

CHAPTER 3

WHEN PROCESS IS THE PROBLEM

Introduction

Like structure, sociologists could easily spend much of their professional lives dealing with process. Again, this makes sense. Sociology is the study of human interaction and process is an example of organized interaction. Applied sociologists can add value to the understanding and solving of problems related to process. The quality improvement movement in business, health care, education and government has emphasized the need to understand process. Let's see how this works.

In many ways we will use the concepts from the last chapter to begin our explanation of process. That's because one of the characteristics of process is its structure. Scriven identifies process as "all the things between input and output in a system." This a good start and a reasonable approach. But what are these "things?" One reasonable response is that they are "structures." They are organized systems of interactions that get us from input to output. Hence, they are guided by norms or rules for action.

What is Process?

Often applied social scientists are tempted to ignore process. From this view process is a "black box." In other words, people go into the process, this black box, they act - - bounce around inside for awhile- - and, then, they come out changed. Often the focus is on the outcome. What happened as a result of the "black box?" In an assessment of process, we get inside the "black box" and determine how it works. The basic assumption is that the structure of the process will have something to do with the outcome. Here's an example.

Compare a baseball game with a boxing match. While they may seem wildly different on the surface, their processes have much in common. First, the nature of the process is competition. By definition, competition as a process has several characteristics. In competition there are rules for how the game is played and rules for who will be declared a winner and who will become a loser. Fighting is not permitted in the baseball process (once in awhile it happens); batting is not allowed in a boxing match! In both cases, process is monitored and regulated by those who have the duty of maintaining the rules, umpires and referees. Norms are everywhere: the weight and size of the ball, the weight and size of the boxing gloves; the weight of the fighters, the number of players. The list seems endless. Sanctions are placed on failure to comply.

In both cases, two competitors or two teams enter the stadium or the ring (input) at an appointed time and space. They work through a system of patterned interactions that is somewhat linear: it starts at time a and moves ahead to time b. After the application of the baseball or boxing processes someone is declared a winner (output) through a structured process of assigning points. We could chart the flow of the humans through the baseball process and the procedures and decisions that are made that result in a decision and then an end in the process. Those who excel in either of these sports probably have personal and social factors that suit them to the process. How does this example translate into applied sociology?

Recently improving quality of products and services has shifted the focus from the individual worker to the process of how work is done. Sociologists have had this approach for many years, but we rarely are identified as professionals who see the world this way. Let's try to make sense of process. We need to assess all the components... all the things that could be part of a process: all the things between input and output. Of course, there are people in the system, and truly their personalities do count. But, as an applied sociologist our contribution is most

likely to be tied to the sociological things that we find end-to-end in a social system. Now, let's go back to one of our theoretical tools, namely structural functionalism and its systems approach to social action. A process is a definable human situation. It has two major sets of parts: (1) substance and (2) action. In short, process is both static and dynamic. It is something (substance), but it is changing all the time (action). Process is structured, it is ordered, it has shape: it becomes thing like, i.e. it's reified. Hence, process has all the components of structure. Because it is "thing-like" we can address it as such and work on it. At the same time, because it is a human construction we can build it. We can make it whatever we want it to be.

Because process is structured, it is made up of the basic building blocks of structure: norms. Now, let's look at the other side of process: action and perhaps, more importantly: interaction. Using the structural functionalist tools, we rarely find a social unit that doesn't have a function. A process exists as an interconnected set of actions which has been constructed to get something done. So the norms are connected in such a way as to guide action and produce an outcome. In a process, humans interact in predictable ways. Often they fulfill roles and statuses. The process becomes a system: a whole unit with interactive parts that has meaning within a culture. It becomes a way to do something.

Extending the functionalist idea, these processes may become dysfunctional. This system of organized parts simply may not perform the function it was meant to accomplish. The reason for this may be internal and/or external. Internally the norms and roles that are central may not be dynamic enough to keep up with the external changes that have surrounded it. The organizational "re-engineering" activity of the 1990's is an example of this response. "Down-sizing" and "right-sizing" were buzz words that related to the change in process. In "down-sizing" layers of organization, related roles and, of course, people in those roles are eliminated to make an

organization more efficient. Hopefully, in the process of eliminating structure the reorganization of the social system was “right,” able to effectively meet the needs of the organization.

