

**DEALING WITH HIDDEN RESISTANCE
TO ORGANIZATIONAL CHANGES:
PROCESS WORK TOOLBOX FOR MANAGERS**

A Final Project Submitted in Partial Fulfillment
of the Requirements for the Master of Arts in
Conflict Facilitation and Organizational Change

by
Yury Pavlenko

Process Work Institute
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Abstract

This is an educational project that included creating and leading a workshop for managers enabling them to deal with and reduce hidden resistance to change. I designed a pilot workshop that I led on 25 October 2012 in order to identify the relevant issues/ tools needed to work with resistance to change. The workshop was attended by 12 people—representatives of Russian and international business companies—who are interested in and are working with organizational change. Top managers, HR directors, and managers are among them. The project also included the following activities: creating a program, script, and exercises for the workshop, preparing handouts for participants, gathering feedback from participants, and writing this contextual essay.

This essay shows the contribution of Process Work to change management and explains why we call Process Work a cutting edge approach in modern management. It also provides a Process Work toolbox for managers in dealing with hidden resistance, along with background theory and exercises.

Results of participants' feedback indicate the relevance and timeliness of Process Work tools for business practitioners. They also suggest refinements of the workshop that are needed and clarify new directions that could be useful.

Simply, this final project expands the range of possibilities in which to apply Process Work approaches in business contexts.

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Table of Contents

Abstract	iii
Acknowledgments.....	iv
List of Figures	x
Chapter 1: Introduction	1
Importance of the Issue for Management	1
Final Project as a Way of My Personal Development	3
Structure of the Contextual Essay	4
Chapter 2: What Is Organizational Change?	5
Different Kinds of Organizational Changes	5
Modern Management Views of Organizational Changes	7
Open system.....	7
Social system	7
Sociotechnical system.....	8
Organization as a living system	11
Chapter 3: What Is Resistance to Organizational Change?	12
Definition	12
Signs of Resistance	12
Open (Active) Resistance	13
Hidden (Passive) Resistance	13
Reasons for Resistance	14
Resistance to the unknown.....	14
Resistance to loss of something important.....	15
Resistance to style of leadership.....	16
Influence of Russian Culture on Resistance to Change	18

Approaches to Resistance	19
Chapter 4: Organizational Change From the Process Work Perspective	22
Organization as a Living System	22
Changes and Levels of Perception	22
Chapter 5: Resistance to Change From the Process Work Perspective	26
Resistance as a Field Phenomenon	26
Roles.	26
Organizational fields tend to be balanced by the roles.	26
Resistance as a role in the field.	27
Roles permeate all levels.	27
Resistance as a Ghost Role	29
Resistance as a Personal and Organization Edge.....	30
Resistance as a Reaction to High Rank and Power.....	32
Chapter 6: How to Deal With Hidden Resistance: Process Work Toolbox for Managers.....	35
Process Work—Innovative Approach to Resistance	35
Resistance as System Feedback	35
Integrating Visions of Leader and Saboteur—Way of Least Resistance.....	36
Reasons for Hidden Resistance.....	37
Levels of Resistance	37
Steps for Dealing with Hidden Resistance.....	38
Inner Work—Exploring One’s Own Resistance.....	38
Exercise: Dialogue Between Leader and Saboteur.....	39
Creating a Safe Atmosphere—Rank Awareness	39
Exercise: Rank of the Leader	39

Unfolding the Signals of Hidden Resistance—Working With Double Signals	40
Signals of hidden resistance	40
Unfolding double signals	41
Use appropriate metaskills	41
Metaskills of the manager in working with hidden resistance	41
Name the signal that you noticed in your partner’s behavior	42
Show your partner that you understand that there’s an opinion / idea behind this reaction	42
Ask your partner to share his / her opinion / idea / expectations	42
If the Critic appears . . .	42
Negotiations—Integration of the Message (Information) of the Resistant Part	43
Developing Communicative Strategy for Working With the Stakeholders	43
Exercise: Communicative Strategies for Decreasing Resistance	43
Chapter 7: The Workshop	46
Title and Objectives of the Workshop	46
Participants	46
Challenges	47
My one-sidedness as a trainer	47
Understandable theory	48
Using steps	49
Using sensory grounded examples	49
Language and terms	49
Participants’ Feedback	50
Limitations and Refinements	52
Chapter 8: Conclusions	53

Contribution to Process Work and Change Management.....	53
My Personal Development.....	54
Next Steps	55
References.....	57
Appendix: Workshop Materials.....	60
Detailed Agenda of the Workshop.....	61
Power Point Presentation	67
Participant Final Feedback Sheet.....	74
Participants' feedback after the workshop.....	75
Home Task Sheet	77

List of Figures

Figure		Page
1	Sociotechnical iceberg model of organizational changes.....	10
2	Levels of perception and experience (Amy Mindell, 2002).....	23
3	Process Work iceberg model of organizational changes.....	25
4	Resistance as a phenomenon of the field (C = change, R = resistance).....	29
5	Resistance as system feedback.....	37
6	Vector model (composition of vectors): Vision of the Leader And Vision of the Saboteur.....	38
7	Mind Map.....	46

