



Ross School of Business at the University of Michigan

**Independent Study Project Report**

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So how do our beliefs drift out of alignment from our values? There are four mechanisms worthy of attention:

1. Self-defeating Beliefs

Analysis of one's beliefs about an experience provides a tool to realign values and actions. The exercise on page 16 entitled "What must happen?" highlights our defining beliefs and motivates behaviors inconsistent with our values.

**Exercise:**

Review your values. In the section below, list three self-defeating beliefs, which have made it difficult or perhaps impossible for you to have experienced your most valued feelings.

2. Negative Beliefs

We might define "anti-values" as those negative feelings, which we most want to avoid. In order to experience anti-values such as despair, jealousy or hatred we must, often unconsciously, maintain beliefs about ourselves and others, which undermine our more empowering, values. For instance, in order to experience despair one must focus on beliefs associated with hopelessness, powerlessness and lack of self-worth. Just as self-defeating beliefs make it difficult to feel good, negative beliefs make it easy to feel bad.

**Exercise:**

In the section below, list three negative beliefs which are necessary or make it likely for you to experience those feelings which you most want to avoid.

3. Conflicting Beliefs

At other times, beliefs associated with different values may actually conflict with each other. For instance, consider people who believe that in order to be loved they must be successful, and that in order to be successful, they must work harder than other people in the office. Such people may have difficulty acting in ways in which their spouse or partner experiences them as being intimate. They value intimacy but they are never at home.

**Exercise:**

In the section below, list three pairs of conflicting beliefs. In addition to the example above, consider other beliefs such as "look before you leap" verses "nothing ventured, nothing gained."

### Conflicting Values: Needs Identification

A failure to adequately understand and define ones needs creates seeming conflict between values. Consider a person who values health and serenity if eating is a major way they believe they can reduce stress then such a person may very well develop behaviors which are in conflict with being healthy. For them health and serenity may appear to be in conflict.

### **Exercise ;**

Review your list of values. Consider three pairs from that list which might at times conflict with each other because of the beliefs you hold about those values. Examples might include love and freedom, security and adventure, contribution and security or growth and adventure.

## **Integrity Alarms: The Power of Negative Feelings**

“People seek solutions to new problems in the same places where they found the old ones. In the face of stress and pressure, when the attention span diminishes, there is a tendency to become rigid. Instead of responding creatively, when innovative action is most needed, people increase their commitment to their old patterns. They implement their most ingrained natural response.”

“Warning signals that suggest a need for change tend to be denied.”

Robert Quinn, Deep Change

What process can we use to:

1. identify integrity gaps between our values and our actions and
2. discern the patterns of thinking which define those gaps?

Until now, our attention has been focused on nurturing and enhancing the experience of positive feelings through actions in beliefs that allow us to experience our most valued emotional states.

So what is the purpose of negative feelings? How can we use negative feelings to shape the direction and quality of our lives, to effect deep change?

Negative feelings can be a barometer of our integrity gaps. Like a compass, negative feelings are the signal that we are off course. Rather than deny, ignore or avoid our negative emotional states, negative feelings can be embraced in order to learn from and utilize them.

On page 13 we demonstrated how altering the meaning of an experience alters our emotional reaction to a circumstance. Now we go a step further. We extract the message from a negative experience in order to learn and grow, in order to feel vital and empowered. In this way, negative feelings are no longer places to avoid or be stuck, negative feelings are no longer obstacles, but rather they are sources of information, power and energy. Like a lap swimmer moving towards the pool wall, we maneuver and utilize the wall for rebound; we push off with greater speed.

## **Transforming Negative Feelings to Deep Change and Vitality**

Awareness can transform adversity into opportunity. It provides us with "the capacity to get lost with confidence" and offer us the emotional resources to "build the bridge as we walk on it." Each of us tends to experience certain negative emotions or signals on a regular basis. Such experiences can help define directions for our personal growth. In this next exercise, we will create a map for change based on recurring, negative feelings. In the box below, list a negative feeling you experience on a regular basis. Write down a trigger for that feeling and describe the meaning, up till now, associated with that feeling.

### **Emotional Signal**

Negative Feeling

Trigger

Meaning

Signal (New Meaning)

Change in Behavior

Change in Perception

SUMMARY: In the past, when I felt \_\_\_\_\_, it used to mean

I am now aware that this feeling is a signal that

Evaluate:

Below is a list of potential negative feelings and next to each is a message that this feeling might be sending as a signal.

### Emotional Signals

<u>Feelings</u>	<u>Signals</u>
1. Boredom	Lack of Adventure
2. Fear	Danger
3. "Hurt"	A Broken Connection with another
4. Anger	Violation of ones standards by another
5. Frustration	Need for flexibility
6. Disappointment	Unmet expectations
7. Guilt	Violation of a personal standard by ones self
8. Shame	Need for improvement
9. Overwhelm	Need for priority
10. Loneliness	Need for connection

Now, return to the prior exercise and consider the message, which your negative feeling might be signaling. Enter this message in the section called "signal". An emotional signal is a call for action. If the signal is real then one must develop a plan to change behavior. For instance, real danger is a call for preparation. Real embarrassment is a signal for necessary improvement. However, when signals occur as a consequence of psychological distortion, then the call to action is a call to change perception. For instance, shame in the face of excellent performance requires a reevaluation of standards or hurt in the context of appropriate behavior by others requires a reevaluation of ones attitude in the relationship. In either case, a negative feeling is an emotional signal, which requires a response, either a change in psychological perspective or a change in behavior. If the signal is real, the question becomes "How do I respond?" If the signal is a consequence of a misperception, the question becomes "What else might this circumstance mean?"

Complete the exercise above by noting whether the negative feeling required a change in behavior or a change in perception, and specifically describe that change.

Conclude the exercise by completing the sentence at the bottom of the box: **In the past, when I felt \_\_\_\_\_, it used to mean \_\_\_\_\_.**  
**I am now aware that this feeling is a signal that \_\_\_\_\_.**

Finally, consider three other negative feelings, which you experience on a regular basis. In the boxes on the following pages, enter each feeling and complete the exercise

**Emotional Signal**

Negative Feeling

Trigger

Meaning

Signal (New Meaning)

Change in Behavior

Change in Perception

**SUMMARY: In the past, when I felt \_\_\_\_\_, it used to mean \_\_\_\_\_.**

**I am now aware that this feeling is a signal that \_\_\_\_\_**

## Emotional Signal

Negative Feeling-

Trigger-

Meaning-

Signal (New Meaning)

Change in Behavior

Change in Perception

**SUMMARY:** In the past, when I felt \_\_\_\_\_, it used to mean

\_\_\_\_\_.

**I am now aware that this feeling is a signal that**

\_\_\_\_\_

### **Anti-values: Feelings We Most Want To Avoid**

Resolve to be good today but better tomorrow.  
Katherine McCaully, 1842

Let's review. We have defined values as the positive feelings, which we most value in life. We discussed how integrity gaps are the gaps between our values and our current behavior or beliefs. Also, we have explored how negative feelings can be used as signals or alarms to direct our attention towards gaps in our integrity.

The purpose of this next section is to close gaps in integrity by periodically reviewing our negative feelings. Specifically we will focus on those behaviors and beliefs, which are necessary to create and sustain those negative feelings. We will study the behaviors and beliefs, which produce gaps in integrity. Information from this exercise will regularly provide us with a view of those beliefs and behaviors, which we must maintain in order to live in a meaningful and fulfilling manner. Similarly, this exercise allows us to identify those beliefs and behaviors, which we must change.

In the space below, list four negative feelings, which you most want to avoid in life.

#### **Anti-values (Negative Feelings)**

What are the feelings in life that you most want to avoid?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Now enter one of these negative feelings in the space below where it states:  
“Avoiding the experience of \_\_\_\_\_”. Then again, at the top of sections one and two, enter that negative feeling into the space provided.

In section one, list the beliefs, which you must hold in order to experience that negative feeling.

Similarly, in section two, enter the behaviors, which you must do in order to have that negative feeling.

Now, examine sections three and four. In the space provided at the top of each of these sections, enter the opposing positive feeling which you intend to experience **instead** of the negative feeling which you used to have.

In section three, describe what you must instead believe to support that opposing positive feeling.

Again, in section four, list what you must do to shun that negative feeling and instead maintain integrity with how you want to feel.

On the next page repeat this exercise with the three other negative feelings which you most want to avoid. Upon completion, return to your personal map on page,24 and enter any newly discovered behaviors or beliefs, which support your values. In addition, at the end of this section is a sample format for summarizing your new approach towards negative patterns of thinking and behaving.

**Avoiding the Experience of \_\_\_\_\_**

1

3

<p>In order to feel _____, I must believe:</p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> <li>5. _____</li> </ol>	<p>Instead, in order to feel _____, I must believe:</p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> <li>5. _____</li> </ol>
---	--

2

4

<p>In order to feel _____, I must do the following:</p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> <li>5. _____</li> </ol>	<p>Instead, in order to feel _____, I must do the following:</p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> <li>5. _____</li> </ol>
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Avoiding the Experience of \_\_\_\_\_

1

2

<p>In order to feel _____, I must believe:</p> <ol style="list-style-type: none"><li>1. _____</li><li>2. _____</li><li>3. _____</li><li>4. _____</li><li>5. _____</li></ol>	<p>Instead, in order to feel _____, I must believe:</p> <ol style="list-style-type: none"><li>1. _____</li><li>2. _____</li><li>3. _____</li><li>4. _____</li><li>5. _____</li></ol>
---	--

3

4

<p>In order to feel _____, I must do the following:</p> <ol style="list-style-type: none"><li>1. _____</li><li>2. _____</li><li>3. _____</li><li>4. _____</li><li>5. _____</li></ol>	<p>Instead, in order to feel _____, I must do the following:</p> <ol style="list-style-type: none"><li>1. _____</li><li>2. _____</li><li>3. _____</li><li>4. _____</li><li>5. _____</li></ol>
--	---

Avoiding the Experience of \_\_\_\_\_

1

2

<p>In order to feel _____, I must believe:</p> <ol style="list-style-type: none"><li>1. _____</li><li>2. _____</li><li>3. _____</li><li>4. _____</li><li>5. _____</li></ol>	<p>Instead, in order to feel _____, I must believe:</p> <ol style="list-style-type: none"><li>1. _____</li><li>2. _____</li><li>3. _____</li><li>4. _____</li><li>5. _____</li></ol>
---	--

3

4

<p>In order to feel _____, I must do the following:</p> <ol style="list-style-type: none"><li>1. _____</li><li>2. _____</li><li>3. _____</li><li>4. _____</li><li>5. _____</li></ol>	<p>Instead, in order to feel _____, I do the following:</p> <ol style="list-style-type: none"><li>1. _____</li><li>2. _____</li><li>3. _____</li><li>4. _____</li><li>5. _____</li></ol>
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## Freedom from Negative Patterns

I shun the feeling of \_\_\_\_\_. I recognize that I can only feel \_\_\_\_\_ when I believe the following:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

and when I do the following:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Instead

I commit to myself that whenever the following trigger occurs:

\_\_\_\_\_

I can and must believe:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

and I can and must do the following :

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Steps To Change

In the previous sections, we developed a strategy to identify those behaviors and beliefs, which we must change in order to experience the feelings, which we most highly value. Simplistically put, we identified ways of acting and thinking which allow us to feel good. In this next section, we describe a strategy for making that change.

Think of a behavior or belief you wish to change.

1. Describe the desired change in positive terms. For instance, rather than state "I don't want to be indecisive and rigid" state "I want to be open to opinion and trusting of my conclusions." Or rather than stating "I don't want to feel guilty" state "I want to feel free and decisive"
2. What up till now has been stopping you from taking action to make this change?

Most of us give little consideration to this question. Lacking an answer we plow on, usually with failure to make a change. Here the mental links to pain and pleasure form the governing pattern of our behavior. In one form or another, you link pain to changing and pleasure to staying the way you are. Meanwhile, the pleasure from the change and the pain from not changing are too distant.

Reexamine the behavior or belief you wish to change. In the corresponding numbered box answer the following questions.

1. What are the benefits of maintaining the current behavior? For instance, if over eating is a problem the immediate benefit is the pleasure of food, the sense of satiation or perhaps the emotional distraction which eating provides.
2. What is the immediate discomfort that making a change will cause? In other words, what is the cost or pain associated with making a change? Here the pain might be real or imagined. Painful consequences which are unknown and imagined are usually more significant than the pain of our current situation. The unknown always entails the possibility of more painful consequences. The unknown equals danger.

## Shifting Focus

### Short-term Focus

1	2
<u>Current Behavior</u>	<u>Desired Behavior</u>
Immediate Pleasure Feeling: _____	Immediate Pain Feeling: _____
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

### Long-term Focus

3	4
<u>Current Behavior</u>	<u>Desired Behavior</u>
Long-term Pain Feeling: _____	Long-term Pleasure Feeling: _____
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Note, that in order to continue a behavior or belief which you consciously want to change, you must focus on the short-term effect of the change i.e. you must focus on the immediate benefit of the current behavior or belief and the immediate pain of making a change. With a short-term focus, change is difficult, if not impossible, because change means pain. With the certainty of pain, there is no motivation to change no matter what you tell yourself.

