MODULE 4 PROMOTING CHANGE AND ENCOURAGING ADAPTABILITY

COMPETENCIES

Using Power Ethically and Effectively
Championing and Selling New Ideas
Fueling and Fostering Innovation
Negotiating Agreement and Commitment
Implementing and Sustaining Change

Organizations do not exist in a vacuum. They operate in a complex world that is constantly changing. In contrast to the internal process model, which seeks to buffer the organization from the environment by implementing a system of tight control, the open systems model accepts the need for flexibility and creativity.

Organizational Goals. The core assumption of the open systems model is that continual adaptation and innovation are necessary to acquire the external resources needed by the organization to be successful. As a result, the goals associated with the open systems model are focused on adapting to changes in the environment, rather than on resisting changes. Consistent with the Create action imperative, key activities associated with the open systems quadrant tend to focus on obtaining external support through political adaptation and creative problem solving.

Paradoxes. In our discussion of power and influence, we encounter a key leadership paradox: people yearn for powerful leaders and also distrust powerful leaders. We also consider how successful creative endeavors and innovations often depend more on habit than on spontaneity and why our efforts to implement changes often result in increased resistance to those changes.

Competencies. Our first competency, *using power ethically and ef*… fies different sources of power and describes influence tactics that ma… We continue with the theme of influencing others in *championing* … *ideas,* where we provide two frameworks, one that identifies the charac… ated with four basic types of managerial messages and another focused on the elements required for effective presentations. In *fueling and fostering innovation,* we explain the differences between creative and critical thinking, identify barriers to creative thinking, and describe some tools to encourage creativity. *Negotiating agreement and commitment,* the fourth competency in this module, discusses basic principles that managers can use to achieve win-win solutions. We conclude with *implementing and sustaining change.* After discussing forces for change and resistance to change, we conclude with a discussion of four different approaches to bringing change that are linked to the theoretical models that are the foundation of the competing values framework.

Module 4 Competency 1 — Using Power and Influence Ethically and Effectively

ASSESSMENT Who Is Powerful?

Objective One of the best ways to understand the concept of building and maintaining a power base is by thinking about the people who have had the greatest influence on your life. This exercise gives you the opportunity to assess your personal beliefs and expectations about power and influence.

Directions

1. Select someone who has greatly influenced your life. Who was this person? How did she influence you? What did this person specifically do, and how did it affect you? Did this person have formal authority over you? Write down 5 to 10 things that this person did to influence you.
2. Now consider your own personal power base. Who is within your circle of influence? Why are you able to influence them? What have you done recently to increase your ability to influence others? Have you done anything recently to add people to your circle of influence? Why or why not?
3. Finally, think about how your attempts to influence people compare with how you were influenced by the person you selected in the first part of this exercise. Are the tactics that you use to influence people similar or different? Can you think of ways to improve your ability to influence others by adopting some of the tactics that helped influence your life?

Reflection Sometimes the people who influence us the most are not those with formal authority over us. In fact, we may be greatly influenced by people whom we have never met. Perhaps we heard them speak at a conference or read their books. We may not think of these examples of influence as being related to power, but in fact they are—the power of ideas, the power to attract an audience, and the power of effective communication skills.

LEARNING Using Power Ethically and Effectively

POWER: WHY ARE WE AMBIVALENT?

Our perceptions of power are very revealing. They tell us as much about ourselves as they do about power. How do you feel about the role power plays in the organizations you have observed? When you think of power, what people, experiences, and memories come to mind?

All of us have power, and all of us are influenced by others who have it. Some of our most painful memories revolve around someone else's misuse of the power and influence they held over us. As teenagers, the authority of our parents may have collided with our need for freedom. As employees, we have all seen supervisors with authority but little ability to motivate followers. To handle power is to risk misusing it, often at the expense of others. But to be powerless is to be frustrated and defensive. Thus, most of us have mixed feelings about power.

Michael Maccoby, an expert on leadership, says, "At the same time that people yearn for protective and soothing leaders, they have become skeptical about leaders in general and distrustful of their motives and competence" (Maccoby, 2007, p. 2). He cites a study conducted by the University of Chicago in 2005 in which only 22 percent of the American public expressed a "great deal of confidence' in the executive branch of the U.S. federal government, 29 percent in banks and financial institutions (that percentage would probably be much lower now), and 25 percent in leaders of organized religion (Maccoby, 2007, p. 213). The problem this research exposes is one of mistrust. Effective leaders sustain their influence by building and maintaining trust and helping people perform at a higher level. In the long run, we grant power and influence only to people we trust.

In an organizational setting, the term "power" is most often defined as essentially "the capacity to mobilize people and resources to get things done" (Kanter, 1983, p. 213). People often say power is a "necessary evil" in organizations. That sentiment assumes that power, in all its manifestations, is negative. Power in organizational life is inescapable, but is it inherently bad? Organizations exist in order to get things done. Power concentrates around the most important things an organization has to do and around the people who have the greatest access to the resources required to do those things.

