

Issues & Observations

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Talking About Change

Robert A. Goldberg

A participant in CCL's "Effecting Change" program once proposed an interesting way of talking about the major change her company was experiencing: "I see it as a road rally in Baja, California, complete with sand dunes and bouncing jeeps. It's not like a regular race around a track. None of this work has been done before, and although we know the direction to go, we don't know where that route will take us. Although we know there is a finish line we need to cross, we have no idea about what milestones to set, how to gauge ourselves along the way, or what obstacles might slow us down and send us crashing and tumbling out of control."

Her company was restructuring around market segments rather than product lines, and I asked her what value she saw in talking about this change as a road rally. "It keeps me pumped up when I'm discouraged. It helps me realize that while my project is both ambitious and ambiguous, there are also ways of looking at it to make it less overwhelming and more achievable."

This person had hit upon an important point about change: How you talk about it, particularly the metaphors that you use, can have a big effect on how people feel about it and whether they support or oppose it.

Consider the situation of Bill, a senior manager in a growing manufacturing company who was brought in to implement a marketing strategy that was still undefined at the time he was hired. It remained undefined almost two months after his arrival. In speaking with his colleagues, Bill made it clear that he was becoming frustrated at the slow pace of change and he was quickly becoming disaffected. At one point he said, "We

need a *revolution*, but too many people are only giving lip service to this idea. I get the impression that this company does not want to move forward." To add to his frustration, Bill had recently received feedback that people in the organization were growing uncomfortable with him.

In fact, he was scaring people.

If we look at Bill's language, particularly his use of the word *revolution* in connection with the change process, we can see why people might be uncomfortable. It is a powerful, threatening word. When he employed this metaphor, speaking of change in terms of revolt, people heard criticism. A revolution is necessary when the basic system and the people who run it are wrong and need to be replaced. To people who believed that they were already making huge sacrifices and doing high-quality work, the way Bill talked about change indicated that he was more interested in changing *them*, immediately and drastically, than in valuing them for who they are. Yet Bill's job was not to convert or replace people but to help them.

In contrast, Richard, a vice president of human resources for a financial services company dealing with the change brought on by being split off from its corporate parent, had this to say: "We have turned the company over two times in the past five years, and no one can say that he or she does the same job now as five years ago. My job now is to help the organization realize that it is not over, that we will continue to evolve."

I was struck by his use of the word *evolve*. As I learned more about the company's situation, it seemed increasingly appropriate.

Richard knew that the change would take a long time, that it would never really

be over, and that the firm's survival would depend on experimenting with different structures to see what kind of useful "mutations" emerged. Thus, the word *evolution* was particularly appropriate because it provided people with an overarching context for the difficult days ahead; it did not minimize the fears they were experiencing and it acknowledged that they were moving into an uncertain, unknowable future.

Much of the power here comes from the ability of the words, and the metaphors that they communicate, to provide focus. In Bill's situation, the word *revolution* focused people on the wrong thing; what he needed was a word that would make it possible for him to begin by valuing people for where they are, before helping them move to where they were going. In Richard's case the word *evolution* helped people see the long-term perspective of what they were experiencing amid their moments of chaos.

How people talk about themselves and their work is crucial to how they view their roles. It has a direct effect on their behaviors and attitudes. By being thought-

Issues & Observations is changing. See page 15 for an important announcement from Robert J. Lee, president of CCL.

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ful (perhaps a better word would be *choiceful*) about the words and metaphors they use, individuals engaged in implementing change within organizations can become more effective. Let me mention two ways of talking about it that I routinely come across in my work at CCL managing the "Effecting Change" program and the custom design and delivery of developmental experiences for leaders carrying out change: (1) individuals and their "resistance," and (2) organizations as "problems to be solved."

Resisting "Resistance"

When people consider organization change, one of the first things they bring up as a concern is what is viewed as the almost inevitable resistance to it by various stakeholders. Jeffrey Goldstein, an organization theorist, is concerned that the word *resistance* helps create some of the problems that it attempts to describe. My own experience in helping people deal with change supports this view. When I ask groups to brainstorm some connotations of *resistance*, they mostly come up with negative imagery such as "work through," "overcome," "buy in," "stubborn," "stuck," "deadwood," "inflexible," and "overpower."

This makes sense if you consider the first two definitions of resistance that you will find in the dictionary: a force that tends to oppose or retard motion, and opposition to electric current. On the other hand, the third definition explains the word this way—an underground organization struggling for national liberation under totalitarian control (as amusing a metaphor for organization change as I ever heard).