## **Shifting**

Shifting focus entails examining the long-term cost of the behavior. Be very specific in examining the long-term effects of the behavior you wish to change. Notice, not only its direct effect on you, but the effect of this problematic behavior on how you see yourself, how you feel about yourself and how others see you.

Now, return to the previous diagram and in the appropriately numbered box answer the following questions.

3. What are the consequences of this behavior or belief one, five and ten years from now? How does this make me feel about myself? How do others see me when I do this?

4. Now, consider the effect that this change will have in your life. Answer the following questions:

How will I benefit from making this change? What are the consequences of this change one, five and ten years from now? When I see myself making this change how do I feel about myself also, how will others see me when I make this change?

## **Reassessment**

By shifting our focus from the short-term to the long run horizon for consequences we make changing fulfilling and pleasurable, we make not changing painful. This process gives us motivation through specific reasons to change. By linking long-term pain to our present behavior and by linking long-term benefit to the change, we make changing a requirement, something that we must do rather than something that we should do.

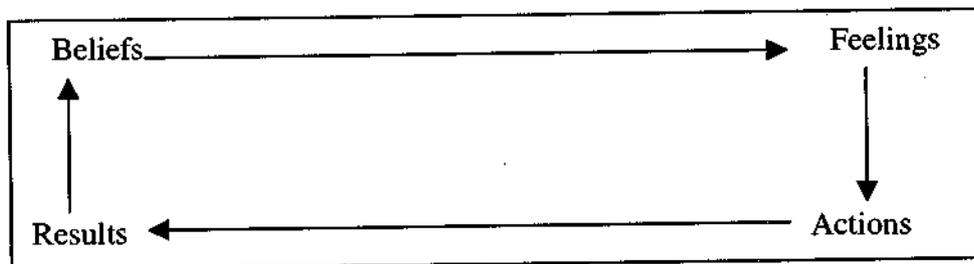
When a task or change is considered by us to be a must or absolutely necessary, our focus is on the long-term consequences despite any immediate inconvenience or discomfort. Our behavior becomes consistent with our decisions because we experience in the moment the long-term pleasure of this behavior.

## Breaking A Pattern

Once we have created motivation for change we must now break the pattern of the old behavior. Behavior patterns are the consequence of mental maps, which form the linkages between beliefs, feelings, actions and events (results).

Furthermore, notice how each component of the map influences and reinforces the others. Patterns of beliefs, feelings, actions and events tend to become mentally entrenched or anchored.

In particular, any event that occurs in the presence of intense emotions becomes anchored to those emotions with their associated beliefs and behaviors. Because of this phenomenon, beliefs tend to be self-fulfilling. Notice the diagram below.



What we believe about an event influences our feelings; how we feel effects our ability to act; and how we act determines the results we produce. In the end, results confirm our beliefs.

On the other hand, any action or thought that is new or especially unexpected has the potential to interrupt the pattern. Examples of formed patterns might include:

1. Eating when tired or depressed.
2. Procrastinating a task or delaying a decision when you're anxious.

Exercise :

Now consider the behavior, which you wish to change. In the table below, write down the triggering circumstances (the event that "causes" your behavior). Also describe the meaning that you give to that event, and the negative feelings, which result from that meaning.

Triggering Event

Meaning-

Negative Feeling

Response-

Intentions of the Old Response

New Meaning

New Response

New Feeling

The key to interrupting a pattern is to alter the meaning of its triggering event. Return to the table above. Consider and record what were the intentions of your old response. How was your old response connected to the meaning by which you understood that event.

Now reconsider the triggering event and in the section "New Meaning" record an alternative meaning for that event. Consider meanings, which support the new behavior to which you wish to change. You might do this by reviewing the questions from page 8.

**How can I experience this event in a way that:**

<b>1. Uniqueness</b>	I will feel special when I do this activity?
<b>2. Connection</b>	will connect me to others?
<b>3. Certainty</b>	I will feel secure?
<b>4. Uncertainty</b>	will excite or stimulate me?
<b>5. Growth</b>	will make me grow or make me better?
<b>6. Contribution</b>	I will help or contribute to others?

Finally recall that a new action frequently will alter the meaning of an experience. Even without conscious awareness, new behavior will disrupt an unwanted pattern. In fact, the more outrageous the better. Outrageous or unusual behavior will reliably disrupt old patterns.

**4. Choosing an Empowering Alternative**

Interrupting a pattern is like breaking a sequence, disrupting a train of thought or scratching across a record. For the moment, the pattern of response is interrupted. Here a void is created and we must provide a new response, an active, conscious, purposeful choice, an empowering alternative behavior. This empowering alternative behavior recognizes the positive intent behind all-dysfunctional behavior and beliefs. There is a psychological purpose behind even the most evidently self-destructive behavior. Simplistically put, the focus of our actions is to avoid pain or achieve a form of pleasure. This pursuit may take complex psychological forms but its activity is always directed towards a need. Therefore, a new effective alternative behavior must be a positive means of meeting that need.

Review the intentions of your old response and in the section "New Response" envision an alternative behavior which truly meets the needs of the initial behavior and empowers

Ask yourself, what need did that old behavior fulfill? How can I fulfill that need in a way, which empowers me?

Now, reexamine the alternative behavior to see if it truly empowers you. Answer the following questions and refine your new response until these criteria are satisfied:

1. Is it consistent with your values; does it support how you want to feel?
2. Does this new behavior satisfy the earlier need of the behavior which it replaces?
3. Does this new behavior benefit me long term?
4. Are there any ways in which this new behavior violates other needs I may have?
5. Are there any ways in which others around me, about whom I care or about whom I am responsible, are harmed?
6. In what ways, might this response benefit others?

Finally, in the section "New Feeling" answer the following question. How do I feel when I imagine responding to events with this new behavior or new way of thinking?

### Creditable Commitment

Once you've established the new behavior, you must now make a credible commitment. This commitment is a signal to your brain. It might include:

1. Setting up a reward system.
2. Informing your colleagues and seeking support.
3. Making the change public.
4. Altering your lifestyle to be consistent with the new change.
5. Cutting off all possibility of not changing.

**List five specific actions, which will make your new decision a credible commitment.**

- 1.
- 2.
- 3.
- 4.
- 5.

6. Rehearse and Condition  
Rehearse and condition the new response mentally.

Imagine yourself being presented with the triggers, which used to stimulate the old behavior. See yourself responding to these triggers in the new way. Notice how that feels. What you say to yourself. What you look like responding with the new behavior. Now, describe how this new response makes you feel. What about his behavior creates these feelings? What does this change mean to you?

7. Test Yourself  
Actively put yourself in situations, which used to trigger the old behavior response. Continue your mental conditioning and testing until the new behavior is a reflex, a part of you.

**Exercise:**

Write down a plan of how you will test and condition this new behavior. List five triggers which used to trigger the old behavior and next to each write down how you will respond and how that response will make you feel

Trigger-New response-Feeling

- 1.
- 2.
- 3.
- 4.
- 5.

**Summary**

Let's review the seven steps to changing a behavior or a belief.

1. Define what you want.
2. Establish motivation by shifting focus.
3. Interrupt the pattern.
4. Create a new meaning.
5. Develop an empowering alternative.
6. Make a credible commitment.
7. Reinforce the new response through visualization.
8. Test and Condition yourself through active exposure to specific triggers until the new response is a reflex.

## PART TWO

### LEADING ORGANIZATIONAL CHANGE

Until now, the focus of the workbook has been on personal change. We now shift to organizational change. Specifically, how does the individual leader affect a shift of paradigms within the organization? Deep Change describes how organizational change occurs because of the leader's relationship with people in the organization. By expressing, through language and behavior, the leader's values, integrity and vision, this relationship becomes a catalyst for paradigm shifts within the organization.

"In internalizing the transformational paradigm, the leader becomes independent of the organization. The leader's behavior is self-determined and self-authorizing and the leader is attached to the organization by choice not fear. By taking a moral position and pursuing what is right for the collective, other organizational members are motivated by the leader's actions and power. They too are willing to take deep personal risks and follow their leader's direction because the leader believes in the vision, to the point that personal failure, firing or assassination is acceptable. Thus when organizational members see their leader "walking the walk and talking the talk," they themselves are inspired to take significant risks for the good of the collective. The transformation of the organization progresses as the leader draws energy and vitality from this ultimate source of power." Robert Quinn, *Deep Change* page 128

Transformational leaders establish rapport with people. They make them feel appreciated and understood. They create a bridge between themselves and others. This is done through language, symbols and especially action. Transformational leaders achieve rapport by involving themselves in the details of people's lives. They go to the trenches, they walk the production lines. They visit the villages and their involvement is genuine and earnest.

Stephen Covey notes that transformational leaders create something new in their relationships with people., Neither person is controlling it. It is unplanned and unexpected. The reward is the creation of something unexpected and totally new. This creation is the result of the exchange of understanding, new insights, and learnings in the relationship. It is a consequence of mutual interdependency.

## **Transformational Change: An Alternative Approach to Changing Organizations**

Traditional approaches to organizational change include:

1. Persuasion (Empirical, rational model).
2. Coercion (Power-coercive strategy).
3. Collaboration (Normative re-educative strategy).

However, most efforts at organizational change fail.

“Cameron finds that as many as three quarters of all reengineering, TQM, strategic planning and downsizing efforts have failed or have created problems which are serious enough to threaten the survival of the organization. Why? Because the change agents neglect the organizational culture, thus fail to successfully alter the human system.”

Robert Quinn, Advanced Change Theory (ACT)

Transformational change is different from traditional approaches to change. Traditional approaches to change are embedded in a hierarchical system which respects structure, rules, position, hierarchical control and authority and exclusive boundaries, all of which are embedded in past differentiations. On the other hand, transformational change is value driven. It nurtures structures without boundaries; such structures enhance interdependency, connection, openness and equality. It emphasizes role rather than position. Most critically, the foundation of transformational change is vision.

The first assumption of the transformational paradigm is the most radical and the hardest to understand. This paradigm does not assume personal survival but instead vision realization at any cost. If the vision lives and thrives, it does not matter if the leader is fired, assassinated, or humiliated. The vision itself is far more important than personal survival.

Deep Change page 124

While at early levels of development, formal authority or control might have been necessary, values now become the central priority for a growing organization. This shift to values reveals two inherent weaknesses in hierarchical controlling systems:

1. **Manipulation.**

Access to information, resources and opportunity is allocated according to ascending positions in the hierarchy. Past history and the benefits to the organization justify the price paid by most of the individuals.

2. **Hypocrisy and self-deception**

Progression and reward in a hierarchy is contingent upon success, or in some cases, simply avoiding the appearance of failure. Therefore, “When people begin to encounter even the suggestion of failure they become defensive and shut down. Their capacity to learn closes at that moment when it is needed most.” Avoiding, denying and concealing replace sharing, learning, growing and contributing. Hypocrisy and self-deception become easily rooted in such environment.

From the above discussion, one can clearly see a difference in purpose between the traditional and transformational approaches to change. While the traditional approach promotes change in a context of authority, control and stability, the purpose of transformational change is interdependent community, contribution and growth. These are markedly different purposes.

The consequence is that the transformational leader “recognizes a merging reality and strives for inclusion, openness and the development of an emergent community. An emergent community involves the enactment of a new social order and emphasizes equality in relationships.”

Also, “Instead of acting out of self interest, these change agents sort to achieve a higher purpose, thereby overcoming hypocrisy and self deception. They were not necessarily protected in all aspects of their life, but they were willing to recognize and strive to reduce their integrity gaps, particularly in their attempts to change others.

#### **Your Organization**

Evaluate the policies and procedures of your organization. Is their purpose maintaining stability or contributing to the individual stakeholders in the organization?

## **Value Driven, Action Oriented Change**

In this next section we discuss specific qualities of transformational leadership:

### **Transformational leadership**

1. Change others by changing yourself
2. Change self through alignment with values
3. Free oneself from the system of external sanctions
4. A vision for the common good
5. Take action to edge of chaos or acting on faith.
6. Reverence
7. Inspire high standards
8. Cognitive Complexity

### **Change Others by Changing Yourself**

We influence others by changing ourselves in relationship to other people's needs. Instead of saying "Here's what I need and what can you do about it", transformational leaders ask of others "What do you really need?" and examine how they can change in response to that need. This is the essence of contribution. . Because of their intense focus on values, they can often see beyond people's superficial desires to their real needs as human beings.

