

Blue Ridge Report

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Conference Theme:
Managing Change: Changing Management



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Sunday Evening

Business as *UnUsual*

Linda Boardman, Consultant/Trainer, Pritchett & Associates,
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Part I —

One of the things I am struck with is in the kind of change we're going through. It is unique that you all have maintained tradition like this over the years. I think one of the things that you will get out of my remarks tonight is that...*in times that are changing as rapidly as these are, we need to really go back to some of our core values and traditions.* So I salute you in maintaining it during times when that has not been easy to do.

So, the message tonight that the world is changing is probably *not* a shock to you. You've already figured that out. It is useless that I should tell you *how* to change; I will tell you that the *pace* of change is what's driving us nuts, and there are some things that we can do differently *todeal with* that pace of change better. Woody Allen said it best. He said, "When change hits, there *are* going to be pitfalls; there is going to be opportunity, and the trick is to grab the opportunity, avoid the pitfalls, and make it home for dinner by 6:00."

Now, what most of us have lost is the ability to make it home for dinner before 6:00! What we see is people working harder, longer hours with fewer resources, and striving to do things by the same logic. What we'll talk very much about tonight—and tomorrow as well—is that we'll not make it that way.

First, while there is a "highway of change" being built through our lives, what is it that's constructing that highway? Who's fault is it? And we will talk about three factors that are involved in constructing that highway of change.

Secondly, we'll talk about the map that we need to look at to make a transition across that highway.

Third, what are the road conditions that we need to look

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Friday Morning

The Manager's Balancing Act: *Managing Change, Transition and Stress*

Dr. Ben Bissell, President, LuBen Associates, Richmond, VA

I've been accused of not showing up. First of all, I want to let you know I made it. Second, you heard the introduction. My real claim to fame is that I grew up in Eastern Kentucky in the coal fields of Appalachia, in a small little coal mining community called Harlan, *H-A-R-L-A-N*. Harlan County, Kentucky. I always do a survey. How many people here have ever heard of Harlan, Kentucky? My lands, nearly everybody here. Anybody ever been there? You know my next question. *Why* did you go? There's no reason to go, is there?

I grew up there—really! It's the end of the world. Just in case somebody doesn't know where it is, it's where Tennessee and Kentucky and Virginia all touch, right there in the tri-state area. Harlan is buried in those mountains—cut off from the rest of the world, and it's famous for black coal and "white lightning"—that's why some of you can't remember whether you've ever been there! It'll kind of do that to you.

This is not a joke; it's a fact. We made national news in the '60s. There was a government program—some of you will remember this—called the *War On Poverty*. This, too, is not a joke; this is a fact. They did this massive study of poverty in America and after the study, announced on the national news that Harlan County, Kentucky was the heart of the poverty pocket in America. That's what they said! I heard that. I told my dad. I said, "We're poor." He said, "I'm not a bit surprised." I said, "Well, the President's gone and told everybody; we don't even have a secret anymore."

I didn't even know I was poor until they told me. That kind of depressed me to find out. I'd been happy up to that point. Some of you understand that. You didn't know how bad it was until they let you in on it.

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Managing Organizational Change: Strategic Decision Making for Nonprofits

Dr. David O. Renz

It is really a delight to see a group of folks with the kind of interest and sense of humor that you have. I'm coming to you with sort of a practitioners and academic experience. At the University of Kansas City, I'm referred to by colleagues as a "pracidemic," and they keep telling me that's a positive phrase. What they mean by that, they say, is that I'm practitioner/academic. I have come to you today with both the theoretical and research background, literature and all the rest, about organization change and how you can make that happen. The reality is that I have experience in government and with nonprofit organizations. That experience is part of—actually most of—what brought me to be interested in the business of organizational change. My views on how one manages the change process itself, how one thinks about change, comes from the work that I did with the Minnesota state government.

At one point in time I had the opportunity there to go in and redesign—restructure—an agency, or plan that restructuring. Then I took it to the Legislature and they approved it. And as punishment for that good deed, I was then promoted and told to implement it. Then I discovered that not only do you have a challenge when planning a re-organization, but it's a whole different game when you end up trying to actually make it happen! And I'm talking to you today, I hope, about the kinds of things that go into the business of *actually making change happen!*

Now, I do find it prophetic that so many of you are heading out later this morning for a whitewater rafting trip. I don't know how many presentations I've been to in the last decade when the metaphor the presenters have been using is *whitewater*. "Permanent whitewater" is the phrase that has often been used to describe the environment we're working in. I think that really is true.

There's no question that in the nonprofit environment, things are tougher than ever—more challenging than ever right now! I think for many of us they're tougher. But the other thing I think we have to remember—and I get the feeling this may have come up from time to time as you've had your conversations here too—is that in times of substantial change, such as we're confronted with right now, the reality is that there are also *great opportunities!* Sometimes insurmountable opportunities, as was mentioned earlier, but great opportunities.

Because when the system is being redesigned, we can have an influence on what the new structure is—how those pieces are put back together in new ways. I would like to see you think about what I have to share with you as *a framework for trying to manage* how that happens. Now I don't have any idea if this is going to work, but we'll try it and see.

I did not bring copies of my slides with me but I have an address where you can write down at the end of my presentation, if you are interested in what I am doing—what we are talking about here—if you'd like copies of the materials of the slides that I use, please drop me a note or leave a card up here

after the session. I will be very pleased to send you a copy of this.

What I have said I would talk about today is the *key things in the area of managing organizational change*. I will talk a couple minutes about the unique aspects of nonprofit change—how that happens, then spend the majority of our time talking about these two core pieces in the discussion.

First, strategies to initiate manage *results-oriented change*—that's sort of the system side. What is it about? How you **shape the organization as a system** to have change happen in the way you want? What you must understand is that change *is* being laid upon you; it's not voluntary.

The second core piece—the other half of it—is strategies to *facilitate transition*. That's a nice way of saying, what probably you will relate to, that it's really a challenge when you have **people in the change process**. One of the things I've learned from one of my clients—a zookeepers group—has become sort of a subtitle for that second part of my conversation. Zookeepers have a saying, I've discovered. It's, "***The zoo never smells until the people get there.***" And they're right!

All of these great plans that I had for the (Minnesota) state agency were great, but then the people showed up and we had to actually make this stuff come together. And all sorts of human dynamics got in the way, so I had that zoo-member's "smell"

Last but not least, it's really unethical to *not* talk about the *ethics in the context of organizational change*, and so we will talk about that for a few minutes as well.

From my point of view it's critical to acknowledge right off the bat that an organization is only going to be successful if its people are actually put to work in an effective way—if you put the knowledge, skills and abilities of its people together to make those missions and goals to come together, to act on that in a way that will work for the organization. That's leadership.

A lot of folks in the consulting field nowadays differentiate between leadership and management. In a lot of ways, what I'm talking about in this session here falls in the category that's *management*—because it's shaping how the organization's pieces and subsystems come together to make things happen. At the same time, *leadership* is the whole business of figuring out how you make it happen with the people within the organization so that it's an intrinsic part of what is that we're addressing. Warren Bennis has talked about leadership by identifying four core competencies—the four key things that leaders need to be able to do in order to be successful—and you'll hear this theoretic discussion of the shaping of systems as we talk about this today.

First of all, there's **management of attention**, which often is done by shaping the vision of the organization.

Secondly, **managing meaning** through communion—managing the meaning in terms of like "what does this mean for our organization, for our people—about the people we are serving, and how is it that this will shape what we're doing?"

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Managing the Mosaic: Addressing Cultural and Ethnic Diversity in the Workplace

Dr. Edwin J. Nichols

Thank you for inviting me. And I thank Mr. Weekley for gently letting me know more things about you...so I could be prepared for what has finally occurred—to see your President in the *red shawl*. Had I not been prepared for it, I'm not sure I would have understood it! Coming over, there was a man—he didn't have a name tag—but he was your Harold Weekley from Tennessee, who's been a member of this organization for many years. He sorta gave me some data and information about the red shawl. So I'm more appreciative of it, and now I won't refer to it as "cross-dressing."

It's very kind of you to invite me to be a part of your group, and I'm glad to have the levity to enjoy yourself when you're here because I know the work that you do, the commitment that you've made to the kind of work that you do is very, very stressful. I have been a psychotherapist for the past 35 years—and an analyst. Thirty-five years as a therapist and 30 years as an analyst. So I know what it is to receive tons and tons of problems every single day, hour after hour, and to have to carry that weight all by yourself. It's a very stressful thing. To be able to get away and to have a time frame where you can meet old friends and just sort of be yourself—it's like being refueled, so you can go back and take on those problems again.

There are some things that are going on in our country that I want to share with you—for the people you serve, the communities in which you are active—so you can take a different perspective, perhaps to help re-shape the way we're going as a nation. My fear is that if we do not read things carefully and really make some changes, we will find that as a nation we will become a second-class world power. A second-class world power has *two* classes. It has the ultra-rich and the poor. And those of us sitting in the room that are "*middle class*" become the "working poor." That's because we get up every day and go to work, but remain...*what?*—poor! And that's exactly right. Now, the kinds of things that you need to be cognizant of is that in order to remain ultra-rich, people take their money and invest it where it will make money. Because money is designed to make money. That's *just* what it's designed for!

If you look at Great Britain, it is now a second-class world power. It was the United Kingdom—that's what we call it now. When I was growing up, we were taught that the sun never set on the British Empire. The sun now sets on it in about an hour—from London to Wales. That's about the extent of the "British Empire." The question in a society like that is, How do people make money? If you take those "exports," you cannot finance a country's needs. So the question is, How do the ultra-rich in Great Britain remain ultra-rich? An answer is that that nation has the most foreign capital invested in the United States!

Great Britain, Canada, Japan, and the Netherlands. Now if you look at those four in that order, you can begin to understand that's why the British don't invest in their own country. It's because they don't have a work force sufficiently educated enough to meet the challenges of today. And therefore

they put people on the dole, which is welfare, and just maintain a country that is sort of going pace-to-pace in order to glean as much money as they can from the lower classes. They go into costing things like water. In this country we've always had water that you could just drink directly from the tap. In many countries you have to drink *bottled water* or you'll die. And guess what we're now developing as a new industry in this country? Did you ever think that you'd have to drink bottled water in the United States? It's now an industry here. These are the things that you *have* to have to survive.

So what happens is: infrastructures collapse; and then these newly created needs are the requisites to survival. What I'm sharing with you is that there is then a greater "gap" because *you have to spend too much money just to survive*.

Did we ever think that we would have to pay more than a dollar for a gallon of gasoline? But as the ultra-rich begin to visit Europe where people pay two or three dollars for a gallon of gasoline, or four or five, then say, why can't they do it in the United States, where people said it would never work, it would never go? Well, they tried it, and it worked, so they keep it going.

There's no need for those costs. Gasoline—crude oil—has not changed its price. It's constantly going down. There's plenty of crude oil, if that's what you want to use. So what I'm suggesting to you is that you have to begin to think in terms of where are we going as a nation? We have always been a nation where there was a spread of wealth. But what's happening is, there's a vast gap between wealth, and we have to be cognizant of how that's going on.

Now, if you examine the speeches of Eisenhower in the past, he always warned us about the industrial-military complex and the cost of that to a society. If we cut all of the programs that we say we are going to cut in this present administration then that means that many of *your* agencies will be dysfunctional. But when we cut all of those and add all of that money together, it will still not be the equivalent of the cost of *one* Stealth bomber. Yet we continue to produce things that have *no value* in this new society—because *at whom* are we going to direct our rockets and missiles? Who is going to be in retaliation against us? *Who* constitutes the enemy?

Now, if you do not begin to think clearly about these issues, then things will overwhelm you and we will end up without the capacity to provide services and care for those who are needy. There are always things that are thrown in your path that are sort of scare tactics, scapegoats, or short-term expectations of what is operating within society. Then people respond to them and are very concerned. So let's look to see what has happened most recently to explicate the behavior.

For the first time in forty years something occurred in the U.S. House of Representatives. And what was that? Republicans took the power. This was in line with what you were saying

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Managing the Mosaic: Addressing Cultural and Ethnic Diversity in the Workplace

Dr. Edwin J. Nichols

yesterday, a demand for...*what?*—change. Now, the political analyst analyzed to see *who* voted to do that and *why* did they make that change. The answer was angry...*what?*—angry white males. Now who are the angry white males and why are they angry? OK, let's take a look and see what's going on.

Historically, if you were white male, high school graduate, you would have the opportunity to have a job that was 12 months—that is, you could work a full year. The income level would be the lowest level of middle class, but you would be the *beginning* of the middle class. That would entitle you to have a home, a new car, and an annual vacation. And that has been the existentiality for three—in some cases—four generations of white males working in factories with a high school diploma. Is that a reality today? What's your answer? No—it is not! Many of those jobs have gone...*where?* Overseas. And many others are completely obsolete; they are dysfunctional. So what was given to white males, high school graduates—and particularly if you'd served in the military. You had a veterans' "patron." That is no longer real. So what had been given as a "psychological contract" to this group of young men has been broken, and they are very, very angry. They feel betrayed.

Let's go now to Oklahoma. The alleged person to cross the bounty was...*what?* A young white male, high school graduate. He served in the military—even in a time of war; and he was without a job. Not the reality of his father's or grandfather's experience. But this group of white males—they don't vote. So we have to ask ourselves, what is the other group of white males, what is their experience? What was their psychological contract, and how was it destroyed?

How many of you of European descent have relatives who came to this country *after* the War Between the States? I must be very careful with terms here. Alright.

Those of you of European decent that have these relatives who came at that time frame—because that is after 1865—came from European nations who did not have universal primary education at that time. Those individuals came here with "zero" education, at best third grade, but most had no formal education. They entered into the factories and they worked with their hands.

Now how many of you of European descent have relatives that were in this country *before* the War Between the States? Alright.

Even in the most rural conditions they would have had the advantage of an eighth grade education—in a one-room or a two-room schoolhouse, because we had *normal school*. And young girls would go to normal school and then teach in these rural settings until they married and then they had to leave—quit teaching. So the people who had the advantage of that education went to the same factories and they worked with their heads as payroll clerks, timekeepers, bookkeepers, and so forth, because they could read and write; they could do the writing and arithmetic that was necessary to send correspondence, and so on.

For the first time, now, in the United States, we began to develop *two classes* of people that, even though in an adversarial relationship, had not been in our country prior to that time.

So, let's examine it. It says that the people who worked with their heads had the advantage of working twelve months a year. They had twelve months of work; they were paid a salary; and eventually had a one-week paid vacation. The people who worked with their hands, how were they paid? Hourly or piece work. Some don't even remember that terminology any more. Did they work 12 months? Could they be assured of 12 months? No. So what happens is you have two classes of people: One class feels they are privileged and *entitled* to the better life because they have education; and the other says someone has to come and save us, help us. So now you have two classes fighting each other, OK.

What was the first building publicly built by the people who worked with their hands when they came here? They built a...*what?*—a church. What was the second building they built? A school...when they realized that education was an important factor. To what level? To...*what?*—the eighth grade.

Now if you are going to maintain power and control then you have to change the roles. So it is now time to do...*what?*—change the rule. So, it is interesting that since you have succeeded in getting an eighth grade education that now in order to have the upper positions you will be required to have *at least* a high school diploma.

So we continue to develop *two classes* of people. We now have the supervisors and we have the workers. But while supervisors are equal—and some are more equal than others—we have supervisors who *specialize* in the supervision of supervisors—those who supervise those who supervise those who supervise the workers.

World War II is over and we have the reality of a nation that recognizes that, in order to maintain the competitive world edge, we have to have a work force that is better educated. So we have the GI Bill, and those people who served become a whole new class of managers who specialize in the management of managers who manage managers who manage the supervisors who manage the workers.

Now, when you have that many managers it becomes very clear that someone must be responsible for those managers. And now we develop, after the 1970's, vice president positions—and those positions will generally require an MBA, a Master of Business Administration degree.

Now, while vice presidents are equal, some are more equal than others. We have a Junior Vice President, who is not as great as the Vice President, who is not as great as the Senior Vice President, who is not as great as the Executive Vice President, who is not as great as the Senior Executive Vice President. Now at this point it's time to change...*what?* Yes, we're going to change the rule!

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Organizational Ecology: *Managing Behaviors That Poison the Workplace Environment*

Dr. Anne Osborne Kilpatrick

My subject, healthy organizations, is one which has occupied much of my energy and attention over the last quarter of a century. Over the last 25+ years, I have worked in a variety of environments: public and private, governmental and manufacturing, educational and clinical, military and civilian, large, small, and very large; with volunteers and paid employees. And I have discovered that “toxic workplaces” exist everywhere. *The real challenge is to build a healthy workplace.* And whose responsibility is it? Management’s? The employee’s? Government’s? The courts? Lawyers? Educators? I believe it will take all of us to make this happen.

Broken social contracts. One of the myths of the 19th and 20th centuries was that employers and employees had an unspoken, but binding, obligation to each other. If you perform well, do your best, and are loyal to the organization, the organization will take care of you for life. In our new economic world, there has been much disillusionment from employers and employees regarding this relationship. We could notice societally that those contracts have also been violated.

My father worked for the same employer for 42 years. His career was within the same company, a multinational paper corporation, and when he retired as Director of Engineering for the corporation, he had gained recognition for the company through his contributions to organizational growth, company profits and professional trade associations. But he was among the last generation to benefit from this type of relationship. Since then, even the paper industry has conducted RIFs (reductions in force), fired their last president and all the vice presidents, and created an environment much different from that during Dad’s 42 years of service.

Other giants have toppled: IBM, GM, NASA, the military, and all levels of government, as well as many non-profits. So what do we say to future employers and to employees as they join these organizations? What *SHOULD* their expectations be?

And how do we create a healthy environment, within and around organizations that can be free of toxins?

Finally, is it possible to create a new social contract?

The Beginning of an Era. In 1980, I was working in a manufacturing organization, where I had initially been hired to develop a workforce to help to double the profitability of the company in five years. After spending a year “growing the workforce,” I spent year two reducing the workforce from 1,200 employees at two locations to 500. Also during those two years, I was demoted and promoted, as well as spending most of my last year firing people. That spring of 1980, even though I hated what I did, I hadn’t made any move to leave. As a single parent with two small children, I was fearful about giving up the security of the job, even one I hated, and which I knew was killing my soul. On April 1, my supervisor informed me that my job was being eliminated “within 60-90 days.” Before this day, I had begun talking to my college major professor, whom I had not seen in ten

years, regarding possible career changes, and one option was a doctorate. He told me if I decided to pursue additional education, to call him and he would be glad to help. On this fateful day after the announcement, I walked directly from my supervisor’s office across the hall to my office, called my mentor, and at the end of our conversation, had a new career opportunity, a mentor, and a place to live if I needed it. By the end of the day, company leadership assured me of full pay and benefits for 90 days, which ended up being enough to get to my next pay check at the University of Georgia as a graduate assistant. An announcement that I had resigned to return to school was followed by two company going-away parties! I was OK, for a while at least, but what about everyone else?

Because I had been laying off the workforce for over a year, with no concurrent management and support staff reductions, a “major purge” of the “overhead” was held. In one day, we terminated—“riffed,” fired—100 people. Some of those were second-generation company people, most had never worked anywhere else, and some were illiterate. Then we conducted a five-day outplacement program for those who were terminated. These employees had lived all their lives by the premise that if they were loyal to the company, the company would take care of them. The outplacement program was abysmal: people were in shock, the consultants in charge were from “out of town,” glib, upbeat, and certainly not sympathetic, and the employees were in shock. To describe the program’s lack of effectiveness, of the 50 terminated employees, three attendees were there for day 3: none returned for day 5. The rationale for selecting those employees who were terminated is the subject for another presentation.

For the last 15 years, I have studied how to deal with that experience. The research question has been: In our present competitive environment, what do we do to “humanize the downsizing process,” to reduce stress and burnout in the workplace, to make managers and supervisors more effective at their jobs, and overall make for healthier workplaces? The premise resulting from this experience is: “**Organizational environments can either contribute to keeping employees healthy, or contribute to making them sick.**” A corollary is that if we learn how to make organizations healthy places in which to work, perhaps we can learn to remove toxins from society as well.

So what is a healthy workplace? How do we recognize it?

Several methods may help you here: Think of the happiest you were at work; think of the best boss you ever had; think of where you felt better and more satisfied about what you did. All of us have had glimpses of that place.

In order to pursue this subject, let us return to the title of this presentation: “*Organizational ecology: Managing the attitudes and behaviors that poison the workplace environment.*”

In order to understand the context, let us look at the de-

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Managing Change: *Changing Management*

Linda Boardman

at, namely the dynamics that are very predictable so we can manage them?

Fourth, how do we get a permit for crossing that road? What is it to be a change adaptive organization, and what guidelines does that include? And then, what are road hopping skills and how do we maintain the organizational vehicles that we are riding in?

Now, that may sound a little silly to you...until I upright my "skunk." Where do you usually see the most of these? Dead on the side of the road, sort of this shape? Yeh. And there's a reason for that. Skunks, through the years, have gotten very arrogant about their way of dealing with danger, haven't they? They see a bear coming and what do they do? They turn around and they raise their tails. Either the bear runs the other direction or if it's an uneducated bear, it gets educated and never bothers a skunk again. Image being this size and having that affect on something the size of a bear. That's pretty heady stuff. Skunks get real cocky, real arrogant—they are not afraid of anything.

We play a trick on the skunks: we build six-lane highways across their meadow and they do not perceive a problem. They hop onto the highway and they see a threat coming—it's a "semi." What do you think the skunk does? Turns around and raises his tail! How impressed is that semi? Not at all. And we get "road kill" a lot.

So what we're talking about tonight is that we have seen, and when I say *we* I'm talking about me as an affiliate of Pritchett's and others who work with *change*. What we've seen is people in organizations have an incredible tendency to try to use the skills that got them through stability to cope with on-going change—and it's not working. So we hope that what you go out of here with following our time for sharing tomorrow is some skills for crossing roads and avoiding the coming "*organization road kill*." That's my goal for the presentation.

Now, think about the pace of change. A friend of mine recently got an invitation to her high school reunion. Think about it, it wasn't that long ago, but there was no MTV or PMS. A pot was to cook in; coke was to drink; mouses were not a good thing to have on your desk; to book up was for dancing; only people got viruses. The TV had *three* channels—remember that? McIntosh was an apple of a very different kind.

When something hits the supermarket card stand, you know its not going to go away. Check out what's happened in the past few decades. We've gotten everything from disposable diapers, trivia games, mood rings, hippies, the Apollo moon walks, microwave ovens. Think about the amount of change that you and I have integrated into our lives without even blinking. Products say it on the back—in their bar code.

What we have seen, then, is this. We are losing count of the kinds of changes that we are going through. We ask companies why is changing going on? They point to several things.

Some stunning statistics here: U. S. businesses have gone

through an incredible decline. From 1960 to 1990 every major business in the U.S. lost percentage of world-wide sales in radical amounts—and I would go over the numbers with you, but it is pretty shocking when you are used to being the world leader to see your results begin to go down like that. So we asked several CEOs, "What do you plan to do to improve your competitiveness?" And there's quite a list of things they came up with. What you see is that most of those are not new. Most of us have been through those kinds of changes. In fact, let's just do a count in your organization. How many of you have been through three or more of those in the last twelve months? Six or more. All of them. OK! Interesting. All of them and some I haven't even remembered to put up there. What's interesting about this is *it is not much change*—at all. Life's made up of the same kinds of changes as this.

The pace of change.... That's the thing! Had you come into the world of work in the 1950s, normally what would have been expected in a career was *one* major change or transition. You'd have had 3-4 years to get ready for it, 3-4 years to get through it, 3-4 years to recover from it. In the 1960s, that sped up a bit. Major changes in a career. Three years preparation and recovery time. In the 1970s, it sped up a little more—three major changes. In fact, this is when we began to get a little cocky—like the skunk—before we knew something about "*transition management*." We'd seen changes come, seen them go, knew what to anticipate. We were getting pretty good at this.

Then came the 1980s. The changes began to be continuous. Toward the end of the 1980s, they began getting closer and closer together. And way into the 1980s people felt fortunate if they had six months of preparation and recovery time between changes.

In fact, as consultants, we would go in and hear different things than we had ever heard before: "*Would you like to talk to us about transition management.*" "Sure. I'd love to do that. Soon as you tell me which of the transitions I'm in the middle of that we're talking about."

We'd never heard of that before. It was a brand new era and what we see is that in the 1990s it looks more like this.

People are in the middle of six and eight and ten major changes at the same time in their organization. What we find then is with the pace of change going at that speed that if we try to use the skills that got us successful under this set of conditions and we are actually operating in that set, we are going to be fighting logic. It simply won't work.

What we are in the middle of is actually not just organization with a change or two but redefining the way we need to build organizations to navigate that kind of change. And what I can tell you is—we're the generation that is having the difficulty with this.

My son, who is 17, is not having any trouble looking at a fast-paced organization that changes all the time. *It's us* that want to maintain that "status quo." So, my message to you

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tonight is that in one of our books entitled *“Business As UnUsual.”* The reason for that is that many of us are still cherishing the secret hope in some little corner of our hearts that after whatever this change is in our organization, we can “settle down and get back to normal.”

If you are cherishing that delusion, I’d like to relieve you of it tonight. There is no indication whatsoever that that’s going to happen. In fact it may go faster. So...I brought an example of what I think is *the* most useful tool you will ever have for managing this kind of change, and I’m going to suggest that you all get one on the way home. It’s well within your budget and it’s one of the most useful tools you will ever have for managing this kind of change and I’m going to suggest that you get one. There won’t be any learning curve—you’ll already know how to work it. It’s a good place to keep track of the current organization chart; it’s a good place to keep track of your job description; a good place to keep track of what clients want of you; your budget; those things—and here it is: a child’s *“magic slate.”*

How many of you have experienced that they tell you one thing on Monday, and by Wednesday they want a different thing—whoever “they” are. Whether it’s the funding people or whether you’re the one saying that to your employees, people are very adept at changing *if* they’re working with one of these. If it’s triple-filed in 17 places in the computer and cross-referenced, then we get bit of resistance letting go of it.

The most important thing that you can begin to teach your people is to respond in terms of *nothing is permanent*. Then, the easier it will be to get through to change “it.”

Ron Pound, who’s one of my mentors used to say, “During change, truth is a moving target and is often dead on arrival.” Remember that as you deal with that pace of change. What we find is that some organizations are dealing with change better than others.

Their success depends on how they look at the stages of learning. We all know that most of the time when we learn something, we start out with trial and error; then we develop some confidence, we develop mastery; then at some point we get a little bored, and we develop a new challenge.

Typically, organizations have introduced new change here and there, made gradual improvements, then started the cycle again. What we’ve done is looked at a lot of organizations that are doing better than that. What we’ve discovered is that they *thrive on creating chaos*. While their people are just beginning to feel confident, they begin introducing the next challenge—as soon as any amount of confidence comes in. They don’t tolerate people getting to be “perfect” at details that their customers are no longer willing to pay them to be perfect at! And that’s the major difference between companies that are making it and companies that are not.

As you look at your organization, think about the numbers of things you’re good at and begin to ask yourself, “If our customers and clients and funders knew exactly what we were

doing every minute of the day, which part would they continue to pay us to do, and which part would they challenge?” If you get ahead of that curve, you’re going to be able to keep yourself from having some difficulties.

Before we go any further, what I’d like for you to do is do a little experiment with me, and that involves having you stand up and find a partner. Stand face to face with that partner—and not touchy-feely, so any old partner should do fine. And in order that I don’t lose you when it gets noisy; if it gets noisy and I need your attention, I’ll do this: sound a train whistle to indicate that its time for the “train” to move on. OK? So... stand up, find a partner, stand face to face with your partner.

Now look that partner over—as if you were going to have to pick them out of a police lineup in just a minute. Really notice the details. Alright. Now. Turn your back to your partner and I want you each to change three things about your physical appearance. This has to be tangible, visible stuff. It can’t be “I lost 15 pounds stuff.” Stuff you can see. Change three things, and don’t turn around until I tell you. OK? Ready. Now when I tell you all, I want you to turn back around, face your partner, and each of you try to quickly guess what the other one changed, but don’t sit down yet—just stand there. Go ahead.

Turn your back to your partner again, please. And without changing the first three things back, I want you to change three more things about your appearance. ...now turn back around and try to guess what your partner changed.

OK. Good work. Now turn your back to your partner again and change *three more things*. Now, what I want you to do is notice the dynamics that went on in this room. Would you say that I had created a bit of resistance? Let’s talk about how easy that is and how you can avoid doing that. Have a seat.

Here’s what happens. First of all, I would say your response is what we call “about par for the course,” which is: most groups go through these same dynamics. First thing that happens is, you’re willing to play alone; you need to get up and stretch your legs—that’s fine, I do that. Second time, did you notice the response? It was like—annoyed disbelief. Again, third time, it’s *send the woman back to Texas with this—get her out of here*. Now, is this like your life in the world? About the time you get used to one set of changes, you’re expecting a little pat on the back for handling them well—boom—along comes another set of changes. No thanks, no nothing. That’s going to increasingly be what we are dealing with.

So several things that means to you as leaders in organizations. You have to prepare people for change, at a rate that’s actually faster than it’s going to be required of them. Think about how it might have been different had you gotten instructions as you walked in the door that said, “By the way, sometime in the course of this evenings presentation, you’re going to be asked to change three things about your personal appearance, and you will be asked to do that about 10-15 times.” What would have

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happened? Many of you would have left; if you had to be here, what would have happened? You'd have gotten very creative. You'd been out in the hall collecting stuff to pop in your pockets and surprise people with; you'd been thinking; you'd been preparing for it; you would have been re-defining what the instructions meant; so, part of my job as a leader is to prepare you at a faster pace than what is going to be required.

There are other things I did that probably caused you to resist. Any guesses about what those were? People frequently mention, "Well you didn't give us any rationale; you kept moving the finish line; you kept placing restrictions on us—like, we couldn't change the other things back."

Did you ever get put in the position of doing any of those things with your employees? Absolutely. Will the world let you not do that? Probably not. So...one thing you can do is "keep them *ahead* in their mind," but the other thing to notice is that you respond to each individual's responses and assumptions that go with change when we begin changing that fast.

So let's think about some of them. One of them is, for example, taking things off. The assumptions that change equals: *'I'm going to lose something.'* How many of you took something off as one of your requirements? Yeah. Easy one. Most of us have more than we absolutely need to survive anyway, so it's not a problem, so we take things off. But how many of you kinda got stuck in that pattern and you defined the game as taking things off?

Yeah, you said, "Well, am I supposed to take my belt and my pants off now?" And I thought, "No...Nope." Nobody is supposed to do that. That's why we only do it three times, but think about that as an assumption. How many other ways to change are there? Some of you found other ways. You just rearranged things, or you messed things up. Did any of you add things to? Yeah. Take things from out of the room and collect them. Trade with other people; *see other people as resources?* And trade glasses instead of just losing glasses. Trade earrings instead of losing earrings. Trading ties, shoes, whatever. But one of the things we have to look at is that we tend to get stuck in patterns of assumptions that assume change is going to be bad.

I'm with your president here: I'm not going to say that I think all this change is good or bad; what *I will* say that it's here to stay, and the people that *manage* it are going to do better than people that don't!

So, this reminds me of a physicist who was called to Washington. The Tacoma Bridge was built over the Tacoma Pass, and it collapsed four months later. It was a marvel of engineering, and it collapsed. Now, a physicist from Hungary came in to explain what had gone on, and he said, "Now if you build it the same way again"—because that was their plan. (They thought its collapse was a fluke and that they needed to build it back exactly the same way it was.) They were getting about to do that. And the Hungarian came in and said, "If you do that it will fall down again for the exact same reason."

And they said, "We've analyzed it for a number of reasons and there are none." And he said, "Well, yes, there are." (There is this principle and it's science come to be called the *VonCarman Vortex*.) "The way the wind is created it would pull the bridge down."

Well, instead of embracing him as their hero who was going to save them from looking foolish, what'd they do? They got suspicious. They decided to resist this guy. They said "Who sent you? You know, who are you trying to steal our funding away from us? Who do you speak for?" He said, "I speak for the wind."

That's my message for tonight. Good, bad or indifferent, I speak for *the winds of change*. They are not going to leave us alone.

What I can tell you is some things we observe. Prichett and Company has taught me a great deal. We didn't earn our reputation by being brilliant academicians as well as by being very, very nosy. We've had the privilege of hanging out in various organizations over the years and paying close attention, and writing down what folks are doing that's working and what's not. And that's what I'm going to share with you tonight. One of the things they are doing when it works is they begin to *re-set people's minds about what you assume when change comes along so that you don't assume the worst*. You begin to *look for the opportunities*.

The other thing we find is people are looking for *who's "the witch" we need to burn* so that we can get change out of our lives. It's somebody's fault; if we could find them and put them out of their misery—get rid of them—we could just move on with a more stable life again.

It turns out *not* to be that easy, because there are **three key drivers of change**. If you see change in any one of these things you'll typically see it spilling out into the way everything in our lives gets done. Right now, we are seeing fairly magnificent changes on all three of these fronts, and those are changes in **people**, in **technology**, and in **information/knowledge**.

Let's look at some of those. First, **change in people**—this is just how many more of them we're putting on the planet. It took seven million years to put a billion of us here—if you take the scientific viewpoint. It took us less than 75 years to double that number and less than 50 years to double it again. We're well on our way to 10 billion now. Now it helps me better to see it this way: It's the equivalent of a Las Vegas per day—and that's Las Vegas a few years ago, before it grew; it's a New York City per month, or a Mexico per year.

The issue of diversity is going to be critical here. That's real important because, What percentage of those new people do you suppose are white, anglo-saxon, protestant, and raised in the suburbs by a June Clever mom? *Microscopic!*

So we are going to have to challenge that (traditional model) assumption as the "best" or the "only" or the "wisest." It was absolutely perfect for a while; it worked very well.

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Give it kudos for that and look for what's the next set of strategies we need. Because this will affect the mix of our customers, of our vendors, of our suppliers, of the places our funds come from.