Chapter 1: Introduction

Importance of the Issue for Management

As a trainer and a consultant I have been working with different organizations since 2002. Organizational changes are the most challenging part of management for my clients as well as for me. Doing a literature review I found that the importance of organizational changes is stressed by many authors. Many researchers believe that success of a company is related to effective change management. Bouman and Koopmans (2007) note that “change is a continuous process; in fact, it appears to be the only constant factor in organizations” (p.32). Bridges (1996) points out that, “tomorrow’s successful organizations in every field are going to be the ones that are learning how to deal successfully with continual change today” (p.7). Heller and Hindle (1998) postulate that “change is the single most important element of successful business management today. To remain competitive in an increasingly aggressive market, organizations (and individuals in them) have to adopt a positive attitude to change” (p.697).

The reason why researchers focus on organizational changes is also the fact that “the majority of organizational change efforts fail. Senior corporate leaders report that up to 75% of the change projects do not yield the promised results” (Wheatley, 1999, p.138).

Maurer (2009, p.1) adds new figures here, as follows:

- only about 30% of re-engineering projects succeed
- 23% of mergers make back their costs
- 43% of quality improvement efforts are worth the effort
- 9% of major software applications are worth what you pay for them

Maurer (2009) also mentions that,

Fortune 500 executives said that resistance was the primary reason changes failed. And 80 percent of the chief information officers said that resistance—not a lack of technical skills or resources—was the main reason why technology projects failed. It's that soft, touchy-feely, human reaction of resistance that matters. (p.1)

Bridges (1996) adds to this point that,

the very goals of changes on which the organization's future depends are often threatened by the effects of the changes on the people who must carry them out. We encounter resistance to the change, which slows down their implementation, increases their cost, and may in the end force them to be abandoned. (p.8)

My experience also proves it to be true. My clients name resistance to changes as the key problem that managers face while implementing changes. Conducting a workshop on change management in 2011, I asked the participants (Top managers and HR managers of 25 companies) what questions they were interested in within the topic of change management. More than 50% of their answers belonged to the topic of resistance to change.

I also see that the cause of numerous failures to implement organizational change lies in the fact that managers do not handle resistance effectively. They do not have tools about how to work with resistance and do not know what to do with it. They either try to suppress it or ignore it. Resistance then becomes hidden, doubling the complexity of working with it.

Starting work on the project, I intuitively understood that Process Work can give managers missing tools that will help them be successful in managing changes. So, from a professional point of view, the purpose of the final project is to develop a workshop for managers for dealing with hidden resistance to changes in organization based on the Process Work approach.

Work on the workshop raised many questions for me, such as

- What can Process Work bring and add to modern change management?

- What Process Work tools might be or should be in the toolbox of a manager?
- How can I make the Process Work concepts and tools more understandable and easily applicable for business people?

The exploration of these questions is an important part of my final project. There is also another side of the final project—my personal development.

Final Project as a Way of My Personal Development

My meeting with Process Work and further study in the certificate program in Saint-Petersburg, Russia (2000-2004) has changed my life radically. Process Work helped me to make courageous steps and pass through serious transformations. I have started to study psychology at the professional level and changed my occupation from manager to trainer and consultant. I have survived a divorce and created a new family. However, the most important is that I have been changing my philosophy and attitude toward change since then, which now I view more as a natural and constantly ongoing process.

When I started work on the project I feel like Process Work helped me personally go through a lot of changes and transformed my personality and I want to share this knowledge with others. However, I could not describe how this is happening to pass this knowledge to others. Thus, I had not been able to teach others how to do it. Questions went through my mind such as, will I be able to do it; do I have a right to do it? and so on.

On the other hand, when I was thinking about the person who can do it, the guru image—a generalized character of my teachers (including Arnold Mindell), well-known discoverers (like Konstantin Tsiolkovsky) and scientists (headed by Albert Einstein)—came immediately to my mind. This is the image of a self-

confident person relying on his feelings and intuition, who is capable to transmit this internal knowledge to others. Working on this figure accompanied all my work on the final project. So, in terms of my personal development, the final project is a way to integrate my inner guru.

Structure of the Contextual Essay

The structure of the contextual essay assists in tracking the way the workshop was developed and also provides findings and conclusions. The 2nd and the 3rd chapters give you a brief review of modern management views on organizational change and resistance to change. They attempt to answer the question: What view does Process Work offer to the field of modern change management?

The 4th and 5th chapters provide a Process Work perspective on organizational change and resistance to change. This forms the specific context in order to understand the background and philosophy of Process Work tools that I used in the workshop.

The 6th chapter describes a Process Work toolbox for managers. This chapter is a workshop program. Here you can find the structure of the workshop and exercises.

The 7th chapter shows the challenges that I met while developing and leading the workshop. It also provides participants' feedback.

In the Conclusions you can find the contribution of the final project to the application of Process Work to change management. It also points to the next steps that call to be done on that path.

Chapter 2: What Is Organizational Change?