### **Discover Other Peoples Values**

Approach two people at work, one you supervise and another who supervises you. Ask them the question "What is most important to you in this organization?" As we did in the exercise on values on page 16, focus on the feelings which these people most highly value. In the space below, record their answers then for each value have them describe what must happen in the organization to feel that value. Finally, ask them "In what way can I assist you in achieving those values?"

What is most important to you in this organization?

- 1.
- 2.
- 3.
- 4.
- 5.

In what way can I assist you in achieving those values?

Different people have different rules about fulfillment and the experience of their values. You cannot use your rules to make another person happy, productive or successful. Furthermore, you cannot effectively communicate your needs and beliefs until you understand the rules and beliefs of the other person.

#### **Exercise:**

Approach four colleagues at work, one you supervise, one who supervises you and two with whom you collaborate. Ask them the following question: What must I do or be for you to believe that I am a good colleague?

### **Assisting Others to Make a Change**

Choose a change in attitude, which you wish to establish in your organization. Decide how you would behave if everyone else in your organization had already adapted that new attitude. Now for the next 10 days, behave in that specific way. After 10 days outline a plan of action that would be helpful in assisting others to make this change.

## **Change Self through Alignment with Values**

### **Free Ones Self From the System of External Sanctions**

The examination and alignment of ones own gaps in integrity become for other people the inspiration, motivation and model for changing themselves and the organization. Here again, the central role of values, emotions which we most value, becomes apparent. We must clarify and align the gaps between those values and our behavior.

In recognizing the need to reduce integrity gaps, the practitioner of Advanced Change Theory turns inward and begins by clarifying personal values and then addressing gaps between those values and the behavior exhibited. Each of these change agents focused on changing themselves to insure that their behaviors were consistent with their beliefs. In summary, the meaning of this principle is that we can't ask others to change their behavior unless we are willing to change ourselves first.

By behaving in accord with their personal values, the practitioner of Advanced Change Theory feels less constrained by external sanctions. The change agent acts according to the principles of the common good rather than the influence of external constraints.

Each of these leaders was not dominated by external powers but by what he truly believed in.

Visionary purpose eclipses weaknesses of personality, skill and character. It sets a path of action, which causes maturation and growth. The process involves an awareness of our inner most values and purpose, fashioning that into a mission which guides and organizes our daily, weekly, monthly actions and long term planning. This mission or vision instills purpose, meaning and value into our daily actions and allows us to anticipate what our actions will be under stressful circumstances that might otherwise cause us to reflexively loose touch with our higher purpose. We develop reflexes to be consistent with our values, just as an athlete might train physical responses.

My son once asked me why I was so careful to return money when I was given too much change in the grocery store. He had seen me do this several times and thought it was silly because, after all, it was so little money that I was returning. After some consideration I later realized that I had not always been consistently honest in my life. I explained to him that by always returning incorrect change I could make sure that I did the right thing in the future if it ever was one hundred dollars. What we do and how we think today influences how we will be and how we will react in the future.

In a small way, I had a vision of myself in the future, which became a reference for my behavior in the present. I was able to utilize this vision to inspire standards and condition my own behavior. Ongoing reassessment of our values, goals and behaviors completes a

feedback group whose purpose is continued improvement through observation of both achievement and failings.

**Values Exercise:**

The purpose of this exercise is to reevaluate your personal values and the goals of your organization.

1. Review your personal values list by asking the question "What's important to me in life?"

Below is a list of questions that may be useful to you in reassessing your personal values:

1. What are the twenty things in life that you most love to do? How do these things make you feel?
2. Who are five people you most admire in life? What about them do you admire?
3. What have you never done or been that you dream of doing? How would you feel to do that thing?
4. What are you afraid that you'll never be or do? What feelings would you be giving up if you never did that thing?
5. What makes you jealous? What do you regret? What are you afraid of? For what are you grateful?

Transformational leaders are guided by values not rules. Because values are inherently constant and because conditions of external reality are continually changing, transformational leaders must continually evaluate and reform their rules. If one considers values as the compass and reality as the territory, you might say that while along our journey the territory changes, true north remains the same. Transformational leaders must rely on values rather than rules.

## Organizational Goals and Personal Values

1. Now, evaluate the goals of your organization. Is there a gap between your personal values and the goals of the organization?
2. If so, consider how you can pursue these goals in a way that strengthens and enhances your values. \_\_\_\_\_

The values of an organization are not created in a vacuum. Organizational values result from a dynamic equilibrium of all stakeholder values. Through their own personal transformation, leaders are a source of alignment within the organization.

### Exercise:

Change self through alignment between personal and organizational values

Approach two colleagues at work, one you supervise and another who supervises you and ask the following questions:

1. What is most important to you in this organization?
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.
2. Examine whether what this person needs conflict with your own values.
3. Discuss and resolve any beliefs and rules, which might be the source of conflict between your values.

### Exercise: Value Based Decisions:

For the next ten days examine whether each decision you make is aligned with your values. Do this by asking the following questions:

1. Is this decision good for me, others, and the community?
2. What are the long-term consequences of this decision for me and others?
3. How does this decision make me feel about myself?
4. How will other people, whose opinion I value, see me?
5. Does this decision help me grow?
6. In what way does this decision contribute to other people? \_\_\_\_\_

## **Inspire High Standards of Personal Growth and Social Contribution.**

Transformational leaders lift people out of petty preoccupations and inspire them to stretch to higher levels of growth and contribution.

### **Inspire High Standards of Personal Growth and Social Contribution**

The change agent may engage the change target in unusually demanding tasks or challenges for the good of the collectivity. Each change agent encouraged followers to stretch themselves to higher levels of morality. \_\_\_\_\_

#### **Exercise: Value Driven Decision Making: Maintaining High Standards**

1. For the next ten days, review your values, total behavior and credo at the beginning and end of each day.
2. Evaluate all decisions that you intend to make that day to determine whether they are consistent with your values, credo and code of behavior.
3. If a decision is inconsistent with your code of behavior or credo, ask yourself specifically which values does this decision violate.
4. For each of these values then specify why is that value important.
5. Determine the positive intention of that decision, in other words, what is it that you want to accomplish through this decision?
6. Then meet with three other colleagues in your organization whom you respect. Brainstorm with these three colleagues what alternative decisions would solve the problem, in this situation, and remain consistent with those values.

Excellence is a result of competence and enthusiasm. Ken Blanchard outlined steps for assisting others to maintain a commitment to excellence:

1. Goal setting
2. Praise
3. Direction
4. Re-direction
5. Confrontation

Here the leader encourages competence and enthusiasm through the combination of technical instruction and praise. Praise is directed at all efforts of improvement, what Blanchard calls "approximately right" in order to encourage continual improvement. During periods of disillusionment emotional support is necessary rather than technical instruction. Criticism or "reprimand" is reserved for those times where people lose their commitment to excellence, where their actions become misaligned with their values.

At these times, the role of the leader is to provide people with the emotional support, encouragement, confrontation and modeling necessary to assist them in acting out their

values. The ability to follow through with value based decisions is an important and reliable source of inner enthusiasm. Commitment is a door to enthusiasm.

Often we know what action is right but we lose our enthusiasm. Commitment allows us to act on our values even when we don't feel like it. Consistent action, driven by commitment, will eventually produce enthusiasm; then the action becomes self-motivated.

**Exercise:**

Identify a behavior that you have wanted to change but have lacked enthusiasm for. Choose a new behavior, which will set a higher standard for yourself.

Focus on the reason you want to make that change and how you will benefit from this change in the future. Now, commit to enacting this change daily for the next ten days. After ten days, measure your level of enthusiasm for this new behavior. Ask yourself:

1. How does this change make me feel?
2. How do I feel about myself for making this change?
3. How do I imagine others see me?
4. What does making this change mean to me.

Ken Blanchard has referred to "the commitment to commitment." What he means by this is that the ability to commit is like a muscle, it needs to be exercised. In the same way that we build a muscle, we strengthen our ability to commit in a stepwise fashion. Small commitments become the foundation for the ability to commit.

Commitment is the foundation for competence, empowerment (the ability to act) and enthusiasm.

Commitment and values brings fulfillment. We are fulfilled because we know where we want to go ( values ) and we have the ability to move in that direction( empowerment).

**Exercise:**

1. Identify something in your organization or your life that you have been putting off.
2. Focus on the benefit that you will experience when you complete this task. This might include what you will achieve, what you will learn, or how your relationship with another will improve.
3. Outline the steps to complete this task and commit to taking action today to begin the series of steps.
4. As you complete each step of your action plan, notice how that action effects your level of enthusiasm.

**Standards**

Utilize positive reinforcement to condition high standards and make them a reflex within your organization. Heighten your awareness of goal setting, direction, praise, redirection and confrontation. For each of the people that you manage, establish a "map" listing their values, beliefs, code of behavior and goals.

**Exercise:**

1. For the next ten days, on a daily basis, for each of your colleagues monitor whether and how you have given them:
  1. Praise
  2. Redirection
  3. Confrontation.
2. With each person ask yourself the question "What does this person need from me: information or support?"
3. Is this person acting in alignment with their own values.
4. Do I need to remind them of the difference between who they are and how they are behaving?

Remember, people are not their behavior. We redirect behavior, confront misalignment with values, and inspire people.

Often the most potent form of inspiration is creating motivation by assisting people to realize why they want to make a change. The exercise you complete at the beginning of the workbook entitled "Shifting Focus" is a helpful way of assisting others to shift their focus from short-term affects to long-term consequences. Utilize the exercise below to assist a colleague in enhancing their motivation to make a change.

Reexamine the behavior or belief you wish to change. In the corresponding numbered box answer the following questions.

1. What are the benefits of maintaining the current behavior? For instance, if over eating is a problem the immediate benefit is the pleasure of food, the sense of satiation or perhaps the emotional distraction which eating provides.
  
2. What is the immediate discomfort that making a change will cause? In other words, what is the cost or pain associated with making a change? Here the pain might be real or imagined. Painful consequences which are unknown and imagined are usually more significant than the pain of our current situation. The unknown always entails the possibility of more painful consequences. The unknown equals danger.
  
3. What are the consequences of this behavior or belief one, five and ten years from now? How does this make me feel about myself? How do others see me when I do this?
  
4. Now, consider the effect that this change will have in your life. Answer the following questions:

How will I benefit from making this change? What are the consequences of this change one, five and ten years from now? When I see myself making this change how do I feel about myself also, how will others see me when I make this change?

### Short-term Focus

1	2
<u>Current Behavior</u>	<u>Desired Behavior</u>
Immediate Pleasure Feeling: _____	Immediate Pain Feeling: _____
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

### Long-term Focus

3	4
<u>Current Behavior</u>	<u>Desired Behavior</u>
Long-term Pain Feeling: _____	Long-term Pleasure Feeling: _____
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

This exercise is particularly useful for enhancing ones skills at motivating others to close the gaps between their values and their actions.

You can also utilize team support to set new standards within your organization.

### **Setting New Standards for the Experience of Our Values**

1. Meet with your team or group of colleagues who share responsibility for function in your organization.
2. Identify the function (production, service, billing) and describe the values that you share about that function.
3. Ask yourself the question "What is important for me to feel about \_\_\_\_\_ (billing for instance)?"
4. List those feelings below.
5. On a scale of 1-10 with ten being the greatest, to what degree do you experience those feelings now?
6. Now consider what would you need to believe, imagine or do to experience those feelings at a level 3?
7. Next, what would you need to believe, imagine or do to experience those feelings at a level 8?
8. Have each member of the group individually consider what they would need to believe, imagine or do to experience those feelings at different levels, 2,7,4 and even 10.
9. Now, as a group, brainstorm what you must all do together to make it a level 10 experience for everyone. Set these "level 10" "beliefs and actions" as the new standards for your group.
10. For the next thirty days, make this the standard against which collectively you measure yourselves.

## **Takes Action to the Edge of Chaos (or Acting on Faith)**

Vision is the most potent motivator of human action. Vision is the ability to see beyond present reality, to invent what does not yet exist. Vision distinguishes transformational from transactional leaders. Transactional leaders pursue solutions to problems by utilizing existing solutions within the current paradigm. Visionary leaders invent new solutions by seeing beyond the current paradigm towards new paradigms that do not yet exist. Einstein noted that "Solutions to current problems will not come from the same dimensional thinking which created the problem." Vision allows us to live out of our imagination rather than our memory.

This involves acting on faith "building the bridge as you go." Again, the approach is value based. The transformational leader has faith that if they abandon their current known external structure and maintain a commitment to their own internal values then a new structure will arise and align itself with their values. What is enlightenment other than the awareness, sudden or gradual of that which is already known to be true at a deeper level?

The approach is value driven and action oriented. One aligns themselves with their values and commits to a course of action. The leader does not need the illusion of a safety net. Their values are a secure foundation for ongoing reinvention and regeneration. In order to maintain this kind of faith transformational leaders create beliefs, which drive them into the future.

