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ABSTRACT
        A specific rationale to support counselors as change
agents and a model counselors can use to develop change agent
strategies are presented in this program guide. It is based on the
idea that counselors are in an excellent position for influencing
change and, at the same time, improving their own situation. This
package may be used by anyone interested in directing the process of
change in virtually any setting. It includes detailed instructions
for workshop facilitators that accompany the text and participant
materials. Designed to be presented over a three-day period, the
workshop demonstrates, through the participants' experiences, a
seven-step, systematic, sequential process that has been widely
tested with many audiences for a number of years. These steps are:
(1) establish the need; (2) build interactive relationships; (3)
assess the situation; (4) generate options; (5) decide upon a goal;
(6) facilitate adoption and implementation; and (7) refine and renew.
(Author/LJS)

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A Workshop for Developing C

by

Libby Benjamin and Garry R. Walz

ERIC Counseling and Personnel Services Clearinghouse

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Change is something we have all experienced. We are all some kind of authority on it. If we are honest, most of us also will acknowledge that we are never quite as effective at implementing change as we would like to be or feel we could be, if only . . . .

This workshop is designed for those who believe that their efforts at bringing about change are less than spectacular and, in fact, could stand a lot of improvement. It also is intended to speak to the "if only . . ." by providing a specific rationale to support counselors as change agents and a model counselors can use to develop change-agent strategies.

Believing that change agent skills can be taught and that we could help counselors learn them, we developed a systematic model for making change happen and designed the workshop to train professionals in the art of change agentry. Over the years we have guided several hundred persons through the workshop with gratifying results. Our most dramatic follow-up success story occurred in California where we presented a brief awareness session on our model to about 250 participants at the annual state personnel and guidance convention. Just as we were about to begin, a former workshop participant strode beaming to the podium. "It works! It works!" she caroled. "I followed the steps and now I can get anything I want!" Needless to say, our program was off to a roaring good start.

Because so many people asked for our materials and indicated their desire to conduct similar workshops in their own settings, we decided to combine all of our resources into our transportable package that could be used by anybody, anywhere. And because we believe that the facilitator is so crucial to the success of any workshop program, we also decided to include detailed instructions for the facilitator with hints and suggestions gleaned from much experience with many kinds of people in a number of locations. This workbook is the result. It is designed to be used as the basic resource by those of you who wish to conduct a workshop to train participants in the skills of effective change agentry.

The workshop itself usually runs about three days, although the time period can be tailored to special needs by omitting, squeezing, or

expanding various portions of the program. The glue that holds the workshop together is our model for change, a seven-step, systematic, sequential process developed over a period of years and refined with each new experience. Participants become actively involved in each step, practicing the new skills required for each step in a simulated situation. Using what they have learned, they then develop an Action Plan for accomplishing needed change in their own work settings. The workshop is almost entirely experiential in nature, and the emphasis is on active participation by everyone.

The reader will note that all of the facilitator materials are in color; the text and participant materials are in white. We have inserted the facilitator's instructions at the end of the workshop program so as not to interrupt the flow of activities, and participants can be instructed to ignore the colored pages. If participants are not given the workbook, the facilitator may choose to present the text verbally and duplicate the materials for participants, handing them out either at the beginning of the workshop or as they are needed in the flow of the program. However, in pilot testing this workbook, we found that most participants prefer to have the entire set of materials for their own use as potential future workshop leaders. If participants possess the entire workbook, then they can use materials as needed, and the facilitator can ignore any instructions relating to the passing out of materials.

The workshop has been conducted successfully with as many as 69 participants. However, for a number this large, two facilitators are required. A single facilitator should probably work with no more than 35 people. The minimum number to benefit from the workshop is six, but we suggest that a minimum of twelve makes the workshop more interactive and exciting.

The antecedents for developing this change workshop were several. For the conceptual orientation to change we are grateful to Ron Havelock of The University of Michigan. Our experience with the ERIC system and its wealth of resources, and the accompanying, compelling urge to innovate and do things better, were very influential in the workshop planning and design. Working on a number of NIE- and OE-funded staff development

programs increased our skill in training methods and procedures. The major impetus, however, came from the many counselors and human service specialists about the country who encouraged us to undertake the task and demanded that it be of direct, practical utility. Out of these varied stimuli came our knowledge and motivation to produce a training experience that would empower counselors to make change happen wherever they happened to be.

It is our goal that if individuals go through this workshop, they will never be the same. They will view the change process differently and will be more knowledgeable about how to effect change in their environment. If the program is really successful, they will develop renewing capabilities within themselves and the desire to keep working toward purposeful change.

We have tried to provide everything potential facilitators will need to know in the pages to follow. As a final word to those who would conduct this program, we would like to stress, emphasize, underline, and capitalize the urgent need for you to <u>be prepared</u>. Thorough planning and organization ahead of time communicate in overt and subtle ways to produce a smoothly humming workshop in which participants feel comfortable and you have time to give full attention to process. So take time. Study the materials. And we wish you well on your venture into change agentry!

LB and GRW

MAKING CHANGE HAPPEN:

A WORKSHOP FOR DEVELOPING CHANGE AGENT SKILLS

by
Libby Benjamin
and
Garry R. Walz

MAKING CHANGE HAPPEN:
A WORKSHOP FOR DEVELOPING CHANGE-AGENT SKILLS
by
Libby Benjamin and Garry R. Walz

INTRODUCTION

What used to be gentle if persistent questioning of the role of the
counselor by administrators, parents, students, and practitioners them-
selves has increased to a cacophonous roar. Emphasis on accountability
in a framework of tight money is forcing counselors to demonstrate their
usefulness and worth with more than a handful of students. Some school
districts have hired paraprofessionals to perform routine, albeit tradi-
tional, counseling functions so as to free counselors for higher-level
tasks and activities. But with what result? More of the same. More time
for reviewing grade reports, course changes. More time for checking on
graduation requirements.

Need for Expanded Role

By its very definition counseling is a change-oriented profession:
one that helps clients to change ways of behaving, to set different and
more realistic goals, to process past data to make wise decisions for a
changing future. Thus, counselors by definition are change agents. It
is our observation, however, that counselors are very good at helping
others to change but are really wary of if not resistant to change in
their own ways of thinking and performing what they perceive to be their
responsibilities.

Please don't misunderstand us. We are for counselors. We have been
counselors. We try to teach counselors how to be good counselors. We are
only reporting what we have observed and what we can interpret from hun-
dreds of interactions with counselors at all levels in many areas of the
country. In one state, for example, we did an assessment of needs for
counselor inservice training, as perceived by various kinds of educational

specialists, including counselors. The results were very interesting: In every skill or knowledge area, without exception, the counselors felt they had less need for training than did any other group surveyed. What can we conclude? That counselors know what they need more than anybody else does? That counselors are not demonstrating their skills, if indeed they possess them? That counselors are not communicating their knowledge? That counselors have inflated ideas about their own expertise?

We see counselors as an inherently powerful group who are not using or are unwilling to use their power. Of all the educational staff, they are in a position to assess the impact of the system on its members, to note what is going well and what is creating dissatisfaction. They generally have more freedom of movement than those who are class-bound; they can get around and talk to people, see the big picture. We strongly believe that counselors can be a force for productive, far-reaching change-- if they have the skills and knowledge and motivation to do so. We also believe that counselors _must_ be adept at facilitating change within themselves and their working environments if they are to survive as a profession. Helping their organizations to innovate, renew, and undertake purposeful, planned change is vital to their role as helpers.

Why the Role of Change Agent?

Why should counselors possess change agent skills? Why take the initiative in planning and implementing change? Why augment their traditional role as passive or even active listeners to shake the structure and turn things around? We think there are several reasons.

1. _To quit being a dumping ground for tasks nobody else wants to do._ Acting only at the initiative of others demeans their role and, in fact, destroys the uniqueness of their potential contributions to the whole educational process. To avoid having their functions become a composite of left-overs, they need to act, to plan, to establish priorities according to identified client and system needs, to change what needs to be changed in themselves, their practices, their programs, or the organization itself. Without a strong agenda of their own, they are vulnerable to the dumping-ground syndrome.

2. _To recognize when the system is sick and work toward needed change._ Maladaptive or problem behaviors in clients may in reality be strengths--indications that clients are unwilling to accept system demands, and justifiably so. The counselor with change agent skills will avoid viewing all problems as client-based, and will be able to spot cues that the system is ailing and take steps to help provide a remedy.

3. _To translate turbulent times into positive moves toward change._ Outbreaks of dissatisfaction often create the ideal setting for change. Discontent with what is can make people receptive to different ways of doing things. Rather than ride the bitchy bandwagon, the skillful counselor will see the tremendous potential for innovation inherent in the uproar and will use the situation tc advantage in working toward needed change.

4. _To avoid being victims of unilateral top-down decisions._ One of the reasons why the top administrators typically make the decisions in an organization is because they have been allowed to do so. Another is that their experience with other approaches has not been satisfactory. Counselors skilled in change agentry can be welcome collaborators in planning and implementing change and, as such, can also insure that any contemplated changes will reflect the needs of the guidance component within the institution.

5. _To become more creative in utilizing existing material and human resources._ Counselors who attribute their ineffectiveness to not having enough--enough money, enough secretarial help, enough resources, enough staff--come to think of their difficulties as somebody else's problem. Providing "enough" however, may result in little or no shift in attitudes or goals and contribute to the continuation of possibly ineffective existing practices. Change-oriented counselors will abandon the complaint of too little, too few, or too many, and will find innovative ways of dealing with the present and the possible.

6. _To enhance their potential as role models._ Not often acknowledged is the counselor's impact on clients as a role model. Particularly as they move away from individual counseling models to multiple interventions, counselors expand the potential of their impact. Counselors who are

identified as involved, proactive, and committed to working toward positive change in themselves and the environment model for their clients ways to change themselves and their own life space.

With our rationale established for urging counselors to adopt actively the role of change agent, the next question becomes how to help them acquire the needed skills to be effective in initiating and implementing change.

Palpiter les papilles

Voici Big Red.
Big Red c'est toute l'audace d'une nouvelle gomme à mâcher au goût piquant et savoureux.
— Ça te fait . . . palpiter les papilles.
— Oui, palpiter les papilles.
Essayez la nouvelle gomme à mâcher Big Red au goût savoureux, qui vous fait palpiter les papilles. Eh, oui, palpiter les papilles.
Big Red de Wrigley.

Ma gomme à moi

Ma gomme à moi, c'est la gomme à goût de menthe.
La gomme spearmint de Wrigley, c'est mâcher pas de chiqué. Ma gomme à moi, c'est n'importe quoi.
Pour ça qu'elle garde son goût, tout son goût, jusqu'au bout. Tout le spearmint de Wrigley, c'est dans ta gomme à toi.
La gomme garde tout son goût.

Je ferais du Shake 'n Bake

— Oh, j'aimerais que la pluie s'arrête. Pas sorti de la journée.
— Le dîner est prêt, Stéphane.
— Si j'avais le choix, je ferais du Shake 'n Bake. C'est si croustillant et tendre, et juteux au dedans. Ça fait deux semaines qu'on n'en a pas eu.
— Le dîner, Stéphane!
— J'y vais, maman.
— C'est du Shake 'n Bake!
Du poulet Shake 'n Bake, votre famille n'en voudrait-elle pas plus souvent?

Le Sanka décaféiné

George est de ces gens que la caféine du café ordinaire rend nerveux. Paul avait le même problème avant d'adopter le café instantané Sanka, décaféiné à 97% (quatre-vingt dix-sept pour cent). Aujourd'hui, il est calme et détendu.
— Je suis souvent nerveux et je dors mal.