Once again, basic sociological tools are useful in applied settings dealing with process. Reflecting on Merton's classic work, we remember the value of conceptualizing human social life as a contrast between cultural goals and institutional means (this is usually cited in relationship to deviance, but here we'll take another approach). A process likely emerges because a group, a culture, or a corporation responds to a need. You'll recall that this need may be tied to a vision, the vision to a mission and a finally to a set of goals. These abstract statements of value - - this place where the group wants to be - - sets up a condition in which one must answer the question, how do we get there? The set of steps taken to get to the end result Merton saw as institutional means... We might view this "means to an end" as a process. So a process turns out to be a lattice of norms structured between the input and the output.

Now, this meaning may transcend a corporate culture, or it may be central it. The notion of culture as "a way of life" is critical here. Culture and corporate culture, for example, are ways of doing things. As an applied sociologist you'll need to listen to people when they say "we don't do things that way around here." They are often talking about the engaging in normative process behavior. Process, hence, becomes a way to direct how things are done as well as what is done. How people conduct their daily work is in large part supported by the corporate way of life. The processes become imbedded in the culture and they are difficult to change. Very often, just getting people to “think outside the box” is a valuable ingredient in changing process.

So a process turns out to be a means to an end and an end in itself. Processes start to become forces in their own right. Because they are structures, we treat them like things. Here's

what we mean. The flow of paperwork through a company, of people through a mass transportation system or of patients through a health clinic are all examples of structured processes. People, information, or products move through this system of normed interactions to some outcome. At each point in the process, some change takes place. If we look at the process as only made up of people, we may make some serious mistakes. How human action occurs in this structure largely is based on the norms within.

As applied sociologists we may be called upon to work on a process in at least one of two ways. We may be asked to address an existing process, or we may be asked to create a new process. Let's look at each of these. There are similarities and differences in changing existing processes and creating new one. In either case we need to check our sociological tool box for clues as to how we might approach our task. Let's take this process, step by step.

Research Tools

Because process is structured, we'll want you to work on it! Applied sociologists can do their part to "engineer" or re-engineer a social process. Once again, we'll make this social reality "thing-like" so we can more easily work with it. Recall our discussion of strategic planning in the last chapter. We'll need to remember the planning procedure and the elements of a plan (vision, mission, goals, objectives, actions) in order to effectively act on a process. We'll look at two actions we can take: (1) changing an existing process, and (2) creating a new process.

Whether working with a process that is in place, or "starting from scratch" to build something new, we are faced with an initial concern: What process is needed here? The answer to this question lies at the end of a formal or informal needs assessment. By using survey research, focus groups and key informant interviews, you can identify the key functions this process is expected to perform. In discovering them we have defined the purpose of the process

and hence have addressed two elements in the planning process: the vision for the process and its mission.


If the process is in place, once we are armed with a mission we can continue, step-by-step to determine just what is going on and, then if appropriate, to recommend an alternative process. Hence, our next step is to describe the process. Our task is to answer the question: "What is going on here?" You may need to do some exploratory research here. You'll need to investigate what people are doing and how they are doing it. Don't be surprised if people in the process have very little knowledge or understanding of just what is going on beyond their own place in the system. You might expect something like this to occur in large, hierarchical, segmented organizations.

This type of organization has the work it does broken down into pieces. Parts of a procedure are broken into segments and done separately from the whole. Eventually, the parts are assembled into the whole and something is produced. This system is characterized by "top-down" management with extensive and multiple levels of statuses. You shouldn't be surprised if persons who occupy a role in this pyramid have little sense of the whole. This is only one structure for a process, there are many other, perhaps even infinite combinations for processes. The key here is that you need to determine the characteristics of the process before any meaningful change may occur.

To do this you need to take a look at the process. We recommend that you draw a picture of it. Plain and simple, a picture will help you understand several things: the structure of the process, the completeness of the system (are there any loose ends or process paths that go nowhere) and the properties of, the qualities of the process). How can we do this? Fortunately, we can construct a flow chart to determine this. Flow charts are commonly used in

many fields, not the least of which are the computer systems professions. The good news is

Basic Flow Chart Symbols

- Start (and Stop) 
- Process 
- Decision 
- Stop (Start) 

that there are a variety of uniform symbols that make it possible to understand flow through a system. The bad news is that there are a large number of these symbols. But, you can do most flow charting by using three basic symbols. These three are ovals (to designate the beginning and the end of the process "START" and "STOP"), rectangles (to designate processing... doing something to the object of the process) and diamonds (to designate decisions... "IF, YES..." go this way, "IF, NO..." go this way). Notice that the pictured process has a downward movement until a decision is reached. This particular process really doesn't use decisions effectively... whether yes or no we end up nowhere! Let's develop this process a little more with an example. Suppose we're screening applicants for a job. We decide in the first phase of the hiring process we want to receive applications (start--> process). Our next step is to decide whether we want to accept a person. If we accept her, we want her to move to a training program. If we reject a person we want to notify them professionally of our decision and remove them from the pool of applicants. What would this process look like?