## **Creating Beliefs**

Beliefs are how we store past experience in order to efficiently determine the meaning of new events in our lives. We create beliefs by focusing on specific events in our lives and interpreting them. These interpreted events or "references" become evidence for our beliefs. Through symbols, language, metaphor and stories, these beliefs become the paradigms through which we view the world.

Paradigms determine our actions and our direction in life, our destiny so to speak. After all, destiny is simply the destination towards which our current journey is pointed. But in fact, what determines our destiny? Who determines the path and how does one decide on the path to journey? I believe that every step along the journey determines our destination, our destiny. Our destiny is not simply the mathematical summation of all these steps and directions. Our destiny is recreated in every step we take. This implies not only that our destiny is in fact determined by the last step but also at any moment in time we can be empowered to immediately, instantaneously, dramatically alter our destiny. The transformations we witnessed in Gandhi and Malcolm X and the more subtle transformations depicted in Brubacher and Stand and Deliver demonstrate the instantaneous nature of transformation and destiny.

There really is no risk in building the bridge as you go. Predictability and certainty is an illusion. We are always building the bridge as we go, we just don't realize it. We believe we are in control. Yet even the most reliable strategy requires reassessment and improvement. We do not control events, rather we influence them. What we do control is our own emotional reaction to events.

Each step along the journey is the destiny that we create for ourselves in that moment. Every moment, with every decision and action, is the experience of the ultimate destiny that we choose in that moment. Faith is the experience of actively creating your destiny in that uncertain moment.

Most people do not actively form their own beliefs. Their beliefs are unconsciously formed from past experiences.

In contrast, transformational leaders do not rely on past references to determine their beliefs. They pre-actively choose beliefs, which serve their purpose, vision and values. They selectively focus on past references, which support their beliefs, and they create references in the future to support their vision. They act in the present on the basis of beliefs founded on the future.

**Exercise: Taking Action to the Edge of Chaos.**

1. Identify a problem or challenge within your organization for which you currently have no solution.
2. Look back into your past and recall experiences in which you overcame challenges.
3. How did you overcome them? Recall what you felt in those moments and what you believed.
4. What must you now believe about yourself, your organization, and your situation in order to overcome your current challenge?
5. Use your imagination through images, symbols, metaphor, stories or language to envision yourself at some time in the future solving this challenge.
6. Now write down for five minutes every potential solution to your current challenge, which comes to mind. Be expansive. Don't pre-judge. Allow your ideas to flow out of you.
7. Choose three of these ideas and commit to them by initiating one action from each of these potential strategies within the next twenty-four hours. Remember, commitment produces action and action creates enthusiasm.

"Operating at the edge of chaos means leaving the well structured world of known cause and effect and enacting ones way into a new order." This principle suggests faith in the process of action learning, in the notion that synchronicity follows purposeful action under uncertainty.

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This notion applies not only to transforming systems but to the very process of learning itself. Without uncertainty there is no learning.

If you're not making mistakes, you're not learning and if you're not learning you're not growing. Finally, life is never static. Everything is either growing or dying so if you're not growing you're dying slowly.

**Exercise:**

Review three personal mistakes you made this year in your organization. Describe the lessons you learned from each.

Mistake Number 1:

Lesson:

Mistake Number 2:

Lesson:

Mistake Number 3:

Lesson:

**Exercise:**

Consider what makes it safe in your organization for learning rather than blaming to occur.

Notice in what ways hypocrisy and denial might be interfering with taking risks and learning in your organization.

### **Being Right**

The price for being "right" is learning from and connecting with other people. Being "right" is an unnecessary price to pay for self-esteem. The true source of self-esteem is self-appreciation. The benefit of giving up "being right" is endless opportunity for learning and relationships.

**Exercise:**

For the next seven days, make a commitment to freeing yourself from being right. Each time you find yourself in a situation in which you are arguing, dominating, or simply "making a point" stop yourself and instead ask:

1. What might I learn from this other person's point of view?
2. How can I contribute to this person in a way that is helpful and makes our relationship grow?

### **Blame**

Inspiring and blaming are incompatible.

#### **Celebrate Your Mistakes**

Now, what is continuous improvement but innovation and blaming kills the spirit of innovation. People can't innovate while they're busy protecting themselves. On the other hand, permission to take risks, make mistakes and challenge the way things have been done the past opens up peoples ability to learn and use their talents.

\_\_\_\_\_ Empowerment, Ken Blanchard page 79

Again, leaders effectively inspire by providing direction, praise and confrontation. Blaming is really a special form of denying gaps in our own integrity. Often, we cover up our own failure at leadership by blaming others.

**Exercise:**

For the next day, monitor your interactions in managing your colleagues. In situations where you used to blame others, instead, now utilize Ken Blanchard's format:

1. Set goals.
2. Provide direction and technical information.
3. Praise improvement towards goals.
4. Redirect poor performance with more teaching and information.
5. Confront failure of commitment and other gaps in integrity.

Our "best self, our inspired self is a learning self. If you're not making mistakes, you're not learning and if you are not learning you're not growing. Teaching, praising, redirecting and encouraging are all vehicles for inspiring others. On the other hand, blaming is a tool for slow death.

### **Apology and Forgiveness**

Apology and forgiveness are an act of acknowledgement, which creates commitment to new action. Anger is an important emotional signal, which allows us to learn from our situation and move forward to a new level of action. So learning can always follow anger. Our task is to either give a new meaning or develop a new strategy in response to our anger. This move from anger to learning, however, requires forgiveness. To forgive is to renounce anger and move forward to a new agreement. The price for remaining stuck in anger is the inability to move forward with the new learning. When you examine people who are stuck in anger they cannot move forward to a new level, commitment towards new action. In this case, the anger must have a purpose other than signal and this misdirected intention must be discerned. Perhaps there exist a fear that learning or new commitment will not occur.

In a similar fashion, remaining in shame blocks learning, the progression towards a new committed action. Through forgiveness and apology we are able to interrupt this pattern and move forward into learning. We can then ask "What else this could mean?" or develop a new strategy for reassurance in the future. What have I learned from this. How can I assure myself that this does not happen again or what better strategy can I discover for the future.

**Exercise:**

Consider what makes it safe in your organization for learning rather than blame to occur. How could you increase learning and decrease blaming?

## **Cognitive Complexity**

Transformational leaders interrupt people's patterns of thinking and habits. They utilize "frame breaking" behavior to allow people to substitute an alternative, empowering point of view, to allow people to reframe their experience with a better meaning.

"The change agent willingness to walk on the edge of chaos facilitates contraintuitive, "out of the box" thinking" (Wanniski, 1978). "Much of this has to do with transcending the system of external sanctions" (Bass, 1990). "The change agent not only sees linear relationships in human systems but also the dynamic, often paradoxical cycles of conflict that are inevitable in the change process" (Burns, 1978).

"Problems are solved or strategies altered by asking a profoundly simple question or engaging in a frame breaking behavior" (Quinn, 1996).

Robert Quinn, *Advance Change Theory*

## **Cognitive Complexity (Reflection, Perspective, Reflective Feedback)**

### **References**

Earlier, we discussed the formation of paradigms in human thinking. The events upon which we focus and our interpretation of those events are the fabric of our beliefs. We all have our own stories based on these beliefs. Our decisions, feelings and behaviors in life, essentially, our very purpose in living, is determined by the events upon which we focus and our interpretation of those events. In this exercise, we will examine the process by which we create beliefs and stories about ourselves and our organizations.

	1	2	3	4	5	6	7	8	9	10
January										
February										
March										
April										
May										
June										
July										
August										
September										
October										
November										
December										

In the boxes above, number the major events over the last ten, which have influenced or impacted you and your organization in a significant manner. List between ten and fifteen events. In the spaces below, label the name of the event and its date and answer the following questions.

1. What was the meaning that this event had for you? Consider questions such as: How did it influence you? What conclusions did you reach about yourself, your organization, other people or the world as the result of this experience? How did it shape your identity? How did this event influence your beliefs about yourself, other people, and the world?
2. What feelings were associated with this experience?
3. What questions did you either begin or continue to ask as a result of this experience?
4. What decisions did you make as a consequence of this experience? How did these decisions effect your behavior and the actions of your organization?
5. What actions resulted as a consequence of this experience? How did this experience affect your future behavior?

Date	
Event	
Meaning	
Feelings	
Questions	
Decisions	
Behavior	
New Meaning	

Date	
Event	
Meaning	
Feelings	
Questions	
Decisions	
Behavior	
New Meaning	

<b>Date</b>	
<b>Event</b>	
<b>Meaning</b>	
<b>Feelings</b>	
<b>Questions</b>	
<b>Decisions</b>	
<b>Behavior</b>	
<b>New Meaning</b>	

Date	
Event	
Meaning	
Feelings	
Questions	
Decisions	
Behavior	
New Meaning	

Date	
Event	
Meaning	
Feelings	
Questions	
Decisions	
Behavior	
New Meaning	

Date	
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Feelings	
Questions	
Decisions	
Behavior	
New Meaning	

Date	
Event	
Meaning	
Feelings	
Questions	
Decisions	
Behavior	
New Meaning	

**How References Shape Your Values and Mission**

1. Now circle in green all the positive experiences and circle in red all the negative experiences on your chart.
  
2. Describe in the space below, how your positive experiences shaped your values and mission in life.
  
  
  
  
  
  
  
  
  
  
3. Then, review your negative experiences, and in the space below consider how these experiences influenced your values and mission in life.
  
  
  
  
  
  
  
  
  
  
4. Finally, return to the boxes above and for each "negative" experience enter into the blank box a new meaning for that experience which strengthens and empowers your values and mission in life.

## **Perspective**

In order to effectively communicate and alter the emotional experience of another, a leader must be able to perceive reality from that person's point of view. They must be able to perceive the meaning which people attribute to their experience. Gandhi had a unique ability to do this. He understood events from the point of view of the Moslem, the Hindu and the Christian. Even in the mix of conflict, he could perceive better than his adversary what their true needs and intent were. He could see beyond the surface to the deeper self. His understanding of the true inner self and real intent of people allowed him to touch those around him in an intensely powerful manner. This ability was demonstrated dramatically in the movie scene in which he tells the bereaved, rageful father to find an orphaned Moslem child and raise him as a Moslem.

## Exercise:

### Perspectives on Conflict

1. Recall a time of conflict, either conflict with another person or conflictual feelings within yourself. Go back to that moment and see what you saw then, do what you did then and hear what you heard then. Re-experience it as if it were happening in that moment. Notice what the other person says to you, how that makes you feel and what that makes you think. Notice in particular, what this situation means to you.
2. Now, imagine yourself floating out of your body, high above the scene you just described and see yourself and the other people from a bird's eye vantagepoint.
3. Now, watch the situation backwards as if you were rewinding a movie. Hear the words spoken backwards, see yourself and the other people moving backwards.
4. Now, replay that seen from the birds eye vantage. Notice what you see and hear from this point of view. How does it make you feel? What meaning now do you give to this situation?
5. Now, watch the situation backwards again as if you were rewinding a movie. See the action about to begin again, however, this time as you float high above the scene imagine yourself floating down into the body of the other person. Now, re-experience the scene from this person's point of view, as if it were happening in that moment. Notice what you hear, feel and think. Notice in this way what the situation means to you.
6. Now allow yourself to float from this person's body across and back into your own. Do you now notice a difference in how you feel about what use to be a conflictual situation, but which really is a moment of different points of view?

Earlier we discussed how reference experiences are the building blocks to our beliefs. Specifically, what references we focus on and how we interrupt those references are the constructs, the foundation for our beliefs. The purpose of beliefs is to empower us to take effective action so we can grow, and expand and contribute to ourselves, others and the community. The issue is not whether a belief is accurate or not but whether it will empower you. This should be the basis how you choose and interpret references to support your beliefs. Choose only empowering beliefs.

Fear is a consequence of giving negative meaning to references. It is False Evidence that Appears Real. This is the power behind Franklin Delano Roosevelt statement "We have nothing to fear but fear itself." Again, it is the references we choose and the way we interpret them that forms the basis of our beliefs about ourselves and the world. Finally, just as our interpretation of experience forms our beliefs, so do our actions influence our identity, our belief about who we are. Aristotle said, "We become brave through brave actions."

By taking control of our interpretation of experience and our actions, we become the authors of our own experience; we become the source of our beliefs about our self and our own emotional state.

**Exercise: Challenges into Opportunities**

1. Identify a problem in your organization.
2. Now describe three ways in which this challenge is an opportunity.
3. Develop an action plan for this new opportunity and then commit to enacting one action for that plan today.

**Contrast and Modeling**

Most people use contrast in a self-defeating way. They see the demise of other people as a reference for fear and they see the accomplishments of other people as a reference for jealousy. In either case, they develop beliefs, which gives them reasons to avoid change.

They fail to utilize other people's experience (contrast) for knowledge and inspiration.

Faith is the ultimate perspective: the imagined vision of the future. Past references are not real, they are only what you focused on and they are only the meaning that you give them.