Goldstein argues that simply by holding the negative imagery of resistance in our minds' eyes, we are more likely to approach people as resisters. And when we assume people will resist us, we begin to see their behavior as resistant to us. Our subsequent behavior, based on this assumption, tends to create the results we expected: namely, opposition to our desires. If we recognize this as a self-fulfilling and self-defeating prophecy that began with the label *resistance*, what might be a more useful way of talking

about change when we encounter less-than-wholehearted support for it?

Janice, the manager of customer service for a health-care products distribution company, had to implement a difficult, yet necessary change. Several key competitors had introduced handheld computer technology for order processing, which dramatically cut cycle time and errors. As Janice's firm was starting to lose customers, it decided to implement the same technology.

Yet Janice found her employees to be quite "resistant" to the change. They continued to use their paper-and-pencil methods, or found other clever ways to bypass the new process.

At first Janice tried to sell her people on the benefits of the new technology, gradually becoming more and more frustrated by what she considered their intransigence. Finally, she realized that her people weren't necessarily resisting the new system, they were trying to hold onto something they valued: namely, the feeling of self-worth that came with being able to do a job well. She further recognized that that feeling of mastery of the work was highly beneficial to the company.

Janice quickly changed her approach, focusing on ways to help her employees preserve their feelings of self-worth and mastery while they shifted to a new methodology. Specifically, she had employees continue to use paper-and-pencil in parallel to the computer system for a while, so employees could feel good about their work as they learned to master the new process. Second, rather than relying on outside vendors for training, she had those employees who were more accepting of the new technology train others (in order to model that it can be done and to help employees learn together). Importantly, she also made it clear that the change to the handheld computer system was nonnegotiable.

Pretty soon even the most "resistant" employees were deriding the "B.C. Age" (before computers), proud that they were mastering something new.

So what did Janice do? She stopped seeing people as "resistant" and started seeing what they were really "attracted to." And she stopped using the term

resistance. She spoke of how the technology would enhance people's mastery of their work.

Dropping the metaphor of resistance is no easy task considering that it is so ingrained in our mind-sets of organization change. If we can accomplish this, however, we may start seeing people's points of view not from what they appear to be opposing but from what they are being attracted to. But what are people attracted to?

When change looms, it poses a threat to our stability, our feelings of control, our sense of competence, our current relationship affiliations, even our identities. These elements of our "affirmative core" are what Goldstein challenges us to help people identify as their "attractors." We on the outside might view the expression of that core as resistance, but on the inside it is experienced as the need to preserve something precious and worthwhile. An individual's affirmative core may be an attraction to a sense of control of one's routine, or work-group relations, or self-esteem gained by task mastery. The more effective leaders are able to expand what people are attracted to, while they affirm and validate people's current "attractors."

Leaders can help people preserve or regain what they are attracted to—a sense of mastery, a sense of competence, or a sense of control. For those of us who have ever resisted something (everyone's hand should now be raised), we realize that resistance is only resistance from the outside in, not from the inside out.

Yet I am not talking here only about resistance; I am talking about the power of words to shape our very mind-sets. If we take the opportunity to reflect on the words we use when introducing or advocating change, we might be able to better align ourselves with the needs of the organization and its people.

Organizations as "Problems to Be Solved"

Recently, David Cooperrider has challenged our idea of the organization as "a problem to be solved," and has instead suggested that we view organizations as "miracles to be appreciated." His point is

Change Agents or Helpers?

Today we often hear the term *change agent*. Despite its popularity, I believe that it reflects a limited mind-set of change and can be a potentially damaging and distancing definition.

This is because when people consider themselves as "agents of change" they are immediately taking an advocacy position for change. That is, they are saying that the planned change is a good thing. Yet this puts them at odds with people who may, for very excellent reasons, disagree with it. Once in this advocacy position, they sacrifice their valuable roles as neutral facilitators of the change process and may become aligned against forces that are advocating stability.

In my view, this is why so many organization-development practitioners believe that resistance is their chief concern. Simply because they wear the *change agent* badge, people may view them, at best, as representatives of something new but, at worst, as either lackeys of the leadership or as threats to the integrity of the system. With the label of *change agent* a person is choosing to no longer be objective and may even begin to resent (or resist?) those stakeholders who oppose the change.