Working for an overbearing leader may be frustrating, but working for a weak leader can also be a liability. Working for a great leader, one who uses power positively, can be one of life's best experiences. The purpose of this chapter is to help you become the kind of leader you would like to have—one who uses power in a way that brings results while inspiring and lifting people. Leaders with little influence cannot represent the needs of their people, promote their ideas, or acquire the resources they need to do their jobs (Kotter, 2008, pp. 123–127). Leaders who know how to use power positively can do all these things. Box M4.1 highlights some misconceptions about power.

USING POWER AT THREE LEVELS

There are three levels from which to study power:

1. The macro or organizational level
2. The group or team level
3. The individual or personal level

On the organizational level, power can be viewed as the ability to influence the flow of available energy and resources toward certain goals. This kind of power shows up in activities such as legislating policies and laws, setting rules and procedures, bestowing rewards and punishments, and making goals and plans. On the group or team level, power can be seen as the ability to influence your peers through the strength of expertise and experience, and the ability to build coalitions of those who share your views and goals. On the personal level, power can be seen as person A's capacity to influence person B's behavior so that B does something he would not do otherwise. This focus on power and influence stresses interpersonal relationships and the resources we bring to bear in those relationships. In this module we will deal primarily with power and influence at the individual level, because it is the level managers can influence the most.

BOX M4.1 MISCONCEPTIONS ABOUT POWER

Myth: *I am the manager. I can do what I want.*

Authority and power are not the same thing. People do not do what you want simply because of the position you hold. It takes more than position to effectively influence people. When are you going to do a better job on a project: when your manager forces you to work overtime to finish ASAP or when you feel personally committed to the project out of respect for the manager?

Reality: ***You will be a better leader if you inspire commitment, rather than require compliance.***

Myth: *Power is something people in higher positions exercise upon people in lower positions.*

Managers exercise power and influence on subordinates, but subordinates also exercise power and influence on managers. Power is something that exists when people are dependent on each other. Some people have more power in organizations than others, but no one is completely powerless. Think, for example, of how an organization depends upon the discretionary effort of each employee. The discretionary effort is the difference between the level of effort required to hold down a particular job and the maximum level of effort the person is capable of putting out. In many jobs, the range of discretionary effort is immense. In most cases, people cannot be forced to exert this extra effort. They can only choose to do so.

Reality: ***You will be a better leader if you respect the concerns of others, rather than expect their blind obedience.***

Myth: *Supervisors and middle managers are powerless.*

This statement is partially true. Some are powerless. However, supervisors and managers are never powerless unless they choose to be. Often supervisors and middle managers claim to be powerless as a way to reduce responsibility. Because the organization is dependent on supervisors and managers, they do, in fact, have latent power.

Reality: ***You will be a better leader if you take responsibility, rather than make excuses.***

relocation would allow the system to cancel an expensive building lease in Albany. The current offices in Albany are now inadequate, and expansion would be very expensive and pose some legal difficulties with zoning. The board of directors has created an interunit task force to discuss the possibility of the move. This task force has to come up with a recommendation to the board. The department must move as a whole or not at all.

The task force consists of managers from the following areas:

1. Kim Ingo: Client Financial Services
2. Robyn Pinegar: Accounting
3. Carlos Armando: Stock and Bond Transfer
4. Lynn Stott: Personnel
5. Chris Jacobs: Facilitator

2. If your instructor provides you with a role description, read it carefully and develop a plan to try to influence the other members of the task force to agree with your position about the move. Come to class prepared to play a role if one has been assigned to you. If you have not been assigned a role, be prepared to analyze the power and influence attempts used by other students as they act out the role-play.

Each role description outlines an initial position or opinion as to the advisability of the move: for, against, neutral. This is only an initial position, however, and you should feel free to switch sides and/or be influenced by the others. Assume and display the power-personality characteristics outlined in your role description.

A secret-ballot vote will be taken at the end of the meeting, and the results will be announced. The board has asked for a recommendation from a task force of managers. You should assume that the recommendation of the group will strongly influence the board's final decision of whether or not to relocate. At the conclusion of the role-play, you will all be asked to complete a questionnaire on your assessment of each character's ability to persuade and influence the other managers.

3. In class, your instructor will provide directions for how the role-play will be performed. If you are assigned a role, you should attempt to influence the other members of the task force. If you are part of the audience, you will be observing the role-play and providing feedback after it is completed, so make notes on the influence attempts you observe. After the role-play is finished,

Observation Sheet: Assessing and Improving Influence Attempts

Task Force Member	*Influence Tactics Attempted*	*Sources of Power*	*Degree of Power*
Kim Ingo: Client Financial Services			
Robyn Pinegar: Accounting			
Carlos Armando: Stock and Bond Transfer			
Lynn Stott: Personnel			
Chris Jacobs: Facilitator			

identify the primary sources of power for each participant and evaluate the degree felt each person had on a scale of 0 to 10, with 0 = No Power and 10 = Very Power

Reflection Each of the role descriptions provided for this exercise included information on the "power personality" of the character because individuals have different preferences in terms of using power and influence tactics. Effective managers recognize, however, that different situations may call for different influence tactics. Having a clear understanding of the interests of the people you are trying to influence as well as their preferences for using power and influence can be very helpful for selecting the most effective influence tactics.