**Exercise: Taking Control of Your Reasons**

Break up your negative patterns about your goals through the following exercise.

1. Gather five members of your organization. As a group, select a goal, which is important to you but about which you currently have doubts about your ability to achieve it
2. On a bulletin board write down all the reasons that you believe you won't be able to achieve your goal or why your plan of action won't work. Have each member commit to the group that over the next seven days, if a negative thought occurs they will break up that pattern by attaching a positive affect to it and substituting a positive thought.
3. Divide up the reasons and then have each member of the group with great gusto and a huge smile on their face orate a portion of the list. The rest of the group must cheer them on through clapping, yelling and encouraging. By being "negativity" in this way, the group creates new affective associations to these formally disempowering ideas.
4. Repeat each negative idea five times with great gusto and then immediately choose an empowering belief, which counteracts the former idea. Orate it with great enthusiasm.
5. After each member has had their turn, review your list of negative reasons and next to each substitute two positive reasons that you will achieve your goals.
6. Have each member commit to the group that over the next seven days if a negative thought occurs they will break up that pattern by immediately attaching positive affect to it and substituting a positive thought.

## **Language and Metaphors**

Metaphor and language induce cognitive change by provoking emotional change. Metaphor is powerful because it takes new information and aligns it with old information, which we have already accepted and which is part of our current paradigm. The metaphor is a seed of change. In the process of incorporating the information from the metaphor into our current accepted paradigm, we begin to change the old paradigm. When we say we are all part of a team the image is accepted because we all understand what a team is. At the same time, the acceptance of this metaphor into our thinking begins to change our ideas of work, cooperation, achievement and participation. However, the extent of influence of that metaphor depends on the transformational leaders' commitment to genuinely behave in a manner that is congruent with the meaning of the metaphor. Otherwise, the influence of the metaphor is lost and with it the opportunity for real change. In the absence of this kind of genuine integrity, the leader's teams simply remain work groups.

Metaphor, stories, symbols and questions are powerfully attractive to our minds. Unlike information, which is useful, stories, metaphors and questions are somewhat irresistible. Sixty minutes of lectured facts will put an audience to sleep while a good story or a powerful question will put people on the edge of their chairs.

### **Exercise: Transformational Language**

1. Describe what is not working in your organization.
2. List the negative feelings, which you experience around those issues.
3. For each negative feeling, write down three words that you use that intensify this negative feeling. Then, write down three alternative words that you could use to lower the intensity of those negative feelings. For instance, in situations, which anger you, you might tend to use the word furious. Instead of saying "I'm furious", you could substitute "I'm annoyed or disturbed."
4. For the next seven days, enlist the support of your group and determine to consciously and carefully select the words that you use to describe your negative feelings. Utilize words, which minimize the intensity of the negativity rather than intensify it.

### **What is working well?**

1. Now, answer the question "What is working well in your organization?"
2. List the positive feelings you experience around these issues.
3. Now, write down three words you use to describe each positive feeling.
4. Now, consider other possible words, which would intensify those positive feelings. Again, for the next seven days agree that your group will support each other and each persons using the empowering words which intensify the positive feeling. In particular, use these words when you and your group are solving problems for your organization or even when someone asks you how you are.

\*You might try this exercise out in your personal relationships. The language and metaphors we use to describe problems in relationships determine the paradigm through which we see relationship and seek solutions to problems.

### **Reverence**

The leaders relationship with people is based on appreciation, a desire to contribute and an understanding of the inner self of people. There is awareness that people are not their behaviors. Transformational leaders do not chase people into the future but rather they use their values, integrity and vision to inspire and draw people forward. People enroll in the change and choose to liberate themselves.

Transformational leaders listen with a profound interest to people in their organization. They know when to protect, when to challenge and when to confront. This approach is always value based.

Carl Rogers's technique of reflective listening is powerful in its simplicity and provides a useful conditioning technique to expand our ability to listen and really appreciate other people. Essentially the technique involves asking open-ended questions and then acknowledging your understanding of what has been said by reflecting back the information and feeling tone of the communication. In general, our tendency is to respond too quickly with our own point of view. People feel connected and appreciated when they are simply understood.

Exercise:

For the next week spend three times a day in a conversation in which you practice reflective listening.

### **Investment**

Transformational leaders are invested in the well being of all members of their organization. In addition to motivating and inspiring, one of their primary roles is to protect other people within the organization. They protect from:

1. unnecessary work.
2. blame.
3. negativity or discouragement.
4. inattention.

They make sure people get credit for their accomplishments.

They actively pursue reflective feedback with an evaluative question.

**Evaluative Questions:**

The following is a list of questions to ask people in your organization on a regular basis:

1. What took too long?
2. What was the cause of any complaints today?
3. What was misunderstood today?
4. What cost too much?
5. What was wasted?
6. What was too complicated?
7. What's just plain silly?
8. What job took too many people?
9. What job involved too many actions?

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Bennis, Reinventing Leadership page 75

## Vision for the Common Good

In the initial section of this workbook, we discussed two aspects of values, which were necessary for people to experience their lives in a fulfilling manner. First we discussed **congruency** between values and our beliefs. We analyzed how often our own beliefs interfered with our ability to experience our most valued states. Secondly, we examined the issue of **integrity** between our actions and our values.

In this section we will discuss three other aspects of values: balance, **synergy** and **ecology**. We will then go on to discuss **communication**. Empowering communication enables transformational leaders to fashion deep personal values into a vision for the common good.

Vision for the common good arises out of a meaningful, fulfilling, passionate integration of personal values. There is a seeming paradox here. In order to clarify their own internal personal values, transformational leaders must separate from their organizations. They must separate from the organization in order to discover their own personal vision. However, in order to lead they must rejoin the organization with a balanced ecological understanding of their own values, in order to have a vision for the common good. They are then able to integrate their understanding of their own values with an understating of the needs of other people in order to establish a vision for the common good and rejoin their organization as transformational leaders.

"Feeling less pressured by external constraints, the change agent is less likely see new possibilities. A vision of the common good can immerge."

The leadership literature is filled with examples with the importance of a vision for the common good of the organization. Bennis and Manise 1985 refer to a vision as a "dream articulating a realistic, credible, attractive future for the organization." "Leaders experience an idealized state or a vision for the future that is discrepant from the status quo. The cognitive realization of an idealized vision is a profoundly transforming, spiritual experience."

Robert Quinn, Advance Change Theory\_\_\_\_\_

From whence does this vision arise? Transformational leaders reach into themselves, into their own values to discern a transforming vision for the common good.

### Balance

Balance involves three dimensions of living:

1. Achievement verses Connection
2. Stability verses Adventure (certain vs. unknown)
3. Growth verses Contribution.

Neglecting the balance in any of these areas will diminish the sense of fulfillment or meaning in life.

Achieving is how we manifest our unique, special identity and it is how we impact and influence the world through accomplishment. Connecting is that dimension in which relationship fulfills us.

However, simply maintaining a balance between achieving and connecting is insufficient to feel totally fulfilled. As human beings, we must also grow and contribute to others. When we express our values by unifying achieving, connecting, growing and contributing in our actions, we expand our personal vision into a vision for our relationships.

### **Synergy: Resolving the Conflict between Competing Values**

The beliefs or rules which govern how we experience our values can at times put us at conflict between our own values. Connection verses uniqueness, vulnerability verses strength, or competition verses cooperation all have potential for conflict between competing values. It is our beliefs about how to experience these values that determines whether we are in a state of conflict or synergy between our values.

Take competing verses cooperating. For one individual they might be in conflict in dichotomous. But consider a person for whom competition means giving it 100% and who asks the question "How can I use the other persons performance to stimulate my own excellence?" Furthermore, consider, for this person, a core belief about cooperation for whom the questions is "How can I use my excellence to contribute to the standards of other people?" For such a person, competition and cooperation are not competing values but rather synergistic values. In this sense, it is important that our values are not only aligned with our actions and our beliefs but that our values are aligned with each other.

### **Ecology**

Steven Covey has written extensively about the need for awareness of higher principles or conscience regarding our values. Issue here is that people might maintain and experience values such as excellence, strength, security and loyalty but might express these values in quite destructive and hostile ways. He notes that the Nazis in Germany had very strong values but terrible principles. The question here is what must I do or believe to experience this value. Are these beliefs and actions:

1. good for the self?
2. good for the others?
3. good for the greater community?

By mastering their beliefs, by acting with integrity, and by developing values with balance, synergy and ecology, the transformational leader is able to bring a new vision to their community.

## Communication

Relationship is the driving force behind leading organizational change and communication is the vehicle for relationship. From a technical perspective we communicate to exchange information. From a transactional perspective we communicate to negotiate change. The transformational leader communicates in order to contribute, to make others better off.

The leader's ultimate source of power, in fact, the organization's ultimate source of power, is the inspiration of its members. Transformational communication is the foundation for a relationship in which we inspire each other.

What are the characteristics of transformational communication?

1. Appreciation

Transformational leaders communicate an awareness of the value, which each individual member contributes to the organization. They see and express what is unique and special about each person. They understand that people are not their behaviors. They appreciate the potential within people.

2. Shared Identity and Alignment

Transformational leaders use stories, metaphors, symbols and actions to tell people who they are. They demonstrate the values and beliefs which organizational members have in common. They also help members to discover deeper heretofore-unconscious values and beliefs which all the members within the organization share.

These leaders are able to perceive reality from their members' points of view. They're able to perceive the meaning which people attribute to their experience. They establish a shared identity through their understanding of the other people's points of view. In this process, they align the values of the organization and its members.

3. Trust

Trust is a sense of certainty that people experience with each other. This experience of certainty in the relationship relies on integrity and credibility. **Integrity** is communicated when the leader demonstrates that their actions are consistent with their values. Similarly, the transformational leader expresses credibility when they demonstrate that their actions are consistent with their communication.

4. Positive Intention

Transformational leaders place a high priority on the growth of each individual. Their behavior demonstrates a desire to contribute to the growth of other people. They have in their hearts the best interest of their members. They want to make things better.

## 5. Empowerment

Empowering communication begins with a foundation of appreciation, shared identity, alignment, trust, and positive intention. Upon this foundation, the transformational leader takes the final step: empowering others. They assist other people to discover greater resources within themselves. The "charisma" of transformational leaders comes from their ability to focus people on their internal resources. Often, the most empowering communication is the result of the questions which transformational leaders stimulate us to ask about ourselves. Through questions these leaders alter the paradigms through which their members experience reality.

### **What Disrupts Communication?**

Under stress it's easy to forget that the purpose of communication is relationship. Communicating should feel good. The challenge is that most of us, most of the time, don't communicate in a way that either makes us or anyone else feel good. Effective communication requires an understanding of what things mean and what people really want. Stress often causes a breakdown in communication. This break down results from people having a different reality about a common situation.

As long as we are able to recall that our intention is to maintain empowering relationships, we can step out of stress and repair disruptions and communication. We can decide not to question intent and to recognize connection. The following section offers exercises for building and maintaining empowering relationships.

## **Strategies for Transformational Communication**

### **Learn How Other People See You**

1. Honestly describe your pattern of communication when you're under stress. Include what you say and do to influence other people.
2. Choose three colleagues at work and discuss with them how you communicate at work under stress. Describe to them how you think you communicate under stress. Specifically state what you think works for them and what you think hinders them when you communicate under stress.
3. Ask each colleague how they see you communicating when you're stressed. Have them describe what helps and what hinders.
4. Now, record and express to them how you intend to communicate in the future.
5. Now, make an arrangement with each colleague for the future that if you fail to communicate in this way, they have your permission to let you know and furthermore, you have their permission to ask for help when stressed.

### **Know When You're Stressed**

In general, negative feelings are the best sign of being in a stressed state; however, sometimes we ignore or deny our feelings, we shut down emotionally and stop listening to our inner voice. Here is a "checklist" to understand when you are caught in a negative, stressed state. Ask yourself "Does my current attitude, in this situation:

- give me new understanding and new ideas?
- focus on solutions?
- move people to action?
- create feelings of responsibility?
- stimulate change?
- create deeper meaning for my experience?.
- help me align my values with my actions?
- facilitate learning?
- leave me feeling able to respond to the changing situation of my reality?
- produce momentum?

Or, on the other hand, does my current attitude:

- focus me on the problem rather than the solution?
- seem to make the problem bigger?
- leave me feeling helpless or stuck?
- may make me feel responsible but unable to act?
- deplete rather than restore my energy?
- leave me blaming others?

### **Move Out Of Stress and Repair Disruptions and Communications**

Our beliefs direct the emotional states, which we value in life, and our rules determine what we think must happen to attain those feelings; but we all have different beliefs and rules about life. When these different points of view unwittingly clash the result is disappointed expectations, emotional upset, and stress manifested by a variety of negative feelings such as anger, frustration, depression or fear.

In addition, different people have different rules and you can't use your rules to make another person happy. Finally, you can't effectively communicate your needs without knowing the rules and values of the other person.

