rather than telling them what to do, you let them figure it out. Rather than pressuring them to change their mind, you create an environment in which they can learn. **Only *they* can break through their own resistance; *your* job is to *help* them**.

➢ Their resistance to joint problem solving stems from the five barriers discussed previously. **Your job as a break-through negotiator is to clear away the barriers that lie between their NO and the YES of a mutually satisfactory agreement.** For each of the five barriers, there is a corresponding step in the strategy.

VIII. **Five-Step Strategy for Breakthrough Negotiations**
Five-step strategy for breaking through each of the five barriers - the strategy of *breakthrough negotiations.*

(The instructor discusses breakthrough strategy with participants. Comments may be recorded on a flip chart. The participants are provided space in their workbook for note. Page 24).

Step One - Stop Your Reaction
Since the first barrier is your natural reaction, the first step involves stopping that reaction. To engage in joint problem solving, you need to regain your mental balance and stay focused on achieving what you want.

Step Two - Overcome Negative Emotions
The next barrier for you to overcome is the other side's negative emotions - their defensiveness, fear, suspicion, and hostility. It is all too easy to get drawn into an argument, but you need to resist this temptation. To create the right climate for joint problem solving, you need to defuse their negative emotions. You should take their side by listening to them, acknowledging their points and their feelings, agreeing with them, and showing them respect.

Step Three - Accept and Re-frame
Accept whatever they say and re-frame it as an attempt to deal with the problem. **For example:** Take their position and probe behind it: "Tell me more. Help me understand *why* you want that." (*Reword their opposition so that it is not so much a "brick wall" but a "screen door".)*

Step Four -Bridge the Gap
While you may now have engaged the other side in joint problem solving, you may still be far from reaching a mutually satisfactory agreement. The other side may be dissatisfied, unconvinced of the benefits of agreement. You may feel like pushing them, but this will only make them more resistant. So do the opposite. You need to bridge the gap between their interests and yours. You need to help them save face and make the outcome look like a victory for them.

Step Five - Use Power to Educate
Despite your best efforts, the other side may still refuse to cooperate, believing they can beat you at the power game. You may be tempted at this point to escalate. Threats and coercion often backfire, however, and lead to costly and futile battles. The alternative is to use power not to escalate, but to educate.

IMPORTANT: **The sequence of the steps is important.** You cannot defuse the other side's negative emotions unless you have controlled your own. It is hard to "build a bridge" unless you have changed the game to joint problem solving. This does not mean that once you have taken one step, you have completed it. On the contrary, you need to keep focused throughout the negotiation. As the other side's anger and frustration resurface, you need to keep stepping to their side.

Breakthrough negotiation can be used with anyone - an irrational father, a temperamental teenager, a hostile co-worker, or an impossible customer. It can be used by a family trying to discuss the farm transfer, lawyers trying to avoid a costly court battle, or spouses trying to keep a marriage together.

Because every person and every situation is different, you will need to marry the five breakthrough principles with your own knowledge of the particulars in order to create a strategy that works for you. There is no magic recipe that will guarantee your success in every negotiation. But with patience, persistence and the breakthrough strategy, you can maximize your chances of getting what you want in even the most difficult negotiations.

TIPS ON NEGOTIATING

Listen for objections and let the person know you recognize his or her concerns. Ask for his/her solution. "I know you're not with me on this point. Can you come up with an alternate solution?"

Remove the offending point to see if you can agree on everything else. Ask the person, "If your concern can be taken care of, would you agree with my proposal?"

Let the other person's resistance be your cue. It may indicate that you are pushing too hard and that you are really the inflexible one. If there is too much resistance, perhaps it's time to stop doing what you're doing, as obviously it's not working.

Watch for and act on verbal and non-verbal signs that indicate a turning point in the discussion - either increased or decreased resistance.

IX. **Forces for Change**
(The instructor asks participants to give examples of the forces of change. Ask participants to give examples of the forces that drive change and the forces that resist change. Use a flip chart to list some of these. The participants are provided space in their workbook for this exercise. Pages 27 and 28).

Change in an individual or organization is influenced by two opposing forces: One that drives for change and one that resists.

DRIVING FORCES➔	←RESISTING FORCES
Driving Forces - initiate change and keep it going. EXTERNAL OR INTERNAL	Resisting Forces – act against the driving forces for change INTERNAL

INDIVIDUAL- Examples of Forces for Change

Driving Forces	Resisting Forces
Mom wants you to eat your broccoli.	The child spits the food out.
Mom and Dad want you to go to college.	You are tired of school, It costs too much.
You want to get married.	You fear you'll want to date other people. Mom and Dad fear you won't go to college.
You are ready to settle down and start a family.	You want to continue to go to college. You fear you won't be able to afford the nice things you want for yourself.
You and your spouse want to buy first home.	You fear the payments will be too high for the type house you would like.

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ORGANIZATIONAL - Examples of Forces for Change

The instructor asks participants to list some resisting forces for each of the driving forces in the table. He/She asks which of the following forces affects the participant's club.