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A Model for Change Agents

From studies on innovations and change, it is clear that one of the
major reasons why educational change efforts fail or are disappointing is
that those who are trying to implement change are unfamiliar with the
change process. They have not followed a rational model for accomplishing
change that takes into account the dynamics involved, the stages through
which clients move as they respond to change efforts, and the steps neces-
sary to make change occur. Too often the wrong people are responsible for
making the change, they go about it in the wrong way, or they strive for
change for the wrong reasons.

Presented here is a rational model for effecting change. We have
condensed and adapted concepts from several sources into a succinct, step-
by-step approach which we believe can be a useful guide to those who would
be innovators in counseling and student services. The various stages of
the model are functions within the change process which the change agent
should be aware of and give attention to. They are basically sequential,
although overlap will and does occur. The time required by each stage
will differ, depending upon factors unique to each situation, including
among others the position of the change agent (internal or external to
the system), the readiness of the clients for change, the resources avail-
able, and the level of support for the change effort.

The model is presented in seven steps from the perspective of the
change agent--the person who advocates change and makes it happen in an
organizational setting.

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┌─────────────────────────────────────────────────────┐
│              A Model for Change Agents                │
│    I.  Establishing the Need                          │
│   II.  Building Interactive Relationships             │
│  III.  Assessing                                      │
│   IV.  Generating Options                             │
│    V.  Deciding                                       │
│   VI.  Facilitating Adoption and Implementation       │
│  VII.  Refining and Renewing                          │
└─────────────────────────────────────────────────────┘
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Each step is described very briefly on the next page to help you understand the meaning of the model. In this workshop you will be experiencing these seven steps in a simulated situation and will then have the chance to apply your new skills to a change effort in your own work setting. After you have finished reading the descriptions of the model steps, your facilitator will give you instructions for the activity to follow.

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A MODEL FOR CHANGE AGENTS

I. ESTABLISHING THE NEED

Assessing the client system's readiness for change, motivating the client system to undertake a change effort if such motivation is not already present...

II. BUILDING INTERACTIVE RELATIONSHIPS

Establishing good working relationships with the people you are trying to help--creative, interactive, based on mutual respect, open communication, trust; helping others to perceive you as a change agent...

III. ASSESSING

Attempting systematically to diagnose the system--both people and methods of operating--specifying what needs to be changed, obtaining input from all who will be involved, developing goals and objectives for the change effort, with particular emphasis on identifying strengths and imaging system and person potential...

IV. GENERATING OPTIONS

Brainstorming, acquiring resources, utilizing national information systems and national data banks, consulting with experienced users of innovations, gathering the widest range possible of programs and practices and creating knowledge generalizations which might have relevance to the change effort...

V. DECIDING

Deciding what it is you really want to accomplish, re-examining hoped-for outcomes, weighing possible solutions, judging whether the innovation will produce what it promises, comparing one alternative with another, weighing costs, accessibility of materials, benefits to the client system, ease of infusion into ongoing activities...

VI. FACILITATING ADOPTION AND IMPLEMENTATION

Being aware of the phases through which individuals, groups, and client systems customarily pass as they decide whether to adopt or not, carefully choosing your method of communication with potential adopters, being sensetive to pitfalls and hazards of the early "success blush," planning for continuance...

VII. REFINING AND RENEWING

Providing for periodic review and refinement, allotting time to re-evaluate and decide on possible modification of the innovation, providing further support and encouragement to users, evaluating the program's response to current user needs after a time span, adhering to "zero-based piloting" and program extinction approaches...

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STEP I. ESTABLISHING THE NEED

Often people settle into routines and become comfortable with the status quo, and only if there is some force for change are they stirred out of complacency. For change to occur, a need must surface--a feeling of inefficiency or deficiency, a complaint, some feeling of frustration, a desire for something new or different. Sometimes just becoming aware of an innovation can provide the impetus for change. If the members of the system know clearly that change is needed, the task of the implementors of the change is eased considerably. The real challenge comes when only a small number of people are pushing for change--then the change agent must bring to bear all of the skills at his/her command to motivate the system (the people in it) to change.

In this program we will be using the change model with Parkside State University, a place where the need for change is surfacing. Some problems exist at PSU, and the Counseling Center is right in the line of fire. One of the first tasks of the two Change Agents, Steve and Jane, will be to convince their own staff that there is pressing need for change. Establishing the need for change can be accomplished in several ways.

1. _Survey._

a. _Needs assessment._ This is a formal process for determining gaps between what is and what should be. A common method is to ask a variety of publics, e.g., students, staff, faculty, administrators, parents, to respond to a list of statements regarding desirable goals for a program, the present level of attainment of those goals, and areas of need or discrepancy perceived by the respondents. This technique is employed when what you require is documentation of overall consumer response to identify gaps in services.

b. _Opinion survey._ In this survey method various populations respond to a series of statements describing a program or its operation. This is different from a needs assessment in that the respondents offer their opinions about how well a program and/or practice functions. A survey is useful when you are interested in obtaining responses from a number of groups and comparing the different viewpoints.

c. *Interviews with decision-makers.* In-depth interviews with key influentials (persons who have a great deal of influence on others) and major decision-makers can often provide useful insights as to needed changes. The number of responses obtained through the use of this approach will necessarily be fewer than can be obtained through other methods.

2. *Search of existing records.* Collecting statistics about traffic patterns, numbers of clients served, outcomes experienced by clients, and types of clients served helps to clarify gaps and needed areas of new focus. This technique provides additional hard data as to how a current program is functioning.

3. *Imaging.* This is a technique in which individuals come together in a group to explore their images of an optimum program and their visions of the kind of program they would most desire. Imaging is used when people become bogged down, sterile, and noncreative, as a means of lifting their sights and expanding their thinking.

4. *Studying other programs.* Learning about what others are doing, other programs, other approaches, outcomes achieved through using different methods, can create dissatisfaction with what is and the need for improved ways of operating. Awareness of new techniques or programs comes from such activities as research, talking with professional colleagues, reading journals, or attending conferences.

Determining what to do with the information obtained from using any of these approaches and how to disseminate it are important components of the first step, and are judgmental decisions of the change agent. It may be politic to keep the information in-house until some remedial efforts have been attempted. In other cases, compiling the data into a report that will be shared with decision-makers at an appropriate time may be the wisest course to follow. The important thing is to match the method to the group and the situation, and to have a rationale for choosing one method over another.

In this simulation you are to develop ways of implementing this first step. In the simulation, all of the men in the workshop should assume the role of Steve, and the women the role of Jane. You two are the Change

Agents, and you will be working throughout to make the changes that you
believe will provide the best solution for the problems that exist.
Please read on to learn more about the situation at Parkside State
University. Your facilitator will give you instructions for the activity.

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Parkside State University

The Setting:

Parkside State University. Located near a large metropolitan area in the mid-
west. Originally a liberal arts college. Has been a state university for 10
years. Striving to become broader-based with more professiona' ' graduate
level training. Current important majors are busines:, libera arts, natural
science, a d nursing program. Extensive evening adult program in the areas of
du. : and business. Strong legislative support in early years. New
financial crunch has slowed growth.

The State is 85% white, 10% black, with scattered additional minorities.
Parkside University is 2% black. The faculty of Parkside University is less
than 1% black. 20,000 students--55% male, 45% female. Many are commuter
students who don't get involved.

The Problem:

A severe financial crunch at the state level has restricted the funds dele-
gated for university support. In addition, the University has been under
fire recently because of claims of mismanagement and discriminatory hiring
practices. Parkside University is being required to cut its budget severely
and eliminate programs and/or practices that are not cost-effective.

Several areas are under examination at the present time, including the Coun-
seling Center.

The Situation:

Our focus is on the Counseling Center. The staff of the Counseling Center
consists of the Director, Assistant Director, 4 certified counselors, 1 social
worker, 1 psychometrician, and 1 visiting psychiatrist.

The Dean of the Arts College, in response to a request from the University
President for more information, has appointed a Review Committee to examine
the Center's operation. On the Committee are Steve and Jane, 2 counselors
in the Center who strongly feel that the Center should be more responsive
to the needs of the students. Steve and Jane may be considered Inside Change
Agents, persons working from within the organization to make change happen.
They feel a lack of accountability in the operation of the Center but know
that other staff members do not share their views. The faculty as a whole are
less inclined to think of making changes in the Center than of eliminating
it completely. "Let's not worry about making it worthwhile. Since it isn't
worthwhile, let's get rid of it."

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Steve and Jane have a dual problem of helping the Counseling Center staff realize the need for change, while at the same time being careful not to cause other faculty to feel negative about the Center. Realizing that this Committee will have profound impact on decisions made about the Center, they perceive that their first step must be to help not only other staff members but also the faculty as a whole to recognize the worth of the Center, as well as the real need for changes in its operation.

Strategies:

1. _____

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2. _____

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3. _____

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4. _____

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5. _____

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After a need is identified, the Change Agent must try to establish a good working relationship with the people (system) s/he is trying to help. Efforts to change or innovate will almost always encounter obstacles or resistance, and a strong, open relationship has the potential for over-coming even the most formidable blocks. On the other hand, the simplest kind of change attempt can founder if the relationship is poor. A crea-tive, interactive relationship based on mutual respect, open communication, and trust is the key to successful change.

1. *Consider first who it is you are trying to help*. In working with a client system, Change Agents need to be very clear about and establish solid relationships with the *authority figures*, the decision-makers. Depending on the type of change, these may be such persons as directors, presidents, principals, superintendents, board members, or community leaders.

Besides those with recognized titles of authority, most systems have *informal leaders*, persons who may or may not be titled but who have a great deal of influence on others because of any number of factors. These per-sons can be called "opinion leaders" and are usually highly respected by their colleagues, often setting the tone for response by others to happen-ings within the work setting.

Then there are *persons with vested interests*. Whether they are for or against the change, it will be important to identify them and work to cement relationships with key individuals. Even when the change is inimical to the goals of such groups, an open and communicative relationship can do much to lessen resistance and clear the way for negotiation or compromise.

One more group important to identify will be the people who occupy strategic positions within the path of information flow. These are called *gatekeepers*. Typically, the boss' secretary would be a person to have on your side. How many messages or documents or requests for an audience receive special attention or are buried in the pile because of the relation-ship the informant has with the secretary? Gatekeepers can also be person-nel directors, academic deans, counselors, or assistants to this or that;

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they may not hold direct power or influence, but they control the channels through which information must travel.

Once the "influentials" have been identified, the Change Agent will need to choose those persons with whom s/he wishes to work--the "change team." Establishing a compatible team is crucial to success, and team members should be chosen with care. If the Change Agent does not have an effective productive working relationship with all members of the change team, the project will be in trouble from the outset.

2. *Examine the relationships you have now with your prospective team members.* If you are working to effect change from within the system, either from an authoritative stance (above) or as a person with little power and big ideas (below), you undoubtedly have ongoing relationships with some important persons. It will be well to examine these relationships and strive to enhance them or place them on a more solid footing. A special problem occurs when you as the Change Agent move out of a position into a new assignment that includes a thrust for change. Becoming accepted in the new role requires special tact and delicacy and sensitivity to others. Changing from a peer to a person of authority does not always carry the trappings of authority, and it will take time and skill to redefine the relationship.

3. *Work toward an ideal relationship.* Is there such a thing? We cannot offer a complete prescription because no relationship is exactly like any other, but research has shown that creative, positive relationships do have several characteristics and behaviors in common.

a. *Give and take.* Two-way communication, sharing of information, listening as well as talking.

b. *Openness.* Openness to new ideas, willingness to share thoughts and feelings with another, giving of authentic feedback to others and accepting it from them, appreciation of different work styles, and avoidance of hidden motives or a "hidden agenda."

c. *Attainable outcomes.* Genuine communication regarding capabilities within oneself; realistic expectations about the goals of the

project, the capacities of the team members, the benefits that will accrue as a result of the change effort.

d. _Reinforcement and reward_. Knowledge that the relationship is leading to some kind of meaningful reward for effort expended--reward for individuals, for students, for employees, for the guidance program, for the institution.

e. _Effective management_. Clearly defined role definitions, tasks and responsibilities, payment schedules, working procedures, timelines, and expected outcomes.

f. _Shared power_. Equal influence, equal impact on the change process.

g. _Absence of threat_. A sense that the status quo will not be disturbed too much, that not too much time or energy will be required, that familiar operating modes will not be totally abandoned, that up-heaval will not occur.

h. _Facing up to conflict_. Encouraging others to express differences, not trying to cover up conflict, being forthright in expressing your own objectives.