I've worked in more American companies who've been bought by foreign owners than foreign companies who've been bought by Americans in the last year and a half than I ever would have dreamed of. Dealing with French, French Canadians, Japanese—what amazing diversity is out there hitting us! So that is the first thing that happens: *Diversity gets there.*

The second thing that happens is that you put more people on the planet and they begin raising the bar. As soon as one person proves that we can do something, several others set out to best them. That's what keeps the Olympics going, isn't it?

Johnny Weismeller—good ole “Tarzan”—set the Olympic 100-meter freestyle swimming record in 1928 and that record today is routinely being beaten by Junior High Swim Teams. And it was seen as a super-human effort then. In 1984 only a handful of people had ever reached the top of Mount Everest. In 1994, one day 37 people reached the top on that day. Seven of them within the same half hour which caused a really irritating traffic jam. All those people also begin making things.

What you see is a **technology explosion** as they out-do each other in making things. Between 1900 and 1985, we've introduced 80 percent of the technology we now enjoy, and that much again will be introduced—*not* in the next 85 years, but in *15!* And we're already in the middle of that. So, what does that mean, again, in terms that are practical?

Think of a fairly “primitive” lifestyle where, for example, you have to get out of your chair to change the channel on the TV. (Would you agree we're talking really *serious* primitive here?) That was 1980. Then it was fairly unusual to have a remote control in the house. And now what? We have so many we can't remember which appliance each goes to. We have to get our kids to program them for us.

Microwave ovens weren't around much until after the 1980's. So many things we take for granted. Now that's a good side of change, isn't it? Most of us wouldn't want to go back to the 1948 standard of living and lack of conveniences even if we're working more hours. We like that part of change. In 1994 the average Chevys rolling off the assembly line have more computational power than did the first Apollo rocket that landed on the moon. You're riding around in it like it was nothing, and it's a highly complex set of machinery.

The singing happy cards—let's see if I can get this one to work this evening. You open it.... Nope, it's had one too many hits. But the singing happy birthday cards: You open them, they sing “Happy Birthday to you;” you toss them in the trash with a grin. You've just thrown away more computer technology than existed in the world in the 1950s, and thought nothing of it. Most of us wear more of it on our wrists than existed before 1961.

The Eniac, the first big computer—I don't know how many of you remember doing your thesis on card punch machines, but

that was a big thing to me—that was advanced. The Eniac that ran some of the systems was built in 1944 was the size of an 18-wheeler tractor trailer, weighed the equivalent of 17 Chevy Camaros, took 140,000 watts of electricity to give you 5,000 basic operations per second. Don't you just wish you had that kind of computer power available? Fifty years later the equivalent power weighs less than a pack of Sweet'n'Low, takes 2 watts of electricity, and does 54 million instructions per second. Now, what does that equate to? People are running around “electronically.” Nineteen million of us are carrying pagers. My son recently put me on a pager because, *What if he was to need money when I was out of town?* Twelve billion messages left in voice mail boxes in 1993.

In 1987—look at the increase in FAX machines, E-Mail addresses and so on. The Fortune 2,000 companies exchange an estimated 450 E-Mail messages *per second* of every day this year.

My son keeps me “on track;” you'll get that feeling very soon; I'm not one of those people who embraces changes just for the heck of it, but he has instructed me very clearly that he needs to get me an E-Mail address because otherwise it will be too much trouble for him to communicate when he goes to college. So, he doesn't even write home for money; we just do it by electronic transfer. Interesting.

Coffee is dropping 30% a year, but computing performance power is doubling every 18 months. Now, what does that do to information? It's doubling *at least* every five years, some say it's doing so in only three! *The New York Times'* average daily editions contain more information than a 17th century Englishman would have run across in a lifetime! And from the time I graduated from high school until today, more information has been produced and made available than there was for the 5,000 years preceding that. So if any of you are in that time frame with me and you're wondering why you're feeling overwhelmed trying to keep up, it's because *you're awake!*

These are very overwhelming kinds of statistics to deal with. Tom Peters suggested that we all have to get a “bozo filter” so we can filter out the “bozo” information that we don't need. And you have noticed how that's increased? And it is increasing in the E-Mail and the FAX machine and all that now. You've gotten lots of messages that you don't need. How do we begin to increase our ability to deal with that information?

The average college degree today is out of date within five years and much of what we know within 2-3 years. Getting a degree can't “recap” you any more; you have to *learn to learn.* The bulk of what we need to know to do our jobs will be out of date by the year 2,000. That's in only 4½ years; that means that at least 50% of what we need to know to do our jobs today will then be obsolete.

Seventy percent of the jobs being done in the year 2,010 are jobs that we have not even thought of yet, and couldn't write

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a job description for it if we tried, because it is beyond our comprehension. So we are *facilitating people*, true!

It's one of the most magnificent changes/transitions that has occurred since the time we moved off of farms and into the city, and you know what kind of social upheaval that brought. So when you think of the impact this is going to have on the areas you serve, I would say, "Expect it to be dramatic, and expect that you'll see some of the symptoms before anybody else does." You will have a very "bird's-eye view" of what is happening and what are the opportunities in it. Organizations are changing to keep up with that.

Between 1980 and 1992, U.S. manufacturing has cut two million workers, and for the first time ever, middle managers were affected. One in four middlemanagers' positions were eliminated. 1983-93, the Fortune 500 were laying off 200-300 people per year; so we thought there weren't any jobs. *Surprise*. Women-owned businesses were employing more people than the Fortune 500 companies were laying off during that time, creating new jobs *and* by 1994 women-owned businesses employed more people than *all* the Fortune 500 people together. That doesn't even count the male entrepreneurs of whom there are many.

So the deal is that there were "no jobs," but you had to look different places. For those of you who are trying to do that, translate that which we talked about at dinner—moving people off of welfare and into work. Guess what that means? The Fortune 500 are not going to be very helpful to you. It's going to be the small entrepreneurs that have to be your target. That takes a lot more effort, doesn't it? A lot more coordination. In 1992, an average professional experienced three career changes and ten jobs in a lifetime. So when you hear people talking about *tenure*, very proudly—having 25-30 years with the same organization, what you know is, that that was the past *and* that will no longer protect us in the near future. It will not be the way to protect yourself. So we need to begin with our children—and train people that we work with to look for very different things if they are going to succeed in times of radical change than was true in times of "stability."

The tenure in organizations is getting very low as well. Charles Handy is an English futurist and he has predicted several possible types of organizations in the future. The one that intrigued me was what he called the *shamrock organization*, because I feel a lot trends in that direction. He said there would not even be large Fortune 500 companies; that the big major companies would have a core group of employees who protected the values and compliances that were core to the success, but there would be about 200-300 people in the largest organizations that would be the few full-time staff people in large companies. Everybody else would come and go either a contract-by-contract or project-by-project basis or in very short term activities. Handy's got a couple of books out: *The Age of Unreason* and *The Age of Paradox*. And what he says in those books is, "Look for everything about the way we live our lives

to change."

If our degrees are eliminating themselves that fast, think of the logic here. You get a degree—you spend 5-8 years getting a degree. You work hard for the next 5-8-10 years. By that time your degree is out of date and you are being replaced by new people.

So, maybe we have to change the way we work, that during that 10 years, instead of 40-hour weeks, I'm working 100-hour weeks, making all the money I'm ever going to make for all my life. And at the end of that 10 years, I've got my family. I have plenty of time to enjoy them and be with them, and do volunteer work in the community. Then I move into a totally different phase that's not dependent on making money.

That's a fairly anti-American sort of a sentiment, isn't it? You think about all the possible directions the world could go.

Handy says we need to develop "portfolios of skill," rather than just *resumes of past performance*. We must demonstrate that our skills will be transferrable into a variety of environments.

There are a lot of people predicting some interesting things. Who knows what will turn up? What we do know is that we need to challenge our thinking beyond the boxes we have it in right now.

Most of the exports—50% or more, are created again by the small companies, 19 or fewer employees. Only 7% by companies with 500 or more. The contingent work force since 1980-94 is about 57% already. Our customers' lives are getting more harried and stressed. Discounters, competitors, customers used to miracles,—that's your clients. Are they used to "miracles" now? Isn't it amazing how quickly we get spoiled?

Last year I got to go to Europe and work in a couple of countries. I remembered (from living in Denmark, 1981-86) that one of the big hassles was exchanging money. Well, I stepped off the plane last year in London; I look and there's this big sign posted over the money machine. *I just wonder*. So, I stuck my little ATM card from Texas in the machine in London and, sure enough, I received English pounds deducted from the dollars from my account in Texas. Man! And just fifteen seconds later. I'm just really in heaven. This is great! The following week I'm in Switzerland and do the same thing in a Swiss machine, and I get back Swiss francs. But something very significant has changed there. Instead of saying, "Whoa, no money exchanges here, I'm going," "Why is this taking so long." Fifteen seconds—why, it's only five seconds back in Dallas.

Spoiled rotten in less than a week. Now, we all know what it's like to be spoiled rotten on the customer end, don't we? We *want* to be spoiled rotten. But when we begin to have clients coming in, and they're spoiled rotten—they don't want to fill out our forms; they've told someone that information before; it should be in a computer somewhere; why should they wait and do that? I go to the vehicle registration place in Dallas and they require me to stand in line for three hours, to register a car. I don't think so. I think we just spotted what's driving privatization

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efforts.

If the people are saying, “Wait a minute!” You’re thinking, *If I had you in any other segment of the world I could put you out of business by refusing to do business with you.* So obviously, I’ll try that, and you’re seeing things come up.

I worked with the Texas Department of Human Services last week, and already what they’re seeing is that in one county there are some hospitals that are beginning to compete for eligibility determination. What made it very likely they will get that business is that their illiteracy rate is the worst of anyplace in the country. So in order to prove that they earn the money that they have always taken for granted, they’re going through some major organizational shifts to get that to happen—to get *the illiterate* down on equal footing.

Now these things were not things we had to worry about ten years ago. They were just the way things were. There is no longer “just the way things were.” Everybody is looking for miracles, and *the person who does the impossible first tends to be the one who is surviving.*

In terms of the major shift we’re going through, here it is. Eighty-five (85%) percent of workers were in agriculturally based jobs in 1900. Now, today, less than 3% of us are. But maybe more of what’s surprising to me is that by 1950, 73% of these had moved into production and manufacturing. I thought they were still there, but they’re not at all. Less than 15% of the work force is in manufacturing. Forty-four percent of workers by the year 2000 will be dealing with “knowledge work” of some sort. Again, for those of you who are trying to transition people into jobs, be really clear that those jobs are not going to look the way we thought they were; they’re not even going to be in the same places they were five years ago.

So what we know is this: *Change is here to stay*—these are guarantees I’ll offer you. It’s going to go *faster and faster.* It’s *never going to get problem-free,* no matter how brilliant you are as executives; no matter how well you manage it.

Change creates new problems. So beginning to brace yourself and your people around you for solving those problems that change creates, that is a very important shift to make. And what that means is, they’ve all got to have a *functional* job description, that they all remember signing what they’re up for, and they probably don’t give you too much flack about doing that job.

Unfortunately, what you’ve been required to add to that is that *what they don’t remember signing up for is an additional piece of that job description called “change agent,”* problem solver, for the problems created by change.” Indeed, many people are resisting signing up for that part of their job and one of the chief jobs of an executive right now is to begin to create an urgency about that. They can’t survive without adding that to their job, that’s a saleable, employable skill for them to develop!

One way to think about it is very similar to what your host

here was talking about: The snakes that are in the woods here. So let’s just talk about that a little bit. I love walking in the woods, except for the fact that I really do hate snakes. In Hopeford, Texas, where I grew up, when you saw a snake you assumed it was a rattlesnake ‘til it could provide an ID that could prove otherwise. So when I see a snake, I have an interpretation of a lens that says, “Bad, dangerous, scary”, and probably, “Kill it”—although *I’m* not going to be the one that picks up the hoe and kills it. For me, my interpretation is: *The snake needs to die—I wonder who would do that for me.*

Given that, you can predict what, when I see a snake, my behavior is. I catch my breath; my heart beats faster; my hands get sweaty; I will probably scream; and as soon as I can motivate myself, I begin moving away as fast as I can.

Now, I go to Houston; I have dinner with my lawyer and his wife—a lovely couple in Houston. And at the end of the meal I noticed (as I’m having my coffee in the living room) this big ugly head coming around the corner of the hall followed by a huge round slithery body. It turns out to be a gigantic boa constrictor, which is one of the family pets. Now, given my perception of snakes, can you predict my behavior? (Deep breath. Scream!) Now, the hostess has a different perception of snakes. Her perception—*Oh, this is my baby; he’s sweet; he’s my pet; he’s so beautiful.* And what can you predict about her behavior? She picks him up, puts him around her neck, kisses him and brings him over to me!

Now, what we’ve got here is a perceptual difficulty. Given her perception, she looks at my behavior, and what do you suppose she’s thinking in her mind? *What a nutty lady!* Given my perception, I look at her behavior, what do you suppose I’m thinking in my mind? *What a nutty lady!* Now, there’s a reason I tell you this, and that’s this: ***Sometimes we need to change our perspective***—so again, if you would stand up and point your finger to the ceiling. Let’s do a silly little exercise that sometimes catches people off guard. And the reason I do these with you is this, do these in your organization and they tend to remember them. Point your finger to the ceiling, imagine there’s a clock face up there and trace your finger around clockwise. Now as you continue to do that, bend your elbow and bring your finger down until it’s circling under your chin, and then look down at your finger and tell me, is it going clockwise or counter clockwise? Why aren’t you doing what I told you? Whose finger was it; who controls that finger?

What you were doing didn’t change, did it? What changed? The perspective from which you were viewing it? Go ahead and sit down and figure it out! The point is this, the things that we were doing ten years ago were exactly right ten years ago. When your hands were up here you were doing exactly what I said. Unfortunately, if we continue doing those same things now that the perspective of the world has changed, all of a sudden there is exactly the opposite of what we should be doing, so instead

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of defending, “Well I am doing what you told me; you just made me do something that made it look silly.” Then what you say is, “Now that the perspective has changed, the question is, Do I need to move in the opposite direction; do I need to rethink every bit of logic that I brought into this organization?”

And then you run into the old “snake mentality” here. If the situation or the event now is “organizational change,” and that feels chaotic, unmanageable, unreasonable, then my perspective of that change is: *There’s a stupid manager somewhere that’s responsible for this pain? They don’t care about us anymore. They don’t know what they’re doing. It’s their job to make this change work; I’m just sitting back and I’m going to do my work like I’ve always done it and let them fool with it.*

You got anybody like that in your organization? We do in ours, too. Unfortunately, if I have that behavior, that perception of change, what can you predict about my behavior as an employee? I’m going to resist; I’m going to complain; I’m going to find things to worry about; and I’m going to point out to everybody I can what a stupid place this is, and I’m going to try to recruit bad attitudes to keep me company.

Somebody once said, “A cynic is somebody who as soon as they smell flowers, start looking for the casket.” Some people, in times of change, begin doing that, don’t they? Now, it’s my perception of change that, oh, I’ve been through some changes before and they were kinda painful when I went through them, but I did grow and learn a lot. And most of what I am and who I am today that I like is the result of some changes that I *never* would have chosen—then what can you predict about my behavior? I’m still not going to like the change. What I am going to do is know that I have to take care of myself during this change. I know there’s an opportunity on the other side and I’m willing to walk through it as quickly and effectively as I can, to help you make it work in order that I can glean the opportunities that are “over there.”

Now, if I have that kind of an attitude and this person here is looking at me, what are they thinking? *Nutty lady*. If I have that attitude and I’m looking at their behavior, what am I thinking? *Nutty lady*. And so what happens if we’re not careful is we tend to drive wedges between each other in the organization when our real challenge is the need to begin to help each other quickly manage and navigate the “transition dynamics” so that we can all begin to discover some of the opportunities that are lying around untapped during the change process.

How many of you have learned to see the stereograph thing? Some of you have! How many of you have struggled and still haven’t learned? And how many of you think we’re lying to you? It’s all a hoax? There’s nothing in there? So we’ve got everything represented here! I will recommend the one that’s on the back of the Honeynut Cherrios box. It is the first one I could ever see. It obviously was simpler, but I bought this book because it gave me instructions. Now, why would I bother? I got tired of people staring at things, being very entertained, and I

couldn’t get it. I was curious about that so I went about teaching myself to look at that differently.

When people try to teach you this, have you ever noticed the kinds of things they say? “Well, kind of let your eyes unfocus and cross and kinda look through the page up here, not really at the page, but up here somewhere, and on the other side.” We’re talking *high weirdness* kinds of instructions that you’re getting about this. But the thing is that once you learn to look at them, you know that’s exactly what you have to do. But because it’s not similar to anything you’ve ever done before, at first you tend to look at them kinda carefully, and not get very close to them. Once you *see* one, you’ll find what’s in the stereograph you’re staring at and you’ll more easily see something begin to materialize there.

Then what do you want to do? *Look at it!* But the minute you do that, poof—it’s gone, and you have to start all over. So you have to learn a totally new way of looking at these.

It’s the same thing that’s happening to us right now with rapid change. We’re not going to see the opportunity in rapid change if we look at it the same way we look at non-rapid change—literally the most common, stable kind of change. What we’re going to have to do is give ourselves totally new ways of looking at change, and that involves some high-weirdness things. Like, relaxing, not getting too upset about the details, letting go of things that used to be real important and now are not as much anymore. We have to really begin to let go of a lot of things that we would rather not. What we see then is basic resistance.

There are some things that we can be in charge of during change and some things we are not in charge of. My son’s band director uses this phrase to call 200 rowdy teenagers to order. They’re out there buzzing around and it’s time to work, and he says, “Band.... Band.... Band! In charge, *not* in charge.”

So what I suggest to you is, Change is in the world, and the world has decided the pace. It’s going to change; it’s not backing down because I don’t like it. It’s continuing to change at that pace whether I vote for it or not. So what I say is, “*OK, the world’s pace of change is in charge, and I’m not in charge,*” So how do I “jujitsu” through that? How do I reverse that? How do I figure out what can I make a difference about, and what can I not? Then let go of what I can’t?

Steven Covey’s book, *Seven Habits of Highly Effective People*—you’re probably familiar with that book. One of his models in that book is about “circles of control.” And he says there are two kinds of things in life—I say it a little different than he does but it’s his model—“Things we control; things we don’t control.” When he describes highly effective people, what he said is that 80% of their time and energy is spent trying to create excellence in the things they *can* do to make a difference, to make a contribution—to really take care of things in their life. The results are that they earn the right to spend 20% of their energy suggesting improvements for the things that they are not in charge of but can have an influence over. And because of their

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results in the 80%, people tend to listen to their input.

Unfortunately during change, a real sneaky thing happens. This boundary gets very leaky. And our energy begins leaking out into the 20% field. All of a sudden one day we realize that 80% of the organization's energy, and mine by the way, are out here worrying about things that *I can't* do a darn thing about. What are they going to do with funding? What's Congress going to vote on? What's the executives going to do? Worry, worry. And that leaves me only 20% for accomplishing things that give back to me. It's probably the worst cause of stress in organizational change. I spend too much of my energy "out there," too little *in here*.

So if you have one thing that you take back to use with your employees, it would be that every time they come up with all this massive world global worry, begin to help them focus on what can you do something about today. And can we just let the rest of it go?

A friend of mine went so far as to install a *worry jar*. That's a huge jar where you have everybody in the organization write down every single thing we were worried about, and they put it in the jar. That jar sits in a prominent place in the office, and five minutes every week they take it out, they unload it; everybody looks at it, and they worry for five minutes. Worry, worry, worry! Then they put everything back in the jar, seal it up, and leave it for another week. It's probably as effective as any other way of dealing with worry. Not a bad idea!

So, pay attention to what you're in charge of...and what you're *not* in charge of—the pace of change—that which is going to be, what it is.

What you *are* in charge of is *the degree to which you prepare yourself and your people for change*. What you are *not* in charge of are *the kinds of changes that come*, whether it's privatization or something we haven't even thought of yet. Whether it's some changes in our skills, changes in our careers. I'd have never dreamed this is what I would end up doing in my life! I am in charge of "the meaning of change." Defining it as a meaningful force in my life, doing that for my employees.

I'm not in charge of the condition the market hands me. But I am very much in charge of how intimately I have kept up with the direction the market was headed, with what it's needs are, with anticipating needs and providing to those needs. And if I'm doing that, I'm going to be competitive. It's not enough to wait until my customers tell me what they want. I need to be anticipating.

An example would be: How many of you were sitting around in the late 1970s and early 1980s with this burning need to have your packages delivered by ten o'clock the next morning. It hadn't even occurred to us. In fact, FedEx did major market research, spent lots of money trying to figure out should they start a business like that? And the answer was a resounding. "No. It would be the stupidest thing they could do; there's no market for it." Because *they thought* they were in touch with

"market intimacy," so they started it anyway. My guess is they're probably glad! Xerox, fax machines; the same way.

What you're *not* in charge of is how successful even your best efforts are. What we can see is companies that respond heroically to the challenges of change and still are not successful, for various reasons. What we *are* in charge of is how athletically can my organization respond. So if you think of this as the new organizational structure, what do you notice about it? It's very flexible. Now there is stability, there's predictability, but at every point where anything connects to anything else, there's a lot of give and take. So if the market pushes on us from one direction, we can re-form ourselves very easily to any number of configurations that will serve that market rather than taking care of and protecting turfs.

We're not in charge of what our competitors do; we are in charge of getting ourselves so innovative that they are no longer a threat, that we're confident that we're coming up with those ideas. Walt Disney used to say when people would say, "Well, aren't you afraid people will come to your theme parks and steal ideas." He would say, "Well, of course, they will steal ideas. How else would I know I'm good. What tells me I'm really good is that I create ideas faster than they can steal them." And that's that innovative approach.

What are you doing to help your organization come up with more innovative ways to do your job than your competitors can think of? We're not in charge of whether or not we *get* involved in change; we *are* involved in change. What we are in charge of is whether we go kicking and screaming or whether we go with an open mind and we are willing to learn.

So, if you're thinking that I probably just described this sort of a job description as "*a hazardous journey, long months of complete darkness, small wages, bitter cold, constant danger, safe return doubtful*," Does that sound a little bit like being an executive nowadays? Hey, but if you're successful, there might be some recognition, some honor. How many of you would sign up for that particular job description? Well, interesting. I wouldn't. I read it and I thought, "What fool would sign up for that?"

The truth is, this job description was placed in the "Wanted" ads in London around the turn of the century, and it generated more applicants than any job in the history of the world. Now how could that be? It turned out it was the job for people to explore the South Pole—to be part of an elite team to explore the unknown and the excitement about that, the beauty of being a part that, the challenge of being good enough to be on that team, was so much that people were able to put their comfort aside and really go for that challenge. Now I would suggest to you that most people today are saying, "*That's very much like the 'change agent' description and I would not sign up for it. In fact, I'm not signing up for it! Try to get me to.*" What does that mean to you as a leader?

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Managing Change: *Changing Management*

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The degree to which you can create a vision of them being a part of inventing a new way to work, inventing a way to survive in the organization, may be more important than it's ever been before. Most of us are not, by nature, fond of change. One of the best quotes I ever heard was the guy that said, "The only person that likes change is a wet baby." That is very insightful, I think, because if you think about it the baby doesn't even like it in the middle of it, does it? But immediately after that change the baby gets *improved life quality*. Is that what happens in your organization? You make a change, and everybody's life gets better immediately. I don't think so. Most of us will try to slow change down so we don't have to deal with it.

Now here's what we'll see. We're in a transition—not just a transition from one organizational state of being to another. Rather, it's *an entire transition* that we're going through in life.

How many of you have a paper and pencil available readily? Anybody in here? Just a few of you. I'm not going to have you do this then, but I'll describe it to you because you should try it at some point. Give yourself about 20 seconds to write your name as many times as you can. Count those up and call that your baseline pre-change productivity number. Then introduce a little tiny procedural change. It should affect your performance not much at all. All you're going to do—same path, same timeframe—is move the pencil to the other hand and write your name as many times as you can. Shouldn't be a problem, huh? Try it! You'll find it goes like a 50% or more drop. Thereason for that is not that you got lazy. Your quality will go down as well. It's not because you got lazy or quit concentrating. But it's because when change hits, that's how it feels. All of a sudden, I'm getting less done; I'm less satisfied with the results; I'm thinking and concentrating and working harder than I ever have; and I don't recall anybody giving me a raise to deal with all this grief. Think about the morale, and the productivity and energy in an organization. Think about what happens from the time a change becomes known to the time we've integrated it into our behavior. There's always a slump in all those times. The slump is unavoidable. There's nothing you can do as an executive to avoid that slump. There are several things you can do to manage how far down it goes and how long it lasts. And those are some of the things we'll talk about later.

What do you do to make a difference so that people don't recover too slowly? Because what happens is this: if you give yourself six months, twelve months to get through a change, that would be fine if *that* were the only change you were going to go through. But what we established earlier is that you probably are going to go through more than one change in that year, aren't you. What if the second one hits at your six-month period when you're right here—slumping. You're slumping in morale and energy and productivity. It doesn't start from "up here," does it? No, it starts from "down here." So what we see sometimes is that (successful) organizations will allow some "failure" in order to help get through a (period of) change

quickly—and for that to be the thing that drives more changes.

I can tell you that when you start having change driven by your lower latitudes—"down there," that is not the change of growth in positive direction. Those are changes of desperation and pain.

So the organizations that are doing well are the ones that are helping people get through transition quickly. So by the time the next change hits, they're ready to move on up and use that to generate energy as opposed to drain it. Now that means that as managers they have to pay attention to doing things right during that transition and not ignoring what's going on during that transition. So what are the right things to do?

Three strategies. The first one is, you're on thin ice during that transition. *You've got to skate fast!* Your productivity is dropping at unbelievable rates—if you had average productivity rate. The Department of Labor says that most of the time in an 8-hour day you'd get "on-task productivity" of around six hours from a worker. About an hour and a half goes to personal stuff; about 1.7 hours to socializing. During the slump in that transition at the very bottom, the hours of task-productivity goes down by 3.6 to 4.2 hours of productivity. And what that other 3.6 hours goes to is "me issues." Worrying! Do I have a job? What's going to happen to me? Is it a job I like? Who will I report to? What's going to happen to the agency? And, OK, I got that they want me to do something different—what do they want me to do? How do they want me to do it differently? How do I figure this out? And how do I learn it?

So even if people are working as hard as they can, just like writing with your wrong hand, you've still got a productivity slump. If it's not managed, it can actually kill all of your fiscal results very, very quickly. In order to skate fast, we're having to get better at focusing on what's "mission critical" and what's not.

If you look at preparation and recovery time having disappeared, remember that many of our favorite administrative managerial duties assume lots of preparation and recovery time. And the world is not supporting that any more. So we're having to find ways to streamline, ways to cut out levels and layers.

You'll see things like Ford Credit Corporation saw. Understanding, finally, that they were spending more money checking on credit than they would have spent absorbing bad loans.

And other amazing things to look at. You'll find IBM discovering that checking out credit on loans was not as complicated as they thought. They thought four people had to do it because there were four processes, but where the "lost" time was going was within the transfers between those four people, so IBM decided to just train one person to do it all. They cut their time on loans from three months to about 30 minutes in some cases, three hours in others.

What you're seeing is a focus on *what's mission critical and what's not*. A realigning of the work force to that is becoming very key.

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And in agencies this is going to be key as well. We're seeing the understanding in places like the Texas Department of Human Services that if they don't do their processes quickly enough, they'll be out of business. That's why I say, "No, I can't 'fix' our postal service." It's basically they're going to be fixed "by the market"—it going more and more to the FedEx's, the post-its, and things like that. "We're going to put them out of business. Because we're not willing to be dealt with like that *as customers.*"

Tom Peters has created a new term that I don't know if I'd be as brave as he was to create it. He says when he sees resistance and anger getting to new levels of an organization, he talks about that organization as having "gone postal." So, the way you "skate fast" is to **focus on mission-critical priorities**; and once you're focused on those you have to **communicate like you've never communicated before**. Because people are going to be tempted to distort your messages very much.

There's some predictable dynamics that go on during that transition that cause it to be harder to get people to focus. I think we'll start with those tomorrow morning. We'll talk about predictable dynamics and what you can do to deal with those.

As we go tonight, then, think about the organization you've got back home. It's got a set of employees and a set of skills that they have used for years in certain ways that they were very attached to and very defined by and that they are fond of.

You've got a world that is changing radically and requiring that they develop new skills, that they let go of old skills, that they do things differently. You've got yourself as an executive with your own responses to change your own feelings about it, your own skills for dealing with it. What you're going to do this week is have a lot of exposure to people to give you ways to *become a link between the world and your employees*. So I wish you the best of luck with that.

Thank you.

From the Monday Morning Introduction by Cile Matthews:

You were impressed with Linda Boardman's interesting and dynamic presentation last night about organizational change. It was as if Linda had been inside of our own organizations and our own minds. As we hang onto our rafts while seemingly going down a "Class V" river. One terrifying rapid after another. Linda said that we must accept that. That changes are rapid and that they are here to stay. There are many things that we can't control about change and we must concentrate on finding them. What are things that we can control? Spend our time and energy on those. We will learn many, many valuable ways about managing change in a positive way.

A good sense of humor and an optimistic attitude will help us lead our organizations to success. With that in mind, I give you this quote: "Twix the optimist and the pessimist, the difference is...the optimist sees the donut, the pessimist sees the hole." So I challenge each of us to see "donuts."

Part II — "Business as UnUsual:

Good morning. The things we will talk about this morning are basically going to be specific things that are very predictable about change. We usually think of change as being almost a random sort of thing. Actually, there's some dynamics you can pretty much count on. And once you can count on something, you can begin to plan for it and develop it and manage it in some ways. So, that's going to be the focus today.

If I were to summarize last night, I would use Pete Silas' (?) quote as he was going through a hostile takeover attempt with Phillips Petroleum. He says, "I used to think that I could wait for the storm to blow over, and then I realized, *No, my job had changed*. My job is now to help people learn to work in the rain."

We had one smart participant who said, "If you changed that to a 'P', I would buy the whole sentence. *Work in the pain works for me.*" So, what we'll talk about now is what are some of the forms that the *pain* of change may take.

There are some predictable dynamics that were mentioned last night—and that is even if people are in favor of the changes you're making! Even if they see the changes are necessary for the good of the organization moving forward, there will be some loss and people will have some "grieving" to do. Where a lot of people get stuck is that they don't have respect for the grieving. If you respect it and help people get through it quickly, you are going to save more time than if you try to pretend it's not there.

Let me give you an example of how that works even with a positive change. Many of us have brought children into the world. Many of us did it voluntarily with our eyes wide open. We decided to have children, and probably like me when you brought those children home from the hospital you were pretty obnoxious parents. It was the most wonderful child ever born; you described everything the child did.

Did you lose anything at all in the first few weeks that child was in your life? Sleep? Yes. Free time? Money to spend on other things? And yet we keep bringing children into the world. Now, we figured out what causes children, so why do we keep doing this if it's a lot of loss? OK? Obviously, in that kind of a setting, we have weighed the pros and cons and we've invited the change into our lives. Therefore, when the change comes we deal with the loss and grieve and we move on.

How's that different from organizational change? You get to vote on it? No. The world kinda moves on and you have to catch up. Do you have a lot of time to weigh the pros and cons and make the best strategic decision and be sure it's right and get all the information? No. You're acting very quickly before you know what's happening, you're required to make some decisions. So the chances of getting stuck in the loss and grieving is very, very great. Now if you think that they're great for you and you're in the executive position, you're supposed to be the ones who know what's going on, imagine what's it's

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Dr. Ben Bissell

Anyway, the main reason I tell you where I grew up is as I travel around the country, I get really razed a lot about my Eastern Kentucky accent. Now in this area of the country it's not too bad, but have you all picked up the Eastern Kentucky accent, just a little bit? See, some of you, not at all, 'cause you all talk "right."

Some people don't talk right. I was in Boston, Massachusetts doing a program. Can you imagine how I sound in Boston? It was a trip! I'm doing a banquet and I'm sitting at one of the tables with a guy who grew up in Boston. He had a strong stereotypical Boston accent. I can't do it. But "*Boston*." You know how it goes? I can't do it very well. But it was as thick as it could be. And he thought I talked funny. He kept kidding me, "You talk so funny. Does everybody in Kentucky talk like that? I can't believe you talk like that."

Now I don't mind a little kidding, but it got old! And finally I said to him, "Sir, I need to tell you something. Where I grew up if you could speak "Eastern Kentucky" and "Boston," they thought you were bilingual." We didn't become friends. It didn't work out.

You don't have to go far to get kidded. I was in Norfolk, Virginia doing a program, and after I finished a lady came up, and she said, "Sir, I teach speech and English here, and I wondered if you would like to have a little helpful criticism?" I lied and said, "Yes!" (I'm not into pain. You all got that. That's good! Really. Some groups don't get that. It's "right over." It's a wasted line, I'm telling you.) But anyway, she says, "I don't know whether you know it or not but tonight throughout your entire presentation you used 'cracked English'." I said, "M'am, I'm not sure I know what you mean." She said, "Your English is absolutely cracked." And I said, "Well, thank you very much m'am. Most people think it's shot all to Hell." She wandered away mumbling stuff I didn't understand. Some people have no sense of humor. I call them the *humor impaired*. They don't get a joke. You wouldn't even tell them a joke—you know people. It would be a waste.

Well. We've got to move fast 'cause this man's already told me I've got to say this very, very quickly. So I'm going to. There's one thing I am good at, and that is talking fast.

We'll talk about change. I'll start off with what I call "insight into the obvious." You and I live in a time when there is more change, more rapidly than in any other time in history. *Change is not new*. Repeat this. Change is *not* new! What is new is the *speed of change*. Nothing stays the same very long. Some of you cannot drive to work two days in a row. Isn't that true? I've been in cities where honest to Heaven it seems they built subdivisions overnight in the middle of the street. It *feels* that way. It's crazy. And try to build an up-to-date computer! Joke, joke! It's a joke! We tried to buy computer equipment for our company. Every time we'd zero in on something, another salesman would come along, and say, "Wait two more weeks..." And what? Something new and better. I liked one salesman. He was

real honest. He said, "Why don't you buy *obsolete* and be done with it?" That's what we did. We didn't even *mean to* and that's what we did! Can't keep up—can't keep up.