In this chapter, I discuss various theories on organizational change, and what I found through surveys I gave to top managers regarding the kinds of changes they are facing. In this contextual essay I do not claim to investigate the question from all possible points of view. My main goal here is to build an understanding of where Process Work stands in today's management system, and to bring this understanding to the participants of the workshop.

Different Kinds of Organizational Changes

To get started on the project, I had to answer the question—"What is organizational change?" When reviewing the relevant literature, I found many descriptions of different shapes that organizational change may take. Some of them are as follows.

Burke (2011) describes, "revolutionary versus evolutionary, discontinuous versus continuous, episodic versus continuous flow, transformational versus transactional, strategic versus local options" (p.22). Burke (2011) also talks about planned change as a "deliberate, conscious decision to improve the organization in some manner or perhaps to change the system in a deeper, more fundamental way" (p.144) and unplanned change, in which case

the organization has to respond to some unanticipated external change, for example, creation of a whole new technology that affects the very core of the business, as was true for Swiss watchmakers when the digital version came on the scene. In unplanned change, the response is adaptive and often spontaneous. (p.144)

Bouman and Koopmans (2007) also emphasize that "changes in organizations come in all shapes and sizes:

- Changes vary in scale. Most people associate change with massive restructuring operations which are viewed by all sorts of interest groups with

considerable keenness. However, most changes are on a much smaller scale, such as a new computer system or a change in a work process.

- Changes vary in the way they take place. There are gradual changes, such as a department that grows from 5 to 50 coworkers over a period of several years. There are also abrupt changes, such as the merging of three departments, where part of the activities are eliminated and several functions disappear.
- There are also changes that are imposed or initiated by you, such as an improved path within your department.
- Finally, there is difference between planned and unplanned changes” (p.32).

I surveyed Top managers and HR managers of 25 Saint Petersburg companies during a seminar on change management in 2011. The answers to the question of the survey: “*What changes do you face in your work?*” were as follows:

- Mergers and acquisitions
- New monitoring system and then reporting
- New activities
- New head/s of department or company
- New management structure
- Re-structuring
- Company growth.

According to their answers, the changes they face are usually planned.

Through the survey I also clarified that the concept of changes comprises both changes initiated by middle management and changes initiated by top management.

The concept of changes includes a wide range of types, from small local changes

inside departments to large transformational changes which influence the entire organization. I used these data to focus on planned organizational changes in my workshop.

This is all about different kinds of changes. However, I still did not have a whole picture of how modern management answers the next questions: What is the core of changes? What actually changes when planned organizational changes take place? What happens in the process of changes? These questions pushed me to continue my exploration. Also important to consider in my inquiry are the views of modern management to organizational changes, which I mention below.

Modern Management Views of Organizational Changes

Many different theories of organizational changes exist in the literature. The researcher's position towards change mainly depends on how they see organization as a system. Thus, I would like to distinguish between several directions of thought which have influenced the development of views in management.

Open system. Seeing an organization as an open system is a way to escape the rigid approach to organizational changes. See Frederick Taylor's approach to organization as a machine (Burke, 2011). "Based on the work of Viennese biologist Ludwig Von Bertalanffy, open systems work starts with the idea that the whole of the system is more than the sum of its parts" (Roberts, 1999, p.138). Von Bertalanffy declared that

any human organization was not a machine and should not be seen as one. It was a life-form, like a biological cell or living entity... To change an open system, you must learn to understand and influence the things that it takes in, and its relationship with its environment. Open systems researchers seek out the unconscious strategies by which the system maintains its integrity. (as cited in Roberts, 1999, p.138)

Social system. When approaching an organization as a social system you see the world through human interaction.

There are three key places to look if you want to understand the influence of social system on your potential for success. First are the social groups in your organization, and the interaction within them and among them... Second are the perceptions people hold of the forces that shape their social interactions: either tangible forces, as rules, roles, and reward systems, or intangible forces like power, pride, and attention to detail... Third are the purpose and goals of the system and whether they are understood and shared by everyone. (Roberts, 1999, p.140)

The approach to change in today's management was influenced greatly by Kurt Lewin and his followers. They defined an organization as a social system and described the dynamics of changes in a social group (see details in Burnes, 2004; Schein, 1964).

Sociotechnical system. The approach to an organization as a sociotechnical system refers to an organization as a combination of two systems: the social one and the technical one.

Considering organization change through a sociotechnical lens means that one would gather data about both the social and technical systems but would then consider and act with the perspective that the two are interdependent: A change in one system will directly affect the other, and this effect must be treated as another leverage in the change process. For example, changing a piece of software in an organization's information system (the technical) will directly affect how employees who use the software interact with one another in the future. (Burke, 2011, p.44)

Eric Trist (Burke, 2011) developed this idea in the middle of the 20th century. Today these ideas are further developed by Heifetz and his colleagues (2009) in their work on adaptive leadership.

Based on my 11 years of experience in working with managers of different companies, I can say that the approach to organization as sociotechnical system is the most common among business practitioners. Let us look at it in detail.