Surely, these eight characteristics do not describe the ideal Change Agent relationship en toto; but they are a beginning. From them the Change Agent can make some judgment about his/her relationships--identify the strengths and seek to improve areas of weakness.

Your particular position within the system, your role in it, will determine to some extent your relationships with its members. An administrator within a system will interact with others from a different perspective than will a teacher or a counselor. In any case, however, the principles underlying a good working relationship are the same.

The next activity is a role play designed to enable you to experience relationships within a group discussion. In the role play you are to focus particularly on give-and-take, openness, and facing up to conflict, but you may observe or display behaviors that apply to other characteristics as well. Your facilitator will give you instructions for this activity.

ACTIVITY--BUILDING INTERACTIVE RELATIONSHIPS

Today you are meeting with the Committee to discuss the Center's opera-
tion and effectiveness. You, with other Committee members, are to gain
some sort of resolve as to whether the Center should be continued "as is,"
how it might be changed to be more responsive to client needs, or if it
should be dissolved completely.

The Review Committee consists of Steve, Jane, the Director of the Coun-
seling Center, a student, a faculty member, and a representative from
the University Administration.

Characteristic	Positive behaviors observed in others or myself that enhanced this characteristic
Give and take	
Openness	
Facing up to conflict	
Other	

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STEP III. ASSESSING

Assessing is a systematic attempt to diagnose the situation; to spec-
ify what needs to be or should be changed.

1. *Identify the problem*. Often what appears to be the problem is
merely the "presenting problem," and Change Agents should be extremely
cautious of responding to the obvious. Problems have several layers, and
the wise Change Agent will certainly listen to the client's definition of
the problem as s/he sees it but will want to seek information from a num-
ber of people with different perspectives on the situation.

Sometimes working at the most superficial level will do the job, and
probing for deeper causes will simply delay constructive activity. More
often, however, an analysis of underlying causes will reveal problems that
must be addressed if the change is to be successful and lasting. Regard-
less of the outcome of the analysis, you and the client should agree on
what the problem is and what needs to be changed.

2. *Identify the strengths*. As you begin to identify problem areas,
you will also become aware of sources of strength in individuals and in
components of the system with great potential for change. These will help
to balance the assessment and make for a clearer overall diagnostic pic-
ture. Once the assessment is completed, they will also provide a good
starting point at which to begin the change process.

Focusing on weaknesses is psychologically unsound and is apt to
engender defensiveness; focusing on strengths fosters hope and optimism.
It shows the client that s/he can begin the change effort by using abili-
ties and skills s/he already possesses and by building on areas of greatest
potential.

3. *View the client as a totality*. A very useful step in the assess-
ment process is for the Change Agent not only to interview system personnel
individually but also to sit down with them as a group and help them to
think clearly and analytically about their goals and the means to achieve
them. One can hardly change even a small cog in the great organizational
wheel without causing repercussions throughout the operation.

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4. *Prepare a diagnostic inventory*. Documenting your findings in structured format will insure that you do not forget something crucial to your effort, and will help you design a specific, workable strategy that will take into account what you discovered in your assessment procedure. Include in your inventory questions which define major areas of inquiry as well as more specific questions in each area. Although the questions will differ for each situation, there are some general areas which will be common to all.

a. *What are the goals of the system?* Does everyone understand them? Have the goals been discussed by the leaders and members? Are the goals realistic--can they be achieved? Are they specific? Are they flexible and adaptable to changing conditions? Is everyone committed to working toward them?

b. *Is there an organized structure for working toward these goals?* Are role and job definitions clear? Is there a balance in the division of labor? Are channels of communication established, and *used*? Are the various elements coordinated? Is provision made for involvement of everyone in planning as well as doing? Is there overlap? Do people cooperate, share, help each other?

c. *Are necessary resources available?* Does the system have the facilities, staff, time, materials, money to do what is required? Do the people possess the skills needed? Is provision made for inservice training for the staff to update or acquire new skills? Are materials accessible and usable by staff?

d. *What is the reward structure?* Is everyone rewarded in some way for contributions to the change effort--students, teachers, guidance personnel, administrators? Are the rewards meaningful? Do they come soon enough to maintain motivation?

e. *How about communication?* Do significant blocks exist between people, among groups, between buildings? Is there an organized plan for sharing information--bulletins, staff meetings, a regular method of copying people with ongoing correspondence or decisions? Is there an atmosphere of openness, trust, reliance on one another? Do members of the system express their ideas and feelings freely, without fear of threat or retaliation?

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Are they free to disagree? Do individuals cooperate with each other and share information? Are individuals receptive to new ideas--from their peers, from outside the system?

Although these questions do not represent all of the major areas you will want to consider in making your assessment, they provide a good start. You may find it helpful to set forth strengths and weaknesses in each area as you work through the assessment process. The end result of your assessment inventory will be knowledge of the strengths and weaknesses in the people and components in the system; a bank of the system's resources-- person capabilities, materials, equipment, facilities; and clarification of problem areas, a ranking of those areas in order of priority, and team-developed decisions as to which areas attention will be given.

We are now ready to assess the situation at Parkside State University. Please read the information provided on the next page and then wait for instructions from your facilitator.

Student enrollment is down at Parkside State University.

The University recently acquired a computer facility.

Nobody in the Center has ever seen the administrative handbook for orienting
new faculty.

The Director of the Center is approaching retirement.

The Counseling Center is in the basement of the Administration Building.

A needs assessment of commuter students revealed that they want increased
services and facilities geared to their special needs.

A subcommittee to establish priorities for the Center has been meeting for
two years.

For every five years of continuous service, each Center staff member receives
a letter of commendation from the Director.

At Center staff meetings held every other Monday morning, the Director out-
lines tasks for the coming two weeks for each staff member.

Many University classrooms are unused at various times of the day or night.

The Center staff is involved in a 2-day "retreat" before each school year
with other student services personnel.

In the past three years, no faculty member has referred a student to the
Counseling Center.

An editorial appeared recently in the University Student Daily: "What is
the University doing to help us prepare for when we leave college?"

Once a year the Center staff has a potluck dinner.

Students at PSU are advised when they matriculate where the Center is and
are given the name of a counselor whom they may consult if they wish to.

Center staff test all incoming freshmen.

One staff member is writing a dissertation.

Jane wrote a proposal to develop and pilot a new program at PSU which never
got beyond the Director's desk.

One staff member has won prizes in photography competitions.

The Center boasts a comprehensive and up-to-date professional library as a
result of various people ordering resources as they become aware of them.

PSU has an ERIC collection in the secondary curriculum laboratory of the
School of Education.

Daily calendars of Center staff vary: some are filled, some practically
empty.

All Center staff work from 8:30 to 5 Monday through Friday.

Recently the Dean of Student Affairs asked the Counseling Center to provide
the program for the retreat. The staff worked together long hours and
came up with a program judged by participants to be "excellent."

This inventory is designed to provide a focused and balanced assessment of
a system. Because it is not possible for you to conduct interviews or sur-
veys, you should complete the form using all of the information given to
you thus far about PSU and the Counseling Center. In some areas you may
have to make judgments and/or interpretations from the data provided for
you. Your team will work together to complete the activity.

SA = Strongly Agree; SD = Strongly Disagree

	SA				SD
1. The Center has well-established goals.	1	2	3	4	5

Are they clear to all? Are people satisfied
with them? Have there been discussions about
the goals? Are the goals flexible, changeable?

State two reasons for your rating from the data given:

a. _____

b. _____

	SA				SD
2. There is adequate structure for achieving the goals.	1	2	3	4	5

Is there a clear understanding of roles and
responsibilities? Are adequate coordination
and flexibility present? Is there provision
for making needed changes?

State two reasons for your rating from the data given:

a. _____

b. _____

	SA				SD
3. The system possesses ample resources.	1	2	3	4	5

Are there sufficient physical and human re-
sources to make things go, e.g., people, time,
money, materials, and facilities? Are the
needed human skills present? Can present
staff be trained or new staff recruited?

State two reasons for your rating from the data given:

a. _____

b. _____

		SA				SD
4. *Goal-directed behavior is rewarded by the system, i.e., the Center.*

1	2	3	4	5

Are the rewards predictable, appropriate, suffi-
cient, and immediate enough? Is nongoal-directed
behavior discouraged by <u>no</u> reward or by <u>limited</u>
reward?

State two reasons for your rating from the data given:

a. _____

b. _____

		SA				SD

5. *There is open and broad communication within the system, i.e., the Center.*

1	2	3	4	5

Do staff at different levels talk to one another?
Is there a free expression of ideas and feelings,
and do staff seek new ideas from within and from
the outside?

State two reasons for your rating from the data given:

a. _____

b. _____

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Your assessment is now complete. You have identified areas where change will bring improvement as well as strengths within the system. You will need to think now about alternative solutions for the Center. Moving toward problem-solving, making changes in the organization, the people, the curriculum, or instructional methods can be accomplished in a variety of ways.

1. *Brainstorming*. Brainstorming is a specific technique for generating ideas and freeing up thinking, and is a highly effective way to begin the process of generating options. The creativity of the change team comes into play at this stage. The focus here is not on a solution but on the widest number of possible solutions. The brainstorming session serves not only to stimulate thinking but to foster attitudes of excitement, interest, involvement, and motivation on the part of the participants. Working together also helps the group to become cohesive so as to tackle future difficulties in a spirit of shared confidence. Envisioning what might be puts the emphasis on the positive, broadens the perspective of the change team, and develops a sense of optimism for the tasks ahead.

2. *Acquiring resources*. The change agent team will have a clear notion from the assessment inventory of the resources already available in the system--skills, talents, capabilities, numbers of people; facilities and equipment; materials of various kinds. As they move ahead with their tasks, however, they will find that they need additional books, reading materials, facts, ideas, knowledge of other programs, special equipment, information about what outside resources are available, knowledge of what is new on the market, samples of various products. In addition, they will need evaluative data on specific programs in which they are interested. How was the program piloted? How many and what kind of students were involved? Who did it? How did it work? What evidence is there to show that it was successful? What were some of the problems encountered? How about costs for start-up and maintenance?

Awareness is the key to successful acquisition. If you are a skilled professional, you are undoubtedly already aware of resources in your field. If you are new to the field or have not "kept up" with new developments, you will need to supplement and augment your store of knowledge. The Change Agent cannot possibly know about all of the tremendous number of materials available for use, but s/he can rapidly become more knowledgeable. There are several ways to do this.

a. *Read newsletters*. Either subscribe to them or find out who does, and scan them for information on what is new, what has been developed, what is envisioned for future development.

b. *Read educational journals*. Almost all libraries, particularly those associated with universities or colleges, subscribe to many journals which contain the kind of information you seek.

c. *Search ERIC and other national data bases*. The Educational Resources Information Center is a national network of 16 clearinghouses, each specializing in a particular field of education. A quick scan of ERIC's monthly indexes can keep readers abreast and ahead of what's happening in education.

d. *Enlarge your personal experience*. Attend conventions, visit other areas, meet people of widely varying experience and background, make phone calls, serve on regional, state or national committees, attend lectures, consult with many others, observe, ask questions, listen.

