

Special points of interest:

- The next session of the Leadership Institute will be held February 22th from 8:30 a.m. to 4:00 p.m. at Old Main Village.
- Before the next session, please read the articles: "We Want Change; No We Don't" and "Creating Change Through Leadership," which have been emailed to you.
- If you would prefer a vegetarian meal, please let us know by Monday, February 18th.

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Day 5: Understanding the Dynamics of Change & Power

The next session of the Leadership Institute will be held on February 22, 2008. The agenda for the day includes many talented facilitators, and we look forward to each of their presentations.

The day will open with a presentation by Dr. Dan Sachau on "The Myths of Change." Dan Sachau is the Director of the Graduate Program in Industrial-Organizational Psychology here at Minnesota State Mankato. He is also the Director of the Organizational Effectiveness Research Group (OERG) at MSU, which is a group that provides HR consulting services to local and regional businesses. Before coming to Minnesota, Dan worked with Frederick Herzberg and Associates. Dan's research interests include employee satisfaction and motivation.

We will also have presentations by Dr. Jean Haar and Dr. Julie Carlson on "Change Management and Managing Resistance to Change". Jean Haar is an associate professor for the Department of Educational Leadership at Minnesota State Mankato. She teaches courses in educational leadership and educational administration. Jean is in her fifth year at Minnesota State University, Mankato. Before teaching in higher education, she served as a high school teacher and principal.

Julie A. Carlson is an associate professor in the Department of Educational Leadership at Minnesota State Mankato. She teaches courses for graduate programs in Educational Leadership and Experiential Education. Julie has taught and facilitated for various groups on the topics of group dynamics,



small group process theory, group leadership, leadership development, and organizational & systems change.

In the afternoon, Lori Lamb and Julia Andres will lead us in an interactive activity to help us explore the dynamics of power.

The Process of Change adapted from "Change Management 101: A Primer" by Fred Nickols

Every healthy individual and/or group experiences change. However, it is important to have a conceptual framework for change, so that you are able to develop well-organized and productive changes.

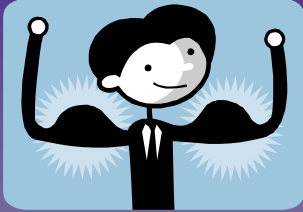
One view of the change process conceptualizes the stages of change as a constant cycle of "unfreezing, changing, and refreezing." From this perspective, the beginning and ending points of the change process are periods of total stability, while the middle state is one of movement. Although this particular framework is useful for examining change as a staged process, it may or may not be an accurate model to describe every situation. For

example, large changes, such as hiring a new university president, may result in prolonged periods of instability that can't be categorized as either "frozen" or as "changing."

A second view of the change process states that change occurs as a result of "problem finding" and "problem solving." In this case, change occurs when an individual or group is able to move from the "problem" state to the "solved" state. Many scholars dislike the terminology of this model, because it seems to indicate that there must be a "problem" before change can occur. Instead, it might be useful to think of "problems" as "opportunities," because in essence, every problem

that you face is an opportunity to grow in a new direction. Regardless of preferences about terminology, most scholars agree that the process of problem finding and problem solving should be a continual process.

Conclusion: it doesn't matter which model you use (or if you even use one), but you need to be organized and set your vision on the future when you initiate change. You must understand how others react to change and why. You should also realize that you will never be done making changes. (Unless you die.)



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About Change

I do not have to be perfect, and neither does anyone else.

Control is an illusion. It does not work.

I cannot change other people.

I cannot change things I cannot change,
and trying to do that will make me crazy.

The only person I can change is myself.

But, by changing myself,

I may change more than I can imagine.

~Anonymous

From *It's About Change It's About You!* by J.A. Romas and D.W. Zenga (2001), Dubuque,
IA: Kendall/Hunt Publishing Company, p. 195.

*Washing one's hands of the conflict between the powerful and the powerless means to side with
the powerful, not to be neutral. ~Paulo Freire*

The Basis of Power

adapted from "The Basis of Social Power" by John R.R. French and Bertram Raven

Have you ever wondered where power comes from? How do people obtain power? Is power good, bad, or both?

One theory of social influence and power, as presented by French & Raven (1990), suggests that there are two elements in each power dynamic: the person/group who gets influenced (P), and the social agent that exerts the influence (O). A social agent may take the form of another person, a role, a norm, or a group. The basis for the social agent's power may come from one of five sources.

Reward Power

Reward power is based on P's perception that O has the ability to mediate rewards for her. In this case, the amount of power O has over P depends on P's perceptions about the magnitude of the reward that O can bestow. One example of reward power occurs when professors (O) assign better grades to students (P) as an reward for high quality academic performance.

Coercive Power

Coercive power is very similar to Reward power, in that it

stems from P's perception that O is able to control P's punishments. O's power over P depends on P's perception of the severity of the punishment. For example, if a coach (O) exercises the power to bench athletes (P) whose grades are below a team standard, the players will perceive an increase in the coach's coercive power.

Legitimate Power

Legitimate Power is based on P's perception that O has a legitimate right to dictate P's behaviors. This type of power may be dictated by social roles, such as when a driver (P) pulls over to the side of the road at the request of a police officer (O). Or, it may also be a result of an interaction between O and P. For example, an employee (P) may follow a request from a colleague (O) if she feels that she owes the colleague a favor.

Referent Power

Referent power occurs when P wishes to identify more closely with O. The magnitude of the power depends on how strongly P wants to be like O; in this type of power, P might be influenced by O without even realizing it.

This is the kind of power that puts the "pressure" in peer pressure. It occurs when college students (P) wish to belong to a fraternity or a sorority (O), and when a student (P) follows the example of a respected mentor (O).

Expert Power

Expert power is based in P's perception that O has some special knowledge or expertise. P will usually compare O's knowledge to her own, as well as comparing it to an absolute standard. In this case, O has power over P's actions for as long as P feels less knowledgeable than O. Examples might include a client (P) taking the advice of an attorney (O), or a lost tourist (P) asking directions from a native passerby (O).

Conclusion: Power isn't good or bad, it just is. However, the way in which people choose to use power can be virtuous or corrupt. Before the next session, please consider how you are subjected to power, and how you use power as a leader.

*I hope our wisdom will grow with our power, and teach us, that the less we
use our power, the greater it will be.*

~Thomas Jefferson