My dad was in the typewriter business fifty years. He retired about two years ago. During the first thirty-five years, how much did the typewriter change? Virtually none. The last five years? As a first grader said to me the other day, "*what is a typewriter?*" That is *not* a joke; that's a fact. I had lunch with my dad—he's getting certainly up in years, and I go over and visit with him usually before I take off on my trips to see how he's doing. And I said, "Dad, I believe in another five years there will only be one place you will find a typewriter." And he said, "Where's that?" The Smithsonian—that's it—that's where we're headed. It's a thing of the past.

You can pretty well forget it. It is not change. It's the speed of change. And this speed of change is affecting us physically and emotionally. Let me introduce three letters here that may help us. There is something called a "SEE," a significant *emotional event*. Now a significant emotional event is something that happens that forces us to change. We don't even have any choice. You all enter those every single day. It is something that happens that forces you to change—no choice.

Professionally, it is things like re-organizations, new laws, new procedures, new budgets, new staff, lack of staff. All those kinds of things. Meanwhile there are personal significant emotional events. Marriage, divorce, birth of a child, last child leaving home, last child *whole left* home—and is coming back. That's big. One of my friends calls that *recycling*. I like that. He says he's recycled one boy three times. He said, "He is out of here next time!"

Serious illness, death of a significant person in your support system. Now where a significant emotional event comes into our lives, we begin to deal with what is called the *dynamics of change*. There are five of these—five phases. Let's look at them from a standpoint of a professional significant emotional event. I want you to imagine that you stand up before the people that you lead and work with and you announce a change.

The **first phase** that they are going to go through and respond to is called *shock and denial*. And here's how they talk. "I can't believe it. You've got to be kidding! Are they going to change? I thought they changed that last week, and they're doing it again. I can't believe it; I can't believe it. Is this a joke? Are you kidding me? Don't put me on now; I'm in no mood for it. You know that. I'm in no mood for this. *I can't believe it!*"

Then the **second phase** kicks in, called a *flooded emotion*, usually *anger*, and now they talk like this. "I'll tell you one thing; it burns me up, ticks me off. I wish some fool would make their mind up and stick with it two days. I don't think anybody knows what the hell's going on around here. I would like to know who's in charge!" Does that sound familiar?

The **third phase**: *bargaining*. Here's what it sounds like.

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“Do we have to start today? Can’t we wait until tomorrow? Just put it off two weeks; they’ll have something new, and we won’t have to learn it at all. And that’s a fact. Do I go, do I stay?”

The **fourth stage** is called *depression*. Now, clinically it is really grief. It’s called depression, but clinically it’s grief, and here is why. All change produces loss. All change produces loss so when there is loss we grieve. This stage, like all the other stages, is **normal** and it is **necessary**. Two key words in understanding the change process—what is happening to us is normal. What’s the other word? Necessary. Hey, folks, this is just a part of the healing process. But in this stage people become apathetic and now they talk like this. “I don’t care; do what you want; going to anyway; don’t matter to me; I could care less. Don’t matter to me. Do it, do it, do it. God knows, I’ve got a sign on my back ‘Kick me;’ two lines; no waiting. Don’t matter!” Isn’t that right?

The **fifth stage**—called *acceptance*. There are two kinds. One is intellectual, the other is emotional. Intellectual sounds like this. “I’ve accepted it. If that’s what you want, that’s what you’ll get. I’m not an idiot. I’ve done dumber stuff than this. Just tell me and get out of my face. That’s all. I will do it. Intellectual, not emotional. Then there’s emotional acceptance which sounds like this. “That train’s coming down the track. You can either ride it or be run over by it. I’ve decided to ride!”

Now those five stages are going to happen to us every single time there is a significant emotional event in our lives. And let me give you some bad news and then some good news. Here comes the bad news: If there is a significant emotional event in your life, it will take you and me or most anybody else a year and a half to work through these five stages. Now don’t misunderstand. If you lose a pencil and it takes you a year and a half to get over it, you have got a serious problem. But I’ll bet everybody in this room can easily list a half dozen or more significant emotional events within your life within the last six months. Some of you, the last six weeks. Some of you, the last six hours! Especially those of you who took that raft trip. That must have been a real hummer—got to have been a significant emotional event in there somewhere!

Now, here’s what that means. While we’re working one event in one stage, what’s happening? Another and another and another and another—so fast. See that’s why you feel so crazy. If you feel good, you’re probably sick! Or you’re obviously out of touch. You have no idea what’s going on. And are you in for a shock when you catch on if you ever do. Some never do.

Now here’s the other side of it. For most people it takes about a year and a half, and we’re going through this kind of stuff and here is the down side of this—we tend to beat ourselves up. We tend to make incredible demands on ourselves.

Folks, here is the first positive to remember about change, and it is a fact: *You and I are doing better than anybody should expect*. It is really true. No generation has ever stood where you and I stand. Nobody has ever been here. You are pioneers. They will write books about us, just like they wrote about those that

went across the desert in those wagons. I can guarantee you, they will be amazed that we made it because nobody prepared it for us. There is no book that describes the day—you can’t get it out fast enough. It’s out of date by the time it hits the marketplace.

Here’s what this means. Every day when we get to work we ought to pat ourselves on the back and say, “Found it again!” Now, it’s a fact. That’s a fact. Some people don’t find it every day. There are people who don’t find it! And sometimes they moved it while you were sleeping anyway!

I work in hospitals a lot, doing a lot of work there. I’m telling you, they are always remodeling. I have not been in a hospital in the last ten years they didn’t remodel it. I’m afraid to stay in a room very long; I’m afraid they’ll wall it off and I won’t be able to get out. I speak and get away. I look for *two* doors, not one. I want to make sure I can get out of there! It’s that fast!

What happens is, we make it even worse by beating ourselves up. Here’s the way we start talking: “Well, I should have seen that coming. I ought to have known that would happen. I *should* have prepared myself for that. I should have read that book. I should have taken that course. I should have made this statement. I should have made this move.” There’s one of my friends that says “it’s *ashould-do* world.” Well, we’ve all been “should on.” That’s what it is, I tell you.... Ever since we were little kids, “You should tie your shoe; you should go to school; you should read faster.”

Rule #1 in managing change: **Get off your own back!** Folks, I guarantee you, we are the heroes of tomorrow, and if we would take pride, *healthy pride*, in that, we would feel better. We’re doing better than anybody should expect. *Nobody* has had to face this before. And the moment we *get on our side* and *get off our back*, we have more energy to deal with the problem.

Now, the *next dynamic rule* of change is this: **All change produces fear**. This is the issue; this is the center and the core of it; all change produces fear. Fear of what? The unknown. You got it! Now a better word than fear would be anxiety. A better word than fear is anxiety. **Anxiety**. All change that produces fear produces anxiety. The difference between fear and anxiety. In fear it is a recognizable, identifiable threat. You know what it is; you can measure it. Anxiety—*anticipated threat*. You don’t know what it is but you know it’s out there.

Now which is worse? Fear or anxiety? Oh, anxiety, by miles! Example: I tell you there’s a bear in the woods. You go in the woods and you see a bear—that’s fear. You’ll respond in some way. You’ll begin to deal with that. I can also tell you there’s a bear in the woods. You spend all day in the woods but you never see the bear. You come out a nervous wreck. You spend all day saying, “There’s a bear in these woods—big bear. That’s a big bear.” *How do you know it’s big?* “Well, they don’t make little bears; they’re *real* big bears. What kind of fool are you? Bears are big! Haven’t you ever seen a bear, for God’s sake?”

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Now that's the way people are going through every business I work. Here's the way they talk every day. "*Bear in this building—big bear. And it will get you too. You'd better watch out. You haven't seen so and so for two days, have you? I think a bear got him. That's what I think, by God! I mean, that's what it was.*"

All change produces fear—anxiety of the unknown. And let's talk about how to respond to that. It's a simple statement, but tough to do. *Increase information flow.* Keep people informed. Folks, I handle bad news better than no news! Tell me what's going on. I can cope with it.

Everybody in this room has lived long enough to develop terrific defense mechanisms to cope with life. If you had not you would not be here today. You can handle it if you know what it is! It's when you don't know what it is that eats your gut out and you begin to feel that maybe it's something new that I've never seen before and I would be able to handle it. If you are in a management position, **keep your people informed.** They handle bad news better than no news; and the other side is, if you don't keep them informed and they come and ask a question and they can't get an answer, they'll go out and make up their own. And it will be scarier than anything Stephen King ever wrote! I guarantee you.

I've had people come up to me who can't get information and they say things like, "I think they're going to fire half the people. I really think they are going to lay off half the people." *I say, "My goodness, that sounds severe; are you sure?"* "Nope, haven't heard it for sure." *I say, "What makes you think that?"* "My manager—his left eye has been twitching real bad lately. I think that's a bad sign."

Now you all know this is true. Every little behavior takes them off and scares them. When you don't know what's happening, do you fill it in with good news? No! **Bad!**

You've had this happen: You're walking down the street, it's late at night; you hear a rustle in the trees. Do you go, "Ah, I know what it is. Ed McMahon. He's found me. I've won the \$1 million dollars! That's what it is. It's Ed McMahon looking for me and didn't know where I was." You don't do that, do you? You go, "Serial killer—that's what it is!"

That's what's happening in the work place, isn't it? People are scared to death. Not of what they **know**, but of what they **don't know**. When you keep information from your employees, you treat them like children. You tell them they're not capable or responsible of handling information and when you treat people like children, how do they react? Like children!!

Now I'm not proud of this, but it happened a few weeks ago. I was in a hurry, taking off to the airport. I needed a shirt. I stopped in the Mall at two o'clock in the afternoon. Hardly anybody there. I knew exactly what I wanted. Got my shirt. Laid it on the counter, wanted to check out. The lady handling that counter was looking the other way. I know I have a loud voice so I didn't want to be offensive, but I said, "M'am, I'm in a hurry.

I'd like to buy this shirt." She didn't hear me. I got louder. I said, "Excuse me, m'am, I'd like to buy this shirt and I'm in a hurry." She turned around, and just like this, said, "What do you want?" Well, I was trying to be cool about that, so I said, "Well, I'm in a hurry." That irritated me and I thought that was rude, so I said "I'd like to buy this shirt and I'm in a hurry on my way to the airport." She said, "Can't you see I'm filling out a report. I will be with you in just one minute." And I said just like this, "Well *excuse me!*"

Now, I'm 53 years old and I go around the country teaching good mental health. That's my job. And at this moment, I'm acting like a...*what?* A child. A six-year old, or closer to three. Why am I acting like a child? She treated me like one!! Inside of me lives a little boy. You want to talk to him? Oh, he'll talk to you. He don't mind. I'd had to whip that boy's ass more than once to get him in line!! Now don't you women laugh. You've got a little girl down in there, and that's why employees act out.

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Here's my belief. We talked about this—"the manager's balancing act." Give people information and hold them responsible for the way they handle it. **Give people information and hold them responsible for the way they handle it!** And if they handle it irresponsibly, they ought to be disciplined. But at least they ought to be given the information and they ought to be treated like adults.

Now let's talk also about this balance. There is no way in the world that you can guess what every one of the people you work with need. Hold them responsible to **ask** if they need to know something and not expect you to **guess it**. That must be taken away from employees the way it is your job to **guess** every single need they have. It works both ways. If you need something, what? **Ask!** If they need something, what? **Ask!**

We don't have time to outguess what each other needs. It's not as easy as it sounds. I'll give you an example, then it's all over the country. I'll give employees a sheet of paper and say write down anything that you need that will help you do your job better. No disqualifier—got to help them do their job, how? **Better!** They make a long list; we get it together; we compile it. I say, "Great, this is what you need to do your job better." This is it. Good. But you know who could get this for you. They say, "Yes, we know." I say, "*Wonderful. You know what you want and who can get it for you. Let's go...what?*" **Ask! Let's go ask!**

Every single time—same response. "We're not asking. They know what we need!" We will sit down here, hold our breath, blow up and die, but we will *not* ask! Now, these are not children; these are adults!! The reason I say they're not children. What do children ask for? **Everything!** And then we beat that out of them. And then they do it to you and they did it to me.

Here's how that works. Dad: "*You want **awhat?***" So you react, "I don't know. I must have been crazy. I don't know where that came from. I apologize. Gee. Golly. I must have been on drugs. I tell you, I apologize for asking for that!"

"Do you think money grows on trees? *Do you think money grows on trees?*" I said, "I don't even know how leaves grow on trees. Five years old—can't read—asking me biology questions? That didn't seem fair. He was a big one in my household. "You're lucky to have what you have. You are just lucky to have what you have. There are poorer people in the world than **you**." I said, "Not in this country." I had them there. Kinda explains why I didn't grow.

I'll bet you did this. I did it; I was a little kid. True story. I went through the kitchen and I said, "I'd like to have another cookie." My mother said, "Another cookie? You've had six cookies." I said, "I didn't know you couldn't have seven." I wrote that down: "Six max, no more—you've topped out. No more. That's it." But it didn't do a bit of good. The next day I went through the kitchen and I said, "I'd like to have another cookie." My mother said, "You've had two." I said, "I thought we got six."

You got to put a list up: Six on Wednesday, two on Thursday, I don't even know what you get around here! Some

days you couldn't have any. I would go to my sister and I would say, "How are your rations holding out? Loan me a couple of cookies. When I get six on Wednesday, I'll pay you back, I swear." You got to make these deals; they won't work otherwise.

And then, remember how mad you got? Finally you got this mad as a kid. "If I was dying I wouldn't ask for a cookie!" Mad! "Someday I'll have my own money; buy my own cookies. I hope they ask me for one; that's what I hoped. Boy! I just hope they ask me for one. I'll eat the whole box right in front of them and throw up. Buddy, that's what I'd do!"

Made that trip, didn't you? Made that trip! Start off asking for everything and then ended up asking for, what? Nothing. Wouldn't even give them the satisfaction. Then we get married and it gets worse. Now I've not been "mad" for over 30 years.

Ever play a game called "Do you want to eat out tonight?" Ever play this? Thirty-one years my wife and I have played this game. Tonight I'm going to get home in time for supper—if everything works out. And what will I say I want? I guarantee I would say to her, "It doesn't matter;" 31 years doesn't matter.

It's still going to be the same game. I would say, "Do you want to eat out tonight?" And she is going to say, "I do if you do, but I don't if you don't. Doesn't matter to me; does it matter to you? But it's not up to me; it's up to you."

"But I'm tired; doesn't matter to me, it's up to you. Does it matter to you?" We did that so long one night we missed supper! I'll say, "OK, I'm making a decision. We *will* eat out." And then what do I ask her? *Where* do you want to go? And there's the standard 31-year-old answer, "**I don't care!**" I then again will name a specific place to which she will say, "Why do you want to go there?" "*Well, I thought you didn't care.*" "You know I don't like there." "*Didn't know you didn't like there.*" "You said you didn't care!" So, I say, "**OK, OK, we'll not go there, where do you want to go?**" "I don't care; doesn't matter to me; anywhere you want to go."

Thirty-one years! Won't stop. Will *not* stop.

Now here's the problem—*nobody wants the responsibility of the decision*. So if the restaurant turns out to be a lousy place, we've got somebody to blame. True? I'm going to tell you what's happening in America. We're spending way too much time on blaming folks; not enough time fixing problems. We're spending way too much time looking for who we can blame, rather than how to fix the situation. We ain't got time for that! Now I do believe when people mess up, they need to be disciplined, corrected, re-trained, learn whatever it is, relocated, whatever is necessary, but that's called *fixing a problem*, not placing blame. And that is a major, major issue here. If we're going to spend an enormous amount of time blaming, then we're going to simply end up in big, big trouble.

The goal is, if you need something...*what?* **Ask for it!**

So now, increased information flow. Got to give you some bad news though. When you give information out, the first time

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you give it you should expect it will be *mis*-understood. I didn't say *understood*, I said what? I said *mis*-understood. Now why are they going to misunderstand it? Because of anxiety; they're nervous; their lives are full of problems.

Folks, you get up in front of a group and say, "OK, I'd like to talk to you about a change we're going to have around here." The immediate respond of the group is, "Here it comes, here it comes! Oh, Lord, I knew it. I tell you I don't think I can take anymore. What about you?" And they mumble for 30 minutes while you describe it!

They get out in the hallway, they don't remember anything you said, and they try to pick it up from each other. "What did you get? I got this." "You got that; I don't think he said that."

"Well, that's not what I understood there." "Well, I heard them say something about we have to change horses in the middle of the stream." "Oh, Lord, they're going to buy horses. I knew it. Those fools are going to buy horses. I bet my job is cleaning up behind them. I'll bet you that's what it is."

That's what they hear. That's what they "hear." So when we give information we must have a new model here, and **the new model is: Help me understand what you heard me say. Help me understand how you understood what I want done.**

They say, "We've been doing it just the opposite for years. Did you ever tell somebody to do something? Go check on them; they're likely doing just the exact opposite of what you told them, 180° difference.

You know what we used to do? Sometimes still do it. Tell them the same thing—just louder. Then we walk away and they go, "Must think I'm deaf. I heard that the first time. I'm not deaf. I know what's going on." It doesn't do you any good.

The new model is: Help me understand what lead you to do it that way? Help me understand what made you move in that direction?

I have a friend—a psychologist by the name of Dr. Glenn Sheppard. A marvelous guy. A big robust kind of a guy—looks like Santa Claus. He's got a grandson who played T-Ball. You all know how T-Ball works? It's for kids who are 6, 7, and 8 years old. They put a baseball on a "T". The reason: the kids are not coordinated enough to throw the pitch over the plate. They'd walk everybody. So you've got to get this game going by putting the ball on a "T".

He went down to watch his grandson play. Not his grandson, but one of the little boys on his grandson's team goes up to bat. They put the ball on the "T". The little boy, seven years old, whops the ball and it begins to roll into the infield, and the little boy takes off running to *third* base. Now even if you don't know baseball, you know you're supposed to go to first base. That's why they call it **first** base! There's a clue there. So he was tearing out to third base. Now what are the parents doing at this point? Screaming their heads off, "Who's fool is that? Is that your kid? He's an idiot, he's an idiot. Can't you teach your boy better than that? Look at that fool going to third base." They

ought not let parents go to these games! They ought to put them in jail; that's where most of them end up when the game's over anyway. That's the truth.

Well, the little kid doesn't hear the yelling because he's so anxious, but when he get's to third base, his coaches are there and they are chewing him out, "What are you doing on third base; you don't run to third base?"

Dr. Sheppard has had all of this he can take, he comes out of the stands, he goes over to third base, pushes the coaches away, puts his arm around this little kid who is nearly in tears anyway, and says "Son, calm down. You did three things very well. For one, you hit the ball hard, Number two, you ran fast. Number three, you made a personal choice." That's good. He could have gone to first; he chose to go to third. That was his choice. And then he said, "But I've got to ask you something son. Why did you run to third base instead of first base?" And he said, "Dr. Sheppard, everybody running to first base—they put *them* out."

Is the kid stupid? I don't think so. Now look. You all are managing people like that. They're running to third base. You say it every day, "There goes Mary to third base. Where's the fool going? Third base. There goes Harold—third base."

"Harold, third base? **First base**, Harold."

What we want to do is ask them about it—not criticize them. Folks, if there is one thing that is clobbering us in the midst of change: *We are so busy criticizing people we don't see anything they do right.* Now that's true! And they are doing a lot of things well. And some are very committed. They are not stupid. They are not ignorant. They simply do not understand what you want, and with a little patience and a little understanding we can get them running to first base instead of third.

I'll tell you why the little kid ran to third base. He thought it was *safe*. Isn't that right? And that's why the people you manage are doing some crazy, crazy stuff. Because they've watched how people go one direction and that's not "safe." So they start doing things that don't make sense to anybody but they know one thing for sure—it's not safe that way other way, so...*what?* Let's try something else.

All perceptions will be distorted. During times of change, *all* perceptions will be distorted.

Increase the information flow! Keep them informed and then expect them to *mis*understand. Now the other thing is to say, "If that's going to happen, **we must listen better to our people.**" Now! Not longer—not longer! It's *quality* of listening; not quantity of listening.

I will give you an example. Have you ever had anybody come up to you and say, "You got a minute?" It's a set-up; it's a set-up. The answer should always be: "*No.*" Instead, tell them how long you have. "*No, I don't have but a minute; I have five. Then I've got to return a phone call, must see another client.*" Folks, if you don't set a limit then people will burn your day. Is that not true? So you tell them how long you have and why that's

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all the time you have and if that's not enough time you'll be glad to re-schedule. We must get people to get to the point. We're wasting too much time. We don't *have* time. Changing does that. So move in on it and get them to get to the point.

I've had people say, "Don't you insult folks?" Well, I guess if you went, "I've got five minutes, go to it." Yes, I'd find that right insulting. But what if I said to you, "I don't have a minute, but I've got five." And I'll tell you one thing, in five, I've got to leave, but the next five minutes are what? *100% yours*. That's where I want to say this. **DO NOT FAKE IT!**

Don't *tact* like you're listening when you're not. I've done it! Oh, I've been listening to somebody two or three minutes goes by, haven't heard a word they said. They get real quiet, and I go, "Oh, gezz, I hope they didn't ask a question?" Have you had this terrifying moment?

I'll tell you what I'd do, and I've done this all over the country. Some of you have heard me say it and I've maybe even done it with you. Here's a model. I suggest this model...

I'm listening to you. Two or three minutes goes by and you haven't heard a word I've said, or I haven't heard a word you've said. Then I will stop you. I'll go, "Excuse me. I need to tell you something. Number 1, I've been gone. Number 2, don't know where I went. Number 3, don't even know if I had a good time. Here's what depresses me. Fourth, I'm back. Fifth, last thing I heard you say was something about your mother on Thursday. If you'll start there and go forward, I'll catch up."

I've been doing that for better than six years. To date, guess how many people have gotten angry? Not a single one! Why they don't get mad, it's honest. The other reason—they've done it. It's a universal experience. Everybody in this room has "been to Pittsburgh without a ticket!" Some of you went this morning and I hope you had a good time. Glad to have you back. Nobody can listen to anybody all the time, for heaven's sake, it's ridiculous.

I did this for two reasons. Number 1, it get's me back in the conversation without insult or injury. The second reason, it gives them a model for what to do when they don't hear me. Let me tell you what's happening. You're giving information. They don't understand it—sometimes don't even hear it. They're afraid to *tell* you they didn't hear it, so they go out and try to guess what you said.

You all think that happens? Every single day. So now if I say this, tomorrow they can do it back to me.

Thinking about things they did, they were "gone" yesterday. *I think I was gone today. Don't know whether I went the same place or not, but I'm back.* See now, there is no insult, no injury.

If I could write one big ole plaque on a board in every company, I would put, "**No insult, no put-down, no discount, no name calling. Everybody is entitled to be treated with respect and dignity. No exceptions!**" And a part of that is getting a model that let's us get back into this. We're not doing a very good

job in this area.

I'll give you an example. Someone will get up before a group and say, "Tomorrow, we will meet at 3 o'clock in the cafeteria. That's tomorrow we're going to meet in the cafeteria at 3 o'clock. Now tomorrow we'll meet at three o'clock in the cafeteria. Any questions?" Always one. "Now what is it, Bob?"

"We goin' to meet tomorrow?" Have you all ever been to one of those meetings? I think you turn to Bob and say, "Bob, we're going to meet tomorrow at 3 o'clock in the cafeteria." Say it like the first time you ever said it in your whole life. Not like, you idiot, I said that three times! Because if you beat Bob up, the next time he doesn't hear, what? He won't ask! And Bob's not trying to be difficult; he's just been on a trip! He just got back and he's trying to figure out what's going on. I've done it myself.

I was in a meeting in Gatlinburg, Tennessee—not teaching, taking a course. Great, great guy. Terrific lecture. He said something that caused my mind to go off with an idea. And when I suddenly began to process it, I thought of a question. Course he continued to talk. I held my hand up. He said, "What is it?" I asked a question. It got real quiet. *Oh, gezz! I bet he just said that.* And you always have a friend with you. My friend said to me, "You, idiot, he just said that!" And I said, "Well, excuse me, I've been gone." That's what I told him. I'm not trying to cause any trouble; I want to learn something, for heaven's sakes.

New models for new days. Models without insult or injury. Models that treat people with respect and dignity. Very quickly, I want to give you this and I want to quit. But it's important and it's the whole basis of being able to balance out your life. *Folks, if we're going to take care of others, we've got to take care of ourselves. I think the best way to take care of others is to take care of ourselves. I'm a very different person rested than tired. Is that true for you?*

I'm a very different person rested than tired. I listen differently. I hear differently. I perceive differently. I handle change differently. And we're not doing a good job there either. We're killing ourselves, and I'm not critical. Our society encourages us to kill ourselves. I hear people brag, "I went to work every day—diarrhea, throwing up, temperature of 104, I went right on." That's right.

If we're sick enough—*stay home!* And women, why women do it, I do not know. Women have been taught from the time they were little girls, you're the caretakers of the world. You're supposed to take care of your children, and your mate, and your home, and now society has freed women up so they can work. Well, what about us? And you know what's happening? Heart attack rates in women is...*what?* Nearly equal to that of men. That's an absolute fact.

We learned this several years ago. My daughter was only about 13 or 14, money was tight, my wife had to work outside the home. Now, she is an immaculate housekeeper. Oh, man, I mean obsessive, compulsive. I can get up at night, go to the bathroom,

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come back—she's made up my side of the bed. It is *terrible!* No, it's not quite that bad, but you get the point. So she's working 40 hours outside the home and doing everything at home. I mean cooking, ironing, taking care of us just like always, and in about six weeks, what happens? She's sick. She's very, very sick. Comes home from the doctor. Sits down at the table, looks at me, looks at my teen-age daughter, and says, "I hate to tell you all this, but the doctor tells me I'm doing too much. I need to give something up. I have an announcement to make."

She looked at my teen-age daughter and she looked at me and she said, "Starting Monday, you all will wash and iron your own clothes." Terror struck my heart. My daughter went comatose! And I began to babble, but, but. I didn't know where the washing machine was; I'd never seen it. I didn't even know if we had one. My clothes just magically appeared in the closet. And I said, "Really I don't know how to wash." She said, "I understand that. We're having a seminar on Saturday." Washing 101, Ironing 101A, and, by golly, she taught us and held us to it. But it was tougher on her than us for two reasons. Number one—you know the first one—guilt, guilt, guilt. But the other reason it had her, the way we did it. Oh, me!! My daughter is just like me. We figure if you can step over it, it ain't in the way. True?

My wife came in from work. "You can't even get in the bathroom!" I said, "Sure you can. Watch this. You're not throwing that right leg high enough when you come over 'em clothes. Get back in the kitchen, take a running go, it's no trouble." I called it *laundry aerobics*. That what I did, by God.

Women take care of yourself, and, men, they didn't do us any favors either, did they? They taught us from the time we were little boys that we got "no pain."

True story. I'm five years old, walking down the street in Harlan, Kentucky. Tripped, fell, skinned my knee, rolled over in the grass, grabbed my knee. "Oh, my knee, my knee—I'm dying—oh, my knee, my knee." My dad came over and said, "Son, you *know* that does *not* hurt." Well, what a shocker! I said, "Daddy we got to talk about this. You ain't going to believe this. Something kinda funny is going on around here." And before I could say a word, he hit me with a double whammy. He said, "Son, I'll tell you something else. Men do not cry." I thought, "*Oh, gezz, a sex change operation! A woman trapped in a man's body! All the wrong plumbing—I don't know.*"

It was a bad time for me. I'm only five, trying to figure it out. And I decided from that point on I'd never admit the physical, emotional pain again. You doubt that? I went to first grade next year. Some kid came up and went, wham. "Ben, I bet that hurt." I said, "Didn't bother me." I nearly passed out. Lying like a dog. And especially guys my age. Our hero was John Wayne. You all remember John Wayne movies? Five arrows in his back. "Where you going, John?" "Going to get groceries." No big deal. There it is.

Remember this saying—it was in nearly every western movie—they're out on the desert, guy gets shot in the leg,

gangrene sets up, got to cut his leg off. No doctor. No whiskey. What do they use for pain? A stick! *A stick!* Have you all seen it? Here's the way it goes, "George, we're going to cut your leg off. Bite on this stick." "*Excuse me, fellows, is there morphine in that stick?*" Now, I was brought up that way.

Change is coming at such a speed that we must take care of ourselves. We are smart enough. We're not stupid people; we're bright people, or we wouldn't be here. We have the physical and mental capacity to cope with it. I don't care what the rest of the world says, we do have an incredible brain that research says is not being used near to its capacity, but we've got to make sure that our bodies take care of that part of us. That means to appropriate rest, to appropriate eat, to pay attention.

It means, to be able, I believe, to treat people with respect and dignity and I'll tell you why. I think when you put people down it will depress you. I think it takes energy away from you. I think if I need energy to put you down, I lose energy that I could be fixing a problem. I don't have time for that. I don't think you have time for it either.

Work together. We're going to be the heroes of tomorrow.

Let me close with this very quickly. There is a cartoon. I love it. I may not translate it very well, so stick with me.

There are Arabs. They are out on the desert. One, obviously a father, the other, a son; they are riding their camels across the desert. The father and son are riding along, and the father, finally in irritation looks over at the son and says, "Son, stop asking me when are we going to get there. We are *nomads*, for God's sake!"

You know what I'm saying? ***We're never going to get there. But we will do more than survive as we go.***

People of religion know a verse that says, "We are more than conquerors...."

We are bright, and we're sharp. And we were created *not* to fail. ***We were created to succeed***, and we'll do it. I don't care what the change is!

Thank you very much for listening to me.

Dr. Ben Bissell is a writer, teacher, therapist and business man with a rich background of training and experience. He grew up in the mountains of Eastern Kentucky, and it gave him a gift of story telling that makes his presentations easy to hear and to understand. After earning a B.A. in Physiology, then earned his Doctorate in 1979 with a concentration in the area of Organization and Human Behavior. After serving as a counselor at hospitals in Miami, Florida and Richmond, Virginia, he was appointed as director of a counseling center in Louisa County, Virginia.

He presently lives in Knoxville and is president of his own consulting firm, which is based in Richmond, Virginia. He is a nationally known speaker, conducting seminars for corporations, organizations, schools, hospitals and, probably for many of you in the years to come. He is able to take complex and involved concepts and translate them into everyday language.

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The third piece, which may be the most critical in some ways in today's changing environment, is **management of trust**. I say "most critical" because I think it's the most challenging in an environment where there is a lot of downsizing, where a lot of folks are feeling less and less like they have the backing and support of the organizations they work with.

And finally, **management itself**. Because a leader cannot be effective if they don't understand and have positive self-regard. In other words, if you don't have the ability to honestly respect yourself, what it is that you can offer. Otherwise, I'm not sure how you can convince the rest of the folks in your organization or in the community you are leading to help you out and to actually accomplish the goals and vision that you are articulating.

Now, in thinking about the non-profit sector, one thing certainly has been a cliché for a number of years, but in reality it's really happening. Change is really phenomenal in that sector right now. And part of that is because of the diversity of the sector in and of itself. In some ways calling the non-profit sector *non-profit* is like saying "all other". If you're not government, if you're not private sector, then it's everything else.

So how do you come up with an integrating theory or body of knowledge about *other*? It seems to be a little bit tough to do. And so you've got a world that is very diverse that ranges from very small to very large organizations as missions are all over the map from very narrow and focused self-interest to ones I think we more often like to think about which is the ones who are public charities and that are really serving the community at large and of course it watches into other public service roles as well.

The organizations in the non-profit sector are in a particularly unique position right now, and I was struck last winter by an article by Peter Drucker in the *Atlantic Monthly* who was writing about the evolution in our society, and one of the points that Drucker made was that increasingly the non-profit sector or what he's come to call *the social sector*.

It's going to play a more and more critical role in our society and I think that's part of the challenge of change in the world we're working in. At the same time, we're dealing with change inside the organization, we're also dealing with change in the external environment where our whole sector in the organizations where we're leading are really changing *their* relationship with the world at large.

That external environment is very dynamic and is expecting more and different things of us. Things that are, for the more part, what we want to deliver on but all of a sudden we're in the situation of be careful what you ask for, for you might get it. In an awful lot of ways the non-profit sector, in my opinion—and remember I'm a professor of public administration and non-profit, and I've been on both sides of that fence—but I think the reality is that non-profits have increasingly ended up playing roles that in the past we had reserved for government. But now government has become another actor at the table and so

government's role has become narrowed, particularly within these last few years.

What's coming, is that the non-profits, for better and for worse, are being told, "You're the answer." And of course, the bad news is that we can't do it all. This is not something that this sector alone can handle. But, there are expectations coming out of Washington and elsewhere that, in fact, the sector is a new answer to everything that is going to happen. That's both an opportunity and a challenge, I guess, and we are going to have to sort that out.

I think there is another part of leadership and organizational change that is significant in playing out at the same time and we're seeing it in a little bit of what's happening with "Newt and the gang" on the Hill, but we're seeing it throughout society as well. And that is, there is a devolution or a *changing* in the way our society is organized overall. Society is becoming much wider. If you were to draw an organization chart of society now, increasingly it looks like a *spider web*. There are not those levels of hierarchy that there used to be in the past.

All of our formal organizations are flattening; middle managements are being eliminated—partly because they can be and partly because it's just a different world now. At the same time we're seeing what's playing out at the 104th Congress. For better or worse—and I truly do believe it's a mixed situation, playing out at the federal level is a moving of authority/power in organizations back toward local levels.

When we do "leadership development" in our own organization, we are looking increasingly at the critical need to **build leadership capacity among whole communities** and all of the folks who are in those communities. No longer can we rely upon a few well trained leaders at the top of the pyramid to make things happen.