It is not necessary for the Change Agent to understand details or have technical knowledge of the various resources; rather, s/he should become a "knowledge broker," a linking agent to the outside resources, a storehouse of information about the resource universe to whom others can turn.

3. *Consulting with experienced users*. While written reports or descriptions can be extremely valuable in alerting you to programs or practices that suit your needs, they do not provide the flavor of first-hand information. From telephone calls or personal visits to persons using a desired innovation, you can get "gut-level" reactions as to how the program works, how students respond, problems in implementation, unforeseen side effects, responses of other staff and faculty, and evaluation

procedures. Much of what you learn will depend on the questions you ask, and you will want to be well prepared for the interviews.

4. *Observing the innovation in action*. If you discover a practice or approach that seems particularly suited to your needs, you should try to see it "live." Visit the school, the community college, or the university; spend some time watching the program in action; see what materials are necessary and how they are being used; note any special techniques or skills required by the facilitators; observe the reactions of all concerned. Determine for yourself how the program is working, assess the benefits accruing from its use, mentally transport the program into your own setting. If it is impractical to make an on-site visit, there may be printed or packaged materials that you can borrow or buy that will provide a clearer impression of the innovation.

5. *Obtaining evaluative data*. If you and your team become really excited about a program or specific materials, you should next try to obtain evaluative data to lend scientific backing to your impressions. The data can be in the form of pre-post test results, research reports, tabulations of questionnaires, or even subjective written responses from the clients. The findings may or may not confirm your own beliefs about the program. You may find out that the promoters claim too much and decide to abandon the innovation. Or, the data may make you feel even more encouraged about using it. This step is extremely important in developing support for your cause. Hours of rhetoric pale beside hard evidence that the program "works," that clients are different in some positive way because of it.

6. *Trying out the innovation*. If the evaluation data you have collected support your enthusiasm for a number of innovations, you should try them out in a very small way. You are still generating options and have not made a commitment to any one strategy or course of action as yet. What appears to have worked well elsewhere may not be appropriate for you, or may need significant adaptation before you can use it in your particular situation. Take the time to assemble a small number of typical clients to test out the innovation; it is a task that will pay dividends in the long run.

Client reaction can be a real plus (or minus) in your adoption decision. Negative response will cause you to rethink seriously about commitment to the innovation; positive reaction spreads rapidly, "turns on" others to wanting to participate in the program, and does much to promote a supportive climate for the change effort.

The Change Agent team will have to decide how much money, time, and energy they wish to devote to developing alternative courses of action to respond to their particular problem. Too many options will consume a great deal of time and may inundate the team, making the task of deciding more difficult. Too few will restrict the avenues of change, limit the choices available, stifle creativity, and create a forced-choice situation.

The team must balance the importance of the change effort and the eventual goals of the project with their investment in it. Redesign of the registration process in a secondary school will involve less time and effort than will infusion into the curriculum of career guidance concepts for students from grades K-12. In both cases generating options for change is vital, but the number and complexity of the options will differ markedly.

And now--back to our case study. In the next activity you will brainstorm options for the Counseling Center. Your facilitator will give you instructions.

ACTIVITY--GENERATING OPTIONS

The need is there, relationships are building, and you have spent valuable time assessing th: strengths and weaknesses of Parkside State University. Now is the time to start thinking seriously of what can be done about the Counseling Center.

Today your group is meeting to generate optimal ways of dealing with the Center. You are _you_ in this group, although you can speak from the point of view of anyone on the Committee. Try to develop at least three different options for the Counseling Center.

1.

2.

3.

STEP V. DECIDING

The preceding steps in our change model set the stage for what is probably the most important task of all: deciding upon a solution. It is wise at this point to step back and re-examine the purpose and objectives of the change effort. What is it that you really want to accomplish? What specific outcomes do you expect through change?

1. *The weighing process.* Deciding means relating the possible solution to the goals of the project, judging whether the innovation will produce what it purports to produce. Deciding means comparing one alternative with another, weighing costs, accessibility of materials, benefits to the client system, possible negative side effects, amount of staff development training required, compatibility with the system, ease of infusion into ongoing activities. Deciding means taking into account the opinions and recommendations of the large number of people you have involved in the process so far. Deciding means carefully examining the potential rewards of the change--to persons, to the program, to the institution, to the system. Deciding also means making a commitment.

2. *Establishing criteria.* A particularly helpful way to make a final decision is for the change agent team to develop a list of criteria to be applied to each of the options that are under consideration. The criteria will consist of items like the ones mentioned in the previous paragraph, plus others unique to the client system, and will make comparison of the several possible solutions easier. You can even develop a matrix that will give visual impact to the selection process.

3. *Using force-field analysis.* This is a technique which helps to analyze the forces working for or against contemplated change, in people and in the situation--a very useful method in the decision-making process. This approach helps the change agent team to identify clearly the psychological, environmental, human, material, economic, and physical forces that will work in favor of the change and those that will act to block the change. Once the list of opposing forces has been developed, each force can be weighted according to its importance, and determinations can be made regarding the cost in time, money, and effort required to

overcome or reduce the opposing forces for each option under considera-
tion.

4. *Adapting the innovation*. Even as methodical a procedure as this,
however, does not always result in easy identification, of the best solu-
tion. Because no innovation will meet all of your criteria, you need to
review the ones that seemingly have the greatest potential for adaptation
to your needs. Most schools, colleges, agencies, or communities have
unique features that make it difficult or impossible to utilize a program
that they are using "as is." Almost always some modification or change
is necessary. How much modification will be an important consideration
in the decision to adopt. Few organizations have the time, staff, or
money to reshape entirely a program or practice. It must also be remem-
bered that a redesigned program becomes new and experimental and without
validation. Once you start this narrowing and refining process, however,
you are beginning to zero in on the innovation just right for you.

5. *Rallying the team*. Deciding on a solution is a shared responsi-
bility, and the decision must be one to which the entire change agent team
is dedicated. Working for change is difficult enough without squabbling
and dissension among the major proponents of the change. Some dissatis-
factions will occur; some trade-offs or compromises will be necessary.
The Change Agent must call upon his/her utmost skill in human relations
to bind the members into a cooperative working team. If the Change Agent
can rally the team behind the selected innovation, keep communication
flowing between and among the members, deal openly and constructively with
conflicts that may arise, and maintain a sense of optimism about the pro-
ject, s/he will have accomplished one of the most difficult and critical
tasks in the change effort and will be off to a splendid start.

In the next activity you will have the chance to compare two of your
three options using the Force-Field Analysis technique. Your facilitator
will give you instructions.

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Option:

Driving Forces (Supports)	Restraining Forces (Blocks)
In Self	
In Others	
In Situation	

Option:

Driving Forces (Supports)	Restraining Forces (Blocks)
In Self	
In Others	
In Situation	

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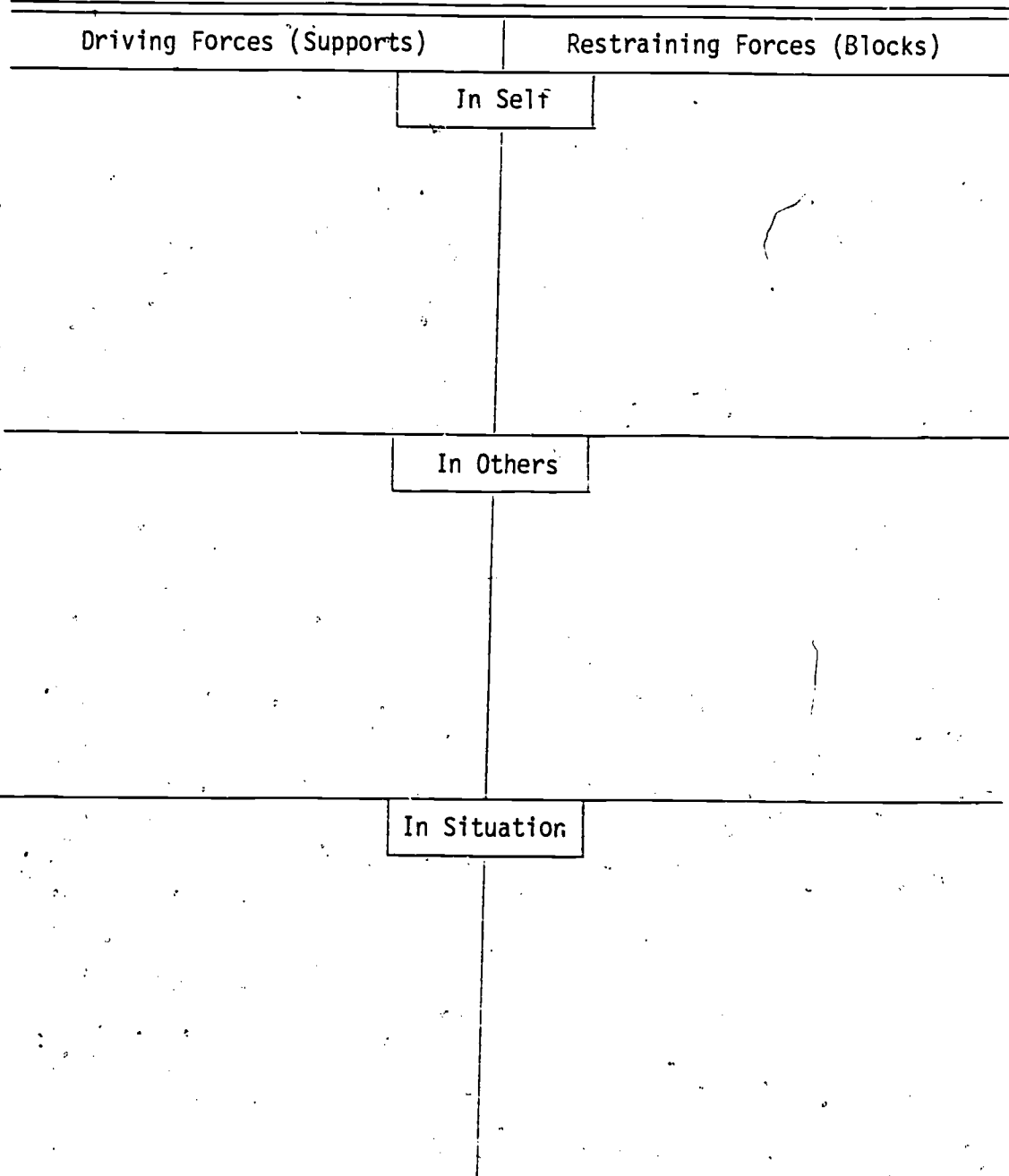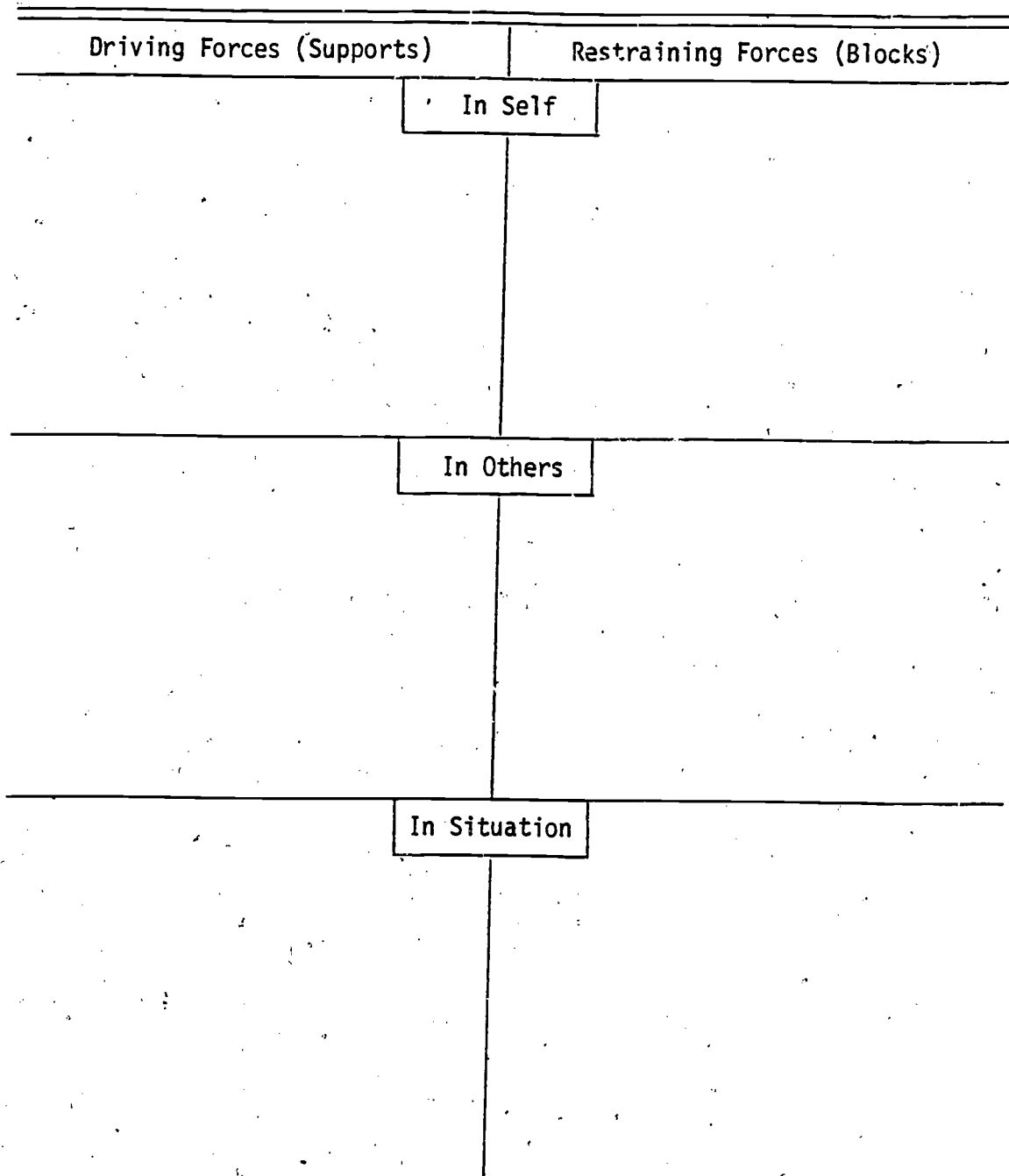
STEP VI. FACILITATING ADOPTION AND IMPLEMENTATION