In situations of misperception and misunderstanding, reestablishing communication is the solution for the emotional disturbance. Even when your conclusion is not based on misunderstanding (for example: when the negative meaning you give a situation really is accurate i.e. your colleague had defrauded you!) Communication will clarify what you will require from the situation.

But you must first take charge of your own emotional state. Remember, you can not effectively communicate when you yourself are in a negative emotional state.

### **Altering Your State Of Mind**

1. Are you willing to learn from this situation and take action now to make things better?
2. Consider whether blaming the other person will improve your situation. Feeling righteous or right never altered the situation in a positive direction.
3. Do you have all the necessary information for a clear understanding of the problem?
4. Describe what the current situation means to you.
5. Create two empowering alternative meanings for this situation.
  - A.
  - B.
6. How do I want to feel in this situation?
7. What must I do or believe to feel that way?
  1. Alter perception
  2. Obtain more information
  3. Clarify and understand the other person's viewpoint.
  4. Find out how this person really cares for me (intention).
  5. Obtain assurances and commitment about future behavior.
  6. Alter the current agreement to assure satisfaction in the future.
  7. Apologize for my assumptions and emotional reaction before having enough information.
  8. Remember that the real purpose of communication is to contribute to others and our common purpose.
  9. What action now can I take to make this relationship better?
  10. Once you have spoken with this person, describe:
    - A. In what way has our connection improved?
    - B. What have I learned from this situation?

Now that you are emotionally ready to communicate, the following exercise presents a strategy for repairing disruptions in communication.

## Repairing Disruptions in Communication

Approach the colleague or friend with whom you are upset and tell them the following:

1. I need your help.
2. I misinterpreted what happened between us.  
These two statements create the condition for safety. They remove blame and empower the other person.
3. I know that your intentions are \_\_\_\_\_(Example:  
For us to work collaboratively.)

But

When this happened here is what it meant to me:

4. Please tell me what it really meant.
5. Now use this opportunity to redefine the conflicting rules, beliefs and expectations, which up to this point were disrupting communication:

What you expected.

What the other person expected.

What we both now expect.

At first glance, the above exercise appears simple. In practice, it requires a high degree of emotional mastery, communication skill, personal esteem, empathy, and vision about one's real purpose in life.

## Empowerment

"The managers in the first camp believed that empowerment was about delegation and accountability."

"The other camp believed that empowerment was about risk taking, growth, and change. Empowerment meant trusting people and tolerating their imperfections. When it came to rules, the managers in this group believed that existing structures often presented a barrier to doing what was right. Empowered people were expected to ask for forgiveness rather than permission and would naturally make some mistakes. Organizational members were to become entrepreneurs and risk takers. As result, they would have a sense of ownership and commitment; they would engage in creative conflict, constantly challenging one another, thus exposing and resolving differences and creating a synergy among themselves. This kind of communication and commitment would result in a n identification and an alignment with the task."

\_\_\_\_\_ Robert Quinn, Deep Change \_\_\_\_\_

Empowerment is the ability to act in order to fulfill personal needs, the needs of others and the needs of the organization. At the center of empowerment is the ability to act. How we act is defined by our values. Our values determine the specific manner by which we fulfill our personal needs, the needs of others and the organization. Our values define the kind of feelings we wish to have as we fulfill those needs. Deep Change notes that empowered people experience meaning through feelings of:

1. Competence
2. Self-determination
3. Impact

Values give people a vision of where they want to go, how they want to feel. Empowerment gives people the ability to act and move in that direction. Together, empowerment and values allow people to make decisions and actions about a future they choose. When this happens work becomes meaningful.

Personal empowerment relies on our ability to understand our needs. It tells us why we are acting. In this sense it provides both purpose and reason for our actions. Understanding our needs tells us where we want to go and why.

### Exercise:

Review the model for the six human needs. Utilize the questions on identity, connection, security, excitement, growth and contribution to define your needs at work. For each of the six categories answer the question "What must I do or believe to feel a sense of **competence, self-determination** and **impact** at work?"

## **Empowering People within the Organization**

What must leaders do to create empowerment within their organizations?

1. There must be a secure and predictable relationship between the organization and its people. It is impossible to fulfill another person or organizations needs if the relationship is not secure.
2. They must communicate to members the needs of the organization.
3. They must insure conditions in which people within the organization can work together.
4. Each individual member, within the team, must know their personal tasks and responsibilities.

In other words, people must:

1. have a sense of secure and predictable relationships (support and a sense of security).
2. know where the organizations going (clear vision and challenge).
3. be able to work together to solve problems (openness and teamwork).
4. know what's expected of them (discipline and control).

### **Exercise: Creating the Conditions for Fulfillment**

1. How does this organization create a feeling of secure, predictable relationships'?
2. How does my organization communicate its needs to my colleagues?
3. How does this organization encourage teamwork and cooperation'?
4. How do we insure that each individual understands their tasks and responsibilities within the team?

### **Exercise: Creating Vision and Challenge**

Needs flow from the values and mission statement of your organization. Meet with a group of colleagues from your organization about the values of your organization What is important in your organization? Create an organizational map of values and goals As a group, create a mission statement for your organization.

## Part Three

### **Reflecting on Change**

In this final section, the reader is offered case studies and quotations from the literature in order to integrate the concepts of personal and organizational change. In his article "Advanced Change Theory ", Dr. Quinn proposes seven criteria for leading personal and organizational change:

1. What are the patterns of self-deception?
2. Are values and behavior aligned?
3. Is there a vision of the common good?
4. Is the change agent empowered?
5. Does the change agent operate at the edge of chaos?
6. Does the change agent respect the freedom and dignity of others?
7. Does The Change Agent Simultaneously Challenge And Support?

We will utilize these seven criteria to reflect on the case studies, which follow.

## What Are the Patterns of Self-deception?

We see patterns of self-deception at the beginning of change. ACT suggests that the change agent needs to reflect deeply on his or her own values and this often requires that the change agent must first recognize patterns of self-deception. The change target is attracted to, not forced by, the efforts of the change agent. Real change, in the L e t only, comes when the agent first changes themselves.

## Changing a Child

Warner (1992:0-4) provides a case of a mother-daughter relationship. The eight-year-old daughter does not care about doing schoolwork and even cheats. The mother insists that the child complete her homework and spends hours working with her. The child complains. The mother tries to be cheerful but gets continually more irritated. The mother states, "The trouble with Erin is especially frustrating because for years I have given her my best efforts." The mother describes the self-discipline necessary not to compare Erin with her sister and her efforts to give Erin warm hugs on a daily basis. She describes drilling Erin with flash cards and the seemingly intentional efforts of Erin to frustrate the effort by intentionally giving wrong answers. The mother recounts the feeling of being "kicked in the teeth" and her frustration at not knowing what else to do.

In attending a workshop run by Warner, the mother is exposed to many notions that parallel ACT. She is led to reexamine herself. Afterwards, she notes considerable self-deception and implicit communication of negative affect, "I was outwardly encouraging, but inwardly I mistrusted her, and she felt that message from me." With her new and more complex worldview, the mother takes on a higher level of concern for the change target, "I cried when I realized the price she had to pay for my inability to love her without reservation." With a new vision for the relationship, the mother stops micro-managing the relationship, models the importance of self-discipline, and encourages Erin come to her for help when she is ready. The relationship dramatically changed. The little girl began to perform well in school. The mother goes on to report a particularly interesting moment: "But this time I pulled her up on my lap and looked at her, and I had this overwhelming feeling of love for her that just seemed to flow between us. I hugged her tightly and told her how much I loved her. I realized that for the very first time in eight years I was expressing true love for her. Previously I had hugged her but the love didn't flow. This time the love just flowed. It was as if I was holding a new baby for the first time. Tears were streaming down and she looked at me and said, "Are you crying because you love me, Mommy?" I nodded. She whispered, "Mommy, I want to stay with you forever."

## Reflections

### Exercise:

1. In your organizational experience, have you ever been treated as the daughter was treated in this story? Describe your reaction and feelings in that situation.
2. Identify a situation in which you want someone to behave differently. Describe how you have acted up till now.
3. Now write an imaginary story about the situation you just described in answer to question two. In the story you get what you want by changing yourself as the mother changed herself. Let your imagination run free. Then describe the process that you imagined.
4. Returning to the situation in question two, what are some behaviors you might try that you have not tried before.
5. Now, write an action plan that might transform the situation in question two.

## Reflecting On the Story

### 1. Self Change Precedes Changing Others

In recognizing the need to reduce integrity gaps in others, the change agent must turn inward and examine the hypocrisy in self. Personal discipline is required because of the pain in examining integrity gaps and because of pain involved in changing behavior. For example, Ghandi talked about "obtaining reform by growth from within, which is obtained by self-suffering and self-purification" (Iyer, 1990: 90). Jesus said, "Thou hypocrite, cast out first the beam out of thine own eye, and then shalt thou see clearly to pull out the mote that is in thy brother's" (Luke, 6:42). Martin Luther King, Jr. Described the courage necessary to take a stand - "I am taking a stand for what I believe is right. But now I am afraid. The people are looking to me for leadership, and if I stand before them without strength and courage, they too will falter" (King, 1986: 509). Each of these change agents understood those self-change proceeds changing others.

1.1 Reflecting on the story of the mother and child, what was the role of self-change?

1.2 What key insights occur to you?

### 2. Fears That Shut Down the Change Process

Schein (1996) indicates that people and organizations will change when personal defenses, group norms, and organizational culture are unfrozen. This involves three processes. 1. Disconfirmation of expectations. 2. Induction of learning anxiety if the disconfirming data are accepted as valid and relevant. 3. Provision of psychological safety that converts anxiety into motivation to change. Unfortunately, the second step is often negated because we fear that, "If we admit to ourselves and others that something is wrong or imperfect, we will lose our effectiveness, our self-esteem, and maybe even our identity." Given such risks it is natural that our defense mechanisms serve to shut down the change process both personally and collectively. We claim that we want progress but we pursue the preservation of our current position.

2.1 Reflecting on the story of the mother and child, what was blocking progress in the change process?

2.2 What key insights occur to you?

### 3. Hypocrisy Is Ubiquitous in Organizations

Argyris (1988) claims that hypocrisy is ubiquitous in organizations. We all have an espoused theory and a theory in action. He argues that there is a systematic discrepancy between what we espouse and how we behave. Furthermore, we are unaware of the discrepancy. This results in “miscommunication, self-fulfilling prophecies, self-sealing processes, and escalating errors” (Argyris, 1988: 261).

- 3.1 Reflecting on the story of the mother and child, how would you use the concepts of espoused theory and theory in action to analyze what happened?
- 3.2 What key insights occur to you?

## Does the Change Agent Operate At The Edge of Chaos?

This is a particularly difficult notion. From the cases, we learn that it is normal for people to behave transactional. In trying to change others, the traditional change agent draws on the power of expertise and formal authority. This intention ties the change agent to established ways of knowing and can potentially disconnect them from being aligned with a changing reality. Operating at the edge of chaos means engaging uncertainty. It means giving up control with faith that a new order will emerge through the change efforts. At the edge of chaos, the ACT change agent tends to discover ways in which seeming opposites interpenetrate. Since the new vision is more complex than the old, and the change agent is able to integrate differences. This usually happens when, , the change agent is required to step "outside the safety of our prescribed role, to be different, to risk the unconventional."

### Changing a Client

Peck (1978:140-150) describes the case of Rachel, a recently divorced woman. Rachel had difficulty in many of her relationships. These difficulties may have stemmed from her relationship with her mother who implicitly communicated that Rachel's place in the family was only assured by acceptable performance. Rejection was always a looming possibility. Giving of herself meant total commitment. Because Rachel could never conceive of such commitment in return, she remained emotionally uninvolved. In the therapeutic relationship with Peck, Rachel held the implicit belief that if intimacy begins to grow, it is best to desert the other person before being deserted yourself. Given Rachel's difficulty in establishing trust, progress in her therapy was very slow. One day, Rachel argued that, due to her financial situation, the frequency of their sessions would have to be reduced to one per week. Although Peck knew that money was not a problem in her situation, he violated one of the traditional rules in operating as a professional therapist and told her he would reduce his fee by fifty percent to maintain the twice a week sessions. She was stunned and moved. Yet, over the next several years, she actually quit several times, and Peck went to great lengths to invite her back to the relationship. After three years of such testing, Rachel slowly began to trust and share. By the fourth year Rachel had completely transformed herself into a trusting person enjoying the full potential of her relationships.

## Reflections

1. In your business life, have you ever needed your boss to take a risk with you (or have you ever been in the situation of Peck's client where you needed something unusual from another person?)
2. Identify a situation in your professional life, where you have unsuccessfully attempted to impact or influence others using methods that worked in the past. Describe what used to work and now is ineffective.
3. Now write a story about that situation you just described in answer to question two. In this story, you effectively impact the situation by creatively pursuing new and unconventional strategies, which feel intuitively right. Let your imagination run free. Then describe the process that you imagined.
4. Returning to the situation in question two, what are some behaviors you might try that you have not tried before.
5. Now, write an action plan that might transform the situation in question two.