Action in our world—in our non-profit world—is moving back to the community, more grassroots level. *So the significant issue for us is how to build that leadership capacity more broadly among all of the folks who are working together in our organization.*

Paradoxically, I think that also means we're in a position where we have to teach "followership" every bit as much as we do leadership. Because in fact, the effective leader today is one who can also move into the role of supporting others as they play leadership for certain reasons in meeting the certain needs the organization has.

Now when I'm talking about change today, I want to be clear that I'm talking about large-scale, very fundamental change in the organization. *Not* incremental things, but what folks in my business sometimes call **transformational change** where it's the whole organization that is changing. Things are turning over from a very broad point of view, and in fact, much if not all of the organization.

Incremental changes are what we've known historically

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where you take a step at a time, you take what exist today and you build up a little bit more tomorrow and a little bit and a little bit. In the long run you may still end up radically different from your initial state, but nowadays we're experiencing what you might call "discontinuous change," where all of a sudden we're taking a big leap and we're moving completely to different level, a different focus, a different kind of involvement. The challenge for the organization is to understand what that does inside the organization. Your challenge is weird—it's partly to think about how those pieces fit together when basics of the game have all changed right out from under you.

One of the key pitches I'm going to make to you today is that we need to think about organizations as systems which means there's subsystems or pieces that exist in balance. And when things change, when any one of those subsistence changes all of the other pieces react. Typically what they try to do is force that offending system back to the way it was, to keep it back in balance with everything else. *But* if the force of that change is strong enough it may in fact disrupt all of the other subsystems—all of the other components of the organization. And I will tell you momentarily what I think those are.

What I'm talking about today is *the framework* for talking about change. It is possible to apply it equally well to change you didn't intend to have happen: Change that is forced upon you from outside or change that you are in fact trying to create. My pitch, of course, as you would expect from someone who is pushing a leadership center that talks about change all the time. My pitch is: Use those changeout opportunities to make what you want happen. Understand what the different elements about change are and put them to work for you because there are things you always wish you could do differently.

Well, here's your chance. For better or worse the time is here. So I want to go back and reinforce that pitch. Organizations are collections of subsystems that exist in a balance. I think those subsystems are things that come together to make up a whole and, remember, when we're talking about pieces of a system, none of them exists by themselves.

To go back to an animal metaphor for a moment. If you think of a cow as a *system*, taking the kidney out and telling it to work by itself effectively, independently, isn't very useful. Or if it is I'd like to know that organization you're with, because there's a good stock opportunity.

But with the *overall system concept*, what we're talking about is complementary pieces that work together to accomplish what it is to be achieved. I think there are six subsystems inside an organization which we can manage in order to keep things balanced and focused in the direction that we want to accomplish change.

The *first* is **people**. First and foremost, I guess, because ultimately organizations are what they are because of the people who are in them. *Secondly* is **tasks and technology**—the core of what we do, or the production part of our organization.

It's what we actually make happen. The *third* piece is **formal structures** in the organization—the decision-making chart might even think of it as the organization chart but it's other structures too. The pay system, your performance system, and your performance appraisal system. All of those kinds of formal things that you have created to make things happen.

Also we have the **socio-cultural system**—a fairly elaborate term—but what I'm talking about is the culture and the climate inside the organization. The easiest way to describe the culture of the organization is to say it's what we think of when we say, "This is the way we do things around here." If somebody in your organization tells a new person coming in, "Don't do that; we don't do things that way around here." What they are being warned about is the *unwritten side*—*the culture* of the organization. Usually there's not much written down but it's a very powerful force.

There is also the political side—not patrician political—although it may be. **Politics** in the sense of power and influence and how decisions are shaped. There is a structure in your organization around who gets to influence which kinds of decisions. How resources are allocated and if that balance gets changed in a changed environment, there are different winners and losers in that.

Finally, *the last organizational piece* is the **organization process** itself. The way in which all of these subsystems work together and the most simple way to think of it in an organizational sense is probably to think of the *communication system* as the best illustration. The way communications happen inside your organization.

And last but not least, the organization has its **environment**, which is *not* a "subsystem" in the sense that the rest of these are—but *it interacts with all* of those. The reason I bring the environment up now as it relates to the systems is because, in fact, how you view your environment has a fundamental effect on how the rest of this comes together. In fact, the environment offers resources and it shapes constraints and how decision-makers see those makes a big difference in whether or not you are able to accomplish things.

I think that these things interact every one with each other so that, as I was saying earlier, if you change something in the production part of the organization all of these other parts of the organization, unless you also shape and change them, they're going to push that back to the way it was.

For example, in the old days when large computers first came into organizations, we found that many times organizations were baffled because they would bring in this great new computer system and expect it to change the whole organization, and nothing actually happened. People kept doing things the same ways. In fact, there was one department that had the computer and they kept the wheels and gears spinning but everything else went on the way it always did, including all the old forms, all the old papers and all that.

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Well, what was happening was all of these prophecies were taking that tool and making it irrelevant. To a greater or lesser degree the same thing happens in our organizations anytime we want to change something. So if you change the case management system for your organization but don't deal with the rest of those pieces of that puzzle, what we find is that you're not going to be able to really achieve much in the way of change.

Let me tell you quickly about those subsystems, then I'll show you a little tool that I use with organizations to help them think about how they can aim this subsystem to help them deal with the kinds of things that they are about. In the technology and task area, it's focus is on the purpose of the organization and in reality what you're trying to do is manage the task and the technologies and the methods by which work is done.

If you're in a professional organization that has folks like social workers in them, one of the things that comes into that core purpose of the organization is the business of social work, and so you may not even be aware of certain kinds of knowledge that are being brought to bear—that all of those things do in fact shape how your organization behave.

It may also be tools, as I was mentioning earlier, the illustration of a computer or something like that, may make a difference. I mentioned the formal organization—the focus there is on structure and system. So, when you're shaping and changing with it, you're trying to bring in a new system and you want that formal organization to support it, then you have to work on the formal organizational structure. Things like the decision-making chart. Things like the pay and performance system. If you are saying that you are going to work, for example, one of the things we hear about is high involvement teams.

If you say we are going to bring high involvement work teams into our organization, but you keep the same decision making structure with the same hierarchy—If you, in fact, keep the same pay for performance system, and if you're a larger organization that has had a merit pay type of system, that's usually very individually based—That's going to be fundamentally inconsistent with the structure of teams, so it will not in fact achieve the icon you're looking for. So that formal organizational system becomes critical as another piece.

I'll talk a lot in a little bit about people, but I want to say right now that the focus on the people part of the organization is focusing motivation, ability and energy, and in my opinion, if any of those is at the level of zero, then you really are not going to achieve anything. It's *the multiplication relationship*, so motivation and ability by themselves are not enough without energy, and energy and motivation without ability are not enough. You can't achieve it either way.

So, from the system change point of view, what you have to do is focus the energy and the attention of your people on the new role that you're actually trying to accomplish—the system you're trying to put into place.

Then there's that socio-cultural system, and I said earlier,

it's the meaning and climate of the organization that you're focusing on norm, how we do things, focusing on the values of the organization. This is probably one of the least seen parts of the organization but in a change its critical. Because if you invoke a change you say, "Good news, we're all going to be working on this, that, or another thing." And if it's perceived by your staff that you are inconsistent with the values of the organization, they will not support it. They may not even know that they're troubled by it. They may just feel this sense intuitively that it's not quite right, and the challenge is to find out how you can re-shape the norms and values of the organization or make sure your change is consistent with the ones that you have so that that change-practice *can* happen.

The political part of the organization then is critical because this is where the power influence, as I mentioned earlier, is allocated. It's where resources are allocated. And one of the points that I think needs to be made here is that there are informal winners and losers in every change process, so it's critical to think about who are the new winners and who are the new losers in this system where you're changing the way people work together. What is it about the informal process of the organization that makes it acceptable or not?

Do people lose power? Do they feel like they're losing authority? Or are some gaining? Understanding and creating strategies to capitalize on the positive side of that is the next part of the system and all of those interact in that category we referred to as *organizational processes*, where you make these systems work together in ways that are most supportive of each other?

I've used the tool with a number of organizations to help them think about those kinds of subsystems, and how they work together.

The basic tool is called "forced field analysis." How many of you have heard of the concept of "forced field analysis" before? OK. So most of you have--good! I'm at least not asking you to think about something completely foreign. I suggest to my clients and those people who come through our seminars that one of the most useful ways to think about these subsystems is to understand each of them relative to another for given changes. Once you know what that change is, what are the factors? In this illustration for this particular chart, we're looking at the political factors but I have a work sheet that I use for each of these different sub-systems.

Which of the forces relating to the politics of the organization are going to promote that change and how strong are they? As you may know, it may require some "forced field analysis". You are not only identifying a force that's out there, but you are also thinking about how strong it is. You are also thinking about forces that are resisting change and about how strong are those.

I think the "forced field analysis" technique is a great way of simply helping you understand what things are supporting

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Organizational Ecology: Managing Behaviors That Poison the Workplace Environment

Dr. Anne Osborne Kilpatrick

finitions...

- **Ecology**—that branch of science concerned with the interrelationship of organisms and their environments; the totality or pattern of relations between organisms and their environment
- **Environment**—the circumstances, objects, or conditions by which one is surrounded; the complex of physical, chemical, and biotic factors that act upon an organism or an ecological community and ultimately determine its form and survival
- **Toxins**—poisons
- **Organism**—a complex structure of interdependent and subordinate elements whose relations and properties are largely determined by their function in the whole; an individual constituted to carry on the activities of life by means of organs separate in function but mutually dependent; a living being
- **Organization**—an association of individuals, usually engaged in pursuing some established activity
- **Health**—the condition of being sound in body, mind, or spirit; esp: freedom from physical disease or pain....sound or whole...

So, another way of looking at the title, “Organizational ecology: Managing the attitudes and behaviors that poison the workplace environment” is “*Exploring the interactions among people to make the workplace healthy, productive and synergistic.*”

We spend at least 67% of our waking lives in a five-day week at work: should it be a pleasure? Absolutely! Is it? Not usually, for too many of us. In any given newspaper or magazine, articles proliferate on cutbacks, downsizing, longer workdays, doing more with less, closures, and dealing with the stress and uncertainty of living.

The purpose of this presentation is to discuss a model of organizational health, which is based on the concept of being “sound in body, mind and spirit,” which eliminates physical disease or pain. Most of the references will not be only from management writers, but also from poets, philosophers, and some former mentors. In order to get your “money’s worth”, I have enclosed a suggested list of references on your handout.

How do you recognize a healthy organization? Think about those in which you saw elements of organizational well-being. If you wish to diagnose, a survey in your handout will describe your organization’s environmental health, although the authors describe it as a burnout test.

Characteristics of healthy organizations include:

- Efficiency and effectiveness: of systems, processes
- Positive communication
- Empowered employees; high ownership
- Trust
- Low rates of absenteeism and turnover
- Few grievances and disciplinary actions

- High positive and creative energy
- Is it noisy? Maybe
- Tolerant
- Respectful
- High productivity
- Accountability, responsibility and authority go together
- Collaboration
- Healthy competition
- Synergy (one plus one = three, four, more!)
- Jobs which stretch and test, but which give the opportunity for satisfaction and constructive feedback
- Conflict is over issues, not personalities
- Negotiation is present
- Participatory democracy
- Enthusiasm: “*I can hardly wait to get up in the morning, as I am eager to begin my day!*”

Management and organizational consultants and researchers have identified many of the concepts which underpin a healthy organization. These characteristics comprise a “bucket” which holds all those characteristics described above.

Individual and organizational responsibility: The organization has responsibility to provide a safe workplace, the tools and structure in which to perform tasks, and clarity of policies and procedures to ensure success. The individual has a responsibility to provide services as agreed upon to the employer, to ask questions when tasks are not clear, and to provide feedback to the employer when concerns arise.

Multi-dimensional view of work and life: A perception that there is sufficient room for all of us to succeed, without causing harm to someone else. The traditional two-dimensional competitive model assumes that there will always be a loser if there is a winner: there must be a diminishing of what power or resources I have, if you obtain more. (Kaleel Jamison, Nibble Theory)

Managers are committed and feel responsibility to create a culture that includes respect for the dignity of every person, as well as a commitment to the organization’s goals.

Effective supervisors, who are trained in the skills of supervision. Don’t forget, everyone has a boss! What is a boss? A mentor, supervisor, leader, general director, conductor, vision-er, coach.

Self as an instrument of change: This implies a commitment to expanding our knowledge of our selves, ongoing lifelong learning, and accepting responsibility to participate fully in the using of our gifts and skills to improve the “space” around us. To give at work, and in our communities, of our time and talents to make the space around us better.

Work can help meet our spiritual needs: All of us have four spiritual needs (according to Tom Morris):

1. A sense of uniqueness—to feel important and special (as in this article about an 89-year old woman in California, still working)

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2. Union with something greater than our selves (we are part of a bigger world)
3. Sense of usefulness: therefore, unemployment is a spiritual problem
4. A deep sense of understanding: of where we are going, where I am, the "big picture of life"

A movement in this country called the "Healthy Communities," is working with grassroots organizations to improve their neighborhoods, cities and towns. I have been working with a San Francisco-based organization, The Healthcare Forum, this year on several projects. Aiken, SC won a healthy communities award in April, 1995 at San Diego. But healthy communities relate to healthy organizations. How are we justified in taking the learnings from healthy communities and use them in healthy organizations?

Primarily, I believe that we need to integrate the parts of who we are. Why do we separate what we do at work, and that person, from the person we are on the outside? One of the most powerful learnings from this year of sabbatical is that it is possible to be all that I can be, at work as well as outside. My learnings have influenced both parts of who I am. For years, I have encouraged through burnout workshops around North America and through my research, strategies to achieve balance in our lives. But let's face it, if we have too much fun at work, some of us feel guilty: you mean they pay us to do something we love? In an era of cutback management, how do we continue the enthusiasm, when we are concerned that what we do won't continue? We persist in part by staying refreshed and renewed. Also, we do it by pursuing the activities which keep us current and learning in our fields, and by staying in touch with those who do what we do: our peers, and our support network.

Why is it important to build a healthy organization? Is it even necessary to ask this question? Simply, and briefly, the following list outlines some of the reasons.

- Productivity
- Absenteeism
- Turnover
- Workers compensation/illness and accidents
- Need to do more with fewer resources, including people
- To make the world better
- It's the right thing to do: I want to live this way!

So if we now know what a healthy workplace looks like, and why we should work toward one, what are these toxins which get in the way? Again, toxins are elements - behaviors, interactions, or procedures, or environmental factors, which keep me from doing my work as well as I should or could. They get in the way of my doing my work, serve as stressors, and "contagion" throughout the organization. How do you recognize them? Think of toxins as behaviors that poison the workplace. And one thing we know about poisons is that they damage our systems, organizationally as well as physically.

Fact: Toxins have physical and psychological conse-

quences for individuals, as well as for the organizations in which they work.

Toxins include, but are not limited to, the following:

Fear: what are the causes of fear? Arbitrary treatment; moodiness on the part of leadership; uncertainty of job, organization, environment; history and experience viewed with how fellow coworkers are treated (if they will do it to Mary, they will do it to me); and other toxins listed following result in fear) In discussions with military employees, fear of "telling the truth" can be a motivator, would ruin my career, etc.

Discrimination: "Using race, gender, religion, ethnic origin, age, disability, veteran status, or any other criteria other than job related ones, to make decisions related to employment"

Harassment: A special form of discrimination, using gender as a criterion for performance and evaluation (Two forms: quid pro quo or "hostile and intimidating environment"). A sexual harassment clipping from the Charleston, SC newspaper: A Navy civilian's sexual harassment from a co-worker had caused an employee's lupus to re-emerge; the courts said she should be compensated. In 1994, a jury awarded an employee 7 million dollars for a law partner's harassment, because they wanted the firm to "tithe". The US Navy (and hotel industry) are still reeling from the fallout from the Tailhook events from the early 1990s. NAACP experienced embarrassment, loss of credibility, and financial ruin because of alleged misconduct. Until the fall of 1994, I was involved in every training program in sexual harassment at the Medical University of South Carolina. In one case, a department paid a trainer to conduct training with every department member, while one employee was the problem.

Sexual harassment can also result from "love in the office", which requires the supervisor/manager to take special actions.

Unfair conflict: Frequently, using role power to win; or using private information to intimidate

Threats/intimidation: can be subtle or overt

Violence: Workplace violence is becoming a much-too-common phenomenon. The incidents at postal offices throughout the nation have become a sign of extremist responses. Also, a newspaper article in a California paper noted that 1/3 of major organizations experienced at least one violent act during the last year, and many had experienced more than one. A law firm in San Francisco became a battlefield when a disgruntled client opened fire on law firm employees, killing at least two people, whose spouses sued and received compensation. (but no solace). Clipping from Today's Supervisor, October 1994: Take the punch out of violence: BLS: 1004 workers were murdered on the job in 1992. A winter, 1995 special issue of the Catholic Healthcare Ministry is entitled: The Violent culture: What healthcare providers can do about the problem of violence. The American College of Emergency Physicians has a

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policy statement regarding protection from physical violence in the emergency department (of a hospital, no less!) to protect “patients, health care workers, and all other persons in the area...protected against violent acts occurring within the department.”

Inequity in treatment, policies, compensation, etc.

Excessive stress: an early publication in downsizing was about an automobile manufacturing plant closure. During the two years, there were two deaths, one a suicide; a number of somatic complaints, including the fact that one member’s hair fell out twice! (i.e., grew back and fell out). My burnout research over the past 14 years has indicated that everything bad comes from excessive stress, or burnout: heart, gastrointestinal, alcohol and drug abuse, sleeplessness, weight disorders, etc.

Invasion of Privacy: cultural diversity has an impact on

Poor communication: e.g., no communication; secrecy; damaging gossip, indirect communication (talk about me, not to me); one upmanship.

Physical hazards: noise, air, space, equipment, etc.

Poor supervisory skills: favoritism, gossip, Peter Principle; poor management; unrealistic expectations, norms of organization reward succeeding “over the bodies of the competition”; “they say”; lack of ownership of policies and procedures, and frequently a lack of perception that supervisors are part of management.

Blurring of line between work and home: Excessive length of hours; expectation that rewards are associated with the amount of personal sacrifice.

Menial/lack of challenge: repetition and lack of ownership (I don’t want you to think, or “own” the job) “You have no lines here.”

Unreasonable goals/punishment; supervision by intimidation.

Cutbacks and the method of selection, treatment of RIFs, survivors and terminators; equity and secrecy are major factors here; in an unpublished account of a cutback, the director had to undo a major RIF, and went home and killed himself: organizational response: personal problems.

Insecurity — of organization, job, project, etc. Examples of miscommunication: “The only straight shooting is from the LA Times! Cutbacks. LA County to cut 2500 jobs! (or more recently, 10,000 jobs) Result? Much work, turmoil, and pain: 100 actual slots were eliminated, but 70-80% were either retained or brought back.” Was the pain worth the gain? No one looks at actual costs in those situations, but they had to be high.

Glass ceiling — not just women, but no upward mobility for anyone.

Ethical/moral violations. An article last week described a recent publication advising secretaries how to deal with ethical violations by supervisors: ie, how to survive and protect themselves! But not how to leave a morally questionable workplace,

or even more important, to insert ethical principles into the workplace.

Role conflict/ambiguity: our VA research describes feelings of VA leaders - directors, associate directors and chiefs of staff - and their lack of clarity over what their role is, and also the conflict between their roles as local leaders, and the need to be responsive to the Central Office and the larger VA system: Result? Burnout.

Power imbalances: abuse of power; This can manifest itself in many ways: hierarchical role power never changes, but to take advantage of that positional authority in relationships with a subordinate is unethical, particularly in a confrontation.

Why should the courts be the only place you can get recourse? e.g., grievances should lean more toward empowering employees than employers, because of power imbalances: management always has the power!

Guiding principles for a healthy workplace.

- The most important principle: “The Golden Rule”—every religion has a variation of it.
- Multidimensional perception of power
- Trust
- Respect for others:
- Communication/ avoidance of secrecy
- Low risk: “shooting the messenger” is not allowed
- Clear expectations
- High ownership: this is my place, too
- Clear vision of organization’s mission, and where I fit in: what I do is important
- If I feel stressed, I can ask for help
- Elimination of fear (sailing analogy)
- Change is inevitable: lifelong learning is necessary, too

Eliminating Toxins.

- Have a vision of what a healthy workplace would look like
- Identify toxins getting in the way
- Build mechanisms to deal with them: policies, processes, education/training; rewards are associated with keeping the workplace healthy
- Monitor and evaluate progress
- Get skilled in communication
- Believe in multidimensional perspective of work and life; i.e., life is not “win-lose” or “zero-sum”

Building Community through Collaboration.

California State University at Monterey Bay: At the newest university in the CSU system, California State University at Monterey Bay, on Thursday June 22, 1995, 350 people from health and social agencies throughout the county inaugurated the new Institute for Community Collaborative Studies. The Institute’s purposes are:

- to educate a baccalaureate trained person who can work collaboratively in organizations to improve the world (all the university’s students will be required to take courses in collaboration and conflict management, as well as to

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- provide community service as part of every curriculum)
- to provide continuing education for managers and leaders
- to create a “safe place” for leaders to renew, recapture vision, and skills for the future

Dr. Daniel Martin, keynote speaker: noted that there is a new “shift in perspective” taking placethroughout the world. He told the story of cryptic Corks, which translates to mountain people here: ..”extent of territory”.

Another Story: The director of social services was invited to a client’s house: when she walked in, he introduced her to the directors of family service, United Way, mental health, school psychologist, alcohol and drug abuse, Salvation Army, and health department: “I thought since you all work with me, it might help to meet each other!”

Tom Morris, philosopher at Notre Dame University and best-selling author, particularly of a book entitled *True Success*, speaks of a movement which is redefining excellence, that moves us from what he describes as the competitive model of the west to a new model. Competitive models emphasize zero-sum, win/lose principles: we’re number one, but not organizationally or personally: the price is too high. He distinguishes this from the “comparative model of the East”, which focuses solely on self, compared over time; I don’t compete, except with myself. The danger is what Morris calls the “self-defeat of self-centeredness.” The model he proposes is the “collaborative model of the mid-west,” which focuses on interactivity and community: using all our talents, teams, and resulting in a deep transformation in relationships.

Relationships	Stance	Results
Combative	Fighting	resistance/damage
Competitive	Striving	mixed motivations
Cooperative	Agree	non-resistance/ acquiescence
Collaborative	Partners	synergistic interactions/active, engaged

Collaborative models: emphasize partnerships; encouragement of community, interpersonal relationships; also, the power of shared vision, mutually developed

Obstacles to collaborative models.

These include short-term thinking; bottom line thinking, self-centered thinking; adversarial thinking. Healthy competition can happen, when everyone gets better: the outcome should be quality. Much of the quality (CQI/TQM, TQL etc) movement focuses on principles which reflect this, but come out with few outcomes. An example of focusing on the wrong issues was a parking TQL group: after months of discussion, the group announced to the administration that there were more cars than parking spaces! A solution was to let students wear tennis shoes (non-regulation) so that they could walk further. While this solution might help temporarily, it did not solve the fact that there are three times as many cars as parking spaces, and parking is not considered when new buildings are constructed.

Aristotle: “The city is a partnership for living well.”

Morris’s general formula for human good: people in partnership for a worthy purpose—

Purpose: rooted in self-knowledge and a vision of what is good

Partner: fair, active and based on a shared commitment (from the heart)

People are ethical, mutually supportive and open to learning

Since June, CSUMB has begun collaborating with members of Congress and other universities, institutions and organizations to use legislation to make social collaboration as important as other methods of collaboration. One strategy is to develop empowerment zones which also fund social collaboration zones: to place a priority on communities affected by base and hospital closures, and other economic crises. A part of this strategy is to identify and recognize communities which are collaborating successfully, based on the Malcolm Baldrige Award for quality.

Changing the metaphors.

A recent article in a California newspaper suggested the following new metaphors for the workplace:

Rather than sports and military metaphors, which frequently reflect hierarchy, domination and control, focus on other metaphors which emphasize inclusion, compassion and relationships. From works by several authors, the references would be focused on learning new ways to perceive of work.

- Tend a garden instead of running a machine
- Maintain a web instead of a traditional hierarchical chain of command or career ladder
- Provide a hearth instead of a sterile, rigid environment...hearth as a communal hub
- Weave it instead of hammering it out
- Bring your whole self to work instead of being “all business”...integrate our values, personal interests, experiences, emotions and spirit with work
- Lead ecologically instead of militarily (...carefully consider how decisions relate to many spheres: personal lives, society as a whole, the environment, etc.)
- “View business as a continuous process of building and expanding relationships (with colleagues, customers, the world) instead of as a big game that has to end. Winning seems pointless when we establish enduring, long-term relationships.”

—Paula Ancona, San Jose Mercury Herald 6/13/95

Conclusion.

Improvement.

Thus, toxins in the workplace are the same ones which exist outside the workplace: and when one becomes healthy, it will “spill over” into the other realms. Over a decade ago, my mentor at the University of Georgia, Robert Golembiewski, wrote a series of articles about the tension between democracy and adminis-

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tration. The titles of his three papers changed only one word: versus, and, and finally, through. His premise, which holds true today, is that through a democratic workplace we can develop citizens who are mature, self-actualized, productive, and involved in their external society. As we “conspire” - i.e., breathe— together, management can create this healthy and democratic workplace and contribute to the creation of this ideal democratic society.

Thomas Quick outlines *Five Steps to Motivation*:

1. Tell employees what you expect them to do
2. Make the work valuable (“management principles are few and simple. They apply to everyone. But management practice is complicated; it’s one-to-one.”)
3. Make the work do-able
4. While employees are trying to do what you expect, give them feedback.
5. When employees have done what you expected, reward them.

.....

Ways to address diminishing resources and growing needs:

1. Retreat into turf
2. Fight others: “steel cage”
3. Find different ways to serve the community so it can serve itself
4. Treat families and communities as a whole: the movement to neighborhoods: we go back home.
5. Why don’t we change? Unknown, ownership
6. Tie evaluation to investments

.....

From *365 Tao Daily Meditations*—

Learning— “Learning is the fountain of youth; No matter how old you are, You mustn’t stop growing.”

Creativity is an essential element for everyone. Unlike the outer-directed creativity of making art, solving problems, or writing, the creativity that everyone can engage in is learning.

As long as we continue to learn, welcome new ideas and ways of doing things, and continually expand our understanding of ourselves, and the world around us, then we are engaging in the ultimate creativity of the self.

If one looks carefully at those seniors who are ongoing and vital participants in life, one will see that a common habit is *continuous learning* and interest. These seniors are not the same as they were in their youth. They have found new ways of learning and acting.”

Caring: “Don’t go out looking for good deeds to do
But if one comes your way, do not refuse.
If you meet someone who is suffering,
You must help them.”

What good is self-cultivation and wisdom if you just keep it for yourself? Knowledge is meant to be used, and if you can use it on behalf of others, you should.

There was once a man who prayed daily to a particular god

among many in the temple. Eventually, he noticed that the incense he lit drifted all over—other gods were getting the benefit of his efforts! He built a paper cone over the incense burner so that all the smoke would be directed right at the nose of his god. Unfortunately, this turned the face of his god black with soot.

Those who follow Tao believe in using sixteen attributes on behalf of others: mercy, gentleness, patience, nonattachment, control, skill, joy, spiritual love, humility, reflection, restfulness, seriousness, effort, controlled emotion, magnanimity, and concentration. Whenever you need to help another, draw upon these qualities. Notice that self-sacrifice is not included in this list. You do not need to destroy yourself to help another. Your overall obligation is to complete your own journey along your personal Tao. “As long as you can offer solace to others on your same path, you have done the best that you can.” (*365 Tao Daily Meditations*)

Freedom: “Freedom is not an idol, or an end, but a prerequisite condition of human worth. Man needs a margin to move about in and try himself out and show what he is worth and attract grace.” (*Charles Peguy*)

“Man desires to be free, not in order to be spared tribulation- this is more liable to increase in proportion to the degree of self-determination attained—but in order to grow.” (Keyserling, *The Book of Marriage*)

“Caution is security. ‘Bold’ is freedom—the breaking thing...Freedom lies in being bold.” (Robert Frost, *Wisdom*)

“Variation is a consequence of freedom, and the slight but radical diversity of souls in turn makes freedom requisite.” (George Santayana. *Character and Opinion in the United States*)

Communication: “There are men who would quickly love each other if once they were to speak to each other; for when they spoke they would discover that their souls...had only been separated by phantoms and diabolic delusions.” (Ernest Hello, *Life, Science and Art*)

Positive thinking: “The universe is transformation: our life is what our thoughts make it.” (*Marcus Aurelius Antoninus*) It’s awesome, the power we each wield in life that unfolds before us. The inclination of our thoughts invites that which we encounter, which is that we expect to find. What we can become or experience is limited only by our imagination. ..Just as our thoughts can nurture positive experiences and outcomes, negative episodes might be drawn to us, too. We can be sure, though that we use this individual power to create the flavor of each day as it’s met.

Our attitude is the byproduct of our thoughts. It is in our attitude that we discover strength or weakness, hope or anxiety, determination or frustration. Alone, we determine whether our attitude will be loving or jaundiced.”

TAO: Pivoting

“Some days, you and I go mad.

Our bellies get stuffed full, Hearts break, minds snap.

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*We can't go on the old way so
We change. Our lives pivot,
Forming a mysterious geometry."*

Life revolves. You cannot go back one minute, or one day. In light of this, there is no use marking time in any one position. Life will continue without you, will pass you by, leaving you hopelessly out of step with events. That's why you must engage life and maintain your pace.

Don't look back, and don't step back. Each time you make a decision, move forward. If your last step gained you a certain amount of territory, then make sure that your next step will capitalize on it. Don't relinquish your position until you are sure that you have something equal or better in your grasp. But how do we develop timing for this process?

It has to be intuitive. On certain days, we come to our limits, and our tolerance for a situation ends. When that happens, change without the interference of concepts, guilt, timidity, or hesitancy. Those are the points when our entire lives pivot and turn toward new phases, and it is right that we take advantage of them. We mark our progress not by the distance covered but by the lines and angles that are formed."

Employment as a CONTRACT:

The changing expectations of the new workplace...

A Developing List

Organizational health is a contractual relationship between management and its employees. Each has obligations to the other, and to the accomplishment of the whole. However, the obligations are specified, and open-ended on each party's part.

Bill of Rights and Responsibilities:

Employee: As an employee, a contractor, I have agreed to meet the expectations of the organization as they have been described, to protect the organization's properties (i.e., not to steal-property or time) and to support the mission of the organization.

I do not have to give up my individuality, privacy or dignity to be an employee, but I will respect the right of the organization to have expectations of my appearance or performance which reflect the values of the organization.

Employer: As an employer, a contractor, I have agreed to provide the following:

- Clear vision of the organizational mission, and the role to be played by the employee (where does he/she fit)
- A healthy environment in which to perform the tasks
- Clear expectations of employee performance-related to the job description, with rewards associated with performance
- Tools with which to perform assigned tasks
- Frequent, constructive feedback/performance evaluation
- Fair day's pay for a fair day's work
- An opportunity for employees not only to use the skills they have, but also to grow and learn new skills

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Most importantly to "Blue Ridgers," Dr Kilpatrick, popularly known as "Annie" is a veteran participant of the Blue Ridge Institute.

Dr. Kilpatrick will serve as program chair for the 1997 Blue Ridge Institute when the week-long program topic will be Collaboration.

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Managing the Mosaic: Addressing Cultural and Ethnic Diversity in the Workplace

Dr. Edwin J. Nichols

We now have a group of people who are administrative executives. Nothing is written out here because they *deserve* to be here. These are the “good ol’ boys!” And way up on top reigning supreme is the *CEO God*.

What we are saying is that there is a psychological contract which says the more education the more money you earn—and you have greater power control and privilege. But in order to ascend this, you must prove that you “love” us. And the way that you prove that you *love* us is that we ask you to relocate your family every three years. Now if you relocate your family every three years how rooted are you in the community? Then your loyalty has to be to whom? You see? That’s your loyalty. Now, at this point the husband comes in and says “We’re relocating.” The wife locks her lower jaw, the lower lip quivers, and she says, “We are not moving; the children and I are staying here.” That’s because your daughter is...*what? A senior in high school*. And has to go to her senior prom. What happens is, the boss says, “I understand fully your situation, but you must understand that your promotion will be held in abeyance until such time that you can relocate.” So what they are doing is putting in front of you a barrier saying, “If you refuse to cooperate, this is the extent to which your career is going to go.” And if they were really upset, they would demote you, which says you have six months to leave our organization without a negative letter of reference.

So this is a psychological contract. If you are educated, if you are loyal, you will earn money, have prestige, power and control. That was the contract. Now, what went with that, which is difficult to see, was that we always thought that in this country you would continue to go up, up, up. The reason being we always experienced western expansion which you could always go further and further...*what? West*. It was always the idea that things were “endless” in the United States. Always plenty.

You took physics. And you put this superstructure on top of this one, and what’s going to happen? It’s going to... *what?* It’s going to collapse, isn’t it? Some businesses in New England specifically began to collapse. Others knew their organizations were going to collapse and they had to get out. So let’s talk about the process and then you go back and look at literature in the past. Articles, newspapers, journals, and you will see that this is corroborated. So I just want you to kind of take a look at this first.

What we have here is that American industry was not willing to invest in new capital goods because other countries were producing the same things more cheaply. And they began to think in terms of relocating some of their plants rather than to invest here. The rational was these people were earning too much...*what? Yes*. And the reason was, they had joined a...*what? Union*. Yes. So the union has destroyed the American economy. If you’re up here, it’s the union that’s discouraging western civilization.

If you’re down here, it’s the thing that gave you some

equity. You see the difference between the two mind sets? And what we have in our country then is two groups of people doing what to each other? Fighting each other rather than to know of the enemy that lies outside! *And as long as we fight each other, we’re divided and we can’t win, because the enemy is always present outside and (he) will devour (us)*.