Deciding, as the concluding step of the preparatory stages of change,
represents the culmination of extensive concerted efforts, and you deserve
much credit for having progressed this far. You now have laid the ground-
work for actually putting the change to work, but the real test is yet to
come. In this stage of the change process you will find out whether your
solution is indeed workable and acceptable by all members of the client
system.

1. _Individuals and innovations_. Researchers have learned that
individuals go through a very complex process in making a decision to
adopt an innovation. They have identified six phases in this process:
awareness, interest, evaluation, trial, adoption, and integration.
Because these phases have been described extensively elsewhere in the
literature on change, we will outline them only briefly here. With each
of the phases we suggest behaviors on the part of the Change Agent that
will help potential adopters move through the process.

a. *Awareness*. Exposure to an innovation, passive interest,
easy forgetting, questionable motivation to seek further information.

Change Agent behaviors: Focus on exposure, arousal of curi-
osity; brevity, interest, clear identification, positive image of innova-
tion, excitement, some reward for adoption.

b. *Interest*. Open mind, active information-seeking, formation
of positive or negative attitudes or feelings.

Change Agent behaviors: Encouragement, provision of more
information, promotion of open discussion, responding to doubts or ques-
tions.

c. *Evaluation*. Mental trial of the innovation, decision on
whether it's worth the effort to proceed.

Change Agent behaviors: Provision of evaluative data,
encouragement of mental tryout, imaging innovation in adopter's work
setting.

d. *Trial.* Tentative use of the innovation, readiness to abandon it if it is not useful or pleasant.

Change Agent behaviors: Support and encouragement, help to user in evaluating experience, further demonstration.

e. *Adoption.* Weighing of results of trial, decision to adopt or reject.

Change Agent behaviors: Further help to adopter in the event of difficulties, further training, additional support and encouragement, sharing in experiences of adopter, help in adjusting to new situation.

f. *Integration.* Routine use of innovation, acceptance into normal pattern of activities or behaviors.

Change Agent behaviors: Nurture of integration process by frequent checks, special meetings, reminders in newsletters or faculty bulletins, some system of ongoing rewards, follow-up activities.

The Change Agent must be aware of the orderly progression of these six phases and realize that individuals differ in the speed with which they will move through them. Hurrying through the process because of a tight schedule will not give people the time they need to think things through clearly. Skipping steps or changing the order of steps may cause potential adopters to reject the new idea.

Although we have stressed encouragement and support in every phase as ideal Change Agent behaviors, we would caution the Change Agent to be sensitive to the possibility of pushing too hard. High pressure tactics are not in order--if the adoption is to become integrated into the client system, the adopters must have time to understand it fully, try it out, and become convinced of its worth. Once the trial phase has been reached, however, the Change Agent should be prepared to offer extra support. Abandoning the security of accustomed ways of doing things can cause fear of failure and heighten resistance. Until the users feel some familiarity with the innovation and have experienced success in the trial, they may decide it's not worth the effort and continue with or rapidly revert to former behaviors.

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2. _Groups and innovations_. Individuals operate not only as indi-
viduals but also as members of a social system. Interrelationships
within the social network have tremendous impact on the readiness of mem-
bers to accept new ideas. Three kinds of people play significant roles
in generating group acceptance: innovators, resisters, and leaders.
Because characteristics of these three types of people have been studied
extensively by social scientists, we know something about who they are
and how they impact on the change process.

    a. _Innovators_. Intelligent, risk-taking, outspoken, outgoing,
quickly responsive to new ideas, knowledgeable from extensive reading
and travel, easily influenced, daring, questioning, perhaps impulsive,
vocal, usually without too much influence, perhaps considered "different"
by their peers, not deeply tied into the social system.

    Innovators can be very helpful to the Change Agent in diffusing aware-
ness of the innovation throughout the system. They can also be a liability
if they have given enthusiastic support to too many lost causes or are not
highly respected by their peers. For this reason, members of the innovator
group should be cautiously recruited by the Change Agent, but they can do
much to publicize the new idea and get people talking about it.

    b. _Resisters_. Logical, thoughtful, critical, sound-thinking,
conservative, protective of the system and standards, examining, deliberate,
negative toward change.

    Although resisters can slow down progress or prevent change from
occurring (or occurring too rapidly), they also preserve the social order
and act as a balance to those who may be enamored of change for change's
sake. As Change Agent, you should identify the resisters as quickly as
possible (they may have already come to light in the Assessing stage), find
out the reasons for their resistance, and reach them before they become
too vocal and rally support against your cause. Once you have identified
their objections, you can take a proactive, preventative stance: Provide
more information or data, be ready with sound answers to legitimate con-
cerns, bring in an experienced user consultant to respond to questions,
make it possible for them to see the innovation at work (and successfully
at work!).

c. _Leaders_. Influential, esteemed by peers and others, power-
ful, usually wealthy, cautious, reserved in judgment, canny, deliberate,
sensitive to the right time to support the innovation--when the idea has
become popular and leadership is not only warranted but is of critical
strategic importance.

You have already inventoried the leadership through the assessment
procedure: the formal leaders, the informal leaders, the gatekeepers.
Support by these leaders can help to overcome the strongest resistance
and lead the way to acceptance by the rest of the system. You should try
to get these 'influentials" to make public their commitment to the inno-
vation, and try also to include them in leadership positions on various
committees. Allow them to observe demonstrations by the innovators and
become more familiar with the details of the innovation. Acquaint them
with the concerns of the resisters and with your methods of dealing with
the concerns. The more informed the leaders are, the more prepared they
will be to espouse your cause and counter the questions or doubts of those
who are still undecided.

3. _Methods of communication_. Communication is the key to gaining
acceptance of an innovation. Effective communication can take many forms,
and the way you choose to communicate will depend on your own personality,
the personalities of the clients, the sophistication of the system, the
resources available to you, and a host of other factors. Being aware of
the numerous possibilities of presenting information will help you to
combine them in the most effective manner as circumstances warrant.

a. _Written and oral communications_. These can be used to make
people aware of the innovation, but should be kept brief and to the point.

b. _Films and slides_. Few Change Agents have the resources to
make their own films, but it will be worth your time to check around to
see if films appropriate to your needs are available. Visual effects can
make the message more attractive, more lively, and more interesting.
Almost any Change Agent can rather easily assemble some slides to use in
conjunction with an oral presentation, or even prepare a cassette tape to
accompany the slides.

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c. _Demonstrations_. Seeing the innovation at work carries far more impact than listening to a dozen lectures. You can either bring in a group for a live demonstration or transport potential adopters to other settings where the innovation is already installed. For the demonstration to be really effective, the setting should be as similar as possible to that of the client system.

d. _Person-to-person communication_. The Change Agent will have many opportunities to communicate face-to-face with key people in the client system. While this personal communication is vitally important to the change effort, it takes much time and is a slow and costly method if you wish to reach large numbers of people. You may wish to establish and train a network of people in all parts of the client system, and thereby extend your capacity for providing a personal response to individuals.

e. _Group discussions_. If handled well, group discussions are extremely valuable in mobilizing support for the change effort. In groups, people feel more secure about expressing doubts or asking questions, and develop feelings of involvement in the decision-making and commitment to the task. Members lend support and encouragement to one another and increase risk-taking behavior and the willingness to try something new. Enthusiasm is contagious. Thus, the Change Agent will want to make the group experience enjoyable and rewarding and build a sense of excitement about the opportunity to embark on something new.

f. _Conferences and workshops_. When you are considering complex innovations, you may choose to organize a workshop or training session for key people. Your goals might be several: to promote awareness, to generate options, to diagnose the system, to try the innovation, to teach new skills required by the innovation, to thresh out kinks in the change effort, to promote understanding and acceptance of the innovation in a concentrated, focused experience. Such meetings should be enjoyable, activity-oriented and involving for all participants.

Some methods of communication are one-way: The message is from the Change Agent to individuals. Others are two-way: Messages flow back and forth, people ask questions and get answers, individuals interact and give feedback to one another. The ideal communication plan will include

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both methods and will undoubtedly require the use of several approaches within each method.

4. *Flexibility*. Developing a systematic plan does not imply becoming so structured that you are unable to change the plan if necessary. Even when you have already very carefully adapted the plan to mesh with your setting, you may find that more modification is needed: compromising with some major objectors, allowing more or less time than you anticipated, revising the target date of adoption, or backing off of your actions to gain acceptance and deal with motives for resistance. Be flexible--ever willing to adapt or alter the plan or your strategy for gaining acceptance as you gather more data about the reactions of the client system.

In this activity you will decide how to facilitate the implementation of the option you have chosen. Your facilitator will give you instructions.

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Option: _____

_____

1. *Identify a core group of early innovators who will try out the innovation.*

   a. From what group(s) will you choose your innovators?

   _____

2. *Choose differential communication strategies to publicize the outcomes from the pilot effort to important publics.*

   a. Who are the "important publics"? List them in the spaces below.

Publics	Method of Communication
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

   b. What method of communication will you use for each? (Put the method opposite the name of the public.)

3. *Develop support from interested and involved persons.*

   a. What persons/groups are likely to be interested in your change effort?

   _____

   b. How do you plan to gain their support?