The next step is to measure the flow through the process. To do this you'll need to determine the roles in the system-- just who does what? At what point do we find this behavior in the system? Then, we need to determine the nature of the units flowing through the system. What is supposed to happen? There is a velocity to a process. We need to determine how quickly something effectively moves through the system. Of course, there are other concerns. Clients will be interested in the cost of performing the process and the benefits received. Products, forms, people move through the process at a rate, a speed, that is the number of products divided by units of time. A process has an efficiency level based on its capacity to do what it is "supposed to." We need to be able to determine just what is happening at each step in the process. Is there a "log jam" anywhere? Is the work backing up at some critical point? Additionally, we need to determine the expense incurred in these "log jams." Processes need to be effective (do what they are supposed to do) and cost effective (minimize unnecessary costs in conducting the process). Remember, there will likely be both formal and informal versions of the process. If the process described formally "on paper" doesn't work for employees, they may create their own version that seems more effective to them. The fact is, they may be correct or they may not! In either case your analysis should objectively indicate what and how the process is transpiring.

Next, revisit the process mission. When your goal is to restructure a process, then, you need to find out just "what the process is intended to do." This means a return to the mission and the goals for this process. This may be yet another challenge. Michael Patton, a prominent evaluator, might label this as a "value free" situation. People may be involved in a process, but not be able to tell you just what it's "supposed to do." They may not be able to determine the overall goals or the purpose for "doing what they're doing."

Let's turn to a little basic sociology. Once again, we may apply the concepts to the process as a problem. A process like any structure is made up of norms. Norms are tied to collective values, and values are related to beliefs. All of this is anchored in the mission and the vision for the organization. If the elements of planning discussed in the last chapter are a little "foggy," go back and review them. The shape of the process should reflect the mission of the organization, or at least, the mission of the unit in the organization that you are analyzing. If "what we're doing" is not aligned with "what the process is intended to do" then we have a discrepancy, a problem. You may need to run some focus groups or key informant interviews to get this exploratory information.

Suppose no process exists. The initial procedure for constructing a new process is similar to what we have discussed above. Once again, consider using a needs assessment. Not surprisingly, establishing a purpose for the process is again important. Here is the point at which sociologists can excel. Sociologists know that the shortest distance between two points is not always a straight line! A way of getting the job done may be discontinuous in the corporate culture. For organizational or technological reasons, the most direct procedure simply may not work. For example, eliminating or changing someone's work role may make perfect sense on paper. But, if the labor unions in the organization or senior management do not agree with your proposal, you may quickly find that your proposed process will not work. The value of the conflict perspective and the notion of cultural relativity have special meaning at this point. Your process may appear to be "aerodynamically" sound, but "will it fly?" Let's consider why you may never "get off the ground!"

Your new process will be a synthesis. Remember, you are trying to get people to do things they've not done quite this way before. This is social change and it does not come easy.

You must be culturally sensitive to the way of life in the organization and the power centers inside and outside. To what extent can your process be implemented if key persons don't understand and/or support it? If the "common sense" of the organization is inconsistent with the proposed process the likelihood of success is diminished. We encourage you to consider the introduction of a new process as an ongoing process in which you obtain client "buy in" along the way. The next section demonstrates some ways that you can include your clients in reengineering. Effectively integrating client input into the process and communicating your model for your client's process are both essential.

Presentation Tools

Process is often difficult for people to imagine. Like many social forms participants may not envision that they are part of something bigger than themselves. So, your presentation on process requires visual images. As we recommended in the chapter on structure, your audience will benefit if they can "see it with pictures." Here are two ways to present this information: one way is static, the other is dynamic. The first just helps you to create and to tell the story. The second encourages your audience to get involved in it.

