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Process Concerns In Use of Force Field Techniques.

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This paper, one of a series derived from techniques used in training student teachers, explores the process of manipulating the variables in a problem or conflict or challenge situation. Specifically, it explores interpersonal feelings, intrapersonal feelings and conflicts that occur when these two are not in harmony. The technique calls upon the group to walk through a low level intrapersonal conflict (in a group setting), and to react to interpersonal behaviors in a conflict resolution. It is also expected of the group to respond to intrapersonal high level conflicts. To work with the force field concept, the following process is used: (1) Fact Assessment, including refinement of the problem and problem preparation; (2) Idea Exploration, including idea production and idea development; and (3) Solutions, including reality testing via gaming and group discussion, and action steps. Several types of interpersonal and intrapersonal relationships are explored, and old problems are restated through force field analysis. Various games are outlined for use in problem solving and task fulfillment. The author has sought to show how process approaches might be used to make participants feel pressures and forces not normally in their background realm. (Author/CJ)

Process Concerns In Use of Force Field Techniques

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Field Paper No. 3
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PART I: FORCE FIELD ANALYSIS NO. 3

The process of manipulating the variables in a problem or conflict or challenge situation will be explored in this session.

Our hope today is to explore techniques to associate and synthesize in new ways the knowledge and experiences we possess, as well as the new knowledge and experiences we may acquire in the future.

Specifically, we intend to explore interpersonal feelings, intrapersonal feelings and conflicts that occur when these two are not in harmony.

Plans call for us to walk through a low level intrapersonal conflict in a group setting. Secondly, we will react to interpersonal behaviors in a conflict resolution; finally, we will respond to intrapersonal high level conflicts.

To enable us to work with the force field concept we may use any number of techniques and approaches. The process to be used in this session is as follows:

1. Fact Assessment
    - A. Refinement of problems - pointing up interpersonal and intrapersonal factors that impinge on assessment and/or location of areas where we may obtain facts.
    - B. Problem preparation - gathering and sorting data to be analyzed.
2. Idea Exploration
    - A. Idea production - brainstorming about all possible approaches to problem solution.

B. Idea development - reprocessing the resultant idea via modification and combination and various other techniques.

3. Solutions

A. Reality testing - <u>testing</u> of solutions via processes such as gaming and group discussion, etc.

B. Action steps - adoption considerations. . . time lines, etc.

A fair idea put to use is better than a good idea internalized and personal but not released. To facilitate this, the following suggestions are herein offered.

GROUND RULE SUGGESTIONS FOR GROUP MEMBERS

1. <u>Responsibility for the group is shared by all members of the group</u>. Identify with the group and its goals--if the group fails, it's your fault, not the "group's" fault.

2. <u>Decisions should always be made by the group</u>. They are not made by the leaders, any individual, or any clique--all important that policies should be decided by the group. The group should set its own goals, and decide on the technique that it should use to accomplish them.

3. <u>Be informal</u>. It is helpful to use first names, wear informal clothing, arrange chairs in an informal way (circles not rows, etc.), encourage spontaneous discussions with few rules, as far as possible do away with voting, handraising, informal debate, Roberts' Rules, etc.

4. Use methods which will allow as many as possible of the group to participate. Let group discuss frequently in subgroups--bring out minority and individual opinions by asking frequent questions of group members.

5. Be flexible. Be flexible in rules, agenda, and in all procedures in the group. You should establish an agenda for your meeting, but you should always modify it when you find that the group wishes to modify it. The constitution of your procedural rules should change progressively as the needs and interests of the group change.

6. The group should cut down the threat to individual members. Get the group acquainted with each other as persons--use informal seating, minimize rules, separate the members of cliques or friendship circles, discuss the problem of status, use subgroupings to get members used to talking in the group.

7. The group should continually evaluate its progress. This may be suggestion boxes, etc. The important point is that it should be done often, briefly and well.

8. Group members should be conscious of the importance of the roles they play in the group. Study the different roles that people play, analyze the roles you play, consciously play roles that are helpful to group progress.