   _____

   _____

4. *Identify and respond to resisters.*

    a. What persons/groups are likely to resist your change effort?

    _____

    b. How do you plan to deal with their resistance?

    _____

    _____

5. *Introduce innovation to key decision-makers and influentials.*

    a. Who do you consider to be in this category?

    _____

    b. How do you plan to introduce the innovation to them?

    _____

    _____

6. *Develop alternative modes of implementation.*

    a. List two different ways of implementing your change effort.

      1. _____

      2. _____

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When the Change Agent has succeeded in gaining acceptance of the innovation, s/he may feel an inclination to sit back, breathe a sigh of relief, and feel that the job is done. Some final considerations will be in order, however.

How do you judge when the innovation has taken hold? How much or how often should consumers use the innovation in order that it be considered successful? How much of their support is needed? Researchers have grouped consumer behaviors into five categories: compliance, transformation, identification, internalization, and integration. Called "consumer levels of adoption," these behaviors will influence the Change Agent's decision as to when his/her task is done.

Consumer levels of adoption

1. *Compliance*. Acceptance of the innovation because you have been ordered to, it is part of your job, you are rewarded or punished for using or not using it; little or no belief in the worth of the innovation. *Example:* Mr. Rose asked the faculty to use a certain new technique. And they did--whenever Mr. Rose was around.

2. *Transformation*. Acceptance of parts of the innovation, belief that those parts will be useful, discard of the rest. *Example:* The school purchased a new, semester-long career development program. Teachers examined it, extracted portions they thought would be interesting, added them to the existing program, and ignored the balance of the new materials.

3. *Identification*. Acceptance of the innovation because it fits in with your role and meets expectations of others, belief in the innovation but only as you perform in your role, lack of integration of the innovation into your value system. *Example:* Ms. Ashbury, the Project Director, is far different from Ms. Ashbury, the wife and mother.

4. *Internalization*. Acceptance of the innovation because you believe in it, it is basically congruent with your value system, it maximizes your values; some modification of the innovation to fit your situation; acceptance level dependent on extent of congruence with your values.

40   48

Example: The superintendent made Ms. Watson his top assistant because he believed generally that women make as good administrators as men. Since he felt that their forte was with young children, however, he limited her responsibilities to administration of the elementary school programs.

5. *Integration*. Acceptance of the innovation as routine, part of everyday behavior. *Example:* It was a real change when Mr. Greene had all of the counselors work at the attendance desk just before school started each morning. Once the counselors became accustomed to the change, they liked it, forgot about their initial resistance, and accepted the new duty as part of their normal daily activities.

These levels of adoption are not linear. Consumers may adopt the innovation at any level and move to a deeper level. They may also move to more superficial levels as familiarity with the innovation increases or conditions change. If the client system has accepted the innovation at the internalization or integration level, the Change Agent can leave the project feeling reasonably sure that the client has been well served.

Refining

Part of any program for change should be provision for periodic review and refinement. As users gain additional experience and data from trial of the innovation, they need time to re-evaluate it and decide on possible further modification. This type of activity insures that the quality of the innovation is maintained and that the innovation is in its most efficient and usable form; it also provides further encouragement and support to the users.

The members of the organization are a very important part of this refining process. If they know that the innovation will be up for review after a reasonable trial period, they will be more willing to try it out, to put up with initial feelings of awkwardness, and to accept any initial inconvenience. If they know that they will be called upon to participate in the review, they will observe more carefully and be ready to offer better suggestions for improvement. And if adopters are able to refine and reshape the new program or practice to meet changing needs, they will be more likely to continue using it effectively.

Renewing.

As populations and needs change, so too should the service which is provided. While refining is an ongoing activity, concurrent to use of the innovation during the trial and stabilizing stages of adoption, renewing is a conscious, planned effort to review and evaluate outcomes. Renewing may result in the determination that all is going well, outcomes are as expected, the program is achieving its goals. On the other hand, the renewal procedure may reveal that changing circumstances have caused the program to become obsolete, no longer responsive to e 'sting attitudes or needs. Systems that incorporate and use this renewing feature are habitually aggressive in seeking out new solutions. They possess flexibility and openmindedness and an objective attitude toward existing activities. They believe in progress and are willing to discontinue an innovation when something better comes along.

The final goal of the renewing process will be for the client system to have the capacity and skills for self-renewal, i.e., to have a positive attitude toward change, training in Change Agent skills, interest in actively searching for outside resources, and commitment to planning for the future--anticipating future needs, studying trends, drawing up tentative programs, keeping on top of the present through careful preparation for future change.

If you have been able to develop a change program along the lines of this model, the client system should now be fairly well trained in helping itself. Because you have worked collaboratively and involved the members in all phases of the change effort, they have a good understanding of the process. If they also now possess the capacity for self-renewal, you have been successful indeed!

MY ACTION PLAN

Name _____

Address _____

_____

_____

Phone ( ) _____

43   *51*

Targeted Change Effort

Insert your *Targeted Change Effort* form here.

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Step I. Establishing the Need

1. Who perceives the need for change?

2. Who doesn't perceive the need but will be important in making the
    change happen?

3. What strategies will you use to make the need felt by those important
    to the change effort?

    a.

    b.

    c.

    d.

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Step II. Establishing Interactive Relationships

Important People Likely to Be For Or Against the Change	Reasons for Stance For or Against	Your Relationship With Each Person	Strategies for Building Better Relationships
For:			
Against:			

54

Step III. Assessing

CLIENT SYSTEM ASSESSMENT INVENTORY

1. *What are the important goals of your system?*

   Are they clear to all? Are people satisfied with them? Have there been discussions about the goals? Are the goals flexible, changeable?

2. *What structure exists for achieving your goals?*

   Is there a clear understanding of roles and responsibilities? Are adequate coordination and flexibility present? Is there provision for making needed changes?

5ち

CLIENT SYSTEM ASSESSMENT INVENTORY (CONT.)

3. *Does the system possess ample resources?*

   Are there sufficient physical and human resources to make things go,
   e.g., people, time, money, materials, and facilities? Are the needed
   human skills present? Can present staff be trained or new staff
   recruited?

4. *Is goal-directed behavior rewarded by the system?*

   Are the rewards predictable, appropriate, sufficient, and immediate
   enough? Is nongoal-directed behavior discouraged by no reward or by
   limited reward?

5. *Is there open and broad communication within the system?*

   Do staff at different levels talk to one another? Is there a free
   expression of ideas and feelings, and do staff seek new ideas from
   within and from the outside?

5ó

Step IV. Generating Options

Identify different options for responding to your targeted change effort.

1.

2.

3.

4.

Step V. Deciding

Choose two of the options that appear to be the most feasible from your point of view. Do a force-field analysis on each to help you make your decision.

Option 1:

Driving Forces (Supports)	Restraining Forces (Blocks)
In Self	
In Others	
In Situation	

Option 2:

Driving Forces (Supports)	Restraining Forces (Blocks)
In Self	
In Others	
In Situation	

Step VI. Facilitating Adoption and Implementation

Option: _____

_____

1. *Identify a core group of early innovators who will try out the innovation.*

    a. From what group(s) will you choose your innovators?

        _____

2. *Choose differential communication strategies to publicize the outcomes from the pilot effort to important publics.*

    a. Who are the "important publics"? List them in the spaces below.

Publics	Method of Communication
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

    b. What method of communication will you use for each? (Put the method opposite the name of the public.)

3. *Develop support from interested and involved persons.*

    a. What persons/groups are likely to be interested in your change effort?

        _____

    b. How do you plan to gain their support?

        _____

        _____

4. *Identify and respond to resisters.*

   a. What persons/groups are likely to resist your change effort?

     _____

   b. How do you plan to deal with their resistance?

     _____

     _____

5. *Introduce innovation to key decision-makers and influentials.*

   a. Who do you consider to be in this category?

     _____

   b. How do you plan to introduce the innovation to them?

     _____

     _____

6. *Develop alternative modes of implementation.*

   a. List two different ways of implementing your change effort.

     1. _____

     2. _____

THINGS I WILL DO TO TAKE ACTION ON MY PLAN

When I Get Home				

Confronted by changing people and educational needs, counseling has not as a profession embraced new initiatives with any notable energy or consensus. It may be harsh, but uncomfortably near to the mark, to generalize that counselors have stood pat while the world ebbed and flowed about them. Minor steps toward assuming some initiative and identity in areas such as career development, sex stereotyping, human sexuality, or assertiveness have not sufficed to establish them as leaders.

We can speculate at length why counselors are what they are. We undoubtedly would find it profitable from a historical standpoint to analyze the development of counselor roles to date. More to the point of today's need, however, is to identify counselor options for the future--which begins tomorrow. In that context it seems clear to us that counselors must deal concurrently with two major issues. First, in what areas of human need they can be most contributive; and second, how they can bring about needed changes within themselves and their institutions to establish new roles and identities.

This workshop has been devoted to the second of these two issues, how change can occur. What the change should be is, of course, of vital significance. Determination of the what should be the result of a confronting and challenging national dialogue. And the result hopefully will be pluralistic--we will identify a number of major directions and initiatives.

While it may seem as if we are putting the cart before the horse (or the "Hmmm . . . ." before the client's expression) to deal with the change process before the goals are established, we find that it has an attractive logic. What we decide to do is influenced both implicitly and explicitly by what we believe we can do. If we have faith in our own capacities, we will resolutely pursue our priorities. If we have a heady sense of our strength, we will feel emboldened to select goals and objectives for counseling that challenge us to give forth the best within us. If we feel empowered, we will be able to create the best kind of future for our clients, our profession, and ourselves. Becoming a Change Agent is a significant step in that creative process.

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FACILITATOR'S INSTRUCTIONS

Note: In the materials that follow, we begin with some very basic sugges-
tions to the facilitator who may be new to the role (which you pro's
can skip over) and then provide rather detailed instructions for
each separate activity. This is only a basic design, and facilitators
are encouraged to be flexible, and to change or adapt the materials
to any format that is more appropriate for a specific setting. After
all, change is what this workshop is all about.

NOTES FOR THE FACILITATOR

. Your role is crucial to the success of the workshop. You are responsible for setting the tone at the very beginning, keeping things moving at an appropriate pace, sensing when participants are ready for a break, adapting materials or times to participants' needs, providing transition between activities, leading discussions, and answering questions that may arise about content or processes. ·The key to a successful workshop is preparation. You need to be totally familiar with the content, the materials, and the flow of the activities in the workshop. Your confidence and serenity will communicate to participants and give them a sense of security--a feeling that you know what you're doing and they're in good hands.

The following are a few suggestions that may be of help to you as you plan for this workshop.

Before the Workshop

1. Study the materials and instructions thoroughly. Note how sessions fit together and build on each other. Read the content of each session and become familiar with the main points.

2. Prepare any materials needed ahead of time. Each portion of the instructions has a section describing what will be needed in that session. Following is a list of all of the materials needed for the workshop. Each participant should be given a sheet for each activity according to the following outline·

6.7

Materials

	No. of copies for each participant
Workshop program, sample on p. 62	1 (with extras)
Targeted Change Effort, p. 65	1
Inventory on Conceptions Concerning Change, pp. 68-69	1
CCC Answer Sheet and Scoring Key, pp. 70-71	1
Step I. Establishing the Need, p. 12	1
Step II. Role Play Descriptions, p. 76	1 (for each group of six)
Building Interactive Relationships, p. 16	1
Behaviors for Developing Effective Change Agent Relationships--Rating Scale, pp. 77-78	1
Step III. Assessing, pp. 21-22	1
Step IV. Generating Options, p. 27	1
Step V. Deciding, pp. 30-31	2
Step VI. Facilitating Adoption and Implementation, pp. 38-39	1
Action Plan, pp. 43-54	1
Feeling Statements, p. 87	1
Certificate of Achievement (optional)	1
Evaluation (optional)	1

3.   You may decide to use name tags, registration forms, etc. Decide how these will be handled.

4.   Participants appreciate having a workshop program. We have included a sample program on page 62 which you can adapt to fit your own situation. Duplicate enough copies for your group, but do not pass them out immediately.