If I’m sitting, talking about this (CEO) group right up here—this very top group. These are the ones I’m discussing. They recognized that their companies were going to fold. But if the company collapses all of the privileges that they have through stock in this company are lost and they will be penniless. So they’ve got to devise a method where they can get their money, get out before the whole thing falls apart. But they’re not producing sufficient produces to make it profitable, so they have a dilemma. If you walked to Wall Street on Monday morning and took all your stock as the CEO at 9:00 o’clock and put it on the block to sell, by 9:01 your stock would be...*what? Worthless*. You can’t do it that way. Now, what can you do? Well, you have to sell it in small blocks on a quarterly basis for at least four quarters and then you can get out. How do you accomplish this task when the production here is *not* posting a profit? Who’s going to buy stock when you don’t post a profit on Wall Street? Now here’s what happens. The easiest way to do that is that you fire 1,000 workers. If you fire 1,000 workers, times three months salary, you have turned a...*what? “Profit.”* Yes, you have. It’s nothing personal. Now let’s examine it.

I have one, two, three workers right here. I fire this one; these two will work 1-1/2 times as hard. So it means that the salary of two does the work of three. It also means that I have two quarters in which the money is there. By the end of six months, from the psychological literature we know that they will burn out. I still need two more quarters; they are of no avail to me; they can’t produce; they’re burnt out. So what I do then is what you will see six to nine months later; that is, they fire...*what? Another 1,000 workers*.

At that time, they’re able to get out. Now. If you were to jump from way up here all the way down here you would hurt yourself seriously and have...*what kind?* Yes. Because none of my stock is in this company, diversified. Go back, look, see process and understand what has happened. Now other companies recognized that this was going to go on. They panicked and as a stop-gap measure they began to do what to their organization? Downsize. *But downsizing, reengineering—whatever you want to call it is only a stop-gap measure*. Because the whole process of manufacturing and the whole process of services and producing wealth is *going to change from a vertical organizational structure to a horizontal organizational structure*.

This is the new structure. The new structure says “The CEO is not very far away from the people who do the work.” So, we will have different projects; they will not be the same. These are projects. This is project A, project B, project C and D. The

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CEO's function is to hustle contracts and bring them in. Our hope is that this CEO will be able to bring in project *E*. We don't know. There's nothing to assure us that that reality is there. But that's the hope.

How are people going to manage these organizations? Management will do through oversight. There will be a person that will be responsible for oversight. In addition to administrative skills for oversight, they will have specific skills, that's skills *a, b, and c*, but you will have a vast reservoir of unemployed people who also have skills *a, b, and c*. What is the function of this coordinator? Well, this oversight person must make sure that when Project *A* begins on Monday morning at seven o'clock, every need that they have is there. When Tuesday or Wednesday comes and they need something else, they will make sure that it's there.

So this says that this person will be very trained in monitoring electronically with computers and having products come in at exactly the right time. Very much like the Japanese do today. Now this is the difference and these are the places that those of you that deal with mental health issues must be cognizant, the people who work in this capacity are different. We are **caught in the change between** this system and this one. *We are not in either place yet. And that's the confusion.* Let me show you what's going to happen.

We now need skilled *q* on Project *D*. We won't get people from here who will bring this person here. Previously that kind of movement was called a demotion. But today it means you have a...? *A job*. We need skilled *q* on Project *A*. That previously was called a lateral move. Today it means you continue to have a...*what?* Yes. You must remember that within this whole concept these were devastating events because someone had always been going *up* the ladder. You see? Today it doesn't have the same symbolism. But if people *think* that way, they become very depressed, angry, and dysfunctional. You will have an increased number of people coming into your caseload that will have that as reality. Because they assume because I was here, I (will) remain here and continue to go up. These things in the *Matrix System* are meaning that you "flow" from one place to another. *You don't stay fixed.*

Now what about the concept of loyalty? Be loyal to the company—where the young people of today are *not* loyal. Be very efficient and work hard! Otherwise they wouldn't keep their position on the team.

Loyalty says *you can promise* me something. Can you promise that they will have a position on Team *E*? *If you get Team E*. Of course not. You can't promise that *you'll* have a job. How can you demand anything of them? So our concept of loyalty is antiquated.

What people demand now is efficiency and competence to stay in a position. Then you can move from one place to another. Sometimes when the project is over these people will return to the pool of the unemployed. Until such time as they

can be re-hired on a new project. Now that's the reality of today. And if you don't understand it, you will lose.

Now let's see how that works in terms of who's going to be on these teams to work with you. How many...? I want white males age 45 and older to please stand. Raise your hand if in the last year your immediate supervisor has been a woman. Alright. Six. Thank you. Raise your hand if in the last year your supervisor has been a minority. Thank you very much. The majority of 45 and older have *not* had supervision from...*what? Women or minority*. The reason being, our system was built on seniority and hierarchy and those "others" had not been included in the mix at the start.

Now, how many of you graduated from a university before 1985? When you went to school your parents gave you a portable typewriter, carbon paper and an eraser. Some of you had a slide rule. All of those things are totally...*what? Obsolete*. Yes. So much of what you learned in that four-year period of time is also.... *Obsolete*. Who then is going to have the most current information in terms of how things work? New graduates and people who are technically filled. Now, if you are 45 and older, some of those people are young enough to be your *what?* That's a nightmare to be fulfilled! OK.

What I'm sharing with you is that this is the new future. This is the way it's going to be. We are caught between the two, and therefore you can see... Let's go back now to this group of men who were managers and vice presidents. They had privilege. They had \$500,000 homes. That means \$5,000 a month mortgage. This is in Massachusetts, Connecticut, upstate New York. What's the first thing that happens to their homes? They lost it because no one in the community could *what? Buy it*. They were all out there in the same place. None of them had a job. They have set money aside, private education for their child, the best of the private schools, what happened to that money? Yes.

Now, that meant their children would have to go where to school? With whom? And how did *they* get there? You see how we're beginning to see... Your target then becomes Affirmative Action, Equal Employment Opportunity... You see the negative realities there that are coming. Alright.

Let's go on with that. For those of you that deal with issues of mental health, these people were very angry. When anger is turned upon itself, it is...*what?* Yes. In Massachusetts, significant numbers of white males did *what?* They committed suicide. You see these are things that you have to be vigilant about in mental health in these transitions and changes.

Now the reason I share that with you is because it's eight years they've been in that state. Now they've stopped. This is what you have to be mindful of in your agency. They have now come back—the vice president and the upper level of senior management have combined themselves for a new function. They are now called "administrative consultants." OK? And as

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administrative consultants they come into agencies with a specialization of “privatization” of the agency or privatization of functions within agencies and government bureau. They assure everyone they can do it more cheaply, more efficiently, and more effectively. They generally start out in a building with janitorial services because they aren’t “invested” in janitors. Then it goes to the cafeteria, which is privatized. And finally they get to a point they say, “Human Resources and Finance can be privatized.” You see?

Now how can they say that it’s going to be done more cheaply when they “work for profit”? Well, I will take 1,2,3,4,5,6,7 workers; I will fire three of you. I will keep the other four. I will not hire you in my company; I will hire you as a consultant to my company, because I don’t want to pay you any...*what? Benefits.* Yes. Now, existentially, this is the reality. If you are going to compete against this type of behavior, you have to do “accounting” like you’ve never done before. And you have to be able to demonstrate that when they come in...if they’re going to make a profit, some services will be jeopardized; and if you can’t do it...if you don’t cut your budget tightly—get yourself balanced out, then the winds of change will destroy you.

Are there any questions on these concepts? OK? Can you see now why people feel their job has been taken away from them by someone who was unworthy? See the emotional impact of that?

The reality is if you took Affirmative Action, Equal Employee Opportunity and rid the country of it tomorrow morning, would these people have a job? No. Because they don’t have *the skills necessary to be competitive in the new world market.* We have to be mindful of how people will manipulate emotions and destroy it.

The reality is, industrial manufacturing will *not* be done in this country to any degree in the future. The reason being, after 1997 the Bank of Hong Kong becomes the Bank of China. You have hundreds of millions of Chinese who are *skilled* workers. You have hundreds of thousands of Chinese professionals. What they have *not* had in the past was money! Now our racism says “Well, they’re not as good as we are; they only *do* things; they’re not as competent.” That’s what we said about the Japanese, remember? That they could only copy. Well, we found something different. They have not had money. Now they are going to have money and we have to understand that they are going to be productive and they are going to produce more cheaply than we can here.

So we have to prepare our young people for “high tech” as the place to get a job—*not* in industrial manufacturing. If you look at what you bought Christmas and the last purchases that you’ve made, just turn it to the reverse side, you’ll see a little gold sticker and it says “Made in China or Taiwan,” and that’s just the beginning.

Our young people are not being given the education that they need to be competitive. The way you find out if you’re

competitive is one question: How many of you took *calculus* and passed it? You will have a job. Others will be unemployed. Why calculus? We think in this track; calculus forces us to think in a separate mind set. And all of the electronic thinking and the computerization is in this mind set. If you don’t have it, you won’t be able to do it. Now, why are I telling you that. I’m telling you that because it’s real. Some of you will say, I could never do that. And we know from the mental health *Diagnostic Statistical Manual*, Roman numeral 4, some women “cannot do it” because they have “math phobias.” Well, all that is just simple projection. The reality is that we have used math as “a weed out” in this country, and we consistently and systematically weed people out through math. Let me demonstrate to you how this is done.

The little girls in the first grade are in the class room with little boys. Women teachers will simply say, “All right class, $2 + 2$ is...” And the little girls will all be waving their hands. But the teacher will call upon a little boy. The little boy may say something like, “3”. Now teachers are very mindful of “self-concept.” They will not say anything that will upset his self concept, so they say, “That’s an interesting answer. Who has a different one.” She will call on another little boy and he will say, “4” and the answer is that’s right because that would be judgmental. They say “thank you.”

Now the little girls have been waving their hands; they have never been called on, so very soon they begin to realize that this is something that is not for them—for which we should have thought: half of the competitive work force can’t do work if they can’t do mathematics. Therefore, young girls have to think then, *What can they do?* They can be beautiful.

How do we define beauty in this country? Well, to be beautiful you cannot have one of gram of fat over. You must be perfectly balanced. Now, to demonstrate on the concept of beauty, any woman that is in this room that is not one gram of fat over or has one little bulge at the wrong place, please stand. You see, now, the woman that stood one time was a German woman and she was very buxom and she said, “Here Edwin, I’m standing here.” Because they have a different concept of beauty. But in this country you can never be too thin, so we get young people from the mental health perfective, young women becoming, what? Bulimic and anorexic, you see?

Let’s go on. We’re in the ninth grade. Algebra, very good. Algebra; ninth grade. If you can’t learn everything about Algebra in eight months, you are too dumb to ever take another course in mathematics for the rest of your life. Can you see that message that’s being said? You’re successful with Algebra, you’re now going to geometry. In eight months you have to learn all the axioms, theorems, postulates, everything... and how they interact. If you can’t, you’re too dumb to ever to do any other math course for the rest of your life.

That’s a horrible statement to make. When must all these things be done in eight months? Because we have to plow;

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everyone knows—how many of you plowers are here? Our responsibility is that we must re-think the educational system. When you look at other countries it's very unfair to compare American children with the Japanese and Germans who spend many more hours in school and have core curricular and have to take the courses. And they do—they take calculus because calculus is expected of you as a core course. And they don't give you the fear that you can't do it.

People can teach us so it can be done, but we teach math as a weed-out. This is my engineering class. I should be exalted because I've just been in engineering. Freshman engineering. What do I do with this professor? I say, "Look to your right, look to your right. The people to your left and right will not be here next year—will you be here?" How do you handle this seering fact? And then of course calculus kills you dead and then that ends engineering school. What a waste of human resource potential.

We must re-think. Everyone in this country is capable of producing work and products and we have to begin to think of having our children meet their maximum potential. If you are Downs Syndrome, then you can learn to clean tables in cafeterias and you see a large number of them now working in the fast food places. That's a reality. Because you are reaching their maximum potential. Our children don't reach their maximum potential. Many of you have children who went to high school where calculus was offered as an elective. Your children elected not to take it. And after they finished college, you have elected to let them come back and live with whom?

We have to re-think what is necessary for our society to survive. The weaponry for the industrial-military complex is out moded. But if we closed it, it would put a lot of people who have extreme wealth out of business. But we must make choices. Because if all of the social agencies closed tomorrow, we still would have a national debt that is terrific. Re-think what is being done and don't become victimized in terms of one fighting against the other. But we have to pull together as one nation and make our mark. Are there any questions?

"Part II." You have a handout and I want you to take the handout and go to page two, "Socialization" These are tools that you are going to need to understand how we are, how we think and behave as we do. And particularly in a multi-ethnic and holistic society. Socialization is concepts, principles and ideas in society that has been reinforced to become the status quo. If you take an idea and you put it on television and you play it over and over again, it becomes for the society the status quo—that is socialization. Let us examine some concepts of socialization.

Here's one. If you picked up your morning newspaper and you saw the picture of a young black male, a very positive story under the picture, what section of the newspaper would you be most likely reading? *Sports*. Very good. Same picture, young black male, negative story, where are you reading? (*Crime*.) How could you give me that information so readily? All right. It's

because you have been thoroughly...? *Socialized*. What is the concept in our society about young black males that has been reinforced over such a long time to become the status quo. Young black males are athletes or ...? *Criminals*. Very good.

Now whenever you have a socialization there's a ramification on the society. One of the ramifications: If you're a woman on an elevator going down to get your car out of the garage, before you get there the elevator stops, the door opens, and there stands a young black male who steps onto the elevator with you. What do you do? How do you feel? How do you think? What happens to you, based on the socialization as a ramification?

Now there's also an addition to ramifications and effects. What effect does this socialization have on young black males? Well, for some it's a prediction and a self-fulfilling prophesy. For others they say, "I'm not like that, I work hard, I do everything that I can to make a go of it." Fine. Young males coming out of college—young black males—work very hard for the down payment on a new car because they can't afford any second-class role power, the down payment on a home. You see, for our generation, when you came out of college, you could buy a home and a car before you were thirty—on a single income. You can't do that today! That's why many of our young children live in open sin. The ramification. Huh? Huh? OK.

Now, the young black male is riding down the highway in his brand new car. What is likely to occur? Police will stop him. Why would the police stop him? For goodness sake! Because the police have been socialized with what is euphemistically been called "profiling"—that for a young black male to have this car, how did he get it? Well? He stole it or he got his money through drugs. You see? Now in the parameters of *their* socialization, you have duty and function as a police officer. The duty of the police officer is to *prevent* crime. The function is to apprehend the criminal. So, if you perform duty and function in the parameters of your socialization for a line order, you feel responsible.

But if you have a young black male, he feels indignant. How do police respond to acts of indignation? Very interesting, isn't it? Alright. Now, is socialization only negative? No, it's the tool for change. You were talking about change yesterday. This is how you change things, through socialization. Give some examples of positive socialization?

Less than three years ago at a training room you would have had glass disks (ash trays) at every other place, and the room would be filled with...*what?* *Smoke*. Yes. But we have been socialized *not* to smoke.

You get in a car, you get ready to pitch something out of the window. Your children call you a...*what?* *Litterer*. Yes. You get ready to turn on the motor, your children demand that you...*what?* *Buckle up*. Yes. Those are socializations on a national scale. It is a tool. It can be used negatively or positively. It is a tool. But it *is* the tool of change.

Now things that get in the way sometimes are our cultural

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biases. What are examples of cultural bias. Cultural bias is the formation of ideas that are imprinted and shaped to form the self. When we are first born our families very selectively take specific ideas. They take those ideas, they imprint them into us, and shape us to be who we are. In essence we are all born without glasses. But by the time we are 3½ years of age our families have permanently fitted us with sets of lenses through which we see the world for the rest of our lives. So that no matter where we look, when we look, we're always looking through the lenses of our cultural bias. These lenses are thickened with socialization. So if you have thick lenses it means that your vision is "impaired."

My vision is impaired; I wear trifocals. How many of you wear trifocals? Raise your hand. Alright, sir, what is your name?. Alright Danny, can you see Edwin? Edwin, can you see Danny? Yes, of course. Do you see each other clearly? Of course, we do. Now there are those of you who don't wear glasses at all and you're trying to ascertain how on earth is it possible for Edwin and Danny to see each other clearly with trifocals? How on earth is it possible that anyone could see clearly with trifocals? Danny, how do we accomplish this? Clear, clearer, clearest. So we are viewing the world through great, greater, greatest layers of distortion, yet we claim clarity. You see?

So with interpersonal relationships when you come into a work place, we assume that we see the world clearly but it's only through the lenses of our cultural bias and the thickening through socialization, that we see each other. What are then some examples of cultural bias? There's nothing wrong with cultural bias as long as it is not dysfunctional. Let's look and see some examples. Those of you that are Lutheran or Episcopalian, please raise your hand. You certainly have been told about the Catholics, haven't you? How many of you are Catholic? You know about the protestants, don't you? Are there any Baptists here in the hall? Any Baptists? Yours is true salvation. Others will be on a long line waiting; you'll be inside rejoicing. OK.

Now all of these are cultural biases. OK? That have been thickened with socialization. Now as long as we, as a society, do not let the socialization be an impediment in the work place, then there are no problems. But a cultural bias that is dysfunctional in the work place must be transcended and we must move beyond it. It's very important that we understand that, because there are things that happen where we are dysfunctional. We have one cultural bias that makes us dysfunctional in the work place. Not with this group perhaps, but with many other groups.

I get mail from time to time; people say, "Well, Nichols, you talked about everyone but you didn't talk enough about us." And it's letters that are coming from gays and lesbians, and they say, you have to say something about us. So I tried in Texas and I was almost stoned to death. So I'm very careful about it. So I'm going to talk to you in terms of what I've tried as a new

method. What is the problem? Some people say, "My religion says that homosexuality is an abomination, and I cannot be around those kinds of things. Well, the problem is...the issue is the issue of sin. Well, now, that's the problem that we have to deal with sin. Here's the issue. What is the issue? The issue is that people are saying, "I can not work with sinners." My question then to you is "with whom are you working?" We do "transcend," and we need to be cognizant of it. Because you see what happens is we change rules. If you would read the rest of the passage of scripture, it says fornicators and adulterers. And people say now wait a minute, you've gone too far, Nichols.

We want to be able to work with people and if there is a cultural bias, our own personal cultural bias, that could be dysfunctional in the work place. We must transcend beyond it, because we do it on a daily basis. We must be cognizant of that and move beyond.

What I want to do now is, I want to go to the last page (of the handout), which is the philosophical aspects of cultural difference. When we talk about the philosophical aspects of cultural difference I'm talking about a method that I have developed that helps me to see myself and others in some form of a relationship that's intelligible and understandable. Nichols, you are a psychologist, why are you using philosophy instead of psychology? Because when we stay within our narrow disciplines we stereotype others and our vision is too narrowly focused. Let me show you what I'm talking about.

You see the philosophy is the "mother science." Psychology is the lesser science. I am a psychologist. I'm a clinical psychologist. I'm a psychoanalyst, with advanced training at Zurich. Makes my vision very narrowly focused. Now because I am the analyst, what does that make all of you? *Patient*. Yes, you see, "pathology." So what happens is, when we are too narrowly focused in our perception we stereotype. I become the "good," and you're the aberration, the "problem."

Let's try something less threatening. Alright. Accountant/auditor/tax auditor for the IRS. You're all guilty of...*what? Tax evasion, fraud*. That's right. Tax evasion, fraud, etc. Because I am the "good" and you are the aberration, the "problem"—and that's how we stereotype. So we must go beyond our narrowly focused disciplines to the "mother science." Now what (does) *mother science* enable us to do? It enables us to see in purity.

This is a silly game I've developed to show how that works. It has three steps. Step one, you're to close your eyes; step two, I ask you to envision a specific noun; step three, we discuss it; and you open your eyes. Alright Step one, close your eyes. Now if your eyes are open, you're paranoid. Alright. Step two, envision a chair—your favorite chair. Step three, open your eyes. I'm sure you saw grandmother rocking in the *red shawl*, in your favorite chair.

If I had taken a polaroid snapshot of what each person had seen, the pictures would all be what? Different. Yet if I collected all of them and asked any of you to tell me what you had seen,

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you would be able to identify each of them as *a)* how was that possible with such deviation. It's because you've understood the essence of karma, and you will never confuse it with the essence of what? ... Exactly. That's what the *mother science* does. Those are the things we are going to examine.

In the United States we have ethnic groups that are different. Those that come from Europe, Africa, Asia, and native American. We also have a set which is called people who share a common world view. People who share a common world view have an historical event that changed the destiny of their group of people forever. They were forced to speak a new language, and forced to convert to a specific religion. "Hispanic" meets the concept of world view. People that were Inca, Mayan, Aztec were subjected to colonial Spain, forced to speak Spanish, forced to convert to Catholicism. So you see, people with those experiences—even though they come from other countries—when they get to this country, we give them that label. Hispanic.

Now, let's look at something else. Also because to be Hispanic is not race-specific. See? You can be white and be Hispanic, black and be Hispanic, native American and be Hispanic. You can be Jose Yong, and still be Hispanic.

Now if we take people that share ethnic groups and world views, how then can we look at them in such a way as to have the discipline and philosophy to help us understand each other—self and others' differences? Axiology, epistemology, and logic are three disciplines in classical philosophy. Axiology is the study of values. Epistemology is how you know knowledge. And logic is how you "read" them. So we'll talk about them and how they affect you in the work environment and how we come to know them as reality.

If the highest value for European society is in the object, then we want to talk about how the highest value comes to be in the object. First of all, is there any epidemiographic data that might corroborate that concept that the highest value is in the object? In 1929, there was a "crash" (in the stock market); many people lost "everything." But significant numbers of white males did... *what? Committed suicide.* Yes, because they had lost what for them was *the* object of highest value. 1970, the automotive industry said, "If you'll work for us for thirty years of more (which makes men 50 years of age or a little older)..." They were forced to retire. Forced retirement. They had other objects. They had health/retirement benefits, hospital benefits, union benefits, all kinds of benefits, but for the first time in their lives they would not have a...? *Job.* Within six months of forced retirement, significant numbers of white males simply began to do ... *what?* To die. We didn't know why. I was with the National Institute of Mental Health at the time and my boss came in and said, "Do something!" We said, "Yes, of course." So we immediately formed a...? *Task force.* Exactly. To undertake a...? *Study?* We came up with findings and made a...? *Recommendations.* Yes, you know exactly, don't you?

Our findings were that these white males, for the first

time in their lives, had leisure time and were not using their leisure time to any degree of creativity. The recommendations were: Use your leisure time creatively. Now when you are a government agency and the Congress does not appropriate a large sum of money to go with the program, you dump it onto some one else. So we said, "After examining the problem, we do not find that it is a mental health issue. This problem could best be served by Parks and Recreation."

Well, what I'm sharing with you that here's now something that's more serious. We did have divisions that were called Rural Mental Health. During this same time frame, many farmers who were second, third, fourth, fifth generation on the farm were losing their... *what? Their land.* Because the bank had told them last year this land is worth \$15 million dollars, and you can borrow all the money you want! So they bought new equipment to be more efficient. Then the bank said the next year, "Oh, your land is really only worth..." So they lost. Now if you're a rural mental health worker—and we had many prima donnas who went to do rural mental—and they opened the centers Mondays through Fridays, 9:00 through 4:30. But the reality was that the auctions were held on Saturdays, and the auctions were over by Saturday noon. And by Saturday at 1:00 many of those men had gone into the barn and done... *what? Comitted suicide.* Yes, so what I'm telling you is that if the highest value for your patient is in the object, where do you need to be if you're that mental health worker? Working Monday through Friday to take the report? Or in the field doing the work on Saturday at noon? So there are many things that we need to understand.

If we understand the axiology of groups of people we can better perform services for them. Now why then is axiology so important?

Why is "object" so important in Europe? In Europe twelve thousand years ago, resources were very ... *what? Very scarce, very limited.* I have this resource that you need to survive the winter. If you cannot physically take it from me how must you act toward me to have access to this resource? *Subservient.* So what we have developed in Europe is a system of hierarchy. Therefore, one will outrank the other, and that's what we have to be cognizant of in this model.

Now let's very quickly go and see what happens when we deal with Blacks and Hispanics. With Blacks and Hispanics, the highest value is in the relationship. If the highest value is in the relationship, it says that people in this culture see themselves to be *what* to each other? *Equal.* If you do something to treat me as something less than equal, you treat me with *what? Disrespect.* And you have destroyed the relationship. That's the most powerful thing that I can share with you in terms of Blacks' and Whites' relationships. In Black culture and Hispanic culture, people see themselves to be equal to each other. If you treat me as less than equal, you have treated me with disrespect and you have destroyed the relationship.

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Now let's look at the two and see what happens. Let's look at the highest value as the object and let's go to Germany. Alright, I have a Ph.D. Do you have a Ph.D.? No, alright then, I outrank you. That's the German system. We have Hans and Fritz. In Germany, if I needed a different marker, I would say to Hans, "*Hans!*, get up and get me another piece of chalk." What would Hans do? He would go get it, or he would turn to Fritz, whom he outranks, and tell Fritz, "*Fritz!*, didn't you hear what the professor said? Get up and go get it!" And Fritz would go bounding out of here because in German culture rank has what? *It privilege*. Yes, that's how it works. That's because the highest value is in the...*what? Object*. And I have to power. "Object" isn't always in materialism, it's power, control, authority. You see the difference?

Now let's see what happens when I go back here. Your name is? Ken. Alright, Ken is black, Nichols is black. Ken do you have a Ph.D.? I outrank you. ... See, he's already giving me some static here. Now that's because the axiology has changed from member-object to member-member. So, his belief system is that we are...*what? Equals*. But I outrank him. Does habit matter? No. Because his belief system is that we are equals. Now suppose that I respond to him like I did Hans or Fritz, then his perception is that I did *what? Treated him with disrespect*. And destroyed the relationship. So if I were to say to him, "Ken, get up off your ... and go out there and..." He'd say, "Wait a minute, man, I don't play that." Because the perception is that the axiology has been violated.

Now let's look at some phenomena that has happened in black communities and it will be clearer about what is said here. If you are a young black male between seventeen and thirty-four, your highest cause of death is to be killed by another young black male. If you are 15-24, the probability that you will be killed by another young black male is 1 chance in 23! To be killed on the front in Vietnam was 1 in 55 chances. Now, what happens here is that as blacks—and Hispanics—we keep a "barrier" out here. And most things hit the barrier and bounce off. There are some things that will go through, such as racial epithets and so on. That will destroy a relationship. Now, where in relationship to this barrier are the people that are killed?

First, we've got to ask, "Who are they?" Sixty percent of the murders that are committed are against "friends" and sixteen percent are against relatives—for a total of 76%! Cousin, brother, best friend. Now go back to this model. Where are cousin, brother, best friend in relationship to the confrontational barrier, the barrier that wards off confrontation? Inside. So there's nothing to "protect" you in this relationship. When you go to the prison you ask the young black man, "Why did you kill brother, cousin, best friend?" They say, "Man, he 'dissed' me." That's black English for...? *Disrespect*.

How then do you work in an office where this is the existentialistic reality. If you have finally worked, year after year after year, to be in the position "here where your lips are

all brown from the effort," you *deserve* to have respect. And you see the idea is that this behavior is disrespectful. One person thinks, "You don't take the orders I give you, you're being disrespectful." The other person says, "You are treating me with disrespect by not treating me as equal." You see the potential for conflict in the two cultures.? Now let's see what needs to happen in order for me to work with Ken . I have to work with him on such a basis that he always knows that we are...*what? Equals*. Yes, even though that I...*what? Outrank him*. So when I give directions with Hans and Fritz they are *what?* They are orders and they are told what to do. They are told, and no one gets upset about it because that's the way we do it. Now what happens in Europe is that you are *told* what to do. But in black culture you are *what? Asked*. That's the big difference. You must ask.

Now let's see what happens. If we have a relationship and Ken wants the relationship to remain intact and build on it, he will do things without being told. He will anticipate my needs and meet them. And if I am a black boss I will expect that of him because I want to keep the relationship intact. Now that creates other problems when I go back to Fritz. Say he thought his was a very good model and that he so attended to Hans' need. But remember that in European culture resources are very...*what? Very scarce and very limited*. So what is being said here is that Fritz has taken it upon himself without being...*what? Told*. To risk a resource. If he messes up, it will cost Fritz his...*what. His head*. Yes, but who's head will go first? Yes, you see what's going on? It's the idea that you have risked resources without being directed to do it. So what happens is that Fritz will say, "Yes, but I did it because I thought..." And what is Hans' response? "*Don't think*." We all know the answer to that one: *What makes you think you can think?*

Now what are some of the differences that will come when you have a black who heads an agency with whites on his staff? Well, his anticipation is that his staff will...*what? Meet his needs*. Very often without having been...*what? Being asked*. But they will wait to be...*what? Told*. And very often that's where you get the frustration. You think, "Ah, they're undercutting me. They're doing all these different things." And that's not the reality. Or you will have the white boss with black staff, they'll be trying to meet his needs and he will say, "Who told you to do that? I didn't tell you to do that. Why did you do that?" They will say, "Well, I just thought that you wanted me to help you." And he says, "Well, don't think. Just do what I tell you!"

Then you get passive-aggressive behavior, which means the boss is about to walk off a pier and die, and what do they do? They'll undercut you. Their passive-aggressive behavior will cause them to wait until something happens and their response to you will be, "Well, you didn't tell, so I didn't do it." Those are very negative behaviors, so we end up fighting each other, fighting each other for negative reasons. If we understand the axiology of the two groups we can function closely together

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with a purer understanding and great comfort.

Now what I would like to do is, I would like to show you how people will come to think that way. I would like to give you quickly a view of the Asian system. The Asian system is very important. How many of you have taken in your agency “high performance teams,” “total quality management” (TQM)? Alright. Why do the Asians do so well and the rest of us do so poorly? Here's the answer to that. They have an axiology, that is a value system, that enables them to take Deming's information and work with it more successfully than we. Let me show you how that works.

The highest value lies in the cohesiveness of the group. In order to be culturally competent, you have to *know* the other side. You see, what we do so often is just to know our side of things. Oh, we know that there are differences, but we don't know what the differences are. And that's what makes you culturally competent.

Does the word *group* within Asian culture mean the same thing as it does to me in English culture? Well, I will look the word up in the dictionary. Who's name is on the dictionary? *Webster*. How many trips did Webster make...across the Mississippi? He never got to Asia. He didn't make it. So they may think about it differently. I'll share a secret with you.

If you take the word *group* and you write it in Chinese then you have the way they know the word. Then you must do the etymology of the term. These two characters that make up the word “group”—the first one is *king* and the second one is *sheep*. So in order to be a “group” you have a leader and followers. But it's different than our perspective. Because in monarchy there is hierarchy—the king is higher than the queen, higher than the duke, higher than the duchess, and so on. We see sheep as “stupid, dumb” animals; they see sheep as “conformist” animals. So the essence of group-ness within Asian culture is to be **a conformist within hierarchy**. And that's what Deming required in order to keep the group cohesive.

Now, how are decisions made to keep groups cohesive? How many of you are taller than 6'-3". Who is taller than 6'-4"? 6'-5"? 6'-6"? (Eventually, the tallest person, Winston, remains.) Now, suppose he says we are going north for water. Whom among you will argue with this man? But if we get there and there is no water, how long, Winston, will you be in charge? Not very long. The reason being, unilateral decisions do not keep groups cohesive.

Now let's see what happens when we use what the Greeks taught us—majority rule. Alright, all those in favor of going north for water, please raise your hands. This one wants to go north, this one south. You, sir, tell us which way we are going. *North*. North? Damn Yankee! You see what happens. Groups...*what?* *Split*. Because we cannot come with majority rule. That won't keep groups together. So unilateral decisions, majority rule won't keep groups cohesive.

Within Asian culture decisions are made that will keep

the group cohesive. And you have to come to a *what* to do that? *Consensus*. How do you like consensus in classical Chinese? “Dislexia” in one language is transferable from one language to another. Don't worry about it. Alright, this word in Chinese as a single word is the Chinese word for *heart*. The word above it is the single Chinese word for *voice*. So, in order to come to a consensus, your heart and your voice have to say the same...*what?* *The same thing*. How many times have you said something with your voice you did not mean with your heart? That's called passive-aggressive behavior! It's listed in the diagnostic statistical manual Roman numeral number four for neurotic behaviors!

Now, if your heart and your voice do indeed say the same thing—and I write it as a single word, I have a new Chinese word. This is *intense*. So if I know how you think and feel, you assent and your intellect, then I know you're what? Intense. So if we all have the same intent and work seven days a week, twelve hours a day to produce a thousand five hundred widgets, do you have to wake me up to get me to work on time? Does anyone need to be awakened to get to work on time? Because they said (they would) with their...? *Heart*. And their...? *Voice*. Which gives their *intent* that they will do it.

Now we use the last part of the calligraphy. We can now all “come together”—that's how the Chinese write *come together*...and speak with one mouth. That's how the Chinese write *consensus*.

This is why Deming was able to go into Asia, Japan specifically, and change their whole process so quickly. Because they were already prepared for it. It was like the hand was there and you only needed to fit the glove over it. For us it's conflictual. One of the reasons it's conflictual is because we're individualists. And each of us aspires for...*what?* *Leadership*. *Success*. *Dominance*. *Individuality*. Yet, we are told we should aspire for group consensus. That's a conflict. But what we do is we reward—we “demand” group behavior, but we *reward* individuality!

The group has come together to work on a project. This man gives a very good idea, but he's not the team leader. The team leader takes the idea, he develops the project. Tonight is “award night.” Who gets the cash award? *The team leader*. Who gets the plaque of honorable mention? See, we're not rewarding what we say we want. That's the difference.

Within structures, people note things differently. So let's look at the epistemology.

In European culture, we *know* through counting and measuring “the object.” And we assemble things as a series of parts that become a whole. When you are working with Blacks and Hispanics, the highest value is in the relationship. We see things symbolically—symbolic images—and the concept of “rhythm” means *function*. If your heart is out of rhythm it is not... *what?* *Functioning properly*. And conceptualization is holistic. When you're talking to Blacks and Hispanics, you always want to know the big...*what?* *Picture*. Yes, and that's the confusion.