APPLICATION Building Your Power Base by Changing Your Influence Strategy

Objective This activity is designed to help you further develop and maintain your own power base with your subordinates, colleagues, and superiors, if applicable, in your organization.

Directions Think about the personal power analysis you did in the Assessment exercise at the beginning of this competency.

1. Identify someone that you would like to add to your circle of influence and consider how you could go about creating an interdependent relationship with that person. Be sure to have a clear idea of why adding them to your network would be helpful both to you and to them.
2. Identify someone who is currently in your circle of influence but who does not seem to value your abilities or contributions. What influence strategies have you used with that individual in the past? Why do you think they have been unsuccessful?
3. What are the similarities and differences between your strategies for expanding your circle of influence and your strategies for improving your power within your existing circle of influence?
4. Building on your responses from parts 1–3, write a brief memo to your instructor outlining a plan to help you expand and strengthen your power base. Be sure to identify the challenges you anticipate in implementing your strategy, and discuss the costs of trying to make these changes compared with the costs of just settling for the status quo.

Reflection Expanding your circle of influence takes time and energy. But unlike typical investments, when investing in your circle of influence it is just as important to think about what you can contribute to others as it is to consider your potential gains.

Module 4 Competency 2 Championing and Selling New Ideas

ASSESSMENT The Presenter's Touch: You May Have It but Not Know It

Objective Teachers often encounter students who are talented oral presenters but who have little idea of how good they are. They also find students who can dramatically improve their presenting ability with minor adjustments in their approach. You may have the presenter's touch and not know it.

Directions Answer "yes" or "no" to the following questions, which are adapted from *I Can See You Naked* by Ron Hoff. Copyright © 1992 by Andrew & McMeel.

1. Do you enjoy helping people solve their problems?
2. Can you cut through a rambling, foggy conversation—dig out the main point and restate it so that everybody understands?
3. Do you have a high energy level? Do other people seem to you to be talking slowly?
4. Do you like to tell people what you've learned? Would you make a good teacher?
5. Do people ask you to retell a story or an experience you've shared before?
6. Can you deal with challenging questions in a public setting without flaring up?
7. Do you like to demonstrate what you're talking about? Do you tend to "act out" what you're describing?
8. Do you look people in the eye when you talk to them and when they talk to you?
9. Do people turn to you when it's time for a meeting to be summed up?
10. Do you notice specific things people do that make them effective or ineffective communicators—and then find yourself applying the effective ones?

Reflection If you answered "yes" to half of these questions, you already possess many of the qualities of an effective presenter. If you answered "yes" to fewer than half, don't be discouraged. Your honesty in self-assessment will be an important asset in improving your ability to communicate. Another important asset is your attitude. You need to believe you really can improve. Over the years we have coached many students, managers, and executives. Those with a desire to improve their presenting skills have all made significant progress. In this section we will share some tools and principles for improving your effectiveness at presenting ideas.

LEARNING Championing and Selling New Ideas

All communication can be evaluated in terms of substance (what is communicated) and style (how it is communicated). Both of these elements are important when championing and selling ideas. In this competency, we discuss two different frameworks that can be used to help you improve the quality of your own communication and to coach others. The first framework is based on competing-values research and distinguishes among different types of messages based upon their purpose. The second framework is more general and provides a methodology for preparing effective presentations. We conclude this competency with a discussion of how you can find your own voice as a managerial leader.

COMPETING VALUES FRAMEWORK FOR MANAGERIAL COMMUNICATION

Traditionally, advice on business communication has emphasized the "seven C's," the idea that messages should be complete, concise, considerate, clear, concrete, courteous, and correct (Rogers & Hildebrandt, 1993). While these conventional guidelines are

FIGURE M4.1
Competing values model of management communication (adapted from Quinn, Hildebrandt, Rogers & Thompson, 1991; and Rogers & Hildebrandt, 1993).

COMPETING VALUES MODEL OF MANAGERIAL COMMUNICATION

RELATIONAL MESSAGES BUILD TRUST	TRANSFORMATIONAL MESSAGES STIMULATE CHANGE
Open, Candid, Honest	Emphatic, Forceful, Powerful
Credible, Believable, Plausible	Insightful, Mind-stretching, Visionary
INFORMATIONAL MESSAGES PROVIDE FACTS	**PROMOTIONAL MESSAGES DIRECT ACTION**
Rigorous, Precise, Controlled	Interesting, Stimulating, Engaging
Focused, Logical, Organized	Conclusive, Decisive, Action-oriented

still important, they are limited for two reasons. First, they fail to address the need to communicate in different ways, depending on the purpose and context of the message. Second, they assume that the communicator has only a single goal related to the message. In reality, people frequently want to accomplish more than one thing with a single message and often have competing goals. For example, managers preparing performance evaluations want to both encourage employees and to document any performance problems to protect the organization (Rogers & Hildebrandt, 1993).