5.   Have plenty of blank paper, newsprint, felt pens, an easel, a blackboard, chalk and eraser, and masking tape.

6.   Check the room arrangement. There should be one table and enough chairs for each team. People will need room for their materials.

There should be enough space between tables for teams to work together without bothering or being bothered by others.

7. Check with the hosts on the heat or air-conditioning and the lighting.

8. Meet with other members of your facilitation team to clarify who is responsible for what, and make final plans for running the workshop.

9. ·Decide how to handle the coffee breaks, lunch, etc.

At the Workshop

1. <u>Arrive ahead of the scheduled time to begin</u>. Organize your materials, check the room arrangement, see about ash trays, check the lights and temperature, make any last minute adjustments that may be needed. And allow some time to compose yourself before participants arrive.

2. Greet early participants as they arrive. This may become impossible when the group becomes larger, but it begins the setting of a friendly and informal tone.

3. Start on time if at all possible, and stick to the schedule.

4. Keep the tone light and informal, but business-like. You will want to convey a sense of relaxation and warmth, along with the feeling that the work to be done is serious and highly important to the development of new skills.

5. Maintain a feeling of urgency, but not a hassled kind of pressure. Keep things moving so that participants will be alert and motivated.

6. Be enthusiastic. Your excitement will set a model for others.

7. In discussions, honor the contributions of each participant. Try to make each person feel important to the group.

8. Do some process checking from time to time. Ask how things are going, keep participants aware of time limits, warn them ahead of time, etc.

9. You will note that we suggest a time for summarizing and obtaining feedback from participants, at the end of each day. We have found that this is an important part of the unwinding stage for participants after they have been highly involved.

10. Have fun. Relax. Enjoy. Trust the group. You're helping them to do what they want to do and need to do.

SAMPLE PROGRAM

Day 1

8:30-9 a.m.	Registration
9-9:45	Welcome, warm-up, workshop overview
9:45-10:15	Assessing your own attitudes toward change
10:15-10:30	Break
10:30-11:45	The change mo. .l and Step I
11:45-1 p.m.	Lunch
1-2:15	Step II
2:15-3:15	Step III
3:15-3:30	Break
3:30-4	Summary, feedback, plans for Day 2

Day 2

9-9:45 a.m.	Step IV
9:45-11:15	Step V (includes Break)
11:15-11:30	Reporting option by teams and discussion
11:30-1 p.m.	Lunch
1-2:30	Step VI
2:30-2:45	Break
2:45-3	Step VII
3-4	Summary, feedback, plans for Day 3

Day 3

8:45-9 a.m.	Process checking
9-9:30	Building an Action Plan
9:30-11:45	Applying the change model to your work setting (includes Break)
11:45-1	Lunch
1-3	Participant presentations on Action Plans Awarding of certificates (optional) Evaluation (optional)

GETTING STARTED

Purpose: To set a friendly, informal tone as the workshop begins.

Time: 5 minutes

Materials: None

Instructions: Welcome the participants to the workshop.

Introduce yourself and your facilitation team members to the group. Tell something of your background and describe your role in the workshop.

Answer any questions that may arise. Now move into the warm-up activity.

WARM-UP

Purpose: To have participants form groups based on interest and background, meet each other informally, and identify a target for change in their own work setting to share with other group members.

Time: 40 minutes

Materials: Duplicate one *Targeted Change Effort* form for each participant.

Instructions: 1. Have participants form groups of six with other individuals in like professional roles and/or settings. Explain that they will be working in this team of six for two days.

2. Have participants introduce themselves to each other within their team.

3. Ask participants to think of something they would like to change in their own work settings. Pass out the *Targeted Change Effort* forms and have each participant complete one.

4. Ask team members to share and discuss their targets for change. Allow about 10-12 minutes for discussion, asking each person to be fairly brief.
5. Collect the forms. Advise participants that you will be returning them later.

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Your Name _____

TARGETED CHANGE EFFORT

Please describe a condition, a practice, or a program feature which you
see as a likely target for your change efforts. Using the following
categories will help you to be very specific in your description:

1. The proposed change will be in: a program   ( )
                                      an activity or practice ( )
                                      a condition   ( ).

2. The setting is   _____

                     (elem. school, sec. school, college, univ., agency,
                     or other)

3. The problem is (describe <u>briefly</u>):

4. The change would involve (describe <u>briefly</u>):

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INTRODUCTION

Purpose: To provide participants with an overview of the workshop in
                 general and of Day 1 in particular.

Time: 5 minutes

Materials: Duplicate one workshop program for each participant.

Instructions: 1. Pass out the workshop program and go over it with the
                    group.
                 2. Explain that this is a workshop designed to help parti-
                    cipants become effective change agents.
                 3. Explain that they will be introduced to a 7-step model
                    for change that will help them learn the process of
                    effecting change.
                 4. Tell participants that they will gain experience in
                    implementing the first six steps of the model through
                    a simulated situation.
                 5. Explain that they will apply each step to their own
                    Action Plan on the last day of the workshop.
                 6. Answer any questions participants may have about the
                    program.

ASSESSING YOUR OWN ATTITUDES TOWARD CHANGE

Purpose: To have participants assess their attitudes toward change
                 and their role as change agents.

Time: 30 minutes

Materials: Duplicate one *Inventory on Conceptions Concerning Change*
                 for each participant. Duplicate copies of the Answer Sheet
                 and the Scoring Key for each participant.

Instructions: 1. Distribute one copy of the CCC Inventory to each parti-
                    cipant.
                 2. Read the directions aloud and give participants time to
                    complete the form individually.
                 3. Discuss briefly any particular items that participants
                    might have questions about. Keep the discussion short.
                    Explain that major questions will be answered or become
                    clear as they go through the materials.

Inventory

on

CONCEPTIONS CONCERNING CHANGE

Directions: Read each statement and decide whether you generally
agree (A) or generally disagree (D). Place a check beside the letter
which represents your choice. Your first impression or feeling is
the preferred response.

A____ D____ ·1. A person can accomplish more doing things by him/herself than
                  by involving others.

A____ D____   2. Involving people with diverse backgrounds in a project has great
                  potential for helping it to be successful.

A____ D____   3. A person working inside a program is usually in a better posi-
                  tion to change that program than someone working outside the
                  program.

A·___ D____   4. Really important program decisions should be the responsibility
                  of the director or top administrator.

A____ D____   5. Almost anyone can acquire the skills and attitudes necessary to
                  get people to work well together.

A____ D____   6. Realistically, unless a person holds an administrative posi-
                  tion, it is unlikely that she/he can do much to change the
                  program of which she/he is a member.

A____ D·___   7. The acceptance of a proposed idea or activity is directly
                  related to how direct the change agent is.

A____ D____   8. Working for group consensus is to be preferred over majority
                  rule as a way of making decisions.

A____ D____   9. Individuals should stick pretty much to what they were hired
                  · for and leave questions about changes to the administrators.

A____ D____ 10. Establishing a group climate where conflict is freely expressed
                  improves the likelihood that change can be accomplished.

A____ D____ 11. ·A person who wants to be effective in facilitating change should
                  communicate his/her own values and attitudes.

A____ D____ 12. The "honeymoon period"--the first few months in a new position--
                  is a time when an individual should try to make changes as
                  .rapidly as possible in the system.

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A_____ D_____ 13. One is more likely to get help in developing innovations in programs and practices by reading research and development journals than by talking to professional associates.

A_____ D_____ 14. Assessing attitudes toward a specific change within a system can be easily accomplished by sampling the opinions of a few people.

A_____ D_____ 15. The failure of most people to bring about change is primarily a result of the poor quality of their ideas.

A_____ D_____ 16. If an idea or approach is once rejected by a system, it is improbable that the system will accept it later.

A_____ D_____ 17. If a change agent team contains both sexes, it is probably better to have the male as spokesperson as men still have more credibility than women.

A_____ D_____ 18. Unless you have a better idea, you should not criticize an existing approach or practice.

A_____ D_____ 19. In trying to resolve a problem, it is wise to present more than one solution.

A_____ D_____ 20. Presenting a partially-developed approach is advantageous as it allows others to contribute to and "own" a change.

A_____ D_____ 21. Seldom do people go wrong in efforts to influence a system if they concentrate on persons with formal authority.

A_____ D_____ 22. It is important to use any power inherent in a person's position as a means to promote change.

A_____ D_____ 23. Efforts to clarify roles and define working procedures for a change team frequently result in rigidity within the team.

A_____ D_____ 24. It is essential that the change agent be a popular person.

A_____ D_____ 25. Responding to persons who strongly doubt the wisdom of a change with more reasons as to why the change should occur will probably not change their minds.

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C C C

Answer Sheet

Directions: If you generally agree, circle <u>A</u> and if you generally
disagree with the statement, circle <u>D</u>.

1. A   D   13. A   D

2. A   D   14. A   D

3. A   D
                                   15. A   D

4. A   D   16. A   D

5. A   D   17. A   D

6. A   D
                                   18. A   D

7. A   D   19. A   D

8. A   D   20. A   D

9. A   D   21. A   D

10. A   D   22. A   D

11. A   D   23. A   D

12. A   D   24. A   D

                                   25. A   D

Scoring Key

Directions: Give yourself <u>one</u> point for each of your answers which corresponds with the keyed answer. Total possible score = 25.

1.	D	13.	A
2.	A	14.	D
3.	A	15.	D
4.	D	16.	D
5.	A	17.	D
6.	D	18.	D
7.	D	19.	A
8.	A	20.	A
9.	D	21.	D
10.	A	22.	D
11.	A	23.	D
12.	D	24.	D
		25.	D

Interpretation

<u>High scores</u> generally imply an <u>internal</u> orientation towards change, a belief that the capacity to effect change resides within an individual whether the person has administrative responsibilities or not. High scores are also associated with being an <u>initiator</u> of change, perceiving oneself as someone who can influence the change process and can be an active participant in change.

<u>Low scores</u> generally imply an <u>external</u> view of change, a belief that the individual is a <u>responder</u> to rather than an initiator of change. Low scores are also associated with the belief that change is a function of forces <u>outside</u> the individual and that <u>little can be done</u> by the individual to influence <u>what</u> or <u>how</u> change occurs within a system.

EXPERIENCING A 7-STEP MODEL FOR CHANGE AGENTRY

Purpose: To have participants become acquainted with the seven steps
                 in the change model and the background material for the
                 case study which will be used throughout the workshop.

Time: 15 minutes

Materials: A workbook for each participant, or copies of the intro-
                 ductory text for participants to share.

Instructions: 1. Distribute the workbooks or the xeroxed materials.
                 2. Have participants read the Introduction, including the
                     material on *A Model for Change Agents*. Discuss
                     briefly each step and point out the sequential nature
                     of the steps and the importance of building a sound
                     plan or strategy.
                 3. Answer any questions participants may have about the
                     model.

Step I. Establishing the Need

Purpose: To help participants understand and experience implementa-
                tion of the first step of the change model through a case
                study.

Time: 1 hour

Materials: Duplicate one copy of the activity sheet for Step I for
                each participant.

Instructions: 1. Have participants read the text for Step I and the
                    background of the case study.
                2. Go over the suggested methods for establishing need and
                    how they can be used, pointing out that participants
                    will certainly come up with additional ways--some more
                    subtle, or verbal in nature.
                3. Give each participant an activity sheet and have them
                    read the further information in the case study on the
                    activity sheet itself. Go over the example with them.
                4. Clarify the fact that everyone in the group should play
                    the role of Steve or Jane, the two Change Agents, in
                    the activity.
                5. Ask them as a team to develop at least three strategies
                    (not necessarily those given) for establishing the need
                    for change in the Counseling Center. Allow about 20-25
                    minutes for the activity.
                6. When teams have finished, have a spokesperson from each
                    group report to the total group at least one strategy
                    that the team developed.