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They want to see a whole—and we will only give them a...? Part.

Now if you are constantly given parts—you think they're wholes, how much longer are you working on "the task?" You see? You're developing it in *ten* pages; everyone else is doing it in two pages. It looks like you are too dumb to do the work properly. So when you turn your paper in there's always this comment, "Well, I didn't ask for all that." The response under the breath of the Black is, "Well, why then did you give it to me?" See what's going on? These are conflictual.

Now, in our culture we will give you a part in which you will count and measure. We do things in a linear and sequential way. That's how things are done. But when people think holistically that's confusing because we want to know, *How did you get there?* Which is, How did you get to your place on the round ball? Do they think of *a ball*? Well, very often when you ask blacks things they will give you what is called "critical path analysis." They will go directly to the answer rather than going through the steps of 1,2,3; A,B,C. In other words, in European culture, how do we write reports? Well, we say, "The report will have Part A, Part B, and Part C. Would you please give me explication on how you would develop Part B? Part B will have 1.0, 1.1, 1.11, and 1.111" You see? Is that how we do it? Yes.

Now when we are dealing with others, others may not think that way. How do we work when we have Asians on our staff? Asians will think in terms of the whole, and all of the parts will be seen simultaneously. Wholes and parts are seen simultaneously. What does that mean, Nichols? Well, their whole culture demands that you must see the whole and all the parts simultaneously, or you can't read! How can you read Chinese? You must see the...*what?* *The whole character and each stroke*—all the parts—and *how? Simultaneously.* You cannot read Chinese linearly and sequentially. You can't say, "Oh, that's interesting; oh, look, that's a nice one; oh, there are two of them, aren't they cute." You won't make it past Chinese 101!

The man who printed this representation could not read Chinese, and he left this stroke out. So, when I have an audience that includes some Chinese, they're puzzled because they know something's missing. Because they can perceive the whole and all of the parts simultaneously!

So when we are working together in offices it's not what is "good" and what is "bad," it's just that we are...*what?* *Different.* We are more alike than we are different, and we will discuss that and celebrate that.

The last thing that I want to share with you is what happens when we form "isms." *Isms* separate us and destroy us. So let's look at these two concepts very quickly and see them. The way you form an *ism* is you use *dichotomous logic*. Now there's nothing wrong with dichotomous logic. Dichotomous logic says, Yes-No, Plus-Or, A-Or. Those are all things that are part of dichotomous logic.

Now when you form an *ism* there are three steps that are

used to form it, and these are they: The first step, you have to say *what characteristics* are "good" and what characteristics are "bad." You have to say, step two, *who* is "good", who is "bad." And, step three, you must *socialize everyone to believe* what you said is true. That's what you have to do.

OK, I'm going to form *anism* and I want you to tell me which one it is. Alright, step one. I'm going to use dichotomous logic, but I'm going to corrupt it by using my cultural...*what?* *Bias.* Good and bad. I'm telling you that to be "good" is to be *assertive*; to be *submissive* is "bad." But you see, in many cultures to be submissive is...? *Good.* So, I'm using my cultural bias. I've corrupted a valid form of logic by using my cultural bias. Alright, aggressive (over) passive; powerful (over) powerless; strong (over) weak; fearless (over) timid; intelligent (over) ignorant; independent (over) dependent. Now, I've done step one. I've told you what is "good," what is "bad."

Step two. I must tell you *what? Who* is "good," who is "bad." Through the grace of the gods, we find that.... Yes, men are "good." We are assertive, aggressive, powerful, strong, fearless, intelligent, and independent. Through the lower forms of nature we find that women are.... Go ahead, ladies, you can read (the list of what's "bad"). There you are. Now, I wouldn't be so crass as to say that women are ignorant, but you must admit that you have poor math skills.

What is the *ism* we formed? Sexism. Now my task as "gatekeeper" is to socialize you. The gatekeeper's function is to maintain the status quo. Nothing changes. What I'm going to do as gatekeeper is to socialize you so that everyone believes that what I have said is true—and acts on the belief system! That's what makes it dangerous.

Alright, I start with little girls. I say, "Don't try to do that, my dear. You are not...? *Strong* enough. Get *whom* to help you? A boy/your father/a man. Don't go in that dark room, something will...? *Get you.* Yes, we want you to be very timid. Ninth grade: Oh, don't take Algebra because Algebra is too...? *Hard for you.* (I'm really saying, "You're too dumb to learn it!")

Now there are some of you sitting here close enough that I can see into your eyes and I know that you would take it and get an A just to spite me, wouldn't you? So when too many people do contrary to what you say, the cognitive dissonance is too great, and the idea will not hold. So what I have to do as a gatekeeper is, I have to start a new front. I have to begin to attack you very early to condition you to act as I want you to act.

Now, none of these things have anything to do with ...*what?* With God—capital G—they only have to do with manipulation of things to maintain the...*what.* *The status quo.* So don't be confused by that.

Alright, so there's a group of women to say, "Listen, this meeting is is over. We're going to change that. We're not going to put up with this crap." Well, what we will do is take the leader of that group and we will label her. The function of labeling is to put you back in your place or to warn others that you are

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dangerous and then you cannot develop a constituency. Loudly and clearly now, what is the label that we put on the aggressive woman? We call her an aggressive...? *Bitch*. Yes. There it is. Unrehearsed. Once labled, if we're all standing, having coffee, and that person comes up, we all move away. See, you can't develop a constituency. That's what labling does.

OK, let's look at the final step. There are some women who say, "Nichols, that noun has been applied to me on numerous occasions. On some occasions, there have been adjectives to precede the noun, and on very special occasions there have been adverbs that preceded adjectives. So I've been called it all. That doesn't distress me." Well, what happens then is that *that* group of women says, "We want scientific proof and scientific data. That's what we have to have." Well, you see, that says that *this* gatekeeper has to move out of the way and I will call in one of the "big guns"—someone who has written many books/journals/articles; a very erudite, patronizing, condescending "*old fart*:" "*My dear, the problem with women in our society is ontologically you are the 'negative' of the society. As the 'ontological negative', you see you can never be included. That is, you have an impediment that prevents and precludes you from being on the good side. The essence of your impediment is physiologically based. As males, we all have a penis, and you do not. Now as quickly as you can acquire one, you can join us on 'the good side'. And the proof for this is given to us by none other than Professor Doctor Sigmund Freud, who has told us that women suffer from...? Penis envy. Yes, you see, it's scientific*

Now just stop for a moment because I want you to see the progression of this. Because what we have taken is the person who was oppressed and and we are turning them into the villain. You see what I am doing systemically? Where do you find the term penis envy? Where is it listed? Well it's in the *Diagnostic Statistical Manual*, Roman numeral 4, which is used by psychiatry in the classification of mental illness. So now this woman has become...*what? Mentally ill*. Yes, she's crazy.

Now let's look at her progression and demise. As a little girl, she acted like a ...*what? Tomboy*. Which was not very...? *Acceptable*. So she was punished and (she) turned into a...? *Bitch*. Yes, but what kind? *Crazy bitch*. Yes, of course. Now you see what people are asking us as males to do is to work in close proximity with the "chronically mentally ill." That could be a very frightening experience. Think of a man in Virginia who had to be in close proximity to a woman who was declared to be only temporarily insane. He was changed from Bobbit to "Bobbetta."

Alright, now racism or any *ism* that you want to do is done by exactly the same methodology. I'll show you methods so you see how these things work. If you're going to do racism, these (Dichotomous Logis Either/Or) characteristics are "good," these characteristics are "bad." Then, *who* is good and who is bad in our country? In our country, to be white is "good," to be black is "bad." Now, if you combine sexism and racism then you come up with an existentialistic reality that the ultimate good in our

society is the...*what? White male*. And the ultimate bad is the...*what? Black female*. Yes.

Now, if your belief system is this way, if you have been socialized to see these as the characteristics of white males, these as the characteristics of black females, then your hiring practices, your "risks" for promoting people and so on will be conditioned by that reasoning process. Because logic is reasoning. And then you will have epidemiologic data that will corroborate that reasoning.

These charts depict high school graduates. This is the "ultimate good"—white males, \$26,000 for a high school diploma. This is the black female—the "ultimate bad", \$16,000 for the same high school diploma. Can you see now what I was talking about? With the white male: a high school diploma, you could live middle class. Here's a black woman: same diploma, \$10,000 less! Now when you are black, earning \$10,000 less, then you must take out of this what we call "black tax." That is, your life insurance is going to cost you, as a black, more. Health insurance is going to cost more. Insurance for your car is going to cost more. Your house insurance is going to cost more. And you are making \$10,000 less. Can you see? Where is the motivation then?

Now let's look at other ramifications here—racist-sexist thinking in high school diplomas. The white woman earns \$2,000 more than the black woman. The white male earns \$6,000 more than the black male.

Now let's look at gender bias. The black woman is \$4,000 less than the black male. The white woman is \$8,000 less than the white male. And now we have many more white families that are going to be headed by ...*what? Single parents*. Women. See what that means. See how people are going to be in poverty. And you even have gender being more important than race in employment—the black males earning \$2,000 more than the white females. So what I'm sharing with you is that these are the ramifications of sexist-racist thinking in the sense that "the ultimate good" is to be the white male and the "ultimate bad" is to be the black female.

Now what happens in this is that we all pay the price. What price does the white male pay to be "the ultimate good?" Who has the highest incidence of coronary heart disease in the United States and who has the highest incidence of colon cancer? So white males are under chronic stress to be "the ultimate good." What is it we demand of white males to be "the ultimate good?" In all places, at all times, in all things, white males must always be assertive, aggressive, powerful, strong, fearless, intelligent, and independent. If you're not all these things, you're a "wimp." If you are all these things all the time, you're wives divorce you because you're insensitive. If you're white and male and you're not rich, something's wrong. What could be wrong with the white male who has had all the opportunities and he is not rich? Well, he has not been as industrious and thrifty as he should be; he's not been prompt, he's been late several times. At this

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point, white males should be willing to “give it up.” But because gatekeepers want to maintain the status quo we give you a “secondary compensation,” by permitting you to live in clean, beautiful, valuable, segregated housing, paid for by oil depletion allowances, farm subsidies, and tax shelters.

Because we are an “alcohol culture,” then your wives must bring you cocktails in the evening—or a can of beer, contingent on your socio-economic taste.

Now let's see what happens in the reasoning when a person comes to an agency, a social agency—and you have been socialized in sexist-racist thinking. How will you see the black woman that comes before you? Well, in order for them to get anything from the system they must act in a submissive, passive, powerless, weak, ignorant, timid, dependent way. Why do black women live in poverty?

Well, they're lazy; they're wasteful; they're never on time; they have lots of dirty, ugly children. Now, why are these black women having all these dirty, ugly children? It's in their nature. They're basically promiscuous and hedonistic. The illegitimate children are “worthless” to our society because they drain our resources and welfare. These women cheat on food stamps and they have extra babies just to get more ADC.

How many times have you heard that litany? And many of us, unfortunately, when we see the client believe the “reality that we see.”

Now, is it possible to change it with reason? No, we can only change it with socialization! Prove it, Nichols, that you can't change it with pure reasoning. Well, let's see. People constantly change the rules. That's why it doesn't work, so let me show you what I'm talking about. Whenever you do research work, you must have empirical data. Alright, I'm going to rely on this audience for empirical data. Any woman in this room that has had a baby, please stand. Now look at these women. Look around. These women have empirical data.. And based on the empirical data that none of the rest of us have, please remain standing if you will have another baby just to get ADC checks. A check every month for eighteen years. Isn't that interesting. They all sat down. Now if you did research work and you came up with those tremendous findings, you could take a Nobel Prize. But what happens is, that is contrary to what we want to believe, so we change the rules.

Ah, Nichols, the difference between these women and those women: these women are educated and those are not. So what we've changed is the dependent variable. Therefore, I want to ask any woman in this room that has had a baby and has at least a Bachelor's degree—or more—please stand. Alright, how many of you have Masters? Raise your hand. Thank you. How many of you have a Doctorate? So we have Bachelors, Masters, and Doctorates. Therefore, if that is the dependent variable, there must be some privilege accorded with this dependent variable that will color your thinking and behavior. Alright, because you have the Bachelors, the Masters, and the Doctorate degrees,

when you went to the labor room did the head nurse make query about your academic standing? Did she promise you something special because you were more educated than the others? No, that wasn't your experience at all, was it? I thank you very much.

Now what happens is that people become crass because they want to maintain...*what? The status quo.*

Ah, Nichols, we're not talking about these women. We're talking about those dumb black women down in the ghetto who just lay up and have babies because they're too dumb to do anything else. That's a very crass statement, but people make them. And sometimes in your interaction crassness must be used with crassness. So at this point I say, “Well, gentlemen, are you not aware that there is a procedure that preceded pregnancy. If you are so dumb that the only thing you know to do is this, why don't you just do the procedure that precedes pregnancy once a month with a good client and they would certainly make more than the state pays, at \$40 a month.”

But you can't reason people away from *isms*. You must first socialize the society to change. So if every time you turned on television and radio, instead of seeing the black women on ADC—“shiftless, lazy, worthless”—you begin to see people who are trying to move from that position. Or looked at the majority of women who are not on ADC but are working two jobs trying to take care of a family. If you socialize people to see us as “one yet many” as a nation, rather than separated and divided, we would beat the global economy that is threatening our whole nation.

We are more alike than we are different. And I want to prove that to you. How many of you have visited or traveled overseas at some time or another? To have had this many people this close in a room this long—this much heat, what would have overwhelmed you by now wherever you were? *Odor.* Armpits and feet would have staggered you by now, wouldn't they? Alright, do you smell anybody in this room? Sniff around. Don't be bashful. You don't smell anyone *in this room* because the United States of America is the only totally odorless society in the world. Others may be clean, but we're the only one that is odor-free. Now how on earth did all of us get to be odor-free? Because we have been socialized to be odor-free. We don't care what your opinions are, what your private thoughts are, what organizations you belong to, but we demand that you be odor-free. You can be a member of the Ku Klux Klan, but under the sheets you must be...*what? Odor free.* Yes. So, you see, more alike than we are different.

Now, when you change a society through socialization, is it a permanent change? Well, is “odor-free-ness” permanent in the United States? Well, let's examine that. Anthropologists will tell you if a belief system is in the psyche of a group of people, it is in their mythology. Is odorless-ness in the mythology of America? Yes. Prove it? Alright. Unfortunately—hopefully no one in this room, some poor fool got up this morning and put on the same underwear they had been in all day yesterday. By this

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like for the people who report to you having even less information than you do. The chances of them getting stuck in the grief cycle are very great, so we will talk about that a bit today.

The next thing that happens—I'm going to skip one here, and I'm going to cover it up so that I don't confuse you—the next thing that happens is that there is a lot of confusion and ambiguity during the times of change. Ambiguity is our fifty cent word for the day. All it means is that any time there are more questions than anybody has answers for—that's what we would define as ambiguity. So do you see that in your organization? People asking you lots of questions and you simply don't have the answer. You know that if you gave the answer it would be different by tomorrow.

And so you can count on "loss" going on, you can count on confusion. If you imagine everybody you run into in the hall is grieving and confused, what does that do to the trust level? Sends it straight downhill. So there's a deterioration of trust, and that's based on several things. One of them is, lots of people have heard you say one thing on Monday and something else on Wednesday. They begin believing that you cannot be trusted, you change your tune to whatever is being danced. And the truth is you *do* change your tune, and that's why you can be trusted. But that's a shift they've not made yet.

They need to begin to understand your role as somebody who updates them as quickly as you find out what's happening, not somebody who is "in control" of all the factors that keep things happening. If there had been occasions where you've been involved in things where you've not been allowed to give good information to people then see what's happening. You go around your organization, you know what's going to happen, you know you can't talk about it, so you're laughing, joking, and having a good time with people. Two days later, you get to announce something, and what do they say? "Well, he was in here happy enough the other day and he knew what was going to happen, why didn't he tell us?" There could be 150 good reasons why you didn't tell them, and does it matter to the trust level? No it doesn't. So, the key is, you need to give people as much information as it is *legally* possible to give them and as early as it is possible to give it—even knowing its going to change immediately.

(That's) very different from what most of us as managers learned. We learned that it was better to wait until you had *all* the information before you communicated. Well, if you're going to wait until you have all the information now days, you are never going to have that. You wouldn't communicate from now to the year 3000, because the information is overwhelming. Now, what happens as a result of the destroyed trust is people move into a dynamic self-preservation where they bunker in and decide to protect themselves in varying ways. Either by hoarding information...*because I'm the only one that knows this, then nobody can take my job.* So they don't share information, or by not sharing budgets, being very self-protective.

When push comes to shove and change occurs, people's major concerns are about what we call the "*me issue*." I've got a family to raise, I've got bills to pay, I've got a mortgage, I've got kids to send to school, and I'm going to do whatever it takes to protect that. What they don't understand yet is that the best way to protect that is to go with change. Right now they believe that it is to protect the way things have always been, rather than the way they need to be in the future. And that's really the transition that you have to help them navigate.

Now the story that Beth tells about self-preservation is one that most of you probably know but it makes the point well, so I'm going to tell it anyway.

Two guys out hiking in the woods and noticed that a grizzly bear is off in the trees, just kinda watching for his chance to pounce. One immediately wastes no time, sits down, takes off his hiking boots, rips off his backpack, laces up his Nikes, and takes off running as fast as he can. And his buddy hollers after him, "You got to be nuts; there's no way you can outrun that grizzly bear." Some of you know what the response is. "I don't have to outrun the grizzly bear, I've just got to outrun *you*."

Now, this is not a person I want to hike with. You might do a check before you head off into the woods here with anybody. But what you see here is what is going on in organizations. You hit change into the organization. And they say, okay, I don't have to outrun the change, all I have to do is look a little better than you when it all shakes out. Now, that means these dynamics have an affect. If these are going on in the individuals in the organization, then imagine what happens to the organizational dynamics. *Communication fails almost immediately.*

That's like, *a domino falls and the rest of the dominos fall.* The dominos that fall are our customer focus, productivity, moral, loyalty to the organization. All those things begin to go. Now the reason communication is such an important one in this context is this. When change occurs—we established yesterday—there are going to be problems. So, if people are in self-preservation mode, what are they doing with problems they run into? Just slide those "suckers" under the carpet and hope they blow up in somebody else's face. And so they are very unlikely to be bringing bad news to you.

In the book, *Business as UnUsual*, one of the things that you'll see is a guideline for managers during transition: *go looking for bad news.* And again people say, "Wait, why would I do that? I've got all the bad news I can deal with. I don't want to look for it." So I'll tell you a story Senator Markford uses that makes this point better than any I've ever heard. He talks about an older man who is taking his produce to market on an old country road and he's in his wooden cart pulled by his horse with his dog in the back. He pulls out to cross the highway that's between him and the market and a pickup comes around the corner speeding, smashes into him, breaks his cart to pieces, and there they are lying on the ground, wounded. Now the next thing

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is, you switch to the lawyer's office and the old man is saying, "I want to sue this guy who hit me. He really took a lot from me." And the lawyer says, "Now wait a minute. At the scene of the accident didn't you say you were alright?"

He says, "Yeah, but let me give you some context for that. I come to, my arm is bleeding, there's parts of me I can't move, I look over and I see my horse on his side, his eyes roll back in a lot of pain; I see my dog over here on his side lolling his tongue out and whining; and about that time a policeman comes along. He gets out of the car and he goes over and he looks at my horse on his side. He pulls out his gun and shoots him. He walks over to my dog, pulls out his gun and shoots him. He walks over to me and says, 'And how are you, sir?'. " I said, "I am fine; I am just fine!"

That's what happens in organizations and so, when change is occurring and you're noticing that people are creating and having problems with it, one of the things you have to do is be very, very sure that you cannot in any way be perceived as somebody who will shoot them if they say anything other than, "I'm fine." They need to have an environment that really encourages them to bring those problems to the surface as something we can all solve together rather than hiding them so that you can protect your own turf. Very important to do!

Now, when communications fall, productivity goes with it. We talked about that slump last night. The commitment to the customer dwindled not because we turned "bad" all of a sudden, but because so much of our energy is internally managing our own pain. That amount of energy is no longer available to (give to) customer focus. We totally lose sight of what our competition is doing because we're busy *competing internally* for jobs that we perceive are now limited and endangered. And so all our energy, if we don't watch it, is going to "fold inward" on the organization and collapse inward on itself. And that's the battle that you're fighting.

So your job basically is to re-focus energy. That instead of having it focused on *ME issues*, you begin to help them move outward to marketplace issues. What's happening in the marketplace that we need to be addressing? The way to protect your job is to protect what protects you, and that's your customers and clients out in the market place. Instead of internal competition, how do we begin to build into them an awareness of boundarylessness; an awareness that we're all a part of this same molecule, if you will, and that we all need to just help each other out.

The best description of that is brought to me by an energy company executive. Each of the executives was charged to come with a metaphor describing the legacy that they wanted to leave their organization. And this big old ruddy-looking oil executive shows up with a pair of his wife's pantyhose. Now if you can imagine a young female like me in a room full of old crotchety oil company executives, I didn't know what was in store. But I thought it was negative. It was not.

It was one of the most powerful metaphors I'd ever heard. He said, "I used to notice when my wife wore these stockings with the big ugly seam down the back, and somehow the other day it occurred to me, that they found a way to weave these that have no seams anywhere. We're dealing with an organization that's got a big seam between legal and research and development. Another big seam between R&D and Exploration; a big seam between Financial and people in the field. What we need to do is create a *seamless organization* where we all understand the resources that are available. What we need to do is come in and look at the work to be done—the universal work to be done—and ask ourselves one question, and that is: *How do I contribute and what do I need to learn tonight so that I can contribute more tomorrow?*"

So what you see is all of a sudden people are *right* about their job being in danger, because their job *description* or even the concept of a job description had become completely obsolete. That's hard to correct on. However, what they don't understand yet is, *that all it takes to protect yourself is to begin to look toward, What do I need to do to protect the future of the organization, not its past?* And that's the shift that you're trying to get them to move through.

You will see them being very busy during change. In fact, you announce a change, you'll see people moving faster than they have in twenty years! That does *not* mean they are being productive. Very often they are being busy and they don't have a clue what the critical priorities are. So you have to communicate that very clearly. Left alone they'll focus on fears as opposed to opportunities and left alone they'll try to re-invent the past as opposed to inventing a future that they would care to live in.

As a way of looking at what happens when you try to communicate the best way you can, I'm going to give you a little quiz this morning. If you've got a pencil and paper, you're welcome to use it. If not just use your memory because when you go to a meeting you'll find people that do and people that don't have paper and pencils with them—it doesn't matter. I'm going to show you a list of twelve words here and give you 20 seconds to memorize as many of those as you can, and then I'm going to turn the overhead projector off and I want you to quickly jot down or rehearse in your mind as many of those twelve words that you can remember. Ready? Go.

OK, how many of you are absolutely certain you remember all twelve words? It's never happened yet; I keep asking. How many of you have 10-12 that you're sure of? How many have 7-10 that you're fairly sure of? Picking up the rest of the room. Now, one more question. How many of you have the word *EAT* on your list? And there could be a number of reasons for that. One of my favorite activities, for example. Or it's something that I would like to do again soon, or that I have done. What else? It's short. It stands out a little bit from the context, and so when you find things like that, that's a clue about how to communicate during change. Make it stand out

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from what they're expecting to hear. Keep it short and to the point. Make it relevant to something that's important to them. Now, how many of you have the word *SLEEP* on your list? Keep your hands up and look around the room, because I would say that's half or more of the room, and that is the one that I worry about a little bit. Where did that come from? That's the context, you know. That *should* have been there. Where do we get that information? Everything about our past has taught us that that word ought to have been on that list. It's a significant "omission," and yet it's not on the list.

Now, do you ever make announcements about changes in your organization where you are deliberately leaving things off that they are expecting to hear? Guess what they do with that? They go out and they make it up because they "heard" you say that. And then they find the other 50 percent of the room also "heard" you say that. And they swear its true. They'll take you to court over it.

And yet, be very careful what you swear to. Because we would have sworn *SLEEP* was on the left and look how right we would have been. So you want to encourage people to check out the source of their information. We want to encourage people to document what they say so that they can hold each other accountable for accurate memories. And you want to begin to help people understand *not* to trust their memory. Their memory is about re-inventing the past. What they need is creativity to help in the future.

Other communication difficulties you're up against—information gaps invites what we call "*myth management*" which is people putting myths in the gap. Now the myth that we talk about are little pieces of truth that get embellished so the myths you'll hear are things like: "What I do doesn't make any difference anyway." Now, there's a piece of truth in that, isn't there? We all have limited influence, yet what we do makes a difference.

Think of the people who come in with lousy attitudes. They definitely make a difference! Not a positive difference. Another myth is: "They don't know what they're doing—those dumb executives." Well, is there any truth in that? Yeah! Who could possibly know everything about what they need to be doing when times are changing that quickly? However, for them to assume that, then, means that they need *not* do anything they say is the "wrong assumption." So there are some realities that need to be countered, not by denying that there is anything in what they're thinking, but rather by filling in the gaps and saying, "Yeah, I don't know everything that I'd like to know about this. That's why I need your help getting this change to work."

"They don't care about us anymore." Are you hearing that one at all? "Top management doesn't care." Well, think about what's the most peering—to take care of individual people who may or may not be high performers or to take care of the organization and protect the most jobs possible in the future of

the organization. Not hard if you look at it in that light.

But people look at it as you got up in the morning, rubbed your hands together, and said, "What can I do to make their lives miserable?" I've not met a single executive who does that. But I've met many employees who think that's the way you operate. And so, begin to get up and say, "What we do is for the good of the organization and it may hurt some individuals, let's work together toward mutual success." What you're up against is myths that they will make up.

Some other challenges that you'll face—just a review of last night. First of all, *the truth keeps changing*. By the time you say something it will be erased and on to something else. New styles and vocabularies will continue to emerge as your agencies change. Information will take new and different routes; it gets very confusing. Who do you include and who do you not include on messages that you send on e-mail and that sort of thing? Messages get watered down. People start doing a lot of "communication", that you "read" a message for a *meaning*, and it's really not in the communication; thus, it was just a kind of a "CYA" thing to have in the file. Hours go to reading that kind of a thing. Those are things that filter their communication. People will filter it through those.

Others are *skepticism* and *lack of trust*. Be very aware that even though you're saying it, people who used to trust you probably will be skeptical. Everyone is wanting more information and "better" answers than ever have been available at the very time that you feel less committed, less able to commit to an answer—or felt there were more things to be communicated—and the rumor mill is working overtime filling in the gaps that you have not filled.

Now the best way I've seen of dealing with the rumor mill is a little bit out of the ordinary. A woman took a big ole cow bell and put in on a table on the floor she managed. She said, "Now here's the deal, this is the *rumor mill bell*. Every time you've heard a new rumor, you ring this bell and we'll all drop what we're doing and we gather around. We discuss the rumor, pro and con. We add to, subtract from anything that we've heard, and when we're done with that, we go back to our work."

Do you suppose she gained or lost productivity with that? It was a tremendous gain because people no longer had to go through the game of you tell me, and I have my reaction, then you listen while I whisper it to the next person, and we see what their reaction is, and then we all listen with one ear. It could take an entire day where people are only half focused on the job, if you don't deal with the rumor mill head on. What's fascinating to me is you'll be amazed how many of your employees are surprised to know that you know that that rumor mill exists! So, putting it out in front is very useful.

Now the next that are available are listed in one of the books—I'm going to zip through very quickly. It's very clear what they are. It could be a useful way to talk with your employees. **First myth**, "*This will go away*." We heard the other

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last night. I made a decision not to think about it, because it felt bad to think about it.

Thesecond myth is, “*It will help if I get upset about this.*” Somehow if they only understood how upset I was, they would go back to “the old way.” Truth is, you need to be very careful to pick battles that are big enough to matter, still small enough to win, and they haven’t understood that.

Myth three, “*It’s a bad thing for my career.*” Automatically they think it’s bad for their career. Garrison Keeler’s quote is great: “Some look wise—not in what you thought you wanted but in getting what you have, which once you’ve got it, may be smart enough to see it’s what you wanted had you known!” Try saying that fast five times!

Myth four, “*I can just keep doing my job like I have been.*” Stick your head down and you just decide, “I’m going to ignore the change until it goes away. You need to really begin to focus on that if you’ve always done it that way, it’s probably out of date by now. All these problems prove the changes are bad for the company, problems are the price of progress. Top management knows a lot more than they are telling.” I love these.

Mark Twain said, “Those gratified, be able to answer promptly.” I said, “I don’t know.” How many of you as managers feel that saying “I don’t know” is an unacceptable response. We were taught real clearly that that was not acceptable, and now it’s unavoidable. The quicker we get on with teaching people to expect *wedon’t* know all the answers, the better. And then I love Bette Midler’s, “I never know how much of what I say is true.” That’s changing that fast.

Harry Truman—“Give ‘em Hell Harry.” *Management doesn’t care about us?* Now wait a minute, remember Truman’s, “I never give them Hell, I just tell them the truth, and they *think* it’s Hell.” Very good quote.

“I’m not in a position to make a difference,” we talked about, “*It’s top management’s job to make these changes work.*” “Our problems are mostly behind us...what we have to do now is not *fight the solution.*” (Stults) That’s a real useful kind of quote to toss around to people. Because they *think* that you as an executive “make a solution,” and then all the problems are gone! No. You’ve just created a new set of problems.

“They don’t know what they’re doing.” *Pure and simple truth is rarely truth and never simple.* And then, “The changes weren’t really necessary.” And you’ve probably felt like Alice Fagacy. “If you really wanted to help me out, you’d have made those suggestions when the vote was still open.”

Between 1:00 and 4:00 on Saturday afternoon, 25 seconds between plays, *not on Monday*, I know the right thing to do...on Monday. So what we’re going to talk about now is how you see people through resistance. How do these myths help you identify what stage of resistance they’re in and what kind of communication do they need from you to move that quickly and get on with helping you solve the problem? And these are very

real, very present things that we see in organizations. People really want you to be “next to God” in your knowledge of what’s going on in the world. Although I acknowledge that you’re very close, there will be things that you don’t know.

Now, in terms of the kinds of communication that we need, it’s interesting to look at the stages through which we go in resistance, and these are similar to the stages of grieving that Elizabeth Kubler-Ross talks about. So those of you who know that will see some similarity right away.

The *first stage* that occurs is you **announce a change** and as that curve starts, first thing is people move into feeling betrayed. “I cannot believe that they are doing that.” “What are they thinking of?” “They’ve never talked to my customers or they couldn’t conceive of doing this.” “They sold us down the river.” “It’s not fair.” “It’s not what I signed up for.” “I don’t know; how could they do this to me?” Do you know that feeling? Now, we’ve had it as executives. Haven’t you? The world does that to you; however, your employees get it later, after you’re done with it. And the danger is that you forget how that feels.

Second phase is—this one hurts—eventually we have so much of our energy tied up in the hurt that it doesn’t pay any more, so we take that energy and we put it outward. Unfortunately, we put it outward into the state called **denial**. You’ve heard the old line, “They call me Cleopatra because I’m the Queen of De-nial.” Well, that’s what happens there, not just a river in Egypt. You are going to be swimming around in denial for awhile. People will put their heads down in their work and they simply decide, “I have seen changes come and go; this is just one more program of the month; I am going to ignore it, and it’s going to go away. I’m going to keep doing my job the way it’s always been done and I’m be fine.” Now, particularly if you’re in an agency that has a lot of political appointments in it, what form this takes is, “Oh, well, they’ll only be in office a few years. Meanwhile, we’re the ones that keep things running. And we’ll do it exactly the way we please.”

When people start noticing that they are doing things exactly the way they’ve always done it, *but* they are not any longer getting the numbers or the results they are being accountable for, then they move into a *third stage* which begins to be the way back up the curve. Unfortunately, it’s not a pleasant stage to be in. It’s what we’ve called **identity crisis**. And if you think about the first identity crisis you and I mostly remember, it’s probably the one when we realized, my goodness, the rules for being a child aren’t working for me anymore; I’m going to have to grow up. And we enter a stage called *adolescence*, don’t we?

Now, what’s fascinating (is) that in organizations we realize the rules I have functioned by just aren’t going to work anymore; I’m going to have to learn some new rules. And we’re in fully as much confusion as the adolescent is because we don’t know what those rules are yet. We’ve seen a few people as executives as examples. We may have some samples to go by but largely we’re going to make it up as we go to fit ourselves. So if

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you think up some of the characteristics of adolescent people know, what words come to mind? Mood swings at all? Up one day, down the next. Rebellion—pushing against the limits. Mom and Dad get real stupid for awhile. If they would just ask me, I could tell them a lot about how to make things better here. They're the ones that got the world into this mess; why should I listen to them? Those kinds of things.

How about the old—my favorite, “I didn't asked to be born.” What do they obsess about and worry about and talk about on the phone about for hours? Am I attractive? Do they like me? And, when you look at adolescence trying things on. I look at Nathan, we've got this whole pack of things that have been abandoned in mid-stream, from football to basketball to trumpet to guitar to saxophone to three-piece suits to pink hair, to everything. And what they do is they try on identities. And they work them for all they're worth for a few days and then they say, “No, that's not me” and they throw them away and they start again. Now eventually they hit on who they want to be, don't they? *Tell me they do!* They come to you and they say, “Okay, mom, here it is. It's what I'm going to do.” Now, what's your response going to be. “Oh, yeah, right! What's this one going to cost me?” And the truth is they *may have* just resolved their issues and moved into the final search for solution in spades of managing that transition.

Now, how does that sound in organizations? As you look at identity crisis, you see people going through mood swings. You'd better be ready for it! They will be up one day and down the next. Rebellion, pushing against any limits you set, any changes you make, trying to find all the things that are going to be wrong, trying to point those out and make them not work. What about “I didn't ask for this change.” Yeah. When you think about “I didn't asked to be born.” When children say that to you, what on earth do they want you to say? “Like, well, I'm sorry. You seem to be alive. Shall we do something about that?” Bill Cosby's response is, “Son, I brought you into this world, I can take you out.” I think that's a little rough, myself—I haven't used that one yet.