9. Sit so that, if possible, all members of the group can easily see the faces of all other members. Sit in a circle or a double circle--do not have leader sit or stand apart from the group--do not sit too close.

10. Let the group be active. Let group members move around frequently--encourage an informal atmosphere--consciously provide for movement and verbal participation of all members.

The group's individuals will feel these types of reality devils as we go to the solution phase of our day: (Reality devils)

Acceptance. What advantages can you show for your idea and how might you dramatize these advantages? Avoid assuming that the student teacher of your peer group will see your idea as you do.

Anticipation. How should you anticipate objections to your idea in a move to be prepared to overcome them?

Assistance. In what ways might other people or groups be of help to you in application of your idea?

Location. What places or locations might be advantageous for putting your idea into practice? Can you move a student teacher to another room or school?

Timing. In what ways might you take advantage of special times, days, dates for implementing your idea?

Precautions. What ways might you pretest your idea?

In problem solving, the fact finding process calls for careful observation with all senses in order to discover the relevant factors involved. Our exercises today will try to break us out of a mold so that the forces in the force field are vital ones and not those as anticipated.

INTERPERSONAL PRESSURES AS RELATED TO FORCE FIELD ANALYSIS

1. The input by overhead: (Document from 1700's, letter to friends, etc.)
2. Divide into group of four.

First question: How would you describe the community way of life out of which this document came?

Concerns:

Size:

Time:

Neighborhood:

Social class system:

Other:

Second question: How would you like to live there, or what is the question you would ask of the natives if you planned to live there?

Third question: Are we asking questions or the same question over and over? What are the recurring themes: Freedom from/freedom for.

Fourth question: Now study the community by studying freedom.

Freedom with respect to:

Intellectual	Personal Style	Residence	Association	Work	Freetime	Political

Let us trace through the process of exposing the forces:

Process	Feeling
1. Start with confrontation	Individual transaction
2. Emergence of awareness of thoughts and feelings	Group transactions A. Group properties 1. Purpose 2. Interdependent 3. Anxiety reduction
3. Group for purpose and goal identification and responses pooled	Depersonalize responses of respondee group (pooling of testimony)
4. Confrontation again in response to leader questions - focus on common theme	Leader intervention to identify common theme

Target	Process Flow		
	Individual	Psyche-Interaction	Class with Experts
Self in Relational Situation and Class and Self	Confronting situation	Emergence of awareness	New inputs - identify themes
Knowledge of Object and Interrela-tionships	Individual investigation	Committee - organize reports	Broad questions

Internal responses to this create acceptance and/or rejection of evidence presented: What makes you think a student teacher would respond any differently?

The above is indicative of interpersonal pressures to accept and conform; we see the force field thrusts are not clearly causality (cause-effect). Let us examine this model and its demise.

PART II: MACHINE/CAUSE/EFFECT MODEL

Man is part and cannot separate himself. These ten thoughts are illustrative of this bias.

1. The cause/effect principle is basic to the machine. Turn the key in the car and it starts. Provide the proper cause and it will produce (always) the same effect. (Behavior approach - have we tried this with humans?)
2. The machine has a principle of unity and continuity. All of its parts have a specified function, and these parts are bound together in a united whole. (Community action programs, an example? -- Progressive education, a thought!)
3. The machine then is predictable. The inside of your television set may look odd to you but to a trained mechanic it is known and understood. (Some childhood behaviors may look "odd" to you but to a trained clinician they are known and understood. When a clinician helps us understand a child, the teacher verifies the aid in day by day reality tests. When a mechanic repairs our television set we also verify the skills he possesses. The television does work--the child does behave!)
4. Open up a machine and you can see how it carries out its predetermined work. The machine is observable.
5. In summary, the machine holds forth these principles:

Cause/effect relationships	Completely predictable
Unified	Observable
Predetermined	

Material items became of prime importance and simple machine principles of causality were introduced into all areas of life: education, economics, medicine. We assumed that discovery of more facts would let us make better predictions and maintain better control over things. Man's main purpose was seen as production.