## Reflecting On the Story

### Effective Change Agents Operate On the Edge of Chaos

Wheatley (1994: 19-20) writes, "Finally, the information grows to such a level of disturbance that the system can no longer ignore it. At this point, jarred by so much internal disturbance and far from equilibrium, the system in its current form falls apart. But this disintegration does not signal the death of the system. In most cases, the system can reconfigure itself at a higher level of complexity, one better able to deal with the new environment." The effective change agent understands this notion and does not have a safety net but rather operates at the edge of chaos. The change agent knows that in withdrawing from the present social sanctions and in acting unconventionally, the old self disintegrates and is immediately replaced by a new self which is more aligned with the current emerging reality. Virtually the same thing happens to the social system itself in that the old arrangements disintegrate and new, more aligned arrangements emerge.

- 1.1 Reflecting on the story, how did Peck operate on the edge of chaos?
- 2.1 What key insights occur to you?

### Finding the Confidence to Proceed under Uncertainty

Grasping the dynamics of hypocrisy, Torbert (1987) suggests that most professionals practice "conditional confidence," confidence that the professional actor will perform well as long as the situation does not violate the actor's assumptions about the situation. Yet, Torbert argues that it is possible to deviate from the norm in that an actor can practice a form of "awakened attention" that allows them to press forward in uncertain and threatening situations, learning as they go. Torbert calls this process "action inquiry." It requires an unconditional confidence that one can discard inaccurate assumptions and ineffective strategies in the midst of on-going action. According to Torbert, this unusual capacity is predicated upon increasing one's personal integrity which, in turn, is gained by engaging one's lack of integrity.

- 1.1 Reflecting on the story, how does this paragraph apply to the story told by Peck?
- 1.2 What key insights occur to you?

### Effective Change Agents See Purpose As More Important than Self

It takes tremendous strength and courage for Ghandi or King to willingly submit themselves to the club of an enraged, racist policeman. It takes tremendous courage for a CEO to invite external analysts into to the company to make a brutal assessment of the strategy upon which he has built the future of the company. Such people are neither weak nor naïve. They have developed a personal theory of change that includes but exceeds the logic of transaction. They are less naïve than the seemingly politically astute advocates of the Machiavellian position. Making deep change always involves risk or walking on the edge of chaos. The transactional perspective wishes this reality away while the effective change agent recognizes the danger and embraces the associated pain. This is possible for the change agent because the purpose is now more important than self. It is not possible to the transactional agent because the survival of the current self, is more important than purpose.

- 1.1 Reflecting on the story, how was Peck different in this case than in others?
- 2.1 What key insights occur to you?

### We Organize Ourselves Defensively

Argyris (1991) suggests that there is a “universal human tendency” to organize our lives around four basic values: remaining in control, winning, suppressing negative feelings, and rational pursuit of objectives. Thus, when we encounter even the suggestion of failure, we become defensive and shut down. This occurs at the moment when learning is needed most.

1. **How does this quote relate to the story?**
2. **What key insights occur to you?**

### We Are A Living Symbol

Trusting in our vision enough to start our journey into the chasm of uncertainty, believing that the resources will appear can be very difficult. The fact that we have enough trust and belief in ourselves to pursue our vision is what signals to others that the vision is worth investing in. Our message is filled with integrity and good intentions. It is our actions, not our words, that send the message.”

1. **How does this quote relate to the story?**
2. **What key insights occur to you?**

We Create Reality by Enacting It

“People create their environments as those environments create them...action, relationships, trust, faith, experience, and presumptions are not just tools of sense-making. They are also tools of epistemology and ontology. They create that which they interpret...if you believe life is worth living, then that belief too can validate itself. The issue turns on faith or the lack thereof, because it sets self-fulfilling action in motion...A presumed order becomes a tangible order when faith is followed by enactment” (Weick 1995: 38,52).

1. **How does this quote relate to the story?**
2. **What key insights occur to you?**

### Is the Change Agent Empowered?

The practitioner of ACT becomes empowered when they take responsibility for themselves, risk new behaviors, and evolve meanings (Spreitzer & Quinn, 1997). When this happens they are less concerned about the existing sanction systems. Change agents become self-authorizing individuals with a unique voice (Spreitzer, 1995). They have more impact that in turn provides positive feedback, which re-energizes the change agent. The mother and child, Peck and Rachel, the risk taking student and the class, the executives and their people all experienced this process. As indicated above, true empowerment is a threatening concept to the administrative mindset. Empowerment programs are typically designed based on transactional assumptions (Quinn, Sendelbach & Spreitzer, 1992). The result is a "flavor of the month" or "empowerment in a box" approach which simply reinforces the existing transactional power relationships. Organizations cannot empower people. People can only empower themselves. While organizational environments can encourage risk taking (Spreitzer, 1996), they cannot mandate the process -- the process requires that the change target transcends the sanction system.

#### Changing a Class

Covey (1989: 265) provides a classroom case, which is illustrative of the principles of ACT. In this case, the change agent is not the course instructor, but a student. Covey illustrates how natural it is for all of us to unconsciously accept and enact transactional assumptions in relationships. For example, he brings all the normal trappings of educational authority and control to the classroom: a syllabus, textbooks, presentation plans, and a structure for grading. All are tools for controlling information flows, structuring context, and applying sanctions.

Three weeks into the class, an unexpected event occurred: "...One person began to relate some very powerful personal experiences. A spirit of humility and reverence fell upon the class -- reverence toward this individual and appreciation for his courage. Others began to pick up on it, sharing some of their experiences and insights and even some of their self-doubts. The spirit of trust and safety prompted many to become extremely open. Rather than present what they prepared, they fed on each other's insights and ideas and started to create a whole new scenario as to what that class could mean...I found myself gradually loosening up my commitment to the structure of the class and sensing entirely new possibilities. It wasn't just a flight of fancy; there was a sense of maturity and stability and substance which transcended by far the old structure and plan' (Covey, 1989: 265-266)."

## **Reflections**

1. Have you ever felt stymied by the external rules, structure or traditions of an organization? Describe your reaction and feelings in that situation.
2. Identify a situation in which you want someone to behave differently. Describe how you have acted up till now.
3. Now write an imaginary story about the situation you just described in answer to question two.. In the story you get what you want by freeing yourself from the external rules and sanctions of your organization. Let your imagination run free. Then describe the process that you imagined.
4. Returning to the situation in question two, what are some behaviors you might try that you have not tried before.
5. Now, write an action plan that might transform the situation in question two.

## Reflecting On the Story

For each of the quotes below, answer the following two questions:

1. How does this quote relate to the story?
2. **What key insights occur to you?**

### The Paradox of Empowerment

The notion of actually having empowered employees is an enormous threat. As one person asked, "How would I manage such people?" In short, administrators become masters "of talking" participation and empowerment while "practicing" instruction and control. With this in mind, there is a seeming paradox. The paradox is that empowered people are more loyal to the system than are the people worried about the loss of control if people were really empowered.

### The Power Of Culture

"Within our organizations, we have spent many years learning how to routinize and control things, how to build equilibrium-preserving hierarchies. Though we are skilled at creating hierarchical cultures, we are very unskilled at altering organizational structures that have outlived their usefulness. Though today the rhetoric of organization calls for nonhierarchical approaches, our cognitive maps still drive us toward enacting the old culture."

### A Change That Should Have Worked

Organizational cultures are not designed, they tend to evolve naturally. At any given time, the culture will facilitate certain desired outcomes and block others. The CEO in this example encouraged everyone to eliminate work from the system. He had the most formal power in his organization, and he offered a plausible strategy. Everyone agreed that his advice was wise and desirable. Yet a year later, everyone was doing even more. How can such a change fail?

### Corporate Change Requires A Social Movement

Here we would make the radical claim that every change that requires alteration in ingrained behavior patterns requires a social movement. In a corporation, culture change requires the authority figure to become a social insurgent, the leader of a social movement. Why is this a radical thought? Because the notion of change driven by authority, and notion of change driven by social insurgency, are assumed to be mutually exclusive, even at war with one another. Authority exists to resist insurgency and vice versa. The notion that a CEO, or even a lowly employee need to model moral power and become the leader of a social movement is both intellectually and behaviorally difficult at best.

### Effective Change Agents Strive For Congruence

The literature emphasizes the power of situational influences and the external sanction system. Yet Carl Rogers suggests that we can be internally driven: "The self-structure moves... to a sense of integrity, wholeness, reconciliation, relief from tension, and a trust in one's own organism. As the point of evaluation shifts to within the self, a sense of positive worth, personal direction and a capacity to take risks develop. The growth of a congruent personality involves...a greater independence from social pressures to conform, combined with a capacity to understand other people's frames of reference (Hampden-Turner, 1981: 116)." To be effective a change agent must be able to go against the status quo, freeing the self from external sanctions while pursuing an internalized vision. The ability to live in the present increases the capacity to feel the real needs of others. This suggests the need for wholeness and congruence.

### **Are Values and Behavior Aligned?**

The change agent seeks to reduce integrity gaps by aligning his or her values and behavior. Erin's mother had to reexamine her motives and in doing so realized the real messages she was sending. This realization brought great pain and a desire to more fully align her behaviors with her espoused values. Peck had to step outside his defined role and violate one of his own rules of a professional therapist in order to keep his behavior aligned with his values. When Covey realized what was happening, he dropped his authoritative props. The unit director and the division directors had to alter their behaviors to fit their clarified values. Because the CEO wanted the company to succeed he had to recognize and own his lack of control. In each case, the change agents had to clarify their own values and engage new behaviors that were more aligned with those values.

### Changing a Unit

The authors recently interviewed middle managers in a large utility company and identified several people who were practicing ACT. One particularly provocative story was told by a man who led a downsizing effort. One of his direct reports, after being told he was being laid off, went home and committed suicide. He also left an audiotape for his former boss. That former boss told us that after he listened to the audiotape, he made some drastic, value-driven decisions. One was that he would never again play the transactional-political game and that he would tell the complete truth in every organizational situation. He said, instead of being fired as he first believed might be the outcome of these actions, he has become surprisingly powerful. He claims that over time, he has drastically changed and consequently so has his unit. Within the unit, people have complete trust in what he tells them, and they are willing to make great strides at his request. "We behave like a tight knit family." People above him also trust him and respect the performance of the unit. They are generally willing to trust the information he provides and tend to supply the resources he requests.

This man was jolted by the suicide of his employee. The jolt caused him to question the political-transactional model in which he was embedded. As he clarified his values, he chose to become value driven, which immediately resulted in unconventional behaviors. While the decision to always tell the truth seemed risky, what he found at the edge of chaos was a new way of seeing and behaving. Instead of being fired, his personal power increased. His capacity to influence increased. The relationships around him changed and his unit changed.

## Reflections

### Exercise:

1. Have you ever worked in an organization where people said one thing but did another? Describe your reaction and feelings in that situation.
2. Identify a situation in which you want someone to behave differently. Describe how you have acted up till now.
3. Now write an imaginary story about the situation you just described in answer to question two.. In the story you get what you want by aligning your behavior with your values. Let your imagination ran free. Then describe the process that you imagined.
4. Returning to the situation in question two, what are some behaviors you might try that you have not tried before.
5. Now, write an action plan that might transform the situation in question two.

## Reflecting On the Story

For each of the quotes below, answer the following two questions:

1. How does this quote relate to the story?
2. What key insights occur to you?

### Self Change Is Transformational

Peck points out that what matters first is not the commitment or courage of the change target but rather the commitment, courage and risk-taking of the change agent. In reflecting back upon his most successful cases, Peck notes that success requires the change agent to step out of the safety of the prescribed role and “risk the unconventional.” The willingness to “suffer” through such risks is the “very essence of therapy.” This means not worrying about his alignment with established fact or authority, only worrying about alignment with his personal values. The change agent is courageously walking on the edge of chaos and is striving to align the self with current reality. A vision emerges, behavior changes, and a new relationship forms. The new relationship is an emergent organization characterized by stability and creative energy. Paradoxically, both the change target and the change agent are transformed.

### Empowerment Follows Personal Transformation

When a person finds a purpose larger than self, and pursues that purpose, at a risk to the existence of the present self, learning occurs. The person grasps a vision of how the system works and what it needs and how the principle of transformation work to empower the self, others and the system. This awareness usually follows a life event that stimulates the individual to fully clarify personal values.

### Effective Change Agents Confront Their Own Hypocrisy

It is interesting to note that Richard Harrison, a highly recognized organizational change agent writes about his own lack of integrity and suggests that such recognition is crucial to overcome personal denial and increase one’s consciousness of self. This process allows him to strive for an awareness that, “the finger I point at the world points back at me and that my clients usually mirror my own failings and difficulties (Harrison, 1995: 40).”