Diagram the process:

In this chapter we've discussed the value of a flow chart. A picture of your chart is essential when it's time for your presentation. The number of diagrams of this chart is a function of the descriptions and comparisons that you plan to make. For example, if you plan to compare the current process with a new one, you'll need at least two pictures: (1) the current process; and (2) the process as you expect it to be. Plastic templates are available if you want to sketch these by hand. Check the computer science or management information systems part of a college bookstore. You may even find these where you buy your computer hardware and software.

If you're using key informant interviews or focus groups to get information, the template, a pencil and a scratch pad are great tools. Remember this stage is the beginning of an iterative process. Make sure you have a big eraser! You don't always need a computer. Getting a working sketch of the flow chart for a process is a good start. You'll find that while people are engaged in the process everyday, they may not have consensus on just how it works. Chances are good that few people, if any, have seen the entire process. Keep translating thoughts to pictures until you have a comprehensive graphic presentation of the process you're describing. When your audience can see the process, they will begin to understand it more clearly.

Let's consider for a moment the sequence of events that has occurred thus far. First, you work with a group of clients to sketch a flow chart which depicts the process as it is now. . Remember that there will likely be a "formal" and an "informal" process. You may find multiple shared realities, hence, more than two flow charts. Secondly, from focus groups, survey data and observation you sketch an alternative process. This is the process as it "might be." You clean up these drawings and you write a description for each explaining the process in words. For now this might be just an outline.

Comparing the pictures:

Now compare the processes. Like our discussion of structure in Chapter 2, the process analysis will be an assessment of -

1. The discrepancy between the formal and informal pictures that you've already drawn;
2. The input from clients and key informants about how the structure should look, and
3. Creative professional input from you.

The outcome is a "proposed" process. You will still need feedback from clients.

Presenting the structures:

Your paper and pencil drawings may be adequate for intermediate presentations and discussion. But, you'll probably want something more formal when you take your presentation to the stakeholders in the project. Once you're sure that the flow charts are ready, turn to a computer software package which will help you make the presentation suitable for presentation. We don't advocate any particular brand of software, but a package like "Visio Express" can be helpful here. Create your flow diagrams on electronic or hard copy, then, prepare them for presentation in software like "Power Point" or "Corel" presentation packages. Put them on disk or on transparency for use in your presentation. "Bulleted" outlines discussing the flow through the process should accompany these pictures. By "bulleted" we mean, that the outline should provide key points only. For example:

- The process starts,
- It enters procedure one,
- A decision is made to...,
- The process stops.

OR

1. The process starts,
2. It enters procedure one,
3. A decision is made to ...,
4. The Process stops.

No matter what we learned in college, we've found that "keeping it simple" is all important. You may want to provide photocopies for your audience as well.

Feedback from these sessions may lead to a final picture for the process. Depending on the outcome of the presentation at least four things can happen: (1) the client will accept your

work, without revision; (2) she will accept it with revision; (3) the client will reject it but request revision, or (4) the client will reject it and not ask for revision. In alternatives 1-3, you're still in the game. You probably want to avoid alternative 4! If you land in alternatives 2 or 3 you'll find yourself back in the data collection, flow-diagram-drawing business again. Collect more data and continue the process of defining the process until you have agreement or, the contract runs out!

Here's another way to handle the creation of a new process design. This procedure gets the clients involved in some "hands-on" brainstorming.

1. Draw three flow diagram symbols on paper: (1) the oval for start and stop, (2) the diamonds for decision-making and (3) the rectangle for processing. You may use your plastic template for this or you may use a computer package. Make them big enough so you can put a small Post Its note on it, but small enough that you can put several of them on a table top.
2. Now, label each picture accordingly; one picture for each of the following: (1) start, stop, (2) decision, (3) processing.
3. Put the symbols on a photocopier and make multiple copies. You'll need more rectangles and triangles than ovals! Make the copies on cover stock (some thicker paper that will help here).
4. Cut out the symbols.
5. Now, get some Post Its or a similar type of paste-on note and several pencils.
6. Gather the key clients who will be involved in the process design. You may wish to break the group into several teams.
7. Explain the meaning of each of the flow chart symbols.
8. Allowing an hour or more, give each client or each client team a pack of symbols. On a flat, dry surface (like a table top) engage the clients in a brainstorming session in which they

physically create the flow chart by arranging the symbols in the shape of their perception of the process's configuration.