According to Heifetz, Grashow, and Linsky (2009), in the process of organizational changes managers face two challenges, one of them technical. This challenge involves particular technical changes which are to be applied. Examples of technical changes are:

- New IT system
- New equipment
- New technologies and so forth.

Technical challenges are clear to understand and tangible. It is the technical part that managers are most often focused on. However, apart from the technical challenge, there is adaptation. This challenge involves adapting the social system to new technical tasks. Adaptive challenge deals with elements such as:

- Corporate identity
- Values
- Behavioral standards and so forth.

Heifetz, Grashow, and Linsky (2009) note that “The most common cause of failure in leadership is produced by treating adaptive challenges as if they were technical problems” (p.19). The reason as seen by the researchers is as follows:

While technical problems may be very complex and critically important (like replacing a faulty heart valve during cardiac surgery), they have known solutions that can be implemented by current know-how. They can be resolved through the application of authoritative expertise and through the organization’s current structure, procedures, and ways of doing things. Adaptive challenges can only be addressed through changes in people’s priorities, beliefs, habits, loyalties. (p.19)

Adaptive challenges are

hard work not only because it is intellectually difficult, but also because it challenges individuals’ and organizations’ investments in relationships, competence and identity. It requires a modification of the stories they have been telling themselves and the rest of the world about what they believe in, stand for, and represent. (p.19)

In my view, an adaptive challenge is no other than a cultural challenge or an identity challenge for an organization. When describing changes in a social system, Kurt Lewin, Edgar Schein, and their followers in fact referred to changes to corporate

culture and corporate identity. My vision of how the technical challenge correlates with cultural challenges and identity of an organization is presented in Figure 1.

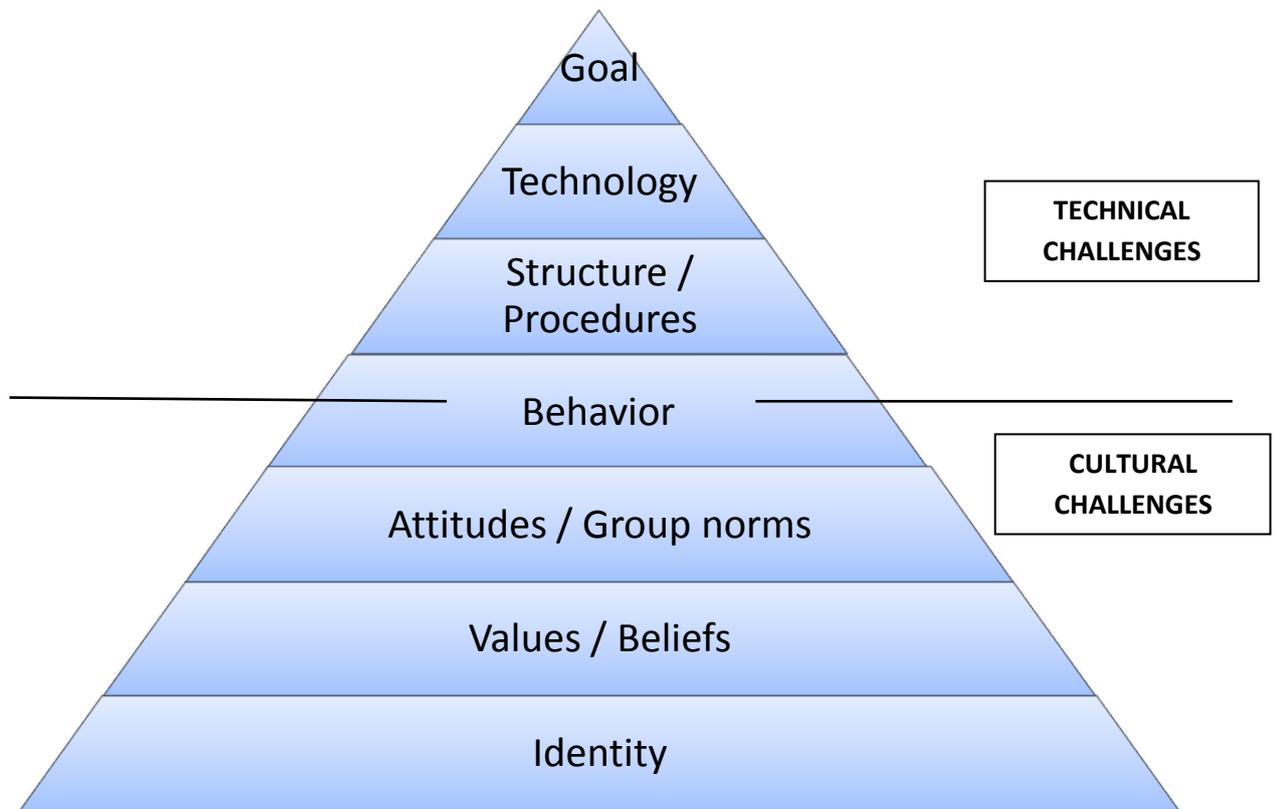


Figure 1. Sociotechnical iceberg model of organizational changes.