But when people say, “I didn't ask for this,” it's very much like that, isn't it? Whether or not this was the right change, whether or not it was necessary, it's *the* change we have in front of us, and until we do our best to implement it, we're not going to know if it's the right one or not. So people will actually resist out of a sense of protecting you from making a mistake—protecting you from shooting yourself in the foot. You need to clearly communicate to them you do not need to be protected, and that what you need from them is a lot of energy toward the implementation so that you can figure out what pieces were good ideas and what were bad, and move on as quickly as you can to correct it.

They don't understand that is part of what it is to be a change agent, but when the voting is over, it's time for “me” to help you implement. When the voting is open again, I've got a

vote. I'll bring you some information, and meanwhile, all they need from you is clear information about what's working and what's not as they try to implement it. What you don't need is fantasies about what they *don't* think is going to work when they haven't tried it yet. Very big difference. They're going to accuse you of not wanting to hear bad news you *said* you didn't want to hear. Truth is, what you want to hear is bad news, *not bad fantasies!* So there's a big difference there to communicate this. Now, it would be real nice if we all went through these at the same time and in a straight line. We could announce, “OK, we'll do betrayal Monday, denial Tuesday, and by Friday we're cookin'”. We're changing—adapting.” It doesn't occur that way. Instead, what occurs is that first of all we go through it in a spiral sort of affect based on who we talked to last in the hall. We can go up a couple stages or back a couple stages. We're very much having an impact on each other, moving through these stages.

So the first thing people need to be accountable for is, *Am I helping people move through their resistance or am I “helping” them go back and stay stuck by the things I do?*

Second thing that happens is usually executives have the most information first about what's going to happen so they go through this cycle themselves. Behind closed doors. Nobody in the organization knows you go through that. You feel betrayed by the market place for having done this to you. You begin to deny that you are going to have to change your strategic operating plan at all. You begin to realize, “Oh, my gosh, we're not getting the results we want.” You begin to throw programs at the wall trying to solve it; and, eventually you find one that shows some promise; you begin to implement it and stick with it and what do your people say? “Oh, yeah, right—what's this going to cost me?”

And so all of those things are very appropriate but if people don't know that's appropriate, what they think is that at this stage you “lost your sense of leadership.” No. You didn't. Your sense of leadership began to be defined by your courage in trying things until you found what was going to work. Now, unfortunately, most of us, when we come to this point and have found something that is appearing to work and getting some good feedback, some good numbers, we get pretty tight, don't we? We're tired of feeling bad and we get excited and we begin to communicate. This is what we're going to do. And we tend to be at that point what we would call: “communicate in an inspirational fashion.” Bells and banners and slogans and, boy, this is going to be great.

Trouble is, where are your people going to be now that you've worked all the way through that and made that announcement? They're going to be clear down here. Starting over. So there may be as much as a three to six-month gap between what stage you're in and what stage they're in. And here's where that becomes a problem. If you think of how people feel when they're in betrayal and trying to pretend nothing is going on and if it is and it hurts, and you think of the one form of communication most

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guaranteed to annoy them. What would that be? They just aren't open to receiving on that channel. Now that doesn't mean you can't hold out a vision.

You very much need to hold out a vision of where you're headed. What you *don't* need to do is minimize the pain and the problems that they're feeling and try to push them into that vision too quickly. What you *do* need to do is respond to *their* needs in ways and communicate.

Now when you're in "betrayal," thinking, "Oh my gosh, how could they do this; I'm probably going to be cut loose; I'm going to lose my job." What do you actually need more than anything else? People tend to think you need support and reassurance and stuff. Well, wait a minute. Be careful that you don't start promising things that you can't deliver on. Used to be, we could say, "Now you stick with me and be good to me and I'll take care of you for life." How many of you still feel comfortable delivering that promise? No way. It takes once, somebody seeing that you make that promise and didn't deliver until, what happens? Trust down. So, what we say is, *There is one promise and one promise only that you can deliver on and that is if you promise that change is to continue.* You can deliver on that.

If you sell change as the way you're going to help the organization survive, that's a "promise" that you can deliver on. Now within that, though, what (do) they need more than they need reassurance—because reassurance would be false? We're in changing times with *not* a lot of reassurance for any of us, including our organizations.

What they need is information, down here. That's information about, *What do you think this is going to look like? What do you think the structure is going to be? What's my job going to be? Who am I going to report to? What are my authority limits going to be? What kind of job responsibilities do you suppose I'll have?* Not necessarily nailing them down, but the more you can nail them down the better people will be able to function, because what they're looking for at this point is this. I need enough information to make an adult responsible decision about what direction the rest of my life is going to take. And whether it's here or whether it's not.

So the good news is that they will make that decision; the bad news is you may *not* want them to make that decision. You may want them to just blindly follow you. They're *not* going to do that. So the quicker you give them information, they quicker they can make a responsible choice about, *Do I want to play this game and do I want to be on this team?* And as soon as they make that decision they can bring their energy 100% back to you. If they make the decision *not* to be on that team, then all you can tell them is what Norton has on the wall, and that is, "If you quit, please resign on the same day."

So, sometime you need to facilitate people through; you are not allowed to quit—and continue coming in, sitting in your chair and picking up a paycheck!

But when you make that decision to stay, you're making that decision to *make change* and *make it work* as part of your job.

Now, when people are in denial, what they need is instruction. They've moved into the decision of, "OK, I'm going to stay in the organization; I'm clear about that. That's not a problem to me; however, I don't have a clue what they're talking about with all this change. So I think I'll get by with just doing it the way I've always done it." No. They need a lot of instruction, a lot of follow up, a lot of "No, you got the results but you didn't get them in the way that we're trying to orient, so we need to do that."

Somebody was talking to me last night and saying, "Isn't it interesting (that) when you hire people in to replace people who left, they don't have that problem. They don't bring all that history with them." And so one of the things that we advocate is, beginning to relate to people the fact that *every time the organization changes they need to think of themselves as brand new employees in a brand new organization with a brand new job.* They need to be willing to let go of everything they know about how to do their job and begin to bring to it the enthusiasm, the courage, the curiosity, the excitement, that they would bring to a brand new job and a brand new organization.

And that's a little harder to do when it's something that you're familiar with. In order to give you some sense of it is comfort that goes with that. What I'd like you to do is just catch yourself being familiar—take your watch off and put it on your other wrist. Now what I want you to do is notice several things about your response. First of all, how long did it take you to get used to it being there so that you don't do this 250th version of time telling. And ask each other a lot what time it is today and check this out. The second thing is to notice that it's not going to feel natural here until you've probably gone through telling the time this way 30-40 times in a row without a change.

But interestingly enough, you can also predict that in this room, there were a variety of responses just to the instruction to make that change. Some of you immediately popped your watch over there; that's fine. I love these little things, that's cool, I learned something. Some of you went, "OK, I'll..." Some of you said, "I got the point; I'm not changing my watch; there's no way she can monitor everybody in the room." Now in addition, some of you will be out the door in the first break changing your watch back. Some of you will be wandering around at 10 o'clock tonight wondering is it okay if I change my watch back." So, what that tells you is that we each have very individual responses and that makes your job as an executive and as a manager quite challenging. Because everything you say about change is going through all those filters and being interpreted with individual ways. And you have to be able and willing to *spend the time and effort communicating to people from where they are and not from where you are*; not from where you want them to be but from where they are. They need a lot of instruction for a long time.

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When they move to identity crisis, I would say what they need is more encouragement—or invitation to keep learning, keep trying.

The example being, Nathan (my son) recently got his driver's license. In Texas, when a child turns 15, it's an important right of passage. That's the day they can go to the DMV and get their provisional license. And what that means, basically, is for one year they are allowed to drive the car as long as Mom or Dad is in the car with them. I don't know why they decided to punish parents in this way, but it's a Texas tradition. So Nathan, on the day he turned 15, Mom is not traveling. She is there in the school yard at 2:30. We go right to the DMV; *we don't pass GO; we don't collect \$200*; we're getting that piece of paper. He walks out with his piece of paper, and guess as to what he wants to do? Drive home. My car. Not a scratch on it, so far.

He gets in the car—I've really lost my authority. I could be a real jerk and not let him drive home, but this is a right of passage, for heaven's sake. He gets in the car. Now, in my head I know, he's got the information, he's read it, he knows the rules. The way I know this—he's been correcting every mistake I've made in my driving for two years. He's had the instruction. He has a signed piece of paper from someone who has ridden the streets of Carrollton with him and watched him, saying, "He's probably going to be fine." Now, all *that* I know. He gets in the car and he begins to try to build my confidence. He adjusts the mirror; he adjusts the seats; and he makes sure I'm strapped in and he's strapped in and the radio was not too loud, and all these things.

And then he looks behind him and he begins to back out and pull through the parking lot. And if you've gone through this you know. What happens next is his body begins to actually "grow" as he realizes how *cool* he is. And as he's paying attention to all that. What's *he* not noticing—the *traffic!* Details, details. Sure enough he pulls out onto Old Denton Road, right into a stream of oncoming traffic going about 50 miles an hour. By the grace of God, there's an empty lane. They're able to swerve, screech their brakes, honk their horns, and send him some educational hand signals that he'll find useful in his further driving. And meanwhile, Nathan freezes to the steering wheel and slams the brake on.

Now, if you're guessing what my most heartfelt desire is in terms of ways I'd like to communicate with this human. Any guesses? *Out of the car you idiot!! How could you do that? You're never driving my car again!!*

Think. If I do that, what happens to his chances of becoming a successful driver? They have just begun to deteriorate because he's going to have to choose one of two strategies. One is, *I'll show her*, and he becomes a real arrogant driver; or one is, *he becomes ultra-cautious*—neither of which is my desire. So I have a decision to make there—as a manager of a person in an identity crisis. And that is, take a deep breath, dig my fingernails out of the upholstery, and try to strategize how we move forward.

So I mention ever so sweetly, "Nathan, it really is not cool that we just continue to sit here with our nose out in the road; you're going to need to move along." And he says, "Mom, I've forgotten which is the brake and which is the gas." So, we do a little drill of brake/gas, okay. Then I suggested that it might be good for him to un-grip the steering wheel and shake his hands and take a deep breath, and then he pulls out into the right lane at about five miles an hour.

We're going in the right lane. I said, "Nathan, you really need to kind of speed up." "I just can't, Mom." Well, at this point I'm ready to check out. I don't care if he stays in the right lane to go around the globe and we come back eventually. I'm out of here. So I just begin to try and keep my calm. Sure enough his confidence become back, he changes lanes, makes a left turn. Three to four quarters of the way home the color begins to come back into his face, you see his confidence returning.

Now, again, real tempting moment. What do I want to do? Now, I'll drive the points home. "Nathan, tell me. What just happened." Can't you just hear? I'm very good at that. But instead I say, "Okay, I don't think it's time yet. I've seen him respond to my preaching by going, so maybe I'll just wait a minute. Sure enough, Nathan says, "Mom, I almost got us killed." And I say, "Yes, I know!" And he begins to draw out of me my thoughts about, you know, what do you supposed could have happened if I had had kids in the car with me from church? Scary thought, isn't it, Nathan. Driving is a big responsibility. And he begins to read me all the awful things that has been going through his mind for the last several blocks.

I then realize he's much harder on himself than I could ever be and if I leave him alone he'll learn that lesson. What he needs from me is encouragement and a belief that he is smart enough and a responsible kid, that he is going to make good decisions, and that he is going to use this to learn by. Now, why do I tell you this story as we describe identity crisis? Those are the feelings I want you to recognize. You're going to find things that make you/each other grab your chair and say, "Almost got me killed!" And when that happens you simply cannot revert to the authoritarian, "telling them how it is" attitude. Can't revert to preaching to them. What you must do at that point is use it as an opportunity to really build their confidence that they are going to be able to find a way to become successful under a new set of rules. It is probably the toughest job you will face as managers.

Now, clearly you have to know people before you know that's appropriate. There are adolescents that *I* did not raise for whom that would not be appropriate. The knowing what to do in that stage is depending on my relationship with Nathan and on the fact that he does have good sense, is responsible—some of those things.

So you will find employees that get there and are not very smart. They're going to need a different strategy, but most people know what they need to do. We show them the workbook called *New Work Habits*. And they say "these aren't new." We

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say, “No, they’re not. Are you doing them?” “No” And that’s really the rub. It’s that most people know the information about what they need to do; they haven’t figured out how it looks on their job and they’re terrified of the consequences of making a mistake. And that’s what you’re up against.

So first of all is experimenting and brainstorming, not having a set way of looking at it but beginning to help people figure out how to do things differently on their job. The thing in identity crisis that comes is that you begin to manage the rewards and the consequences and what you’ll see is as people try to change behavior, there are rewards and there are consequences.

Now we’re real clear about the rewards for doing something. What we’re not as clear about is that there are also rewards for *not* doing the change. Then we’re real clear that there are consequences for doing something. We’re not always as clear that there are consequences for *not* doing them.

So let’s look at an example here. Is anybody here with me on that it’s hard to start an exercise program and stay with it? OK. Now, do we all know that it’s good to exercise? Absolutely. So, what are the rewards we get from starting an exercise program? We get to live longer and we get to be slim and beautiful and energetic. What are the consequences of starting an exercise program? We sweat a lot. We’re sore. We hurt. We have to find time to do it. Now, what are the rewards of not starting an exercise program? I can live in denial. I can use my time other places. I don’t hurt immediately.

What are the consequences of not starting one? Eventually, I die! Probably a painful death because I didn’t take care of myself. Now, what we end up with is this. In what time frame from immediately to someday do I get the reward for starting this new behavior? *Someday*. When do I get the consequences? Now! When do I get the rewards of not doing it? Now! When do I get the consequences? Now! When do I get the rewards of not doing it? Now! When do I get the consequences of not doing it? *Someday!*

And so the key issue for people in that *identity crisis state* is, for you as a manager to be very sure that these two are *not* possibilities. That what you’re going to manage is *making sure that they get rewards for doing the things that are change adapted*. And they get consequences for not doing things that are change adaptive.

Now in state and federal agencies I know that there’s a lot of worry about what that might be. Clearly, what we’re not talking about here is only monetary reward. What other kinds of awards are available within companies? Organizations? There’s a lot, aren’t there? Getting the best projects. Getting a lot of air time in meetings where you get your opinions listened to and respected. Getting a lot of recognition for contributions you’re making.

What are consequences if you can’t fire people? You put them in places where they can do less damage that are low status places. You begin to disable their power struggle with you.

Those are tough decisions that occur as you begin to see people through this. If you don’t take care of the people who are resisting and help them get through their resistance quickly, they get stuck in it. Then you have some real nasty dynamics to deal with. If you look at some of the dynamics that occur with that there’s a story that we can briefly talk about.

(Let me flip through the overheads that I’m not going to use and get to where I’m going to be.)

Now the story is that there were some anthropologists who were studying a monkey clan on a South Sea Island, and what they wanted to do was to introduce change into this monkey island and find out what the response would be. So they dumped sweet potatoes on the island. Sure enough, the monkeys figured out that you could eat these things; however, they were *a lot of trouble*. There was a lot of sand and grit on them, and why don’t we just stick with the bananas and coconuts and things that are easy, that we know how to do. So there was a decision made: *Just going to leave those alone, they’re not interesting, there’s not an opportunity there*. They all went their way—except for one little monkey. The anthropologists had named her Emo. She was a little “whipper snapper” adolescent monkey. She was looking at those potatoes one day and she got curious. She picked one up, the light went off in her eye, she carried it down to shore, washed it, took a bite of it, and had a major “conversion experience.” *Wow! These are so good without the dirt and the grit and the sand on them! Why, I’m onto something!*

She began taking them down everyday and washing them. And knowing what you know about monkeys, what would you predict the other monkeys do? *Monkey see, monkey do*. Do the same thing. That’s what the anthropologists predicted and boy did they get a shock. Because what kicked in was *monkey politics*, in a big way.

Emo did not have the status to contradict what the elder monkeys had decided. And so they decided that she was being *deviant*. They had already decided that there was not an opportunity there; she was going to have to be punished, see if we could get her back into the fold. So they began throwing rocks at her as she washed her potatoes. Now Emo was onto a good thing. That would be like throwing rocks at me for eating chocolate; it would have basically no effect. So, throwing rocks at her, she was down there eating her potatoes.

Now pretty soon one of her little buddies gets curious. He sneaks down. *Why is she willing to take all that abuse?* He tastes the potato. Immediate conversion. You can almost see it happening in his head. Smart chick! I’m hanging out with her—this is a good thing. Now there are two of them going down to the shore. And the rocks get bigger.

Well, pretty soon the parents get curious. They come sneaking down to see why their kids are coming home with all these bruises! Now, I’m kind of interpreting loosely here—that’s what I think they were doing! At any rate, they sneaked down,

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they took bites of the potatoes. Now there's six of them. Because once you had experienced it, it was real clear it was a good thing. However, now it was getting to be a "cult." Now it was really dangerous to the status quo. So the status quo monkeys began throwing bigger rocks, they began scratching, biting, fighting—making it absolutely unacceptable to be a part of that group. At one point they actually made a ring around the potatoes so that they could not get to the source of their disobedience. OK?

All the co-dependent things you can think of occurred in that monkey colony. Now, the monkey group of potato washers grew anyway, as good things tend to do. To 85, 95, to 99, and one day the 100th monkey converted to potato washing and the most amazing thing happened. That represented about $\frac{1}{3}$ of the monkeys on the island, which was "critical mass," and, *boom*. All of them began taking the potatoes down to the shore, washing them, and eating them.

Now what was fascinating is that they did it as if they had *always* done it. There was no acknowledgement that anything had changed; no acknowledgement that they had moved their behavior around to a 180°. No apology to Emo and her group for the abuse that they had endured. Emo was not promoted to chief monkey in charge of innovativeness. Nothing at all, except a mass shift in consciousness about the way we do things around here.

Now, I would suggest that that is what you are up against as you go forward. Basically there were three kinds of monkeys on that island. There were the *potato washers*, there were the *rock throwers*, and then there was a *substantial group that were just watching* the battle go on and weren't involved either way. They were waiting to see which side was going to carry the day, and then they joined up immediately. And that was what caused the mass consciousness shift.

We call that *being involved by design*. Finding the opportunity and going with it in the face of opposition. Being involved by *defiance*; digging your heels in and *deciding* you're not going to let it occur; or being involved by *default*, which is sitting and watching. Now do you have those three kinds of monkeys in your organization? Guaranteed!

What you do about that is very, very important. Because the truth is this group was sitting around waiting to be recruited. Now which group tends to get the most of your management time and attention? The problem makers. Now what message does that send to the people here who are looking to see what's going to get attention? "How do you get attention around here? I can do that!" The message you want to send is "Oh, *that's* how you get attention around here; let me do more of that!"

The trouble is, are all these "poor performers" down here? Afraid not! They are some of the people who are technically the best at their jobs sometimes. That's why they are defying it. Because they don't want to go into being uncomfortable and inadequate in order to learn something new.

Remember the Fosberry Flop over the high jump? They had always gone at high jumps frontward. Fosberry one year raised the bar a goodly portion, by running up and doing this awful flip over backwards, this "Flop," it was named. And how many generations of high school coaches refused to teach that way of jumping because they weren't expert at it. They didn't want to look dumb. That's again what people are up against when they're very good at something, they may be the very ones—your top performers may become your biggest trouble makers.

So, they are going to need some instruction and also need some very clear messages that this kind of behavior is simply not acceptable. I have a prediction that you will see about that kind of a breakdown in most organizations. Twenty percent taking advantage of the change; 30% digging their heels in, and 50% waiting to be recruited. What you do determines which direction needs "recruits," and the direction they recruit determines the speed with which your organization can get through change.

But if you really believe that it's important to get through change quickly, where you will get the most payback is giving clear signals that this is not acceptable? So that leads to some tough decisions that you have to make in a changing active organization. Who are the right people? Do I have the right talent I need? Are they placed to play to their strength? Who has to be changed to different positions? And either some that will have to be fired because they are refusing to get on board, and I need to send that message very clearly.

Now these are not the kinds of decisions we like to make as managers and yet you have to weigh the option of letting the *defiance* folks get the upper hand. Now here's the trouble. You probably have a few "defiant thoughts" in your head about the changes you are being forced to make as agencies and organizations as well. So these behaviors are not limited to the people you manage.

You'll find also that your policies and procedures take this 20/50/30 mix. Twenty percent of them will help you change; 30% will make it darn near impossible; and 50% could be used either way, depending on your attitude and what you reward. The good news is that puts you in charge of 70% of stuff moving you toward change. And if there's 30% you *can't* control, you can let that go. However, you have to be pretty ruthless with yourself too. Am I looking at what's happening in the world around me? And acting as a "defiant monkey," saying, "There's an opportunity in there. What is it?" Thinking about it; and going and trying it? And trying to recruit people? Or, am I acting as a "stone-thrower monkey," saying, "I'm going to protect the way we've always done things around here because I know it's enough?" When the truth is, *It can't be good enough, and if a competitor finds something that's better, you're out of business.*

The ways you can measure success—this is hard! Most of us would like moral, trust and loyalty to be high. Many of us measure our managers on achieving that, and yet what I'll tell you is that when changes are going on, those are guaranteed to

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drop. So you need to be very clear that what you're seeing is not

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a measure of your management style or ability, but rather a predictable dynamic of change. Don't get sidetracked by trying to measure those.

What's also good though is once results come back and people feel they are part of a *winning team*, these things will come back as well. They are side effects of either getting results or not getting results. Joe Namath once said, "When you're winning, nothing hurts." And so what you want to do is to measure success by: *How am I doing on helping people feel that they are a part of a winning team that has responded to the challenge of change and is creating results by doing things in the new way?* The quicker you can make that happen the better.

And what this means is measuring things is real important during change, and measuring the right things. Measuring productivity, measuring turnaround, measuring re-work, measuring customer satisfaction, to give people on-going immediate feedback about how they're doing. That is the *best* tool you have for managing morale. Not touchy-feely stuff, not false encouragement, just results. As soon as they see that they are good enough to be successful with that new set of rules they will end the identity crisis and they'll move on and help you. But your job is to create successes—to manufacture, if need be, on-going successes for your team. Tiny ones to big ones. If you have to figure out ways to make them successful, do it.

If people are not responding by design or default, then they are by definition *responding by defiance*. That means for you to manage that, there are three things you have to show. And that's *a willingness to push the organization through change—speed. A willingness to stand strong when you have to make tough decisions that are not popular, which is guts. And a willingness to do things in dramatically out of the ordinary ways to call people's attention to the fact that things are not the same.*

If you try to sneak a "culture change" by them, it won't work. Number one—they'll notice. And number two, the slower you go, the more time "bureaucracy" has to launch a counter-attack. If you move very quickly and dramatically, what happens is, it's done before people know to resist. The faster the better, the more dramatically, the better. To call attention to it, say, "It's nothing; it's *totally* different." That will help people make the change rather than trying to just increment their way there, they'll be more willing to (make a) quantum leap.

We are getting low on time. I'll just tell you that despite the fact that I've described some tough things, you are physically built to respond well to change. Ninety-eight (98%) percent of your atoms are replaced every year. Your skin is replaced every month; your stomach lining every five years; your skeleton every three months; new liver and DNA every six weeks. Now I didn't know that. I thought that was real encouraging. You literally cannot show up in the *same* body two days in a row, but

why would you want to bother to show up with the same old one like that!

I appreciate you all letting me be here with you and I'll open the floor to questions in a few minutes, but it is 11:00 o'clock, so I want to close with some remarks that Nelson Mandela made in his inaugural speech. Change is a daunting task for us to face. But he says, "Our deepest fear is not that we're inadequate. Our deepest fear is that we are powerful beyond measure. It's our light not our darkness that more frightens us."

We ask ourselves, Who am I to be brilliant, gorgeous, talented and fabulous? Actually, who are you not to be? You're a child of God; you're playing "small" does not serve the world. There's nothing enlightened about shrinking so that other people won't feel insecure around you. We were born to manifest the glory of God that's within us. It's not just in some of us. It's in every one. And as we let our own light shine, we unconsciously give other people permission to do the same. As we're liberated from our own fear, our presence automatically liberates others.

If you went away from here with only one clarity about your task, it would be to *embrace change and demonstrate to people that it's a positive force in your life*. And as you do that you free them to embrace the changes you need them to make and to see them as positive forces in their lives. You do that without making any guarantees because they will see your life is not easy either, but you do it without making any excuses because they'll also see that you are not immune from the pain of change.

The reason this is important is this: "Change is always going to be with you with one exception: when you're approaching a toll booth, it's never anywhere in sight!"

Thank you.

Questions.

What are strategies for getting people in the organization who have been around awhile to not feel 'baggage'?"

Now, strategies are that you begin rewarding people for doing things the new way and making consequences for not doing it. So that's a long-term strategy. In terms of helping people, navigate that as *a ritual*.

People have also done rituals to help people understand that. Everything from putting relics from the past into a coffin and burying them, which I thought was rather morbid, but it works for some organizations, to re-designing their work space to reflect new work habits. Anything that you can do to begin to put them in charge of designing how the work habit would look, how the new work way would work if they were doing it, rather than "keeping on."

The basic thing is that we have to get over being *sympathetic*. There has been a time for sympathy and there certainly is a time for compassion, but it's also time to move on. So beginning to help people, push 'em and tap 'em and say, "You know, I noticed that you're still doing this the way we did that

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a year ago. If you do that, some of these young people coming in are going to pass you by. I just want you to know that. You're pretty smart, you've got a lot of experience, you could pass them by, but it's your choice, not mine." You are very much putting the ball in their court about their making a choice. They are not able to just roll along. You are making a choice every day. And the choice you make is going to determine how employable you are in this agency or in any other place in the world.

Now in terms of the Pritchitt books, one called *New Work Habits* will help them have a vision of what some of the things they should be doing differently and things like stay in school rather than counting on a degree. Keep learning. Keep reading journals. Keep reading books, etc. And it's things that everybody can do but they don't necessarily have the vision of how that would look, and once they have the vision they're not convinced there are consequences for not doing it. And so they'll hunker down and try to play it safe. As a manager you have to create consequences and awards very early on that tell people we're not going to fool with staying where we were. Good question. Any others?

For workers who have a lot of experience the huge barrier is that they feel you are not valuing the experience and history that you bring to the party.

Now one metaphor that we've used to deal with that is the metaphor of a desert and a rain forest and I'm going to go through it in cleft note version. If you imagine that you're in a desert, what you notice is that it's hot, it's dry, it's brown. There are conditions that describe the desert. Those are not conditions that I thrive in, however, there are things that live in the desert, aren't there? Fleas, wolves, vultures—all kinds of things. So, there are life forms that thrive under those conditions.

Now, think of a rain forest. Different set of conditions: wet, colorful—there are things that thrive there as well. They are different things though. There are still birds, for example, but they are parrots and toucans, etc. Now what you've got to imagine is, if I've spent my life becoming the world's best vulture, then I have a set of skills that I'm real fond of. However, if I wake up one morning and find that the entire world has been transformed into a rain forest and there aren't any deserts left, and I keep trying to act like a vulture, I'm going to be vulture food in a very short time!

So what I have to do as a manager: I have to notice, first of all, *we're in a rain forest*. I have to begin describing to people how the environment has changed and how, while, they're behaviors were absolutely 100% brilliant in the old environment and would have continued to be valuable there, what you now need to value is the brilliance that taught them how to adapt. And you need to bring that adaptability into this environment and you need to learn as well how to adapt to this environment as you did to that environment. And to help you do that I'm going to stop rewarding *vulture* behaviors. And I'm going to start rewarding parrot behaviors—and you're going to find that it's real easy to learn those. But value their ability to learn rather than their resume is the way you do that. Because they need to feel that they are valued and I think that's a basic need we all have.

Managing the Mosaic

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point in the morning, that underwear is terribly "ripe." That foolish soul is going to trip and fall and have a serious need to be taken to...? *The hospital*. The head nurse will see the...? *Dirty* underwear. Would your own mother come to claim your body? *No!* We are more alike than we are different. We are "one yet many."

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Dr. Nichols for an inviting and helpful psychologist, working in organizational development. He is a director of Nichols and Associates, Inc. an applied behavioral science firm which is located in Washington, D.C. He has provided services to major corporations, governments and government agencies, aristotle, national associations and health and mental health associations.

Starting in 1969, until retirement in 1989, Dr. Nichols has held various positions as the National Institute of Mental Health. He has been the guest of and provided consultation to the countries of both Guinea and Nigeria. He has served as the Associate Director of the Cleveland Job Corps Center for Women, and taught at the Psychiatry at Mayharry Medical College. He also worked as clinical psychologist at the Kansas Neurologist Institute an affiliate of the Minier Foundation of Topeka, Kansas.

Dr. Nichols was educated at Assumption College in Windsor, Canada; Eberhart College University in Germany; and Leopoldin Francesca University in Innsbruck, Austria, where he received his Doctorate of Philosophy, in Psychology and Psychiatry Cum Laude. His awards include being a Fellow of Austrian Minister of Education and a Visiting Scholar of the Rockefeller Center and the IGO Study Center in Italy.

He has received public service awards from the United States General Service Administration, the Department of Justice and the Social Security Administration. Dr. Nichols served in the army during the Korean War and is the father of two children.

Linda Boardman

Since our conference title this year is "Managing Change: Changing Management," we are blessed to have someone with Linda Boardman's knowledge of and accomplishments with this subject—one that is very, very timely for all of us involved with human services organizations.

Linda has more than 15 years experience as a consultant, trainer and speaker on organizational change. She has worked with companies throughout North America and throughout the European economic community. She helps organizations avoid the pitfalls of change and take advantage of the unique opportunity that it presents.

Her clients are numerous; too numerous to name all of them, but include Southwest Airlines, the Royal Bank of Canada, IBM, U.S. Department of Justice, the Danish Postal Service (I wonder if she can fix our own!), Martin-Marretta, Shell Oil of Denmark and the State of South Carolina. I'm not sure how she finds the time or the energy, but she likes to ski, scuba dive and practice being an amateur magician, while being a mother to her sixteen year old son and taking care of their exuberant (I am told) golden retriever. She lives in Carrollton, Texas. Recently Linda Boardman shared the stage with the former astronaut of Apollo 13, Jim Lowell, and former president George Bush and Mrs. Bush.

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the change, which things are working against it. Then the next step, in my point of view, is to take that understanding and think about what you can do to manage and shape those forces. In other words, use this notion of “equilibrium.” If you can make all of the systems in the organization point in the same direction to the same change you want, you’ll be much more likely to be successfully putting it in place, institutionalizing it, and keeping it for the long-term. Of course, not all of those forces are necessarily under your control.

When I was in state government, one of the things that happened was that state legislatures came and went. Governors came and went. I had a manager once tell me, “Well, you’ve got some great ideas, but in four years you’ll be out. I’ll outlast you.” Fact of the matter was, he was counting on the political force—in that case overruling other political forces in the organization—to undo the other’s things. The irony of government, of course, is that it is set up to be politically responsive, so those (successive) political forces are very powerful.

I think one of the things that’s useful for you, as you think about your organization and how you shape and manage that change, is which of these forces and subsystems are most significant for your organization? Are some stronger than others? Maybe politics inside the organization are not as significant a factor as some others. Although, I would encourage not to dismiss any of them. It is easy to say, “No, we don’t have politics in our organization.” But, if you believe any of these subsystems is not in your organization, it means that you are working hard not to pay attention to it. Because it is there.

There is always something. People care about power and influence. They have those relationships. It’s going to be significant. So, I encourage you to think about how do you take the forces that are promoting that change, and strengthening them or sustaining them. At the same time, from a changed management point of view, what do I do to minimize the impact of those resisting forces.

I’ve found that in organizations that use the “force-field analysis” tool it has been very useful. It’s a very simple tool. It’s not very elaborate. You can find it particularly helpful if you sit down with a group of decision makers—your top management team or all of the people in your organization. If you have an organization small enough to do that. Talk about these different categories. It becomes a way to focus attention. To help people not only understand its “divisions” but to pay attention to the ways in which the organization is going to achieve that.

Non-profits that have put this to work have told me that they have found it very useful just because it helps people all go in the same direction. And at the same time, it helps them choose those tactics that will make the organizational change process actually stay alive. Remember, you are trying to achieve that balance so that the support throughout the organization, all takes the organization in the same way.

Now, the other side of that coin is to go back to the business of “*the zookeeper*” smiles until the people get there.”

It’s equally important, in my opinion, to think about the organization from the point of view of *people and human transition*. When you are planning the system side—the subsystems that I was just talking about, if you are here today, typically what people do to plan a *change process*, is to say “Well, tomorrow we want to be over there.” And of course, they’re always so bizarrely optimistic, thinking this is some sort of a straight line path, when *in fact it goes all over the place* before you get to tomorrow.

But, on the organizational systems side, we usually say, *What’s the new vision and what are the new goals?* Then we work our way back to where we are today and figure out what we need to do. That’s fine for the organizational systems part. But, *when you get to the people part, you’re here today*. You may want to be there tomorrow, but the reality is that you have to work from the opposite direction. *You can only start with where people are*, so you need to begin here and take the process that way. Working through the change and building the capacity for change toward tomorrow, accepting where things are today, and simply working phase by phase towards that future of tomorrow.

What I want to talk about now, for the next twenty minutes, is the transition process itself and how you can act to support the people who are going through the changes that are there. Many times I find people worry a lot about the **systems side** or else they worry about the **people side**. They don’t **integrate them** very well. I would like to make the pitch that they are both part of what you want to be thinking about to manage change in an effective way. Part of the challenge is to do enough to be supportive, take care of people, and help them go through the process. At the same time, not get so focused on the change, the human dynamics, that it becomes disabling and you end up being a supporter and enabler and a “codependent” in a sense. It’s a balancing act that there is no formula to plan on, but it is a critical thing to think about.

By the way, I take the core of my work in this area from a gentleman by the name of William Bridges, who started out working as psychologist working with people undergoing transitions. He has written a book by that name for individuals. He, early on, started working and became popular with a number of organizations. Bridges started working with organizations. He found that his work was very relevant to them. I found it very powerful in working with people in my own career, my own consulting work.