6. It did not take man, with his dependent prone nature, long to conclude that man is a machine.

7. The items that were manifest, observable were called real. It was commited to the cause/effect machine model. Ergo, the young science of psychology developed along these lines and gave us the behavioristic view.

8. Mechanistic model thinking regarded measuring and producing as very important. (What is our dropout rate?)

9. Modern technology has shown us we cannot "measure" as a detached observer but indeed we are part of this world. We can describe things by knowing part truths. Nuclear physics is a prime area where complete description is accepted. The scientist studying a particle may describe its speed and direction exactly, but he cannot speak with assurance about its position. This led to a revision of the classical idea of complete predictability. Statistical probability has replaced it.

10. The breakdown of the machine model as a way to understand life is accepted by the young generation but <u>not</u> by the older generation. Many of "our" generation view modern behaviors as the cause of the problems of today.

PART III: (INTRAPERSONAL SESSION)

The cause/effect relationship is not so clear. Let us specify the group stress for conformity with individual stress which usually focus on the steps in conflict which we label problems.

As a group or individual an awareness of conflict is read as a problem. We did this in our second meeting here but left feeling much as we did after our first exercise of today.

Supervisor/student problems center about inter, as well as intra-personal problems or conflicts. We tend to either adapt the students to our values or we adapt to our environment. Sometimes our long-established attitudes and values, as explained in meeting one, prevent us from seeing an opportunity or challenge in a situation. If we see all of the elements, then we are less likely to see a situation as discouraging and more likely to see it as challenging. Thus the exercise this morning becomes highly relevant as a technique to expose elements.

During meeting number two we wrote out our problems; today let us react to challenges. You should use the left side as the interrogator and use one or more of the words on the right as a response.

Interrogator	Response
Friends	Improvements
Family	Happiness and comfort
Neighbors	Misunderstandings
Church	Complications
House	Waste or inefficiencies
School	Bottlenecks and routines
Job responsibilities	Attitudes
Promotion	Anxieties or fears
Car	Anger or disgust
Transportation	Pet peeves and complaints
Social	Safety

Interrogator	Response
Personality	Economy
Hobbies and leisure time	Performance
Finances	Durability
Plans and goals	Appearance
Hopes and desires	Popularity
Career	