To address these concerns, Quinn and colleagues (Quinn, Hildebrandt, Rogers & Thompson, 1991; Rogers & Hildebrandt, 1993) developed a competing values framework for analyzing managerial communication. A simplified version of their framework is shown in Figure M4.1. The framework identifies four basic types of communication, along with several specific characteristics typically associated with each type. We address each of these basic types in turn.

RELATIONAL MESSAGES

The purpose of relational messages is to build trust by establishing credibility and building rapport. Consistent with the assumptions of the human relations model and the Collaborate quadrant, relational messages need to take into account the needs and interests of the receivers. Characteristics of effective relational messages include openness, candor, and honesty. If a relational message seems unbelievable or implausible in some way, its effectiveness will be greatly diminished.

In terms of style, relational messages tend to be more conversational than formal. To emphasize the connection between the sender and the receivers, inclusive pronouns the competing values framework, so it is appropriate to reflect back on the earlier competencies such as Understanding Self and Others. What does the choice you made about how to approach this assignment say about your interests, motivation, and dedication to becoming a master manager?

Module 4 Competency 3 Fueling and Fostering Innovation

ASSESSMENT Are You a Creative Thinker?

Objective What behaviors and attitudes do you think characterize creative people? This exercise is designed to help you understand how you think about creativity.

Directions Read each of the statements below. If you think that the behavior or attitude characterizes what creative people are like, put a check in the first column. If you think that the behavior or attitude characterizes what you are like, put a check in the second column.

This assessment is from *How Creative Are You?* by Eugene Raudsepp (1981). Reprinted by permission of the Putnam Publishing Group.

Creative people do this	*I do this*	
____	____	1. In a group, voicing unconventional but thought-provoking opinions
____	____	2. Sticking with a problem over extended periods of time
____	____	3. Getting overly enthusiastic about things
____	____	4. Getting good ideas when doing nothing in particular
____	____	5. Occasionally relying on intuitive hunches and the feeling of "rightness" or "wrongness" when moving toward the solution of a problem
____	____	6. Having a high degree of aesthetic sensitivity
____	____	7. Occasionally beginning work on a problem that could only dimly be sensed and had not yet been expressed
____	____	8. Tending to forget details, such as names of people, streets, highways, small towns, and so on
____	____	9. Sometimes feeling that the trouble with many people is that they take things too seriously
____	____	10. Feeling attracted to the mystery of life

Reflection In fact, all of the 10 statements above describe individual behaviors or attitudes that have been found to be related to creative thinking ability. Before completing this assessment, did you see yourself as a creative person? In looking at the "I do this" column, did you find that you checked a number of statements even though you never considered yourself a particularly

creative? Sometimes, people fail to see their own creativity until they are encouraged to recognize it. That is the purpose of the following discussion, to convince you that everyone can become more creative and to give you some tools to develop your creative thinking skills.

LEARNING Fueling and Fostering Innovation

In the organizational world, innovation goes a step beyond creative thinking. Creativity is, essentially, the development of an idea or object through unique combinations. Although creative ideas are necessary for innovation, not all creative ideas become innovations. An innovation is a product, service, or an improvement. Innovation is often about delivering value to customers and clients. Innovation is now recognized as "the single most important ingredient in any modern economy" (*The Economist*, 2007).

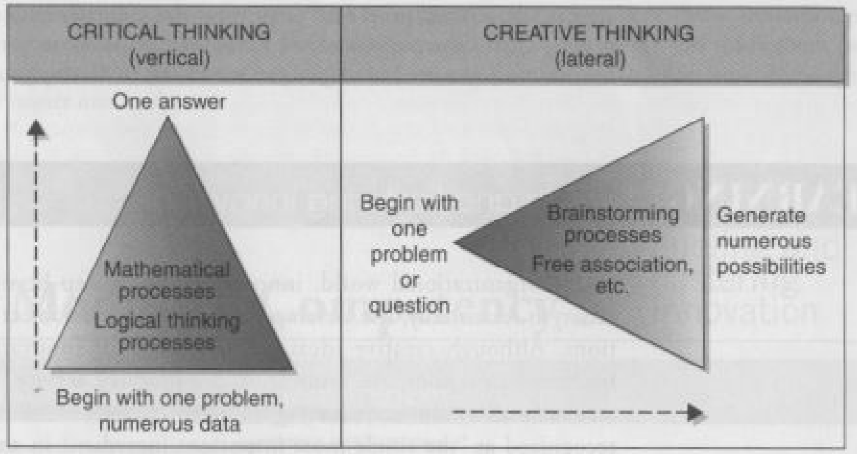
Today, most innovations are achieved by people working collaboratively. The complexity of the products and services we use every day are often beyond the ability of any one person to deliver. Innovation is a team sport, or at least a group sport. Perhaps the most crucial skill in the innovation process is the ability to bring people together and help them "harvest" their best thinking. The manager who can foster even modest improvements in innovation can add enormous value to an organization.