Driving Forces	Resisting Forces
Your source of funding is being reduced or increased.	Your group fears new ideas and prefers to do things the way they have always been done.
The interests and needs of the people in your community are changing.	Your group functions the same way it did 20 years ago, out of habit.
Community support is increased or diminished.	Your group performs activities just for the sake of keeping busy.
Membership is increasing or dropping.	Members are not recruiting new members.
Members have different views of the group's purpose.	Inability to see the positive aspects of the change.
When projects or programs are evaluated a need to change is identified.	Members don't want to commit to the time involved to make the necessary changes.

X.   Force-Field Analysis

(The instructor discusses Force-Field Analysis with participants. Participants will learn how to use Force Field Analysis as a way of managing change. This technique will be used in the application exercise to create an action plan to remove obstacles to change. Comments may be recorded on a flip chart. The participants are provided space in their workbook for notes. Page 29).

Participative techniques help individuals and groups establish a sense of control over their environments and unfreeze those habits that block change.

Force-Field Analysis

➢ One way of using participation in a disciplined fashion is to involve the individual or group in Force-Field Analysis. Force Field involves listing, then examining, the factors that can help the change and those that hinder its success as a basis for creating action plans.

➢ Force Field is based on the law of physics that says for every action there is an equal and opposite counter action. A state of equilibrium is established between these two sets of contending forces.

➢ Every existing situation is a product of equal and opposite forces. Change one force on either side, and the situation changes – unless met by a new contrary force of equal strength.

➢ Attitudes at work reflect a long history of experience and can't be easily or quickly changed; if change is forced too quickly, equilibrium may shatter.

Accordingly, the key to introducing change effectively is to work to weaken the forces on the "lowering" or resisting side of equilibrium and strengthen the forces on the "raising" or driving side.

THE FORCE-FIELD ANALYSIS

The Force-Field Diagram

On the next page you will see a Force-Field Diagram. Look at the diagram and notice the following:

1. The diagram has two columns for Unfreezing. One contains the forces that are driving the change you are considering, and the other contains the forces that are resisting the change.

2. They are separated by a vertical line, which represents the present state. The object is to move from the present state to the desired outcome, which is on the far right of the diagram.

Brainstorming

Brainstorming is a simple yet effective technique that is very helpful in doing a Force-Field Analysis. Here are some guidelines.

a. Move quickly from one person to the next, asking every person *in turn* for an idea.

b. Do not allow any comments, praise or criticism about the ideas. Every idea is acceptable.

c. Have participants say pass if they don't have an idea.

Doing a Force-Field

Step 1. Identify and label your present state, and desired outcome in quantifiable terms.

Step 2. Brainstorm for the driving forces and restraining forces.

Step 3. Discuss the items on both sides, and select the forces you can affect or control.

Step 4. Design an action plan, which will remove restraining forces and/or strengthen driving forces. Good action plans should contain the following elements:

a. The necessary events that must occur.

b. A timetable of events.

c. Names of people who can contribute.

d. Responsibility for implementing the subparts.

e. Coordination of the subparts.

f. Feedback and evaluation.

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FORCE-FIELD DIAGRAM

UNFREEZE "Present State"		CHANGE "Transition State"	REFREEZE "Desired State"
Identify driving and resisting forces		Communicate need for change	Keep communication lines open
Driving Forces	**Resisting Forces**	Get small group of individuals committed to change to help	Reinforce the change by communicating positive results of the change
		Devote extra energy to those who have difficulty accepting the change	Celebrate success - thank members for commitment

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XI. Application: Managing Change

ACTIVITY:

INSTRUCTIONS: **1.** Divide into groups and have one of the members lead the Force-Field Analysis.

2. Follow the Force-Field Analysis guidelines.

3. Use the worksheet below to complete your Force Field Analysis.

CHANGE ISSUE - OPTIMIST MEMBER FEE INCREASE
The following exercise will help you apply Force-Field Analysis to plan your strategy for understanding and dealing with the increase in member fees.

UNFREEZE		CHANGE	REFREEZE
Identify driving and resisting forces		Communicate need for fee increase to membership	Keep communication lines open
Driving Forces	**Resisting Forces**	Get small group of individuals committed to increased feed to help	Reinforce the change by communicating positive results of the change
Increased expenses	Cannot afford it	Devote extra energy to those who have difficulty accepting the fee increase	Celebrate success in the club, organization - thank members for commitment
Decreased external funding	Increase not justifiable		
Dropping membership			

MANAGING CHANGE

Once a change has been accepted and implemented by a group, the initiators of the change must keep working with the members and emphasize the positive effects of the change. If this is not done, the group may slowly lapse into its old habits. The whole process of unfreezing, changing, and refreezing may take a long period of time.

"'Progress is impossible without change, and those who cannot change their minds cannot change anything." **George Bernard Shaw**

REFERENCES

Some material adapted from ODR, *The Challenges of Change,* 1995

Glase E. Rollin. *The Force Field Problem Solving Model:* Kurt Lewin. Organizational Design and Development, Inc., 1988.