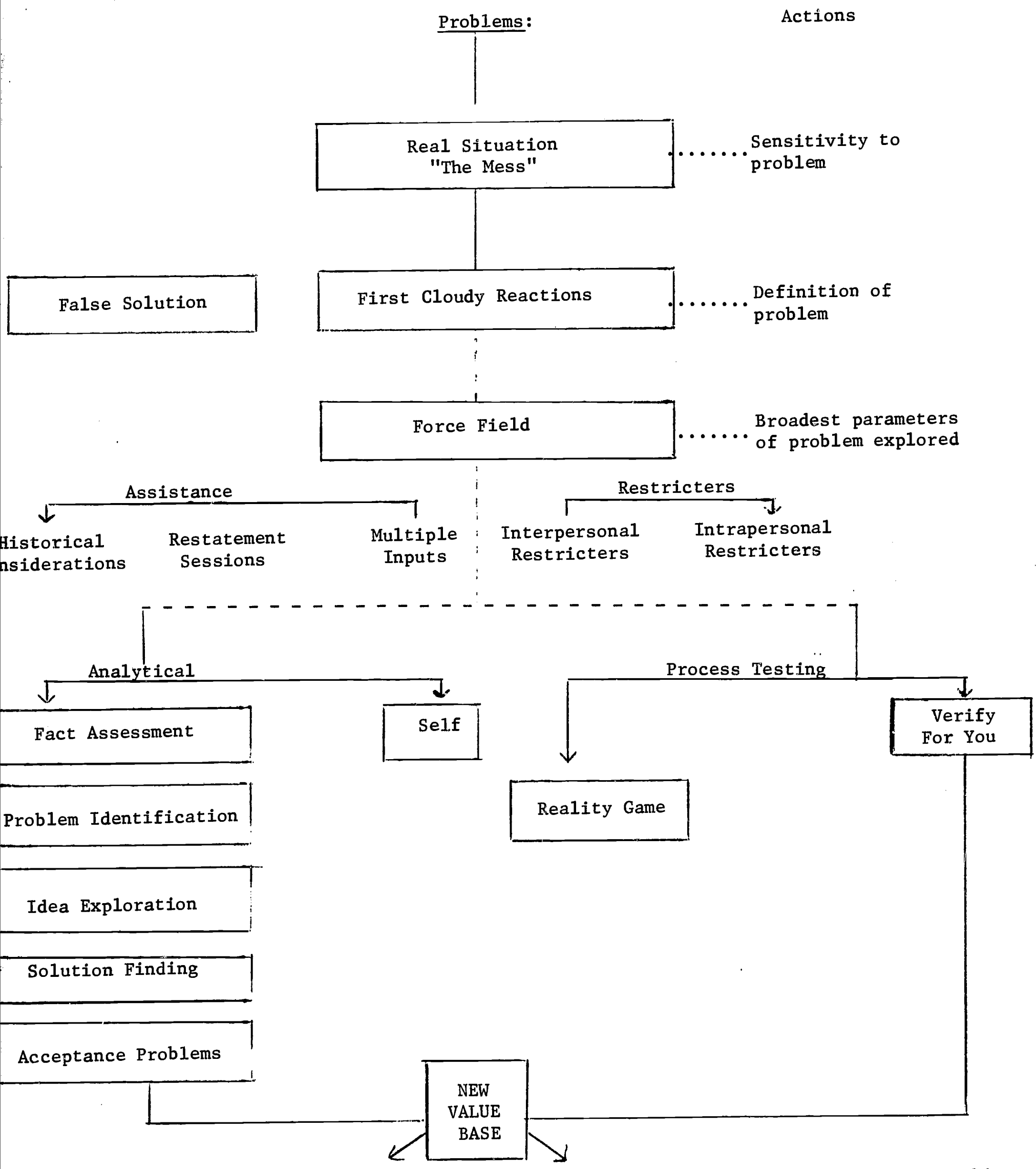
You may discover new challenges and forces as you play with the word combinations. Work on this "intrapersonal" page and keep it as a self reminder. This too is part of your force field "self."

How you feel about "you."

Suppose you have a chance to write your own final review, your obituary, what would you want said about yourself?

Write out things as though they have already been accomplished. Try out the idea now (a page or so) and let us hope you do not find it morbid. By the way, don't leave the obituary lying around . . . .might be difficult to explain.

Write one out then keep it with you . . . . .it is yours and you.


Problems:
Actions
Real Situation
"The Mess"
Sensitivity to problem
False Solution
First Cloudy Reactions
Definition of problem
Force Field
Broadest parameters of problem explored
Assistance
Restricters
Historical
nsiderations
Restatement Sessions
Multiple Inputs
Interpersonal Restricters
Intrapersonal Restricters
Analytical
Process Testing
Fact Assessment
Self
Verify For You
Problem Identification
Reality Game
Idea Exploration
Solution Finding
Acceptance Problems
NEW VALUE BASE
This may permit you to manipulate the situation to alleviate the problem.
This may permit you to view the problem differently.

A supervisor felt one of his supervisees was proving to be unsatisfactory. He was considering the dilemma, "Should or shouldn't I fail this student?" But we know the student has a job already and will teach next term.

Probably neither of these two alternatives (fail - pass) are completely satisfactory, otherwise there would be no question in the supervisor's mind. Force field analysis might offer him a chance to restate the challenge in such a way to permit him to consider many more possibilities. Notice that the supervisor's question, "Should or shouldn't I fail this student," is worded for decision making, not for idea exploration. If we ask, "why should we fail the student," we might answer, "she is not producing positive attitudes in her reading classes, she is indifferent, etc." What might be a new way of restating the problem on the basis of those kinds of answers to our question "why?"

Your tasks through the "Teacher Preparation Game" session will be to restate problems into challenges and to keep in mind the reality devils that make or break the great idea.