Sociotechnical iceberg model shows that the deeper the level, the harder it is to change. For example, according to this model, organizational goal is much easier to change than organization's identity.

In my experience, the way to measure the success of organizational changes is often to evaluate the effectiveness of technical solutions, which in turn depends on how successfully the cultural challenges were addressed. It is the part of the Iceberg model which determines the overall success of organizational changes. It is also the source of resistance which may lead to failure. We return to this model in the fourth chapter, to show what Process Work adds to it and how this idea is developed.

Organization as a living system. To complete the review of approaches to organizational change, I should also mention the foremost approach which defines an organization as a living system. Roberts (1999) notes that

The living systems perspective has emerged from the “new sciences” of the twentieth century: quantum physics, ecology, complexity mathematics, and chaos theory. This perspective assumes that human groups, processes, and activity are self-organizing... There aren’t any designers and reengineers to control the flow of information. Information courses rapidly through the organization in its own natural patterns. If the right people meet in diverse, frequent interactions, with a variety of patterns to those interactions, a beneficial reframing will emerge on its own.

Instead of looking for particular leverage points, a living systems thinker might listen for “where the system wants to go.” By amplifying or intensifying people’s overall awareness of the direction, new behaviors will naturally emerge, and propel the overall pattern of the system across a threshold into a new form. (p.144)

The ideas of the living system approach came to management through the work of Fritjof Capra (Burke, 2011), and are now being developed by Margaret Wheatley (1999).

Process Work also looks at an organization as a living system. Unlike other researchers of living systems, in addition to general ideas Process Work gives specific tools to manage such system using the self-organizing principle. How this principle relates to resistance to change we will see in detail in the fourth and fifth chapters.

The results of this short review showed me that Process Work stays ahead of the most advanced modern management views. It gave me extra motivation to work on my final project and allowed me to introduce Process Work to the participants of the workshop as the most innovative or cutting edge approach in today’s change management.

Chapter 3: What Is Resistance to Organizational Change?

In this chapter I explore the meaning of resistance as this is so central to the topic of my final project. This exploration also clarifies dynamics related to change including reasons for resistance, influence of the Russian culture on resistance to change, and approaches to deal with resistance. This chapter continues to build an understanding of the place of Process Work in modern management concerning resistance to organizational change. I have made some links between modern management and Process Work views in this chapter and left detailed description of Process Work approach for chapters 5 and 6.

Definition

To my surprise, I did not find many definitions of resistance in specific literature on management. Most authors define resistance as “a restraining force moving in direction of maintaining the status quo” (K. Lewin as cited in Piderit, 2000, p.419). For example, Watson (1967) defines resistance to change as “all of the forces that contribute to stability in personality or in social systems” (p.364).

Changing minds.org (2012) defines resistance to change as

the action taken by individuals and groups when they perceive that a change that is occurring as a threat to them. Key words here are “perceive” and “threat.” The threat need not be real or large for resistance to occur. In its usual description it refers to change within organizations, although it also is found elsewhere in other forms. Resistance is the equivalent of objections in sales and disagreement in general discussions. Resistance may take many forms, including active or passive, overt or covert, individual or organized, aggressive or timid. (p.1)

Signs of Resistance

Based on my experience of working with business organizations as a trainer and consultant, I can identify the following manifestations of resistance to change:

- Lack of enthusiasm and motivation;
- Staff members say “yes” but nothing is done;

- Missed deadlines;
- A lot of explanations “why this is impossible”;
- Delays;
- Staff members are skeptical;
- Gossip and rumors in the team;
- Employees criticize proposed ideas without offering reasonable alternatives;
- Participants being openly against the idea of change.

These signs can be divided into two categories:

- Open (active) resistance
- Hidden (passive) resistance.

Open (Active) Resistance

Heller and Hindle (1998, p.744) describe active resistance.

If opposition is openly started and clearly visible, it is active resistance. Opposition to the content of a project will surface in argument and criticism... Active resistance occurs where people are taking specific and deliberate action to resist the change. (Change minds.org, 2012, p.2)

It may be seen from an expression of disagreement and public statements to strike and sabotage. According to Change minds.org (2012), active resistance “is at least visible and you have the option of using formal disciplinary actions (although more positive methods should normally be used first)” (p.2).

Hidden (Passive) Resistance

Bouman and Koopmans (2007) identify passive resistance as follows:

“Employees surrender to the new situation, but ‘compensate’ for any discomfort by decreasing their level of motivation to work, giving more attention to other activities inside or outside the job, complaining, and/or being absent” (p.34).

Passive resistance occurs where people do not take specific actions. At meetings, they will sit quietly and may appear to agree with the change. Their main tool is to refuse to collaborate with the change. In passive aggression, for example, they may agree and then do nothing to fulfill their commitments. (Change minds.org, 2012, p.2)

Heller and Hindle (1998) suggest that one

suspect passive resistance if you cannot find people when you want them, if they will not contribute in meetings or even attend them, if they hold back information, if they delay or block messages, or if they seem to block change while paying lip-service to it. (p.745)

Many authors have noted that the passive resistance “can be very difficult to address, as resisters have not particularly done anything wrong” (Change minds.org, 2012, p.2) and could become a serious obstacle to organizational changes. “During a change programme, passive resistance can be just as effective as strident opposition. Successful change requires active collaboration: its absence may be a powerful restraint” (Heller & Hindle, 1998, p.745).