Another way of looking at this is through Kurt Lewin's metaphor of "force field analysis," which for over

forty years has been accepted as a classic method for exploring the drivers and barriers for a particular change. According to Lewin, if the drivers of change are equal in power to the barriers, the organization will remain frozen where it is. Strengthening the drivers or weakening the barriers are important ways to "unfreeze" the system. For those responsible for facilitating the change process, when they align themselves with one side or the other in this schema, they become part of the force field (presumably, one of the drivers), giving up their status of facilitating the change (or the stability) process. Thus, seeing oneself as a change agent, the person represents only one half of the force field, which has the potential to cut him or her off from understanding the bigger picture.

Is there an alternative to *change agent*? I think *facilitator* sounds more objective but, even so, has connotations of an advocacy position; *practitioner* is better, because it is so neutral. The best term, in my view, is simply *helper*.

Working as a helper, a person has flexibility with respect to what kind of assistance is provided. He or she can be open to the idea that one's initial hypothesis about what to do can be revised in light of new information. And this makes it possible to see that sometimes the best way to be helpful is to leave the system alone.

that once we select a metaphor, or how we talk about the organization, it begins to shape our thinking and our behavior. We might look at this another way: through the eyes of two different leaders. The first might view the organization as a series of problems to solve. Although this leader may derive a sense of self-worth by taking care of problems, he or she may end up with a few unforeseen consequences. For instance, problems may seem to multiply regardless of how many are solved; some were even thought to be solved the week before. This may be because what was

"solved" were not problems but symptoms of deeper, more systemic issues. Also, people may stop solving problems by themselves, preferring to wait for this leader to point the problem out or even take it off their hands.

A vicious cycle of problem-solution-problem can become so compelling that no energy is left over for longer-range planning and development of people and the leader. Thus, while this leader may be satisfied that the company's problems are being solved, there might emerge a culture of symptom-solving and

disempowerment and a short-term crisis mind-set. And all because of talking about the organization in terms of problems to be solved.

Another leader might talk about the organization in a different way: to use Cooperrider's language, as a miracle to appreciate. If it has already been determined that change or even drastic change is needed, there are still means to create this change within a framework of what is working well within the organization (after all, doesn't it feel sometimes like a miracle that things actually get done?). If the organization did not function properly in some ways, if there weren't aspects that worked, then it would be far too late to improve it anyway. This leader would work to understand the functioning of the organization and strive to focus people on amplifying the aspects that *do* work.

On the one path, the leader talks of and seeks problems, and as this is done, more problems surface. Cooperrider suggests that this saps people of their vitality and creativity—a never-ending stream of problems tends to do this. On the other path, the leader focuses on and works from the achievements of the organization while still dealing with its difficulties, and people maintain their energy.

For organization-development practitioners, who are often invited into organizations to help clients "solve problems," talking in terms of appreciation might help check the natural tendency to focus on criticism.

We can make an analogy to a therapist being invited into a family's home to help with some interpersonal issues: If the therapist begins by asking family members to outline each other's problems, there's going to be a great deal of anxiety about being exposed. However, if the therapist approaches the family by asking members first what they appreciate most about the family—what fulfilling experiences they have had together, what has held it together so far—it is likely that the members will uncover some unrecognized strengths from which to work. Not incidentally, the family will likely be more open to some change if that approach is taken.

For managers who might define a core strength as that of problem solving, it is less a matter of squashing this strength than it is to balance it with an appreciative eye—much like the difference between “What’s wrong; let’s fix it” and “What’s working; let’s learn from it.”

I was once an internal organization-development consultant for a major engineering and construction company. The company was organized around large industrial projects. After each project a ritual “lessons learned” meeting was held among key project members, and I used to facilitate these meetings. The aim was for one group to learn from the others, and I don’t think it was just a coincidence that we focused on what went wrong with the projects rather than what went right.

The prevailing mind-set among our project managers (what they were actually paid for) was problem solving. No wonder it was the shaping metaphor for so many management practices and behaviors in this organization.

But I’ll never forget the “lessons learned” meetings held by a seasoned, crusty construction-project manager. When one of his projects went over budget (which wasn’t very often), he began his meetings with “What worked well?” He made sure the group didn’t stray from appreciating what they and their people did well, which under the circumstances of potential finger-pointing and self-justification was not always easy to do. And rather than capturing what went well on a flip chart to be typed up and distributed afterwards, he made sure people wrote the items down in their own language in their project logs.