PART IV: TEACHER PREPARATION GAME

Representatives: _____ President of College

*Dean of College Education _____

Secondary Education, Chairman _____

Elementary Education, Chairman _____

*Chairman of Board of Trustees _____

*State Superintendent _____

*College Teacher _____

*Supervisor of Student Teachers _____

City Superintendent _____

Teachers _____

*Minimum number of persons in each of two groups.

The task is to set up experiences and content required of people wanting to become teachers.

Reality Demons: These people are to keep in mind the reality devils and keep pushing ideas into conformity with reality.

Representatives:

Mr. Certification Officer

Mr. Parent Public

Mr. Cost Benefit

Mr. Average School District Superintendent

Procedures

1. A set period of time in which each group will work toward fulfillment of the task.
2. At the end of this period of time each group will report to the other group and to the reality demons. Coverage items to be included in the report:
   a. Rationals
   b. Experiences
   c. Content
   d. Time and duration of experiences and content

   Apply whatever procedure your group elects to present the coverage items.
3. Reactions by reality demons
4. Summation

In general, the preceeding session was designed to show how process approaches might be used to make participants feel pressures and forces not normally in their background realm.

In closing, the thoughts most crucial to using force field analysis are: When thinking of forces keep in mind imagination and judgement tend to clash but each are different tools by which to assess a force, also recall the number of times you can modify a force, reverse a force, or combine a force. The real test of today is how many new thoughts that crossed your mind today will alter your actions away from this session.

ATTACHMENT #1

TEACHER PREPARATION GAME

I. Educational Objectives:

1. Set up content in ideal teacher preparation program.
2. Set up experiences in ideal teacher preparation program.
3. Set up sequence of above two

II. Scope:

Present time - each team to have $1,500,00 for operating budget, $1,600,000 for equipment and other capital outlay items and opportunity to seek additional funds, program for 20 full-time staf members, number of students to be determined by team.

III. Principal Roles:

College President = Status quo

Dean = Research over service orientation

Elementary Chairman = Service oriented

Secondary Chairman = Research oriented

Superintendent of schools = Status quo - anti-university

State Superintendent = Seeks power alignment and would like to serve as its spokesman.

Supervisors - As per individual

Others - As per individual

Reality Demons:

Mr. Lay Public = React to rapid changes negatively

Mr. Cost Benefit = Cost per student unit; how much per year per student

Mr. Certification = Concerned about lack of control

Jurors: (Reality Demons)

To count total points per team to see which group has acceptance

IV. Motives: As per description above

V. Resources: As per scope plus obvious power of State Superintendent and President

VI. Interaction: Group selected to prepare ideal teacher preparation program

VII. Decision Criteria:

When all agree	= 100 points
Any 4 agree	= 60 points
Dean and Department Head agree	= 40 points
Chairmen agree	= 30 points
Any 2 agree	= 20 points
If no one agrees	= 0 points

Self-Interest Points: (Number of points each person has at start of game)

College President	= 40 power points
State Superintendent and Dean	= 30 power points each
Department Head and Chairman	= 20 power points each
Supervisory Personnel	= 20 power points each
Other (Supt., Principals)	= 20 power points each

If others subscribe to your position a constant weight or score of 20 is added to your point total.

If you have to relinquish your position you lose 20 points

Main communication exists between teachers, supervisors and elementary education department.