Managers are not required to come up with all the new ideas themselves. In fact, it's probably best that they don't attempt to be the creator of ideas as much as to develop a "space" in which coworkers can make innovative practices a habit.

Most of us think of innovation as the creation of brand new ideas—new things that have never been thought of before. Most often, however, an innovation is the result of "importing" an existing idea from one setting or context into another. A century ago, college students began playing catch with pie tins made by the Frisbie Baking Company. In the late 1940s, a World War II veteran, Walter Frederick Morrison, took out a patent for a plastic disc toy he called The Pluto Platter. This toy eventually came to be known as not at the Frisbee (Bellis, n.d. a). In 1895, an inventor named Jesse Reno featured an inclined conveyor belt as a novelty ride at Coney Island Amusement Park in New York State. Soon after, Charles Seeberger of the Otis Elevator Company saw how Reno's concept could be refined as a moving stairway that he called the "escalator" (Bellis, n.d. b). As these examples illustrate, innovation comes when one idea is taken from one context and applied in another. Innovation, as sociologist Ronald Burt says, is primarily an "import-export game," not a process of pure creation (Burt, 2005, p. 355).

In his book, *Borrowed Brilliance*, David Kord Murray claims, ". . . the farther away from your subject you borrow materials from, the more creative your solution becomes" (Murray, 2009, p. 69). Murray is fond of saying, "First you copy. Then you create." The key is freshness of perception and a willingness to tinker with our mind sets—the way we "normally" see things. One source of fresh perceptions is your social network. Being connected to a variety of people with different areas of expertise allows you to participate in an exchange of ideas that can benefit everyone in your network.

FIGURE M4.4 ***Critical and creative thinking.***



How does creative thinking differ from critical thinking? Generally, critical thinking is analytical, logical, and results in one answer or just a few alternatives. Critical thinking is often described as vertical, logically moving upward until you arrive at a *correct* answer. By contrast, creative thinking is described as lateral, spreading out to find *many* possible solutions (de Bono, 1970). Figure M4.4. summarizes these differences.

For example, suppose that you, as a marketing specialist, have been assigned to join a special citizens' task force in your community. The task force is considering the problem of how to persuade families and tourists to take their vacations in your home state this year. Notice that there is not merely one answer to this; there are perhaps hundreds or thousands of ways to persuade people to take their vacations in your state. Notice, too, the need for imagination and the prospect of generating many ideas.

By contrast, consider any mathematical problem whose solution has a single answer. Such a problem involves critical thinking; information is analyzed to determine the one best or correct solution. If your task force has generated a large number of suggestions, it will need to use critical thinking in order to decide which ones would be best to implement. Further, critical thinking skills will be necessary in order to arrive at a viable plan of action.

The two modes of thinking are complementary; the findings of the creative thinking process can be analyzed for usefulness by critical thinking. Although Western culture has traditionally emphasized critical thinking skills, the value of creative thinking has become increasingly recognized within organizations and in society as a whole. Moreover, there is a growing assumption that both creative and critical thinking skills, reflecting the emphases of the Create and Control quadrants, respectively, will be needed to meet the challenges of the twenty-first century according to British expert on creativity and education, Sir Ken Robinson (2006).

DEVELOPING CREATIVE THINKING SKILLS IN YOURSELF AND OTHERS

People often underestimate their own creative ability. Research indicates, however, that there is one major difference between people who exhibit creative tendencies and people who don't: personal belief in their own creativity. That is, those who engage in creative thinking tend to regard themselves as creative; the others see themselves as noncreative.

Although many people simply do not see themselves as creative, the manager has an opportunity to affirm employees as individuals by recognizing their creative potential and encouraging the use of creative thinking. In this way subordinates are strengthened both on the job and as individuals. By empowering employees to think creatively, managers increase the probability that new and better ways will be found to do things.

INNOVATION AS A HABIT

There is growing evidence that people can improve their ability to think in innovative ways. Twyla Tharp is one of the best known choreographers in the world. Tharp contends that creative work is the result of habits that must be deliberately developed over time: ". . . there's a process that generates creativity," says Tharp, "and you can learn it. And you can make it habitual." We don't think of creative or innovative thinking as a habit, but more as a flash of insight, or an intermittent hunch. Tharp is a strong believer in the paradoxical nature of creative work. There's a paradox in the notion that creativity should be a habit. We think of creativity as a way of keeping everything fresh and new, while habit implies routine and repetition. That paradox intrigues us because it occupies the place where creativity and skill rub up against each other. Here again we see the need for an integration of the structure and routines of the Control quadrant with the willingness to change and innovate emphasized by the Create quadrant.