In the literature, much has been written about how to work with active resistance (ranging from various techniques of conflict resolution and negotiation to administrative methods), but no techniques and approaches to working with hidden (passive) resistance, except a common recommendation to increase of motivation and engagement of employees. This was the reason I focus on working with hidden resistance in the project and turned to Process Work tools. We will discuss them in 5 and 6 chapters.

Reasons for Resistance

There are many classifications of reasons for resistance. I have pointed out a number of reasons which different authors agree on.

Resistance to the unknown. Any organization changes usually involve more or less “a shift away from a known situation, with all its familiarity, comfort, and advantages. The people affected are exchanging the known for the unknown, certainty

for uncertainty, existing patterns of behavior and adaptation for new patterns” (Burke, 2011, p.110). Uncertainty creates fear, concern, and anxiety. Most people do not like being uncertain about things. According to Bouman and Koopmans (2007),

not knowing what to expect or what the next step will be makes people uncomfortable. If they feel that they might, so to speak, fall under the moving train, then change is dangerous. They prefer misery they know to misery they don't know and, therefore, they resist. (p. 43)

Maurer (2009, p1) identifies a number of factors that increase resistance to the unknown:

- Lack of information;
- Disagreement with data;
- Lack of exposure to critical information;
- Confusion over what it means.

Reactions to the uncertain and the unknown differ in different national cultures. To demonstrate these differences, Geert Hofstede (2010) used the *Uncertainty Avoidance Index*. This index

reflects the extent to which members of a society attempt to cope with anxiety by minimizing uncertainty. People in cultures with high uncertainty avoidance tend to be more emotional. They try to minimize the occurrence of unknown and unusual circumstances and to proceed with careful changes step by step by planning and by implementing rules, laws and regulations. In contrast, low uncertainty avoidance cultures accept and feel comfortable in unstructured situations or changeable environments and try to have as few rules as possible. People in these cultures tend to be more pragmatic, they are more tolerant of change. (Wikipedia, 2012)

I explore the specific style of resistance to changes formed by the Russian cultural context in this chapter below. To see how Process Work identifies reaction to the unknown, go to chapter 6.

Resistance to loss of something important. Warner Burke (2011) claims that “the phenomenon of resistance to change is not necessarily that of resisting the change per se but is more accurately a resistance to losing something of value to the

person” (p. 108). H. Levinson (as cited in Burke, 2011, p. 108) has argued that “the more psychologically important the loss, the more likely one’s behavior will take the form of resistance.” He also said that “all loss needs to be mourned . . . and that people should have an opportunity to discuss and deal with their feelings if they are again going to be able to perform effectively on the job” (H. Levinson as cited in Burke, 2011, p. 108).

Heifetz, Grashow, and Linsky (2009) develop this idea:

The people you are asking to make changes experience your initiative as a threat to something they value. What they value might be some deeply held belief about right or wrong or about the way the world works or should work. Or it may be nothing deeper than a desire to maintain what is stable, predictable, and familiar in their lives. Resistance to change stems from a fear of losing something important. (p. 96)

They provide a list of potential losses: identity, competence, comfort, reputation, time, money, power, control, status, resources, independence, righteousness, job, and life.

Warner Burke (2011) also focuses on

another form of loss that leads to resistance can come from one’s experiencing a lack of choice, that is, the imposition of change, or being forced to move to some new state of being and acting. . . This reaction is so strong, in fact, that people frequently will not bother to defend their beliefs and may even change them to oppose others’ attempts at changing them. In some cases, the issue of advantage and change are in conflict, leading to a situation in which people may prefer to continue on a path that is not in their best interests rather than to give up the feeling of free choice. (p.109)

Loss of free choice is in many ways intertwined with the next reason.

Process Work considers different losses as edges. To see what edges are and how they affect the resistance to changes, go to chapter 6.

Resistance to style of leadership. Speaking of leadership style, I mean the way the changes are implemented: whether personnel are involved in decision making, how the leader builds relationship with their people, what level of confidence they feel. Not only do these aspects of relationship become the reason for resistance,

but they also define the core of resistance. One of the researchers who identifies resistance to change as a reaction to the way a change is being led is Rick Maurer (2009). He gives a clear message to the leaders,

people are not resisting the idea—in fact, they may love the change you are presenting—they are resisting you. Maybe their history with you makes them wary. Perhaps they are afraid that this will be “a flavor of the month,” like so many other changes, or that you won’t have the courage to make the hard decisions to see this through... People may resist those you represent. The statement, “Hi, I’m from headquarters, I’m here to help,” often leaves people skeptical. If you happen to be that person from headquarters, you’re going to have a hard time getting people to listen to you. (Maurer, 2009, p.2)

This example brings up the issues of dynamics, power, and influence in an organization. John Kotter (1985) points out how complicated this dynamic is:

Supervisory jobs are routinely referred to as positions of “authority” because such jobs provide the incumbents with a certain amount of power over subordinates—power in the form of the right to hire or fire, budgetary resources to support subordinates, etc. What is just as routinely ignored is the other side of the coin—the amount of power subordinates as a group have over their bosses. (p.81)

To complete the overview of the dynamics of power as seen by management today, I should mention Geert Hofstede’s *Power Distance Index*, which demonstrates to us how different cultures see power distance.