### Does the Change Agent Respect the Freedom and Dignity of Others?

As the agent of ACT goes through the process of personal transformation, he or she is filled with concern for others. The change agents come to appreciate the change targets' system of needs and their right to decide. Erin's mother gives love as never before and sees Erin as a being of value. Rachel becomes capable of trusting and supporting others. Covey drops his trappings of authority, by trusting and encouraging the choices of the students. The division director returns to the company not with directives but with questions about the future. Because the agent of ACT experiences personal transformation, the change agent has increased **empathy** for others and understands the critical role of **choice** in human development.

#### Changing a Division

The next case also involves downsizing. A large corporation engaged in three downsizing over a short period. One senior executive graphically described his fears of losing his job, not being able to maintain his standard of living, send his children to college, or keep his home. After months of gut-wrenching agony, he began **to confront his fears and clarify his values**. In doing so, he concluded that he had an identity separate from the organization and that he could survive on a much smaller salary if necessary. **This change in perspective** had an empowering effect. He stopped worrying about the dangers of change and how he was seen by the organization. He began to ask himself **what was needed** in the present. He saw his immobilized colleagues and realized that he needed to do something **to empower** them. He designed a new role for himself. He carefully selected people and invited them into meetings and asked them what they wanted the division to look like in ten years. Initially they were startled by his question, but gradually they joined the process of designing the company's future. His sense of **empowerment spread** to others. Gradually things began to change (Quinn, 1996: 7).

## Reflections

### Exercise:

1. Have you ever been in a situation where your fear of losing your job (or displeasing others) undermined your involvement and empowerment at work? Describe your reaction and feelings in that situation.
2. Identify a situation in which you want someone to behave differently. Describe how you have acted up till now.
3. Now write an imaginary story about the situation you just described in answer to question two.. In the story you get what you want by appreciating and empowering this other person.. Let your imagination run free. Then describe the process that you imagined.
4. Returning to the situation in question two, what are some behaviors you might try that you have not tried before.
5. Now, write an action plan that might transform the situation in question two.

## Reflecting On the Story

For each of the quotes below, answer the following two questions:

1. **How does this quote relate to the story?**
2. **What key insights occur to you?**

### Effective Change Agents Exhibit Reverence

Rather than forcing others to change, the change agent must recognize that the change target needs the freedom to choose a path of self-alteration. The change agent has faith that the change will take hold in others - that others will be attracted to the moral goodness of the new vision. Jesus, Gandhi, and King each attracted their followers by modeling their vision. For example, Gandhi articulated: "Instead of bothering with how the whole world may live in the right manner, we should think how we ourselves may do so. If one lives in the right manner, we shall feel that others will also do the same, or we shall discover a way of persuading them to do so by example" (Iyer, 1990: 182). Here the change agent attracts others by maintaining reverence for their agency and an awareness of their highest potential self.

### What Empowered People Claim

"Overall, the participants indicated that they went through a process of redefining themselves and their organizational roles. They believe that the process began with deep thought and progressed into the development of a new perspective. Their enlightened state gave them the courage, the tools, and the empowerment to take risks and initiate action and ultimately the ability to incorporate it all into their learning process. The process is based on the continuous evaluation, reinvention, and realignment of self" (Quinn, 1996: 138).

### Excellence Is A Form Of Deviance

"Excellence is a form of deviance. If you perform beyond the norms, you disrupt all the existing control systems. Those systems will then alter and begin to work to routinize your efforts. That is, the systems will adjust to try to make you normal. The way to achieve and maintain excellence is to deviate from the norm. You become excellent because you are doing things normal people don't want to do. You become excellent by choosing a path that is risky and painful, a path that is not appealing to others. The question is "Why would anyone ever want to do something painful?" We do it because it's right and because it brings enormous internal satisfaction. That is the key."

### Reverence: The True Source Of Vision

Many senior people have no idea how to develop a vision and find it very embarrassing to be reminded that their company lacks an adequate vision. As a consequence, it becomes necessary to stop talking about the needs they are not meeting. They implicitly send the message that the issue is no longer discussible. However, sometimes the situation warrants a message that is much more explicit. I know one executive who heard comments from his coworkers almost continuously that they did not know the company's vision. Finally, he met with his top management team, and together they generated a plastic card. Sadly, within a week, the message circulated again, "We don't know the vision." Finally, in frustration, he turned to one of his vice presidents and said, "Go tell them to stop saying that."

### Paradoxes of Empowerment

Consistent with ACT, the man had become more internally driven and had begun to create his own external world. That creation process included people below, across, and above him. For executives embedded in transactional assumptions, the notion of having actually empowered employees is unthinkable. While administrators have learned to explicitly espouse empowerment in organizations, they implicitly know that it cannot actually occur in a transactional system. The notion of actually having empowered employees would be an enormous threat. As one person asked, "How would I manage such people?" In short, administrators become masters "of talking" participation and empowerment while "practicing" instruction and control. With this in mind, there is a seeming paradox. It has to do with this man's orientation to the troubled company: In freeing himself from the system of external sanctions, he "now acted much more independently" yet "he cared more about the organization" and went to great efforts to help his associates and the company. The paradox is that empowered people are more loving and loyal to the people and the system than are the "normal" people who employ transactional assumptions and worry about the dangers of empowerment.

### Caring Enough to Lead

To survive, organizations need leaders who take risks and who "care enough to die for the organization-which would kill them for caring." Most organizations have few such people. When these leaders emerge, they usually have a vision, and their behavior reflects the transformational paradigm. They are self-authorizing and often follow unconventional methods that are based on moral principles rather than organizational pressures." Are such people needed in your organization? When? Where? What does your organization do to find or develop such leaders?

### **Is There A Vision of The Common Good?**

A key element of the empowering-self modification strategy is creating a vision that integrates the individual and collective good. The change agent discovers how to engage in behaviors that result in synergy. Erin's mother has a new and more complex understanding of the nature of the relationship. Rachel takes a particularly radical turn in coming to a similar understanding. The students and teacher begin to experience synergy in the classroom and are willing to make a number of changes for the common good. The executives all do the same. The change agent practicing ACT has a vision of the common good, of how everyone can win. When the change agent embraces change and obtains a new path, the result is the growth of the change target and the change agent.

### **Does The Change Agent Simultaneously Challenge And Support?**

The practitioner of ACT is supportive yet maintains a focus on the task at hand. Erin still does school work. Peck both confronts and supports Rachel. The students are deeply bonded while freely choosing to put in far more time than they put into other courses. The unit director pursues high performance, the division director tends to the future of the enterprise and the CEO continues to pursue stretch goals. Support does not equal weakness. On the contrary, it results in considerable strength and stability. Because the change agent is filled with both love and vision, he or she is able to ask for extraordinary efforts from the change target. The target senses genuine concern, respects the vision, and knows that the required effort will result in personal growth and increased common good. Commitment grows. Such phrases as "tough love" and "carefrontation" have been coined to capture this notion.

## Changing a Corporation

The final case involves a Fortune 500 corporation with which one of the authors is currently involved as a consultant. For five years, the CEO drove dramatic change as the company moved from a domestic to a global operation. Profits were driven up as the CEO called for more and more stretch effort. At the end of five years, however, extensive problems were manifest including declining profits, unclear values and priorities, change overload, loss of life balance, too much hierarchy, strained interpersonal relationships, and one-way communication (top down). The occurrence of these problems led the CEO to recognize his inability to mandate change. "As we became more complex and the environment more intense, it became **impossible to get things done through the force of leadership**. Everything in my mind has always been so clear and logical. I felt if we just do what we know how to do every day, this thing will work. I had this grand design and vision, and I thought I could articulate it and get people lined-up. It did not happen. It absolutely did not happen. I think I had to come to grips with the fact that it is not enough to be committed, to have a plan and understand where we are going. I realized I had to **get everyone engaged and committed.**"

This realization led to a massive culture change effort in which the CEO and his associates committed to the principle that organizational change requires personal change. The CEO gradually experimented with honest confrontation of issues. He began to see the creative power of honest dialogue. Eventually he made a bold intervention: Some senior people were beginning to question his global strategy. Instead of coming down on them as he might have in the past, he invited three important financial analysts to the annual meeting of the company's top 120 executives. He asked them to provide an extensive criticism of the state of the firm. The response was seemingly disastrous. Relationships seemed to disintegrate into widespread conflict. Instead of addressing the conflict, the CEO gave his executives two days to discuss and explore the tensions. The result: A new meaning system emerged and they left the meeting with renewed commitment to the strategy. After this session, the CEO continued to experiment. Eventually he began to allow people to challenge his own personal behavior patterns. At each stage he grew more confident with this approach, continually exhibiting new behaviors; as he did so, he learned to **facilitate the emergence of new realities.**

## **Reflections**

In your organization, have you ever been told to change? Describe your reaction and feelings in that situation.

Identify a situation at work in which you want to challenge or inspire someone. Describe how you have acted up till now.

Now write an imaginary story about the situation you just described in answer to question two. In the story you get what you want by creating a vision of the common good. Let your imagination run free. Then describe the process that you imagined.

Returning to the situation in question two, what are some behaviors you might try that you have not tried before.

Now, write an action plan that might transform the situation in question two.

## Reflecting On the Story

For each of the quotes below, answer the following two questions:

1. How does this quote relate to the story?
2. What key insights occur to you?

### People In Lower Positions Can Be Transformational

Consider Jaime Escalante at Garfield High School in East Los Angeles whose story is recounted in the film *Stand and Deliver*. The school had degenerated to the most despicable conditions, yet Escalante built an astounding community of success and pride. He did this despite the fact that there was no honor or respect in the culture, the change targets were closed-minded, they had no identification with the organization, and there was no respect for the change agent. Escalante had to establish a vision, build respect and attract the highly resistant actors into the process of transformation. Furthermore, Escalante was not the senior authority figure in the school but merely a teacher. In that supposedly disempowered role, he transformed an impossible situation. How is this possible?

### Is Change A Function of Power?

People operating out of the political-transactional model assume that change is a function of position power. Many argue that change starts with the top. When the CEO says to change, then it will happen. This CEO was articulate, persuasive and forceful. Yet he discovered that these tools were not enough. **Gaining commitment for the necessary adaptive work** required something he was not doing. It required personal change on the part of the change agent. Even CEOs, or maybe especially CEOs, need to practice ACT.

### Radical Change Means Returning To the Root

“As Gandhi continued speaking, people gradually returned to their seats and began to listen. Why? Because they knew they were hearing something very real, something of great importance. This small, unassuming little man had journeyed through their heartland and captured the essence of who they were. He was now vocalizing it in a way they could feel and understand. Such articulation is often at the heart of radical, deep change. The term radical is derived from the Latin word for ‘root’. In mathematics, for example, we use the radical sign to indicate the square root. To make radical change, one must move to the root, the origin or archetype. An influential vision reflects the insight of an individual or group that has deeply contemplated the core issues. Gandhi’s vision was such a reflection. It was rooted in both facts and values. It also carried and inspired passion.”

### Effective Change Agents Provide Purpose and Support

In an adaptive situation, people must step outside known patterns of behavior -- they must surrender their present selves and put themselves in jeopardy by becoming part of an emergent system or relationship, one that is in the act of becoming something it has not been before. This process usually requires the surrender of personal control, the toleration of uncertainty, and the development of a new culture at the collective level and a new self at the individual level. People are not willing to do these things unless someone gives them a purpose worth pursuing and the interpersonal concern that helps them feel supported in the process.

### Vision Does Not Emerge From Rational Analysis

After showing me their new vision statement, I asked, 'Who is willing to die for this vision?' No one spoke up. My question had surprised them and made them somewhat uncomfortable. Why? Because as a politically segmented group, they had executed a rational exercise and formed specific common denominators or generalities into a vision to which no one could object. A worthwhile vision does not arise from painless compromise. Statements that emerge from such efforts are devoid of meaning.

### Peak Performance Requires Transformation

There are several interesting points about peak performance. First, there are times when groups or organizations perform beyond our expectations. Second, however, this phenomenon requires immense effort and thus does not occur very often. Shifting from the current equilibrium or normal level of performance to a higher level means that a transformation must occur. At least one person must recognize that more is possible. Someone must then lead the group toward the collective goal. This transformational movement requires immense individual effort, communication, training, and cooperation, plus some luck. Finally, although some groups or organizations reach their goals consistently, this level of effort is difficult to sustain.

### Excellence Requires Faith and Courage

Furthermore, you do not reach peak levels by repeating exactly the same processes that have worked in the past. Reaching a level of excellence involves analyzing each individual situation and determining what is right. Most of us seek quantum leaps in our performance levels by pursuing a strategy of incremental investment. This strategy simply does not work. The land of excellence is safely guarded from unworthy intruders. At the gates stand two fearsome sentries-risk and learning. The keys to entry are faith and courage.

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