9. Encourage debate, dialogue and discussion. Use the Post Its(to explain the action that is taking place at each decision or process.

10. Stop the action and ask the participants to walk around to each version of the flow chart.

Of course, if there is only one flow chart you may stop.

11. Discuss the process. How do the participants perceive it? What are its strengths and weaknesses? Why did they construct it this way?

12. Record the diagram and the rationale.

Now you have accomplished three important things. First, you have a flow diagram created by the persons who need to understand and use it. Secondly, you have consensus on the shape of the process. Finally, your clients have been engaged in the procedure, and in this sense, they own it.

Sociologist As Expert

Are sociologists uniquely qualified to do process re-engineering? If this means that sociologists are the only ones who can do it, the answer to this question would be “No!” The bigger question is why haven't applied sociologists taken on restructuring? Once again, applied sociology would be an excellent fit for this type of work. The systems view of sociology and the holistic view of a problem would contribute to the understanding of the dimensions of a process. Furthermore, sociologists would immediately understand that nature of a process as imbedded in other social systems. Finally, sociologists doing applied work would be unlikely to overlook the intended and unintended consequences of changing a process. Let's take these in turn.

The functionalist perspective in sociology encourages us to view a process as a system.

We can return to the three questions we asked of structure in the last chapter, but in this case we can apply the questions to process:

- 1) What functions should the process perform? “What should it do?”
- 2) How should the process be structured to perform these functions?
- 3) What impact will this process produce?

What functions? This is really an application of the planning process. What is the mission – the purpose—of this process? This question is valuable whether we plan to create a new process or assess an old one. The question of purpose is central to reasoned structures, things that humans have collectively created. We may, again, need to step back and reflect on the social need which is present. Creating a clear picture of purpose and need grounds the process in substance. Sociologists would be valuable in conducting needs assessments to map the elements of the process which would be necessary to get the job done. They could help with the roles and role definitions as well as the organizational units which could be assembled to cover intended functions within the process.

Sociology can provide special help in structuring the process. When evaluating a current process for restructuring, sociology’s repertoire of skills and perspectives would once again be valuable. Sociologists add value to this project by mapping the unintended, latent functions that are have currently evolved in the old process. Finding elements of the process which are dysfunctional or without function is also a significant application of skills. A process evaluation which serves as a barometer of the process’s impact (summative) and which provides recommendations for change (formative) are both likely tools in a process redesign problem.

Assessing the impact of a changing structure adds immense value. Here we see the comparable problems we faced in our general discussion of structure in the prior chapter. From a sociological view the process is likely to be imbedded in larger social systems. This forces us to look “upward” and “downward” as well as “side to side.” Looking “upward” we’ll want to know if this process is intrinsically tied into some other system at a level of social organization above it. We need to determine the linkage of the meso to the macro for example. Similarly we need to look downwardly. Are there processes below this one that are dependent on it? Here we may be viewing the connection of micro level processes to meso level. Clearly, we need to determine processes that are networked at the same level. If we’re assessing a process and its impact the impact may resonate in all directions. Taking this 360–degree look around a process is valuable and reflective of a sociologic view. Because need may arise in all directions, impact may be felt in all directions. One must systematically assess the intended and likely unintended outcomes of a change in process. Remember, humans (as well as other resources) are personally and functionally imbedded in this structure. Any adjustment to it will be felt at varying levels throughout.

Case Study

Again, the importance of understanding process as the problem is a critical element in quality improvement. Total Quality Management or Continuous Improvement Models rely on process analysis or re-engineering to improve how they conduct business. Suppose local company complains of having “hiring and keeping” good people. You meet with the CEO who shows you salary studies that indicate that his company pays comparable salary and benefits with others in the area. He wonders if there’s something “wrong with the people he’s hiring.”

Many things could be problematic here. But, this time your task is look at the hiring process. You set out to conduct a process evaluation. We can return to the Five D's we discussed in the last chapter for an outline.

1. Define it.

In this case we are working on a process. We need to determine several things about the process:

- a. What are the boundaries of the process? Here we want to know where the process starts and where it stops.
- b. What does the process look like? Draw a flow chart of the process. Determine the roles and role expectations for persons and groups in the process.
- c. What is it supposed to do? Determine the mission, goals, objectives and outcomes that are expected from the process.

2. Design it.

Now you must decide how you will research the process.