Cultures that endorse low power distance expect and accept power relations that are more consultative or democratic. People relate to one another more as equals regardless of formal positions. Subordinates are more comfortable with and demand the right to contribute to and critique the decision making of those in power. In high power distance countries, less powerful accept power relations that are more autocratic and paternalistic. Subordinates acknowledge the power of others simply based on where they are situated in certain formal, hierarchical positions. (Wikipedia, 2012)

The influence of the Russian cultural context on the dynamics of power is described below.

Process Work focuses on dynamics of power in corporate relationship and introduces the idea of rank (both leaders’ and subordinates’ rank). The idea of rank

and why it is important that leaders use their rank consciously is discussed in detail in chapter 6.

Influence of Russian Culture on Resistance to Change

Another factor that influenced the choice of the topic of my final project was my study of the features of Russian culture and its influence on the resistance to change, which I did in preparing for the Conflict, Culture and Community Class (Pavlenko, 2011). I quote here the main conclusions of the study to show the features of Russian management.

Based on Geert Hofstede's research (see <http://www.geert-hofstede.com/>) Russia has one of the highest levels of Uncertainty Avoidance Index and Power Distance Index in the world. This develops special dynamics of rank and power within organizations and generates specific resistance to change. Considering how it affects the dynamics of rank and power within organizations, I can identify several key points.

- A. All power in the organization is focused on the manager. Employees often feel powerless and unable to somehow influence the situation. For example, trade unions are not the real power in Russia, partly because of their lack of faith in the possibility to change something.
- B. Along with the power, full responsibility focuses on the manager. Responsibility for all decisions, results, and so forth. This situation generates, on one hand, indifference of workers and their irresponsibility. Very often it can be heard from employees, "Why do my best, if nothing depends on me anyway?" On the other hand, it is the manager's hyper-responsibility. He feels tremendous pressure of responsibility and expectations. This creates fear and reluctance to delegate authority, (i.e., to

share power and responsibility). Managers often complain that they cannot put trust in their employees.

- C. Too long a distance from power hinders the dialogue between those who have formal authority and those who do not possess this power. This, in turn, forms the basic style of changes in organizations—an authoritarian style. This is reflected in the fact that it is “easier” for the manager to use formal authority and “push” the needed changes, often at the expense of worsening conditions for subordinates, than to build a dialogue with them.

In conjunction with other factors, it generates specifically Russian features of resistance to change:

- a. Highest rate of Uncertainty Avoidance Index indicates that resistance is provided to any changes, as any change involves uncertainty to some extent.
- b. Due to high rates of Power Distance Index, resistance to change is mostly hidden, in the form of silent sabotage, omissions, skepticism.
- c. Whereas the primary thing in Russia is acceptance of a long distance from authority, the secondary one is a complete non-acceptance of authority. This can be expressed in resisting any managerial influences, especially if they are produced in an authoritarian style.

These features of Russian resistance to change informed a special approach in dealing with resistance among Russian managers. I call it “traditional” and describe it below.

Approaches to Resistance

Almost all the researchers agree that resistance to change should not be ignored. Maurer (2009) indicates that “the better we are at seeing what causes resistance, the easier it will be to build support for our ideas. In other words, if we

understand resistance, we also understand the other side of that coin—support for change” (p.1).

Kurt Lewin and his followers emphasize the importance of reducing resistance.

The more usual strategies of increase pressures by persuasion and dissuasion raise tensions within the system. If the opposite strategy—that of neutralizing or transforming resistance—is adopted, the forces for change already present in the system-in-situation will suffice to produce movement. (Watson, 1967, p.364)

Several researchers see a positive aspect of resistance to changes, and believe resistance to be important for the organization. According to Bouman and Koopmans (2007), “resistance can also be a sign of commitment to the organization and concern for its future. After all, these people keep the train on its rails” (p. 42). Warner Burke (2011) noted that “resistance to change is not necessarily a bad thing. Apathy is worse. At least with resistance, there is energy, and the person cares about something” (p.110).

Despite the fact that many authors have noted the importance of working with the resistance, in practice, working with local and international companies operating in Russia, I encounter mostly the following “traditional” approach of managers to resistance:

- Managers have a tendency to ignore the signals of resistance and/or
- To suppress resistance using authority or status.

The reasons for this attitude I see as the following:

- Managers see resistance as a nuisance;
- Managers have no instruments for working with resistance;
- Managers use only their authority and don’t use their leadership potential fully.