Bridges tells us there’s a transition process that involves three basic pieces. First of all, you have the stage which is **getting out of today**, or getting out of the past. That’s *the ending or letting stage*. Then, contrary to popular belief, you don’t have an ending and then a beginning. There is a

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neutral zone. There's always some kind of a neutral zone, which is a *transition* for the people in the organization, on the way to actually having that new beginning happen. Each of those stages is a different kind in the evolution for people in the organization and each stage creates its own challenges for you as a change manager.

The following is straight out of Bridges' book. (So we have a certain amount of alliteration—that has to happen in order to write a popular book. Everything has to start with a *D* for this phase.) At the end of the “letting go” stage, there are four things that have to happen in order to get to this process. First there's a *Disengagement* of the old—disidentification, in other words. Individuals are no longer identifying as fully with the old situation. Often there is some kind of *Disenchantment* with the old. It is no longer perceived as the answer that it once was. Also, there's a *Disorientation* that occurs in this stage. It is no longer quite the stage or the phase that makes sense, and so people realize that it is not quite what it needs to be. Although, the pressure to not change is often very strong and you need to help with that.

As you move out of the “ending and letting go phase,” you're then moving into that neutral zone, which is truly the time of transition. It's the time that is in some ways the most threat, the most uncomfortable, especially for most of us because we don't like ambiguity and uncertainty. And at the same time, it is when some great opportunities are there. Because, you are stuck between the old realities and the new design. Most of those old realities are probably still there in place. You have great uncertainty, but it is also a time for creativity, if you take advantage of this. This is when people can be freed up to actually start creating new ways of organizing the organization.

If you're in one of the new popular things that's going on now, the reengineering stuff, this is when you can really go back and examine, and reengineer the organization processes with more creativity than you might previously. This is a very chaotic time, but underneath it all, it is important to remember and give people credit for the fact that reorientation and redefinition are occurring. People are making sense out of the new change or at least they're trying to if you help them. And so it is a time that's more productive than the usual leader thinks it is.

Then you get to the “new beginning phase,” which is when you have new understanding, the new attitudes, and the new identities. The fundamental elements to be thinking about for that new beginning are four. (And again, we are getting somewhat alliterate here.) We have the *Purpose*. What is the purpose for the change? “P” is also for *Picture*, or what I would characterize as vision. What is the vision for why we are doing this? Because it is impossible to make change effectively if people don't have vision for why you are doing it! There is also the focus on *Plan* and planning. What is the plan for how we are

going to do it? Why are we doing it this way versus that way? And last, but not least, is the *People Elements*.

Each of those four pieces corresponds to a personal style. How many of you are familiar with the Myers-Briggs or the personal profile or style instruments like that? Good, essentially all of you are. All of those are rooted in Yung-ian psychology and they all assume four basic personality types. Each of those personal styles will tend to emphasize one of these over the other. In each of you, as an individual with a personal style, will tend to focus on that, too. Your organization's people are likely to need all four of those. Unless, you have a bizarre organization that doesn't have people in each of those four categories, you're going to need to be addressing throughout the whole change process, each of those four pieces.

So, some people will want to know what the purpose is. But of course, as you know from your own experience, other people don't care as much about why are we doing it. What they worry about is, What is going to happen to the people as we go through this change process? What happens to the people who work here, what happens to the people who are our clients and customers, and what happens to others in the relationships that we have? How is that going to be affected? Others want to know the details of the plan. Dealing with all four of those elements, is a critical part of making that new beginning come together.

One of the critical points in this whole scenario is the change. Any kind of significant change causes loss, a sense of loss. Even if it is a change you, yourself want, there will be some loss. Ever move from a house you have lived in for a number of years, and you're really excited about going to that new house? But, there is still a sense of loss. Something is still happening as you prepare to leave that.

Now, in the organizational environment, there are also losses that come with any kind of an organizational change. So, the question is, What kind of things are affecting the people, their sense of loss in your organization? There are several kinds of things that we see out there. There's the sense of loss of attachments, maybe it is memberships, maybe it is relationships that they feel they are going to lose. Maybe it is just that sense of who they are connected to. Whatever it is, there is often that sense of relationship loss that can come with a change.

Furthermore, there is a loss of sense of turf in some cases. We no longer get to work in an area. Or, another kind of turf, is expertise. “Here I came to work for this organization. I had this great knowledge base, this set of skills that I could bring in. They've changed the rules. I don't know if what I've learned is going to be relevant anymore. I'm not sure that I have what it takes in the way of knowledge to do this job anymore. I no longer have a place here.” It's a sense of loss, even if the organization promises that you are going to have the opportunity for training and development, and down the road you will be just as important as you were before.

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There's also just that sense of structure. Believe it or not, some people do worry a lot about the loss of structure, sense of a familiar set of patterns, sense of how things should relate to each other. That in of itself can create a sense of loss. I think it's especially critical in the non-profit environment where part of it

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is what makes us powerful as organizations, but also the real issue of the passion and dedication of the people in our organization. Think about it. If they joined the organization because they were really "bought into" an initial vision, and now you come in and say, "*Good news! The vision is changing. We're going to be better than ever.*" Well, everybody came for what you had before. So, worrying about that sense of future, *there's a loss of sense of future* that can come with the change process as well. Sometimes, it's their own future, "I don't know where I am going in this organization." Sometimes, what it is, is the organization's future. A fear or a sense of loss for that future you were working towards. It is no longer going to there.

Equally critical, is that sense of loss of meaning. What is it about what we're doing that really makes sense for us in the future? It's a crisis in "What's the point?" The old vision isn't going to survive anymore. So, for those who are *bought into* it, what can they possibly see in the way that's new? Even if they buy into the new, there's that sense of loss that comes with giving up that old.

Sometimes, you find that there's an actual sense of loss of faith in the organization. You're not sure that it any longer has the capacity to do what it used to claim it was going to do. And of course, the one most people tend to think of, for those of you who are alluded to control freaks earlier, there is that sense of loss of control. It's no longer within your own sense of ability to influence where things are going.

Now, that sense of loss is significant, because whenever you go through a substantial sense of loss, I believe, or Bridges believes, that you go through a grieving process. Many of you are familiar with Kubler-Ross work, of course. The stages of grieving people go through, they go through when there's a significant organizational change as well. The stages go in sequence. Now, you don't necessarily work through them. You hope that people do. But, sometimes, people are unable to get beyond a certain stage and they get stuck there.

You start out with *denial*. Simply saying "Well, yeah, they said they were going to change things. But, they're not. They always talk about change. They'll never make it happen." So, people simply don't hear it and believe it. After the denial stage comes *anger*. People are actually mad. Let me ask you, has any of you ever worked with anybody who—you know, some people— never get beyond these stages, so they get stuck from a previous change? Then it shapes everything for the future. Have you ever worked with somebody who was still

ticked off about the last change that was made—and they are still mad about everything that goes on in the organization? They just can't quite get beyond it, ever.

The third phase is that *bargaining* phase. "Okay, maybe we are going to downsize. But, I want this to happen and I want that to happen. Let's make sure that it goes this way or that way." After you move through the bargaining stage, you get to the *depression* stage. I think this is a particularly significant point to acknowledge even if you're in a change process where everybody agrees that it needs to happen. Yet, there's this sense of depression, sort of down spin in the organization at certain times. The leaders will say, "Well, geez, we all bought in. We all agree this needs to happen. Why are people depressed?" Well, the reality is, if you are going through this grieving process, depression is a natural, inescapable part of that cycle. And, so it is going to happen. Sometimes you end up with people taking it overly personally. Saying, "Well, geez, obviously they're not buying the vision because everybody is acting depressed."

That depression is a natural part of that cycle on the way to achieving what you are hoping to achieve, which is that last stage of acceptance. The reality of what is and appreciating what was before. Honoring and celebrating it, but then being beyond it. One of the things that Kubler-Ross and others in the field tell us about this, by the way, this is true of the *stages of transition*, it's true of the grieving process. We go through it in a series, but there is no guarantee it is a linear or straight-line connection. In fact, you may get down to bargaining and loop back up. You may, in fact, get stuck in certain places. Nobody can tell you exactly how fast you are supposed to be going through that process. As a leader in the organization, all you can do is support people. You can't make them go through it. I've never seen anybody yet be able to do anything to make somebody progress through a sequence like that.

The same cycle is true of transition phases. They are not discreet phases. The ending phase, and the way a graph of it is laid out illustrates that the majority of "ending" happens early on. But, then, it has a long "tail" which runs throughout the whole life cycle of the change process. And runs, to a small degree, at the same time you are getting into the neutral zone. Remember, we talked about the neutral zone as that time "in between," that time of great uncertainty. There are some smaller elements of neutral zones from day one. And some vestiges of that will continue on forever. But, it is primarily in the middle.

Then there's the "new beginning stage," which comes toward the end. But, there are also small elements of it from the very beginning that drive that way.

Now again, the sequence gives you a general sense of how people progress, but I have cautioned you that you can't guarantee that people are going to go through it in a straight forward, linear manner. In fact, *people look back!* They get

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through the ending phase, they're in the neutral zone—and they have such a “crisis of phase” that certain things aren't making sense to them, then they end up *looping back* into the “endings” again. It ends up being confounding or confusing for you as a leader in the organization. Because you're saying, “Geez, I thought we went through that. I thought we dealt with that. But, now here we are, we're back again.” This tends to be very frustrating, of course.

The other reality, of course, in people's lives as well, is that you're very lucky if the people in your organization—or you—are only going through only *one* significant change at a time. I don't know about you, but I seem to get these things in “clumps and clusters.” At any point in time, you've got four or five transitions going on. You may be in *two* neutral zones, one ending, and three new beginnings. They sort of pile up. Mess each other up, they get confusing. So, just in terms of human energy to attend to these things, it's not a clean, as of course, I like to draw it out on the chart. But, the essence of it is to appreciate, in concept, in cycle. Then be tolerant of the reality as people go through, as they experience that.

Now, let me talk for a few minutes about ways we have found that help to deal with the business of each of these phases.

How do you help people get through this process? Well, at the “endings and letting go stage,” a couple of critical things can best happen there. First of all, it is very important to *clarify what is over, what is changing, and what is not*. Because, in fact, when you have a time of significant change most people tend to think it is much bigger than it is. No matter how huge the change is, the reality is, it's not ever *everything* in the organization, it's not ever *anything* in the organization's life.

And so, what is over? What is not? As well, clarify what is likely to be lost—which, by the way, means admitting *there will be losses*. Don't tell everybody, “Hey, good news! There is no loss here. This is all up.” Let's admit it. There are going to be feelings about that. So, rather than letting everybody worry about “everything,” again, *clarify!* What is it that's likely to be lost? Who is going to experience that sense of loss and what is that going to be?

Accepting that reality and acknowledging those feelings of loss is a critical step to supporting people through the change process. Because, of course, if you act like you're in denial, it is hard for everybody else to move to different phases in the process, as well. That means, of course, that *you* need to expect some grieving.

It is always interesting to see how grieving is acted out. If any of you are human services professionals—and all of you are human services professionals, I'm sure you've seen interesting examples in your own lives. But that grieving process can come out in lots of interesting ways. By the way, I think you have to expect some overreaction. I mean, *this is not a rational, logical process*. The reality is, this is what's happen-

ing in people's heads and hearts. Not what it is that's worked out on a chart.

Now, one of the strategies is to help them bring more of an “over recognition” of just how big this is—because we worry about that. I'll show you one of the worksheets I've used to do that, in a minute. Throughout the whole change process, communication is critical. Sharing as much information as you can.

Don't ever expect that sharing information will get you a whole lot of credit, because *no matter how much information you share, it won't be enough; it won't come at the right time, and it won't be clear*. You'll need interpreters, like I saw up here earlier. Interpreting in the organizational environment is a lot messier than what we had happen here.

Of course, there are lots of people who are out there who are willing to help interpret things for you if *you* don't go to the trouble of helping people in the organization hear it and understand it.

Communicate. Communicate. Communicate. It's critical! Again, think about those styles issues. The personal styles, learning styles, different people hear and learn in different ways. So, communicate in different multiple redundant ways so they can hear in the way that's most comfortable to them.

First of all, because I think it is reasonably respectful just to try to communicate with people in the mode they are most comfortable with. Secondly, under stress we all tend to revert back to that core style. So, we are less able than usual to be versatile in hearing other things. So, people under stress are going to have to be supported by receiving information of the sort and in the way they are most comfortable hearing. Share as much information as you can and accept that people are going to believe you know more than you do.

One of my experiences, in every change process I have been involved with, was a staff that believed the executives or the board knew more about what was happening than they were letting on. Ironically enough, the more honest their executives were about, “Look, we only know this much. We are going to have to invent this as we go along.” People say, “Yeah, they just don't want to tell us.” It's that uncertainty issue again. It's that sense that there *is* information. That is, *if* someone would just tell us, it would all make more sense and be better. So, they will believe there's more there. Don't take it personally. It's just part of what happens. And do keep trying.

Finally, one of the very important things that's critical to do in the “ending and letting go” phase is to *mark and symbolize that ending phase*. By that, I mean, *have celebrations*. It's funny, some organizations have little dinners or they pass out T-Shirts. One group I dealt with, passed out T-Shirts that said, *I survived the merger*.

It's amazing. People, in order to get beyond the old, often need to have a piece to symbolize the old. The best illustration I've seen of that in the last few years, was when the Berlin Wall

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came down. Have you ever seen a more hated image or symbol? So, why in the heck were people running over to grab a chunk of the wall and take it home and stick in on their mantel? The reality is, we need to mark and symbolize these transitions, and getting beyond things, even though, it may not have been all that great or it might not have been what we wanted. It's amazing. So, as an organization, *create ways to support people in the process.*

Have celebrations. Celebrate little ends. This will come up again in a minute, in the next phase, too. Acknowledge and symbolize those endings. I would suggest that you do it in collaboration with your staff, not just sitting in your office by yourself, but with your board chair saying, "Let's see, what can

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we do for them this week?" The reality is, this has got to be involvement oriented to really happen. By the way, I think it is critical to capitalize on the community, the sense of community that does exist. Because, in fact, we do have a sense of community among the people in our organization. Let that community be a source of strength, involve it.

Now, I've used a worksheet. I've helped a couple of organizations with mergers, where we've gone through this process and it's worked very successfully. Where what we end up doing is having group events. I've done this in a couple of the organizations in Minneapolis. They were such that we were able to bring all the staff from all the organizations together in a retreat center. We did some small and large group stuff. Talking to people, having them think about what will end. And how do you feel about it? Externalizing those feelings, getting them out. What is it that you feel about this? And, you don't have to think it straight. What do you feel is good, what is bad? But, by the way, usually as this sorts out, people will find that less is ending than they originally thought. And down here, we ask them to think about, "Well, what is going to be continuing? How do you feel about that?"

By the way, sometimes you will end up with information that helps you further refine your change plan. Because you will find out that people think certain things are continuing that you would just as soon weren't. This is always a good time to figure that out and change it as well. Doing this with a group, helping them sort out how they feel about it has been a very effective way of helping people with that ending phase.

When they get to the neutral zone, this feels very uncomfortable. And it is somewhat dangerous. I mean, you have to really charge ahead. As long as you're on faith when you're in that neutral zone, that time of uncertainty, you can't take small tentative steps. There's an old saying I heard from somebody: *It's dangerous leap a chasm two jumps.* That's true for the neutral zone. The neutral zone is like at the circus when the trapeze artist lets go of the one trapeze and they're on the way to the other one. They even know the other one is out there, but they not there, and they don't have anything to hang

onto. There's a certain amount of faith in that.

Part of what people worry about though, is that the neutral zone will be the way it always *is*. So, you need to be very clear about separating it out as a *temporary* phase. Help people figure out how to keep it as a temporary phase. Sometimes that means creating interim definitions, interim goals, interim structures, and ways to help people see the small incremental progresses that you are making as you go along. Not because it's important organizationally to sort out the milestones, but because people need to see small steps of progress to feel comfortable with the progress.

It's important, in my opinion, to talk in your organization, with people about it. By the way, when I say that, I mean with your Board, too, if you're a non-profit with a Board. You need to recognize and discuss all of those realities about ambiguity and uncertainty and how it feels. How it doesn't feel good. Think about ways to create those temporary structures to support things.

Some organizations have gone so far as to create a transitioning monitoring team. A team that brings people from all functions and all different levels in the organization together to talk and advise the chief executives about the change process and to help them stay on task. And, help them understand how people are perceiving the change and what kinds of things can be done to support them.

Throughout this process, the communications issue continues to be critical. Find *any* way you can to strengthen those communication connections with leaders and help people talk to their colleagues about what is going on and so on. Find new ways to support people acting in new ways. Remember we were talking about this stage being a time when you can be very creative. Well, find ways to help people do that. Create events that encourage that creativity and support development and learning along the way. Do the kind of training people need. And at the same time, help them think about how what they already have in the way of skills can be applied in the new setting.

Last, but not least, in that neutral zone, *celebrate the successes* that you achieve. And by the way, recognize there are going to be setbacks. Try to find ways to capitalize on those, as well! Find ways to use them as learning experiences, whenever you can.

Then, we come to that "new beginning" phase. That's the time when it is essential to keep the communication going. All of those communication strategies, that you had developed before, continue to maintain and strengthen as you go along. Design and fine tune your structures, your design for the organization all the way along. But, be careful to eliminate those interim structures. For example, if you created interim structures, temporary rules, the transition team, something like that, be clear about when the neutral zone is, quote, "officially over" and when you're moving into the

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time when we're now in our new mode. Because it is funny, in a lot of organizations, the momentum or at least the inertia of those temporary stages end up lasting. So, you, in fact, have layer upon layer of stuff, and it can get in the way as you move into that new beginning. So, it is critical you make sure you communicate when the end of the interim process is, and you get rid of those interim structures, interim rules, or whatever else. Of course, you're implementing those four *P's* again. Constantly communicating about what they are and where it is that they are taking the organization as you move along.

By the way, I understand one of the other speakers talked about resistance and dealing with resistance, so I am not going to talk about that. Except, I would like to make a basic point, which is in my experience, when people in organizations that are leading change talk about trying to *decrease resistance* or *manage* resistance. I think people often frame the question in the wrong way. The issue isn't, *How do we decrease resistance?* The issue is, ***How do we build commitment?*** The issue is, *How do you find ways to create opportunities for people to buy in, get connected, to feel like they want to support the new situation?*

It's become a cliché at this point, but I think the reality is, ***People don't resist change. People resist being changed.*** That's become a truism in our society, I think. But, we don't often act in knowledge of that. People *do* resist being changed. So, find a way to engage in the change process *collaboratively*. Use the dynamics, the workshops, and so on, that I've mentioned here as a basis for engaging in a collective dialogue and learning about the people in the organization, to make those things happen.

Now the last point I'd like to make is with regard to ethics and the ethical dimensions of change. One of the realities that struck me, as I was working on the first major change that I did, which was one of those changes in the Minnesota state government, was how irresponsible it would be to undo the old and simply let things hang in that "neutral zone"—undo the system but not create a new way for people to move ahead. So, basically what you have done is to create all sorts of *new chaos without any potential for moving on*.

I think that the ethical understanding, *your* ethical perspective on the change process, is a critical part of effectively making that change happen. And, engaging in a dialogue with your organization and your people is the key way to do that. One of the things that I think has really been changing is changing in "leadership." It's changing in how we manage *ethically*. It is that we are just beyond the era of the "Lone Ranger." It's no longer acceptable or possible for you to be sitting in your office by yourself, planning a change, and then laying it out on people. You really need the interaction in the collective process of working through things. And that I believe is true of dealing with the ethics of change as well. It is wise to understand what your ethical fundamental position on things are.

There are a number of **basic principles** that I can share with you that tend to be prevalent in our society, but you and your colleagues need to know where you stand on each of those principles, and how it affects what you do. This tends to be a list of the most commonly accepted principles that are shared in our society, although obviously people share them to different degrees and they define them differently. They sometimes, in the issue of which comes first or second, or which is stronger or not, is often "a Realtors challenge." So, knowing ahead of time, before you are in a crisis is often the best way to act in an *ethical and knowing* manner.

The first of those principles is the **dignity of life principle**—which is basically the principle that we ought to respect the lives of people. It's wrong to intend to hurt somebody. Of course, how you define each of these things is very significant. If you say, "I didn't *mean* to hurt you, so it's okay. I wasn't acting unethically." That may or may not fly. But the principle is the *dignity* of life. By the way, this usually applies to "it's wrong to harm innocent people" and so of course, it's okay to fire that "jerk" who is really screwing things up. But figuring out where that goes and how that applies to you is significant.

The second principle is **autonomy**. We should treat everybody, and the principle from an ethics point of view, means we should treat everybody as having a sort of intrinsic value of their own. Everybody is of value. It doesn't make any difference what their role is or what positions they are playing in the community, or society, or the organization, or anything else. Everybody is intrinsically valuable. One of the things that means, and this is a tough one in the organizational sense, is that we should not use—this is a principle from Kant, for those of you who care—we should *treat people as ends, never as means*. In an organizational sense, that's sort of a challenging one to deal with because in fact, working with our staff, we are means to accomplishing ends. In fact, that is something we often hold out as a laudable part of our work in service and community. But figuring out how that principle fits for us is a real issue I think. It needs to be an issue.

Third principle on the list, not necessarily third in any order, is **honesty**. You ought to *tell the truth* to those who need to know it. Then you can get into all of those definitional things, again, about (a) what's truth, (b) who has a right to know it and when. When do I tell you, all of that. So figuring out what that means for you, I believe is a significant issue.

The principle of **fidelity** is one, I think, is among the easiest to honor here. Which is that you should *follow through on your promises, follow your contracts, do what it is that you said you were going to do*. Although, even there, in a change process, things change. Do you stay the same course, just because you promised to do it? How does that balance out?

The principle of **justice** is a significant one. *Giving to each person what is their due*. Distributing benefits and

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burdens equally in the community and society, among your staff. What is fair and just in that? The next principle is that of **beneficence**, the notion that we ought to be *doing good*. I mean this is a great one in the non-profit sector because in some ways this is what we are always about. The question is, How do we do good? *How do we do the greatest good for the most number of people?* How do we assist those in need?

Actually, I'm mixing two together because beneficence is that we ought to do good. **Utility** is the issue of *We ought to do the greatest good for the greatest number of people*. That ends up in one of those interesting challenges. For those of you, that have been in the system for a while, I'm sure you've been confronted with the choice of "Well, do we in fact, take a given fixed part of resources and spend enough to really make a difference in a limited number of lives or do we take that part

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of resources and serve as many people as possible but not get very far into serving them?"

There's a lot of breadth but not much depth in all of that. Sorting out the balance on that, I think, is a real critical challenge, it's a public policy issue and it's an issue for everyone of us in our own organizations. So the point is not that I have particular answers as to what you should be thinking about those individual ethical principles, but that it is important to know for yourself, for your organization, where you stand on those. And I advocate having some understanding of that, before you get into the crisis, where all of a sudden those things are called into question. Because, the reality is that it's real tough to sort them out in a very meaningful way and a very

productive way. If you're in a real crisis situation, you feel pressed to the wall, things are tough, and you can't be as reflective as I think you ideally want to be. Dealing with staff and dealing with your Board, working together. I think this is a critical strategy.

So, what I've done in what I hope wasn't in an overly whirlwinded way was talk to you about a couple of key things here—

1) What are the systems-wide organizational strategies that you can use to shape the way the parts of the organization go together to manage change?

2) Was "the people side" adequately considered in the transitions—*recognizing that transitions are separate?*

3) How do we manage transitions and support our staff, again, in order to accomplish change, but in a way that is responsible?

And I hope I've peaked your interest on the ethical end by at least raising some questions for you about "*What do I think about the ethical principles?*"—those that I've put up on the list...and others that maybe are particularly important to you. How do they fit into the practice that we engage in, in our own lives?

I'm really looking forward to the next few years because it is going to be a phenomenal time in the non-profit sector. A time of incredible change. We are all making it; we are all living it; we are all shaping with that change. But, I think the real question is going to end up being for each of you, and it is for me and my work as well, "*Do we use intentional strategies to try and make it as productive and effective as possible or do we simply let the majority events in our outside world, push*

us and shape **Harold Weekly Dedication** *not be at all intended or certainly are not intended in a 1999 consistent with your own organization and our clients need?"* The Blue Ridge Institute proudly dedicated its 1999 program to **Harold Weekly** in honor of his fifty years of leadership, inspiration, and commitment to the Institute and its enduring success. And are you going to use these strategies to actually put your organization and your people in the position of serving the community for the long run, or you going to be a reactive? Are you simply going to end up simply trying to put up and shield it off and fend off these forces?

I think it is a time of opportunity in spite of the fact that there are screwy things that may come out of the block-grant scenario. There are other weird things in the research environment. There's going to be a press for accountability like you can't believe. But, by the way, I think all of these strategies are ways to accomplish that in a productive way.

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Thanks for the chance to share this with you this morning.

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Dr. Renz teaches and does research on public service leadership and management. He helps organizations develop programs to strengthen quality, innovation and effectiveness. During his career he served in several senior executive positions in state and regional government. He has been the executive director of the Metropolitan Council of the Twin Cities and assistant commissioner for administration for the Minnesota Department of Labor and Industry. His career experiences also include major research and development projects for foundations, universities, government and private sector sponsors.

Dr. Renz holds a Masters of Arts degree in industrial relations and a Ph.D. with a concentration in organizational theory and administration, both from the University of Minnesota. His publications have focused on the design and management of organizational change and development.

He and his wife Sandra have a son and daughter, and for the past year or so they have been living in the Kansas City area.

Gems of Wisdom

Quotes from the Blue Ridge Institute's 1995 Program Guide

- "You think that you understand the situation, but what you don't understand is that the situation just changed."**
—Putnam Investments advertisement
- "If our organizations are to survive and, hopefully, thrive, we must be prepared to both *manage the change taking place* and *change the way we manage*."** —Blue Ridge Institute 1995 program
- "Our problems are mostly behind us...what we have to do now *is not* fight the solutions."** —Stults's Situation Report
- "Strangely enough, this is the past that somebody in the future is longing to go back to."** —Ashleigh Brilliant
- "I was going to buy a copy of *The Power of Positive Thinking* and then I thought: What good would that do?"** —Ronnie Shakes
- "Most ailing organizations have developed a functional blindness to their own defects. They are not suffering because they cannot solve their problems but because they cannot *see* their problems."** —John Gardner
- "When facing a difficult task act as though it is impossible to fail, If you're going after *Moby Dick*, take along the tartar sauce."**
—*Life's Little Instruction Book* # 271
- "The things that we fear most in organizations...*fluctuations, disturbances, imbalance...are the primary sources of creativity*."**
"Looks like the upper hand is on the other foot." —Leslie Nielson —Margaret Wheatley
- "Things are more like they are now than they have ever been before."** —Dwight D. Eisenhower
- "Progress might have been all right before, but it has gone on too long."** —Ogden Nash
- "I was grateful to be able to answer promptly: I said I don't know."** —Mark Twain
- "Things will get better...despite our best efforts to improve them."** —Will Rogers
- "I've tried relaxing, but...I don't know...I feel more comfortable tense."** —Caption for a "Hamilton" cartoon
- "The certainty of misery is better than the misery of uncertainty."** —From a "Pogo" comic strip
- "We're in this all alone."** —Lily Tomlin
- "Somebody had to do something and it's just incredibly pathetic that it has to be us."** —Jimmy Garcia of the Grateful Dead
- "We have only one person to blame, and that's each other."** —Larry Breck, New York Rangers hockey team
- "Being right all the time beats being half-right all the time."** —Malcolm Forbes
- "I've always wanted to be somebody, but I now see I should have been more specific."** —Lily Tomlin
- "You belong to a small, select group of confused people."** —Message in a fortune cookie
- "Lot's of folks confuse bad management with destiny."** —Kin Hubbard
-

1995-96 Officers and Board

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Oklahoma City

A heart-touching highlight of the 1995 conference came on the morning of Wednesday, July 26th as Tom Brown, director of the United Way in Oklahoma City, gave his first-hand report on the aftermath of the April 19, 1995 bombing of the Murrah Federal Building.

As we know the awful statistics, the tragic outcome was: 168 killed—including 19 children in the America's Kids Day Care. But Brown said that 1,900 hundred persons were directly affected by the tragedy. Also, 600 buildings were damaged.

More than \$10 million was spent on rescue and relief: \$6.875 by local United Way agencies, \$2 million by other local interests, and \$990,000 by FEMA. Over sixty aid funds have been established to aid the victims of the bombings. Those funds are being coordinated through his United Way office.

Brown said his toughest day was May 12th when the parents of the child victims met in his office. He said that 9:02 a.m., April 19th will be a date and time never to be forgotten in Oklahoma City.

Harrison Reardon's Presidential Ball Highlights

Harrison Reardon, 1994-95 president of the Blue Ridge Institute was honored the evening of Wednesday, July 26th in a banquet, show and ball at the Pack Center in Asheville, North Carolina. Ric Perez was the organizer and Master of Ceremony at the presidential tribute, which followed dinner.

Perez presented Reardon's well deserved recognition under the auspices of the "Black Mountain Watch," a little known adjunct to the Black Mountain Network News. The theme for the evening was "The Presidency in Transition." It was fun for all!

Other Lesser Known Blue Ridge Reports "Available"?

During their Wednesday recreation reports, two leaders noted reports that would *not* be included in the Blue Ridge Report.

- Jim Kelly, table tennis event chairman, said he was compiling "Great Moments in Blue Ridge Table Tennis."
- Becky Brown, bridge chairwoman, said she was presenting the "Blue Ridge Bridge Byline."

Well folks, you'd better contact them and get those hot items while they last.

Cultural Diversity According to Editor Wayne Davis

In his report Wednesday, July 26, 1995, Wayne Davis, Senior Editor of the Black Mountain Network News, was clearly moved by Dr. Edwin J. Nichols' cultural diversity presentation on Tuesday. So Davis offered his own assessment to demonstrate his own news team's commitment to "cultural diversity." In typical offbeat Davis style, he offered the following chart in evidence of that:

King Wayne* Male Tri-focals ... "Poor skill"
Prince . Farrell .. Male Bi-focals "Limited skill"**
Peon Sara* Female ... "Focals" "High skill"**

* Wayne Davis, "Senior Editor and CEO"

** Farrell Cooper, "Senior Cub Reporter"

*** Sara Faircloth, "Junior Cub Reporter"

1995 Blue Ridge Institute Attendance

156 Delegates, including 20 "Freshpersons"
264 Total Attendees, including guests
(Twenty of 23 invited freshpersons attended)

1996 Blue Ridge Institute Program

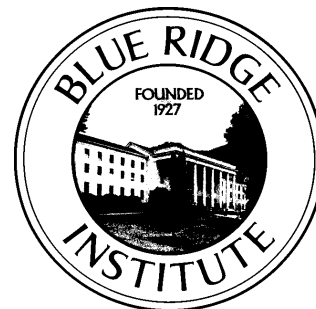
"Building Community and Human Partnerships"

According to Nan Brown, 1995-96 Vice President for Program, the 1996 program will help equip Blue Ridge Institute community service executives to better facilitate the building of stronger, more functional communities—and engage broader segments of our communities in forging the human service partnerships that will be so vitally needed in building those communities.

Vice President Brown promises the great speakers to which we are accustomed. That lineup may also include the renowned community-building authority John McKnight of Northwestern University.

Mark your calendar now. Plan to attend the 1996 Institute...

July 21-26, 1996
"On the Hill"



BRI "Hackers" Win Big!

The 1995 Blue Ridge Institute softball team, the "Hackers," led by Jim Kelly's *three* home runs blasted the Blue Ridge Assembly *Ringers* by a score of 33-7. Congratulations to Coach Ed Ledford and the entire Institute team. Ledford said following the game, "It's not whether you win or lose, it's how well you coach the game."—a quote he attributed to Rob Reifsnnyder. Pitcher Phil Acord said, "Greg Maddux may make more money, but I deserve the Cy Young Award!" Again, our great cheerleading team also gave a great performance.

HONORARY LIFE MEMBERS

Past Presidents

Ashton Brisolaro
Irene Burnett
Edwin C. Cotton
Wayne R. Davis
Lee O. Dees
Charles Fleming
Mary L. Free
Elizabeth G. Gower
Phil Acord

Cecil Hayes
Eugenia Henry
H. Gene Herrell
William Kaufman
K. C. Latimer
Myles MacDonald
Joseph B. Medlin
John Mikles
Marcia Parker
Harrison Reardon

Paul E. Parks
Tommy R. Perkins
Wanda B. Pibbs
George E. Rice
Lester Robb
A.G. Spizziri
Dwyer C. Sump
Harold Weekley
Bill Knowles

1995 PROGRAM COMMITTEE

Richard Hill, 1995 Vice President—Program
President and CEO
Centers for Youth and Families
Little Rock, Arkansas

Committee Members

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Laverne H. Gold
Patricia C. Howard
Eleanor "Terri" Hines

Anne O. Kilpatrick
Cile Matthews
Jim Meadows
Frieda C. Mitchell
Claudine Gladden Penick

Harrison Reardon
Rob Reifsnnyder
Ken Roberson
Robert Weaver



Blue Ridge Report

The *Blue Ridge Report* is more or less an interpretative record of the Blue Ridge Institute. It is based on the editor's notes and audio tapes of the meetings. These notes might be used only as a guide to locate specific remarks by the speakers using the audio tapes of the proceedings.

Best wishes to all Blue Ridgers—those present and those unable to attend the 1995 Institute. The editor hopes everyone finds this report a useful historical record of the 1995 Institute and a handy reference in the years ahead.

Where To Order Audio Tapes

Copies of the audio tapes of the 1995 sessions of the Blue Ridge Institute may be ordered from:

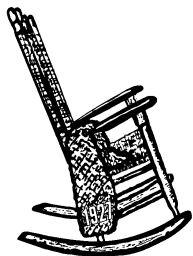
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Blue Ridge Report

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Blue Ridge Institute