Tharp says that her creative habit begins each day when she gets out of bed at 5:30 A.M. puts on her work-out clothes, walks out of her Manhattan apartment, and takes a cab to the Pumping Iron Gym where she works out for two hours. This "ritual" is at the heart of her creative habit. "The ritual," she says,

> is not the stretching and weight training I put my body through each morning at the gym; the ritual is the cab. The moment I tell the driver where to go I have completed the ritual. It's a simple act but doing it the same way each morning habitualizes it—makes it repeatable, easy to do. By the time I give the taxi driver directions, it's too late to wonder why I'm going to the gym and not snoozing under the warm covers of my bed *(Tharp, 2003, p. 14–15).*

The confidence to do creative work increases as we practice creative habits. The creative space in which Tharp does her work is an empty "white room," a dance studio with eight-foot mirrors, and a bare hard-wood floor with thousands of scuff marks from dancers' shoes. But Tharp says that all of us have a white room we need to enter

5. Identify as many new ways as possible to approach this problem.
6. Identify people who might be able to help you with this problem.
7. Determine which action you will take first in arriving at a solution to this problem and write down on your calendar the date and time that you will take that action.

Reflection Identifying something as a "problem" immediately sets up a series of assumptions that may inhibit our ability to be creative. Problems suggest something that is "bad" and needs to be "solved." By reframing problems as opportunities and considering any potential advantages that they may offer, it may be possible to come up with more creative ways of responding. As you go forward, try to remember to use your creative thinking skills when you face a situation that seems to require a problem-solving response. Practice exercising your mind by stretching for alternatives, rather than jumping to conclusions.

Module 4 Competency 4 Negotiating Agreement and Commitment

ASSESSMENT How Effective Are You at Negotiating Agreement?

Objective Some people approach bargaining with a sense of dread, others with confident anticipation. This exercise will help you assess your own feelings about negotiating.

Directions Think about some experiences you've had with negotiating—as a consumer, an employee, or a partner in a relationship you value. Ask yourself questions such as those listed, and add any you think are significant.

1. How well are you able to communicate with others? Do you easily understand what others are thinking and feeling? Do you express yourself clearly? How well are you able to deliver arguments and counterarguments?
2. Have you ever bargained for a shift change, a raise, or an adjustment in working conditions with a manager or employer?
3. Do you press for more information or clarification when listening to a sales pitch, a lecture, or another person's explanation, or do you hesitate to ask questions for fear of appearing uninformed or unsophisticated?
4. In a personal relationship, do you ever tolerate negative behavior in the other person because
   (a) you feel incapable of broaching the issue effectively?
   (b) you fear being misunderstood?
   (c) you don't want to hurt the other person's feelings, even though the behavior is causing you serious problems?
5. As a rule, do you feel you have a reputation among your peers and family members for being a tough bargainer or as someone who is easygoing and deferential in presenting your needs and conditions?

Based upon your responses to these questions, indicate your comfort level with negotiating agreement and commitment.

Very Uncomfortable	*Uncomfortable*	*Somewhat Uncomfortable*	*Comfortable*	*Very Comfortable*

Reflection Even people who dread negotiating can become more effective negotiators. Sometimes simply reframing the situation can help. For example, Courtney may feel that asking for a day off is selfish, and she does not want people to think of her as a selfish person. If, however, she recognizes that she is getting burned out from working too many hours and that taking some time off will improve her productivity, she may find it easier to assert herself when negotiating with her supervisor for that day off.

LEARNING Negotiating Agreement and Commitment

Negotiation is not limited to formal sessions across the desk with "the other party." We negotiate anytime we need something from someone else. William Ury, an associate at Harvard Law School's Program on Negotiation, reminds us that most of the important decisions we make in life are not made unilaterally. Most are negotiated. "Negotiation," says Ury, "is the preeminent form of decision-making in personal and professional life" (Ury, 1993, p. 5).

HOW IS YOUR SOCIAL CREDIT RATING?

The first competency in this module dealt with building and maintaining a power base. However, we can't exert influence in an organization or a group without knowing what kinds of influence people are ready to accept. This competency will deal with negotiating agreement and commitment. Successful negotiators know that trying to use power to force people into an agreement rarely results in optimal outcomes and can seriously damage relationships in the long run.

All members of an organization or group have a social credit rating. That rating goes up or down depending on how supportive, cooperative, and competent people perceive us to be. We do a balancing act. We have to be concerned about the needs of others, and we have to get our jobs done as well. Support is not automatic. We earn it moment by moment, turn by turn as we interact with other people. Ineffective negotiators believe that their assigned duties guarantee them support. Expert negotiators never take such support for granted.