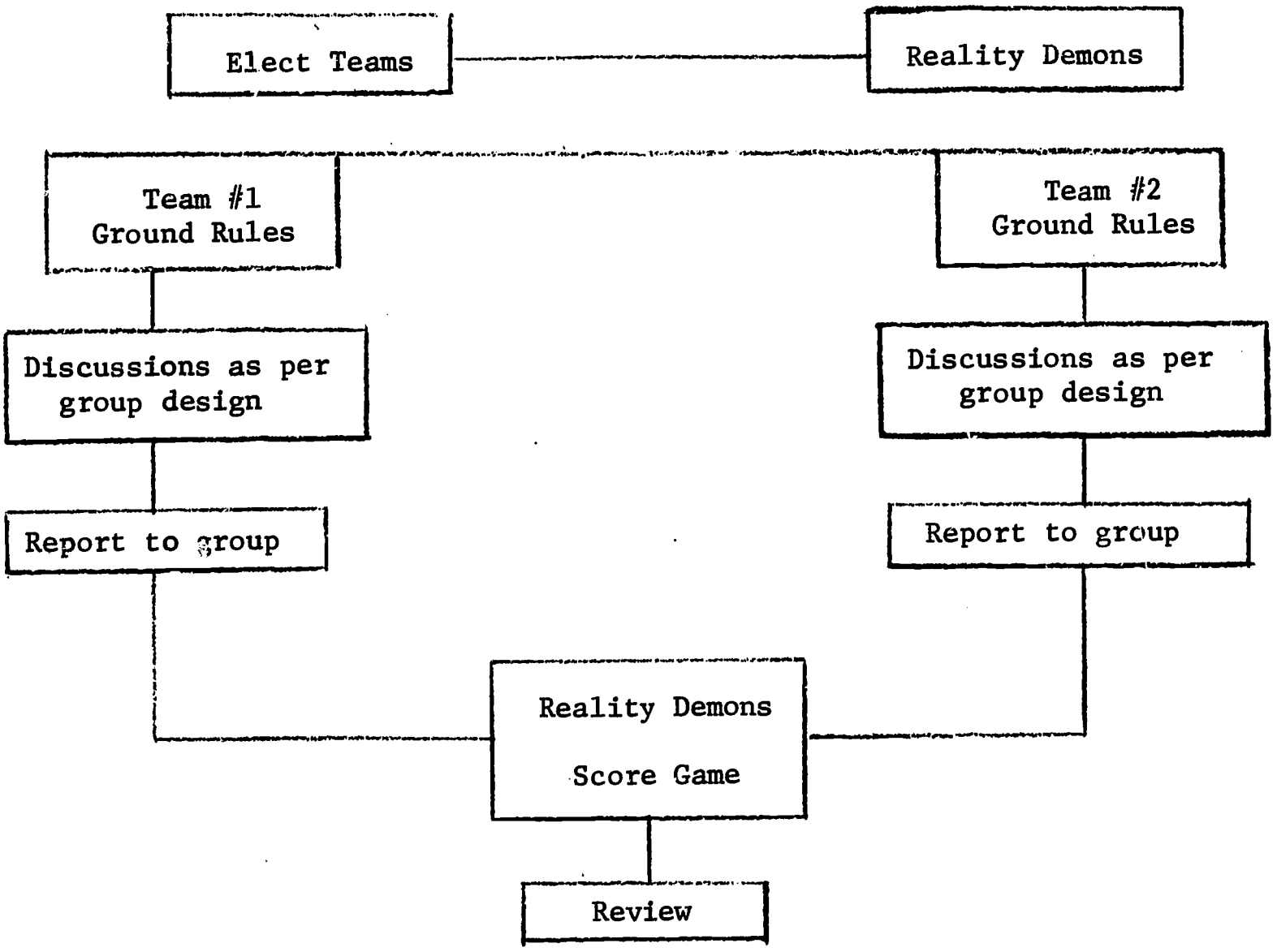
Little communication between Chairmen and College President

State Superintendent has superficial communication with all parties

Dean has superficial communication with all parties

Main lack of agreement occurs between College President and Dean, between Dean and Department Heads, between State Superintendent and most other groups, between Supervisors and most other groups

Sequence of Action



Termination of Win:

The team with the most supportive number of points for any one approach. Crucial termination is--did participants achieve their goal.

Conflict Matrix For:

NEW TEACHER PREPARATION PROGRAM

Issue	Pro	Con
Status Quo	College President Superintendet of Schools	College Chairman Supervisors
Service Orientation	Elementary Education Department School District	Dean Secondary Education Department
Research Orientation	Secondary Education Dean	Elementary Education
Power Alignments	State Superintendents	