My observations of these meetings were: first, appreciation seemed difficult to acknowledge in the face of failure; second, when the appreciative path was taken people found it easier to be less defensive about how they may have contributed to the problems; and, finally, people did fewer “crash and burns” between projects—their resiliency actually improved. The ironic aspect was that had I ever told this project manager that he was using an appreciative inquiry model, viewing the project as a “miracle to be appreciated,” he would have thrown

me out the window (and not a metaphorical one!).

And although these meetings weren’t about change projects per se, they did suggest to me that change could be effectively handled in this way.

Conclusion

It would be great if just by using the right word or metaphor people could make change easy. Change will never be easy. But being mindful of the way it is talked about can make it easier. The underlying issue is the connections, or the mutual influences, among words (and metaphors), mind-set, and behavior. Language is a vehicle for the expression of mind-sets. And mind-sets are intimately related to how people react to and accept change. Thus, there are several things that leaders should consider as they attempt to implement organizational change.

First, listen closely to how the change is talked about—the words and metaphors that are used. You can thereby test the clarity of understanding and intent around the issue. Is the language consistent with the kind of change you are working on? (For instance, only use metaphors such as revolution when that is what you really mean.) Inconsistencies can lead to confusion, unnecessary fear, or unwarranted complacency about the nature and scope of the change.

Second, help people shape language so that it is consistent. When attempting to replace an old system with a new one, they should not say, “We need to add a new tool to our kit,” because this implies that the system is being left in place and merely upgraded; it would be better to say, “We need a new tool kit.” Helping people find the appropriate words and metaphors will make it possible for them to move in the same direction.

Third, examine the efficacy of some metaphors that may be expressions of your own or of others’ mind-sets. Terms such as *problem-solver*, *trouble-shooter*, or even *change agent* might be more limiting than useful.

Finally, explore imaginative ways of talking about change that may excite people to respond well to it. Avoid euphemisms or jargon (such as *right-*

sizing or *total quality management*) and use instead phrases that serve to galvanize. This will go a long way toward ensuring that people will feel connected to what you are striving to achieve.