- a. What functions is the process intended to fulfill? This may sound a little redundant from item "c" above. The difference is that in this stage we might want to do some primary research. A needs assessment and some exploratory research will help us determine the answers to this question. This questions is critical because it sets "baselines," fundamental definitions and guidelines for comparison.
- b. You may be able to create a quasi-experimental design. From your diagram of the flow chart in the definition phase and your needs assessment, you may move toward a strategy in which you can compare three conditions: (1) what the process is, (2) what

it currently is expected to be, and (3) what it could be. This design means that you'll need researched models for each.

- c. Techniques employed here could vary. Surveys among workers, managers and those who have participated in the hiring process would help gauge present and ideal states for the process. Focus groups would provide some "what and how" types of data for process design. Secondary analysis of company records would likewise provide valuable information on the flow through the process.

3. Decode and encode it.

In this step you're making sure that you know what will be measured and how you will measure it. As a start you'll likely, you'll need to –

- a. Determine the success measures that the stakeholders indicate to be important to the process. The clients may know best what they need from the system, and they can tell you the indicators of success. Keep an ongoing list.
- b. Measure manager, employee and new hire attitudes toward and satisfaction with the process;
- c. Determine the number of people passing through the process at each point in the process. You'll need to provide frequencies and rates of flow;
- d. Measure the cost to process a successful new hire? What does it cost to run the system: salaries, equipment, overhead, etc.?
- e. Measure input from managers, employees and new hires on strengths, weaknesses and recommended improvements for the system.

4. Do it.

You already have been in the field collecting information to define the problem, create the research design and measure the important indicators. Now, you need to implement the surveys, locate the “in-house” data sources to complete your measures and conduct the focus groups and key informant interviews.

5. Deliver it.

Use the presentation strategies outlined in this chapter. In short –

- a. Structure your report to meet clients specifications.
- b. Engage the client in the flow chart design or redesign if this is appropriate.
- c. Use transparencies or electronic presentation devices and software to present the three process designs: (1) what the process is, (2) what it currently is expected to be, and (3) what it could be.
- d. Provide a “bulleted” outline of supporting descriptions and outcomes of the research and the proposed process.
- e. Deliver a “hard copy” of the report in a manner appropriate with the corporate culture.

Exercises

Here are a few exercises that will help you identify structure and the impact of change within a process. These exercises require a combination of life experiences and your understanding of process.

1. Select a process at the micro (self or person level), meso (the group/organizational level) and the macro levels (societal level). Identify a process at each level. Generally, describe the purpose, that is, the function for the process. “What is it supposed to do?” Now select one of these three and describe the flow through the process. What happens to somebody or something as it progresses through the process?

2. Select a process in which you currently participate. From “inside” process, diagram a flow chart that maps the elements of this system. Does the process tend to be linear and non-recursive? Does it appear to cycle, that is, feedback on itself and is recursive? Consider the following: (1) Does the structure of the process have an impact on you? (2) If “yes,” describe how the process makes you feel, act and/or think in a certain way?

3. Locate two processes that have been created in different groups or organizations to essentially “do the same thing. For example, the process of raising young children in a family or in a day care center; the process of selling and distributing retail merchandise (cars, food, information) or the process of distributing education-- it’s your choice. Visit each of these groups. Describe and diagram the process for each. Now compare them. How are the structures different? How are they similar? Explain how the value systems, the corporate mission, goals and objectives appear to have an impact on the outcome.

4. What is the impact of changing a process? In the newspaper, daily magazines, the Internet or other media, select an example of a process which has been changed. For that process, describe (1) the nature of the process; (2) when and where it changed and (3) the reason it changed. Now, and importantly, (4) describe the impact this change had at the macro, meso and micro levels.

5. Select a process within any group or organization. Produce a plan for restructuring it. Diagram the old process. Using key informant interviews, collect information which will give you clues on how to modify or create a new version of the current process. Diagram the new process. Outline the differences between the old and the new processes. Why do you believe that the new process will be “better” than the old one? What impact would your

change have on the people in the process and on the functions that the process performs? What resistance would you expect to get from people living in this group?

6. Complete exercise #5 above. Now create a brief proposal which outlines your recommended changes to the process and present your findings to someone in authority in the group. Outline the (1) Mission or purpose of the new process, (2) The goals and objectives you have for the new process, and, (3) the action steps that you believe are necessary to enact your change. In addition, provide a diagram of the new process and your reasons for making the changes.