THE VITAL ROLE OF DIALOGUE

An important preliminary dimension to effective negotiation is "dialogue," a process of working things out through a thoughtful sharing of viewpoints. Our colleagues at the management consulting firm, Vital Smarts, define dialogue as "the free flow of meaning in an atmosphere of mutual trust and respect." We don't learn from people we don't respect, and we seldom make commitments to people we don't trust. Our colleagues focus on improving the ability of clients to establish and maintain the conditions of dialogue. These conditions include three elements: mutual purpose, mutual meaning, and mutual respect. If one or more of these elements are not present, dialogue will elude us (Patterson, Grenny, McMillan & Switzler, 2002).

THE CONDITIONS OF DIALOGUE: MUTUAL PURPOSE, MEANING, AND RESPECT

The first condition, mutual purpose, is an "entrance condition" for dialogue. Without a clear and agreed-upon purpose, there is little point in investing in dialogue to begin with. When people and groups disagree, the disagreements are often about means or strategies, not about fundamental purposes; however, the purposes must be spelled out clearly from the beginning.

We once saw a group of environmentalists and real estate developers (two groups who seldom engage in dialogue) come together effectively because they had found a common purpose. Several people in each group had mentioned that as children they had learned to fish with parents and friends in a wilderness area whose future was now being hotly debated. They wanted to preserve that experience for their own children. With that mutual purpose established, the group effectively moved to a constructive dialogue on how to achieve it while still meeting other needs.

Mutual meaning involves each party knowing what the other is actually saying. Do we share the same definitions of terms, words, and expressions? Do I feel, as a participant in this dialogue, that my interests and opinions have been heard? "People never change without first feeling understood" (Stone, Patton & Heen 1999, p. 29). But how do we know we really have mutual meaning? When we can describe the other person's opinions, position, and feelings to his satisfaction. Another way to say this is, "To get anywhere in a disagreement, we have to understand the other person's story well enough to see how *their* conclusions make sense within it" (Stone et al., 1999, p. 30).

Mutual respect is also essential but fragile, especially if two parties have already had a disagreement or conflict. At least one party has to have the courage and wisdom to not resort to name-calling and blaming. When you watch two people in a heated argument, you're usually seeing a game of "tit-for-tat." I call you a name, you call me one; I threaten you, you threaten me. To create and maintain mutual respect, someone has to swallow hard and break the cycle of tit-for-tat. Nor can two parties move to silence, or even partial withdrawal, and hope to reach a constructive agreement. We demonstrate respect by listening respectfully, speaking candidly, and focusing more on solving problems than on placing blame. Box M4.5 provides an example of successful dialogue and negotiation in the field.

BOX M4.4 TOUGH-MINDED, SOFT-HEARTED LEADERSHIP

William Peace, a former executive with Westinghouse and United Technologies, does not apologize for being a tough-minded, soft-hearted leader. For Peace, soft leadership does not imply weak leadership, and a desire to consider many sides of an issue and listen to the recommendations of others does not imply indecisiveness. He learned a lot about establishing mutual respect from a manager named Gene Cattabiani, a vice president in the Steam Turbine Division of Westinghouse. Cattabiani faced a huge challenge with labor-management relations. The hourly employees in the division were fiercely loyal to their union leaders and convinced that management was out to get them. Managers, on the other hand, were equally convinced that the union leaders were turning employees against management at the expense of the company and even the employees themselves. "Most of these people are just plain damn lazy" was a comment often heard in management team meetings. "We need discipline more than we need negotiation," was another popular comment.

Cattabiani knew things had to change. The division was losing money, costs were climbing, and other companies were eating up market share. But how could he push for improvements and better performance when there was so much anger in the air? He came to the conclusion that he had to communicate with everyone in the plant. If dialogue were going to begin, he would have to step out and make the first move.

Because of the size of the plant and the presence of three shifts for each working day, he would have to give the same presentation several times on the huge shop floor to hostile audiences. His management team tried to dissuade him. "You don't have to submit to bad treatment," they said, "we'll give people the news in smaller groups." Another, stronger argument was that the risk was too great: "This will become a massive gripe session that may get out of control." But Cattabiani insisted and the meetings were held. Here's how Bill Peace describes what happened.

> The initial presentation was a nightmare. Gene wanted the workforce to see that the business was in trouble, real trouble, and that their jobs depended on a different kind of relationship with management. But the workers assumed that management was up to its usual self-serving tricks, and there, on stage, for the first time, they had the enemy in person. They heckled him mercilessly all through the slide show. Then, during the question-and-answer period, they shouted abuse and threats.

At this point, Bill Peace was convinced that Cattabiani had made a serious strategic error. The management team worried that this "weakened" leader had lost all credibility and would now be bulldozed by employees who were really flexing their muscles. But Peace and others began to notice some subtle changes in the days that followed the meetings.