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Step II. Building Interactive Relationships

'Purpose: To have participants understand and experience the second step of the change model.

Time: •1¼ hours

Materials: 1. Prepare 6 pieces of cardboard, each displaying the name of one of the role players. Prepare enough sets of these for the number of teams present. Attach string so that participants can wear them around their necks. Also duplicate the descriptions of the role players, and cut them apart in sets to be distributed with the labels. The descriptions of the role players are on the page following these instructions.

2. Prepare one activity sheet for Step II and one *Behaviors . . . Rating Scale* for each participant.

Instructions: 1. Have participants read the text for Step II, taking time to discuss briefly the high points, with emphasis on the characteristics of an ideal change agent relationship.

2. Then have them read the information about the simulation in preparation for the activity.

3. Explain that the activity is a role play.

4. Tell participants that each person will be given a label to be worn around his/her neck to indicate what the role is, as well as a brief paragraph describing the person's attitude toward the situation.

5. Ask participants to keep in mind the characteristics discussed in the text as they role play. This is important. They are to play the role as realistically as possible.

6. Tell all teams to start the role play.

7. Stop the role play after about 15 minutes and give participants a chance to fill out the activity sheet.

8. Have them discuss the results within their teams. Ask
    for total group feedback if some wish to share their
    reactions.
9. Collect all role play materials.
10. Now distribute the *Behaviors . . . Rating Scale* to each
    participant. Have them rate themselves on each charac-
    teristic individually. Have each group discuss their
    ratings together, making it clear that the sharing is
    totally voluntary.
11. Ask each person to choose one characteristic that he/she
    believes needs the most personal improvement and seek
    to enhance it during the workshop.

Note: If a team has less than six members, the role of Faculty Member can
be omitted from the role play.

Role Play Descriptions

Steve: You're for the Center but think change is imperative if the Center is to be effective and accountable.
You try to listen to others, give honest feedback, and encourage others to voice their opinions and discuss their differing viewpoints.

Jane: You are not sure that having a Center is the best way to meet the needs of students and you strongly support change--especially radical change.
You confront others with differences of opinion but are not ᴖ willing to listen to their point of view. You want things your way.

Director of Counseling Center: You don't want to rock the boat and feel that this whole furor will blow over.
You listen to others but really don't want to hear new ideas. You get uncomfortable with confrontation and try to smooth it over. You want whatever decision is made to be shared.

Student: You feel that the Center gives little or no help to most students. You're willing to support the Center if it becomes more responsive to student needs.
You think the Director should make the decision. You try to listen to others and are willing also to share your views, but you back off if others disagree with you.

Faculty Member: You are an influential figure at PSU but have never supported nonacademic functions. You think students should be responsible for their own behavior.
You think the University administrator should make the decision. You listen a lot and are unwilling to share your opinions without a great deal of study. Noone really knows what you think.

University Administrator: You want to improve the University program. You feel that the Counseling Center must prove its worth if it is to receive further support.
You are here to learn. You listen, ask probing questions, try to help the members reach agreement, want the decision to be shared.

BEHAVIORS FOR DEVELOPING
EFFECTIVE CHANGE AGENT RELATIONSHIPS

Rating Scale

Place an "x" on the line to indicate where your behavior fits each category.

1. ## Give and take

   Do you give as well as receive information? Do you listen as well as talk?
   Are you learning as well as teaching?

   _____

   Hardly Ever   *Sometimes Yes*
                                    Sometimes No   *Almost Always*

2. ## Openness

   Are you open to new ideas? Are you accepting of ideas from others? Do
   you seek out new ideas? Are you willing to listen to problems of others?
   Are you comfortable with giving congruent feedback to others?

   _____

   Hardly Ever   *In Some Areas*
                                    Not in Others   *Almost Always*

3. ## Attainable outcomes

   Are you realistic and honest in what you say you can deliver? Do you help
   people get a balanced view of possible outcomes? Do you have a realistic
   expectation of what your clients (the client system) are prepared or able
   to give?

   _____

   Hardly Ever   *Sometimes Yes*
                                    Sometimes No   *Almost Always*

4. ## Reinforcement and reward

   Do you help others to clarify the probable rewards/returns from their par-
   ticipation in the change effort? Do you acknowledge and honor participant
   contributions? Are you prepared to work toward the receipt of rewards for
   all participants commensurate with their involvement? Do you give the
   client evidence that you are a helpful person?

   _____

   Hardly Ever   *Sometimes Yes*
                                    Sometimes No   *Almost Always*

5. Effective management

   Do you plan for the best use of persons' talents in the change effort?
   Do you help others to clarify their roles? Do you make sure that every-
   one understands the tasks, working procedures, and time lines? Do you
   allow for changes in structure as circumstances change?

Hardly Ever	Sometimes Yes Sometimes No	Almost Always

6. Shared power

   Do you encourage others to see you as a participating peer rather than as
   an authority figure? Can you relinquish responsibility for the effort and
   allow others to assume leadership roles? Do you honor the input and contri-
   butions of all members? Are you careful not to accede more to the views of
   the authority figures than to those of other group members?

Hardly Ever	Sometimes Yes Sometimes No	Almost Always

7. Absence of threat

   Are you sensitive to persons' normal feelings to resistance to change?
   Are you understanding of others' reasons for opposing change? Are you
   prepared to respond to objections of others rather than become more force-
   ful for your own point of view? Do you avoid direct or veiled threats?

Hardly Ever	Sometimes Yes Sometimes No	Almost Always

8. Facing up to conflict

   Do you encourage people to express their differences? Are you, and do you
   encourage others to be, spontaneous and genuine in your/their comments?
   Do you avoid covering up or smoothing over conflict? Are you forthright in
   communicating your own objections? Can you deal openly with conflict?

Hardly Ever	Sometimes Yes Sometimes No	Almost Always

Step III. Assessing

Purpose: To have participants understand and experience the third
                step in the model.

Time: 1 hour

Materials: Duplicate one copy of the activity sheet for Step III and
                a *Feeling Statements* form (if desired) for each partici-
                pant (included at the end of these instructions, p. 87).

Instructions: 1. Have participants read the text for Step III.
                2. Go over the assessment areas and stress the importance
                    of diagnosing strengtns as well as weaknesses.
                3. Have them read the additional information about the
                    case study.
                4. Tell the teams to work together to respond to the five
                    assessment categories as well as they can from all of the
                    information given previously.
                5. Have each team feed back to the group significant items
                    from the assessment and their reasons for their re-
                    sponses.
                6. This activity normally concludes the first day. You
                    may want to use the *Feeling Statements* as a way of
                    evaluating how participants are reacting to the program.

Step IV. Generating Options

Purpose: To have participants understand and experience the fourth step of the model.

Time: 45 minutes

Materials: Duplicate one copy of the activity sheet for each participant. Provide newsprint and a felt pen for each team for recording their brainstorming ideas.

Instructions:

1. Have participants read the text for Step IV, stressing the idea of the excitement that can occur in this step as people expand their thinking in as many ways as possible.

2. Have participants read the next portion of the case study on the activity sheet.

3. Ask participants to use the brainstorming technique for this activity. Go over the following "rules" with them:

> Say ideas as fast as you can.
> Don't evaluate ideas or make judgments.
> Piggyback on others' ideas.
> Repeat an idea if you wish.
> Forget existing constraints or realities.
> Have someone record everything.

4. Explain that they are to come up with as many different ideas as they can which they are to record on the newsprint, and then choose three to write on the sheet provided.

5. Have each team report their three choices to the total group.

Note: Participants sometimes misunderstand this step and generate process activities such as doing a needs assessment (which would have been accomplished in Step I) or planning a retreat for the guidance staff (which would be a means of accomplishing this step). The option

t they generate should deal clearly with the <u>Center</u> and <u>what to</u> <u>do about it</u>, i.e., abolish it, increase staff, move it, establish a new program. They may assume that a needs assessment was done at PSU and can fantasize any results from the assessment that they wish in generating options for the Center. This should be made very clear as you have them perform this step.

Step V. Deciding

Purpose: To have participants understand and experience the fifth
              step of the model.

Time: 1 ½ hours

Materials: Duplicate <u>two</u> activity sheets from this step for each parti-
              cipant.

Instructions: 1. Have participants read the text for Step V, highlighting
                   the important points.
               2. Using an example generated by the groups, involve the
                   total group in doing an analysis of the example on the
                   board to be sure they understand.
               3. Then ask teams to evaluate <u>two</u> of the three options they
                   listed in Step IV using force-field analysis.
               4. Tell them to use one activity sheet for each option.
               5. Ask them to choose <u>one</u> option to implement at PSU when
                   they are finished.
               6. Have each team report the option they chose and describe
                   how they chose it to the total group.

Step VI. Facilitating Adoption and Implementation

Purpose: To have participants understand and experience the sixth step of the model.

Time: 1 ½ hours

Materials: Duplicate one activity sheet for Step VI for each participant.

Instructions:
1. Have participants read the text for Step VI.
2. Explain that this step is critical to the change process, that many a contemplated change effort falls by the way-side because people do not have the skills to facilitate adoption.
3. Go over the high points in the text--especially the significant group members one should rally to the cause and the various modes of communication.
4. Explain the activity sheet carefully. Have them first write their chosen option on the line provided and then, as a team, complete the form.
5. Then ask two teams to get together and share their completed plans with one another. Have   ms make suggestions to each other of ways to impro... their plans.
6. Total group reporting is not necessary for this step.

Step VII. Refining and Renewing

Purpose: To have participants understand Step VII in the model and its importance in the total change effort.

Time: 15 minutes

Materials: None

Instructions:
1. Have participants read the text for Step VII.
2. Discuss the high points with them.
3. Have participants suggest ways they could build this process into a plan for change.
4. Explain that participants will not be doing this step in the workshop but that it is necessary to include it where they are actually working out a change effort in a real-life setting.

Action Plan

Purpose: To have participants develop an Action Plan to implement in
            their own work settings, either individually or as a small
            group.

Time: 2 ½ hours

Materials: Prepare one entire Action Plan for each participant.

Instructions: 1. You collected *Targeted Change Effort* forms from each
                 participant at the beginning of the workshop. If you
                 can find areas of similarity among them, you may offer
                 the option of having participants work together to com-
                 plete their forms. Many efforts will require that
                 individuals work alone, however.

              2. Return the forms to participants, and form any groups
                 that seem to be appropriate.

              3. Distribute the Action Plans and go over each form care-
                 fully with participants. Answer any questions that may
                 arise. Tell them that the "Things I Will Do . . ."
                 section means <u>very specific</u> actions. The "When I Get
                 Home" column is for <u>immediate</u> actions. Headings on the
                 other columns might read "By November 3," or "By the
                 end of the school year," etc. The headings will depend
                 on the plan.

              4. Have participants fill out the Action Plan. Be available
                 to help if necessary.

              5. After lunch (or when participants are finished) have
                 volunteers report on their plans to the total group.
                 They should state their goal for change and then high-
                 light the steps toward it, without going into too much
                 detail.

              6. When participants have finished, ask them to read the
                 Summary and give any reactions they care to

7. Distribute Certificates, if you have prepared them.

8. Have participants complete an evaluation of the workshop, if you have prepared one for them.

9. Conclude the workshop.

FEELING STATEMENTS

Please complete any of the following statements that apply to you. Give your gut-level reaction to any aspect of the workshop so far.

I feel

I appreciate

I hope

I want

I learned

I plan to

I wish

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