Suggested Reading

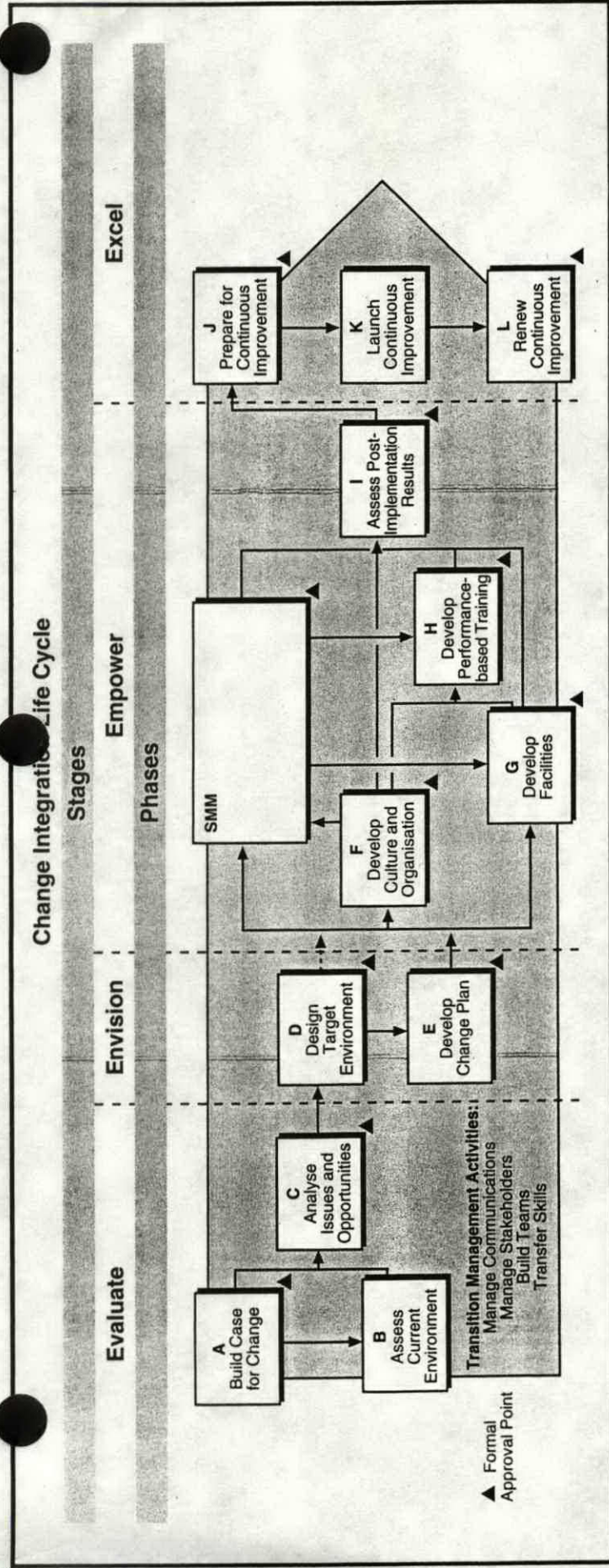
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- A Build Case for Change**
- A1 Identify Change Drivers
  - A2 Conduct Strategic Diagnostic
  - A3 Conduct Organisational Diagnostics
  - A4 Conduct Operational Diagnostics
  - A5 Confirm Case for Change and Project Objectives
- B Assess Current Environment**
- B1 Assess External Environment
  - B2 Assess Organisation
  - B3 Assess Processes
  - B4 Assess IS/IT Environment
  - B5 Assess Communications
  - B6 Assess Culture
  - B7 Assess Human Resource Management
  - B8 Assess Competencies
  - B9 Assess Facilities
- C Analyse Issues and Opportunities**
- C1 Identify Fundamental Causes
  - C2 Identify Opportunities for Improvement
- D Design Target Environment**
- D1 Envision Changed Enterprise
  - D2 Design Business Processes
  - D3 Design Target Culture
  - D4 Design Target Organisation
  - D5 Define Target Information Systems and Technologies
  - D6 Define Target Facilities
  - D7 Define Target Competencies
  - D8 Draft Policies
  - D9 Complete Target Environment Design
- E Develop Change Plan**
- E1 Develop Implementation Strategy
  - E2 Identify Change Actions
  - E3 Analyse Feasibility of Change Actions
  - E4 Integrate Change Actions into Projects
  - E5 Develop Change Plan
- F Develop Culture and Organisation**
- F1 Implement Culture Changes
  - F2 Implement Performance Measurement Systems
  - F3 Implement Transition Support Infrastructure
  - F4 Conduct Selection Process
  - F5 Plan Workforce Adjustment Logistics
  - F6 Prepare for Organisational Change Implementation
  - F7 Implement Organisational Change
  - F8 Evaluate Performance of Changed Organisation
- G Develop Facilities**
- G1 Affirm Facilities Needs and Goals (Optional)
  - G2 Inventory and Assess Facilities (Optional)
  - G3 Define Facilities Change Requirements (Optional)
  - G4 Evaluate Feasibility of Achieving Target Facilities (Optional)
  - G5 Select Site (Optional)
  - G6 Plan Use of Space
  - G7 Prepare Construction Documents
  - G8 Develop Plan for Construction
  - G9 Prepare and Distribute RFPs
  - G10 Evaluate and Select Vendors
  - G11 Manage Construction
  - G12 Develop Facilities Change Implementation Plan
  - G13 Prepare for Implementation
  - G14 Implement Facilities Change
  - G15 Evaluate Changed Facilities
- H Develop Performance-based Training**
- H1 Coordinate Information-gathering Approach (Optional)
  - H2 Determine Performance Requirements (Optional)
  - H3 Assess Training Requirements
  - H4 Draft Training Curricula
  - H5 Plan Training Design and Development
  - H6 Design and Prototype Training
  - H7 Develop Training
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  - H9 Conduct Training Pilot
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  - H11 Evaluate and Support PBT Programs
- I Assess Post-Implementation Results**
- I1 Assess New Performance Levels
- J Plan and Prepare for Continuous Improvement**
- J1 Initiate Continuous Improvement Program
  - J2 Develop Detailed Continuous Improvement Plan
- K Launch Continuous Improvement**
- K1 Train the Continuous Improvement Trainers
  - K2 Train Continuous Improvement Teams
  - K3 Launch Continuous Improvement Teams
  - K4 Evaluate and Support Continuous Improvement Activities
- L Renew Continuous Improvement**
- L1 Assess Continuous Improvement Results
  - L2 Renew Continuous Improvement Program

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