> When Gene went out on the factory floor for a look around (which his predecessors never did unless they were giving customers a tour) people began to offer a nod of recognition—a radical change from the way they used to spit on the floor as he walked by. Even more remarkable was his interaction with the people who had heckled him at the meetings. Whenever he spotted one, be would walk over and say something like, "You really gave me a hard time last week," to which the response was usually something like, "Well, you deserved it, trying to pass off all that bullshit." Such exchanges usually led to brief but very open dialogues, and I noticed that the lathe operators and blading mechanics he talked to would listen to what Gene said, really listen (Peace, 1991, p. 46).

Reflection It is easy to become myopic in negotiation situations; negotiations that are narrowly focused are often the most difficult to resolve in a "win-win" fashion. Learning how to expand negotiations by including multiple interests can help to "make the pie bigger" and can also identify other areas where changes would be beneficial.

Module 4 Competency 5 Implementing and Sustaining Change

ASSESSMENT Changes in My Organization

Objective For this assessment you are asked to consider how changes are implemented in your organization. This task will help you obtain insights into the differences between successful and unsuccessful approaches to managing change.

Directions Think about two changes that have taken place in an organization with which you have been involved. The organization may be a work organization, a school-related organization, or a community group. On a separate piece of paper, carefully describe the following:

1. An implemented change that, from your perspective, was needed, was implemented, and was successful long after implementation.
2. A change that was attempted but was not successfully implemented .
3. From what you have observed, why was the first change implemented successfully but not the second one? If you can distinguish the content of the idea from the methods for implementation, identify the extent to which the success (or lack of success) of the proposed changes was due to content versus the implementation strategies.
4. Write down one change that you would like to make in that organization. If you received approval to make that change, what is the most important thing you would do in your efforts to implement that change? Why?

Reflection Successfully managing change in organizations is difficult. Although much can be learned by studying how other organizations have managed change, observing successful and unsuccessful change initiatives in your own organization is also important because some roadblocks to change are specific to a particular organization's culture.

LEARNING Implementing and Sustaining Change

Our society is currently experiencing change at an exponential rate. Change comes from many different sources including political and governmental initiatives, economic conditions, consumer preferences, social values, and advances in technology and knowledge. Although any of these sources of change can impact the way we work and live, for many of us, changes in technology have the most obvious impact on how we work. For example, today we can use our GPS to find a coffee shop near the beach

where we can use our cell phones and laptops to keep working on our PowerPoint presentations even when we are on vacation!

These common tools look quite different today from what they did when they were invented, as described by Acohido and his colleagues (2007). For example, the first hand-held cell phone weighed nearly 2 pounds and cost $4,000, when it was introduced in 1983. Also in 1983, the first portable IBM-compatible computer was launched by Compaq—with a $3,000 price tag and weighing in at 28 pounds. PowerPoint became available in a Windows version in 1990 and with the invention of WiFi in 1991, we found ourselves in a world where coffee shops could become workplaces. Of course until 2000, when the quality of satellite signals improved (James, 2009), most of us relied on maps, rather than a GPS system to find the coffee shop (and some of us still do!). As technology continues to advance, we soon may even be able to recharge our wireless batteries using WiFi—if Airnergy, an invention that debuted at the 2010 CES Tech Expo, lives up to its marketing (Long, 2010).

This brief history lesson serves as a reminder that how we do things today may be totally unlike how we do things tomorrow. But making the transition from one way of working to another is rarely easy. To successfully implement and sustain change, managers first must understand the forces for change as well as reasons for resistance to change.

UNDERSTANDING THE FORCES FOR CHANGE AND RESISTANCE TO PLANNED CHANGE

Changes are necessary in order to accomplish goals and objectives, such as improving efficiency, improving cost effectiveness, competing for money and resources, or improving services to clients. However, it has become fashionable to describe all "planned change" efforts as necessary, and to describe people who resist proposed change as "unwilling to leave their comfort zones," or simply, "resistant." We need to make the point at the outset of this section that not all proposed changes are beneficial. Many organizations have been run into the ground from too many changes being imposed too quickly. Some changes *should* be resisted because they are bad for the organization and the people in it.

When a change is being considered, the manager must ask whether a change is truly necessary and, if so, what specifically should be changed. More than 60 years ago, Kurt Lewin (1951) proposed a model called **force field analysis** that can be used to help managers understand whether a change is needed and whether that change is likely to be successful. Lewin's model is an analogy based on laws of physics: An object at rest will remain at rest unless the forces on the object to move are greater than the forces on it to remain stable. For example, when your car is parked in the driveway with the emergency brake on, it will remain there, in a stable condition, even if your neighbor's nine-year-old son decides to push on the car to try to move it. The emergency brake is a stronger stabilizing force than is the boy's force. If the car is put into the neutral gear with the emergency brake off, however, the forces for its stability are diminished, and it becomes more possible that the young boy could disrupt the equilibrium.