I call this a traditional approach, as opposed to the innovative approach that Process Work offers and which I used in the workshop. This is discussed further in Chapter 6. The main points of the Process Work approach are as follows:

- See resistance as an important element (and even a resource) within the system;
- Create a safe atmosphere through the using of manager's rank in an effective way;
- Address the signals of resistance directly;
- Unfold the signals of resistance to understand the message behind them.

Chapter 4: Organizational Change From the Process Work Perspective

In this chapter I explore the views of Process Work on organizational change. This exploration was important for me in order to gain a simple model that I could present to managers. Thus, I present the results of this exploration as a Process Work iceberg model of organizational changes.

Organization as a Living System

Process Work considers an organization as a living system, which has an intellect or “self-organizing principle.” Max Schupbach (2010) notes that,

the term “self-organizing” is most often used today as a euphemism for a process that we have no control over. If the process is not organized by a person or the leader, so goes the thinking, it must be self-organizing. Consequently, our awareness is usually focused on what we can organize, and disturbed by what seems to be un-organizable and unpredictable. (p.6)

He also emphasizes that the main aim of Process Work is “making the self-organizing structure visible, which allows for interaction around it” (2010, p.6). In order to understand what a source of intelligence of the organization is and how a self-organizing principle shows itself, let’s look at Process Work’s levels of perception of reality.

Changes and Levels of Perception

Process Work identifies several levels of perception or experience: Consensus Reality Level, Dreamland or Dreaming Level, Essence or Sentient Level.

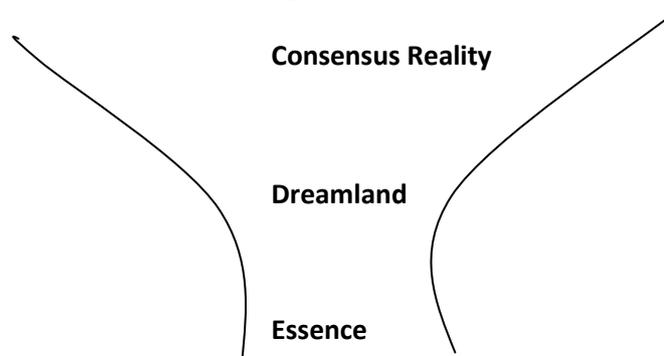


Figure 2. Levels of perception and experience (Amy Mindell, 2002).

The first level addresses the measurable Reality—“Manifested Potential” that can be measured, and is therefore considered “real.” The term Consensus Reality Level is used to show that this level does not describe something that is actually “real,” per se, but rather a collective agreement about reality that changes in relation to culture and scientific progress. (Schupbach, 2010, p.6)

We can refer explicit goals of the organization, technology, structure, and procedures to the level of consensus reality. Here we also can refer cultural and behavioral rules and norms which are described in documents and/or are accepted by all employees.

The second level addresses that which is emerging. It describes potentials that we can perceive, but have not yet manifested in form. This is the “imaginary” level. We can already make a picture of it, it is about to emerge—in fact it actually has emerged as a picture, but this picture has not manifested itself as a measurable event. Following the concept of the Australian Aboriginals, who use different categories of emergence to frame change processes in time, we call this the Dreaming Level, or the emerging level. (Schupbach, 2010, p.6)

Schupbach (2010) emphasizes that “potential and emerging processes are often referred to as ‘emotional’ processes, which belong to a subcategory of emergence—all emotional processes have an emerging potential in them, but not all emerging potentials are ‘emotional’” (p.7). Reactions to changes are also referred to as emotional aspects. Also to this level we can refer the atmosphere and mood of an organization, implicit attitudes, values, and beliefs.

The next level is called the Sentient Level or Essence Level.

This is a third level that we relate to, a level in which everything is connected. At this level, the organization is an undivided whole with a collective mind—there is no conflict or relationship, all is one... On this level, we find basic essences that preclude dualism. Although we can sense this level, it can’t quite be described in words. (Schupbach, 2010, p.7)

“Experiences here are the seed, or core, of an experience from which the other realms of Consensus Reality and Dreamland arise” (Amy Mindell, 2002, p.4).

The basis of this level is the intentional field. “The intentional field is like a mysterious field that is moving us; like a magnetic field that organizes and guides us

through life; a guiding wave that is invisible and immeasurable”(Amy Mindell, 2002, p.6). In order to show the relationships of the essence level and the intentional field,

Arnold Mindell notes

the essence is the name for the general area of sentient experiences. It can be envisaged as the moon in the sky. The intentional field then, can be imagined as the gravitational field that pulls on the waves of the ocean. We see its effect on the water but we cannot see it directly. It is invisible yet palpable. The waves symbolize the way in which the intentional field arises in Dreamland and Consensus Reality could be understood as a boat sailing on top of the water. (as cited in Amy Mindell, 2002, p.6)

I brought together all of the above based on the sociotechnical iceberg of organizational changes (see Figure 1), and obtained the Process Work iceberg model of organizational changes (see Figure 3).

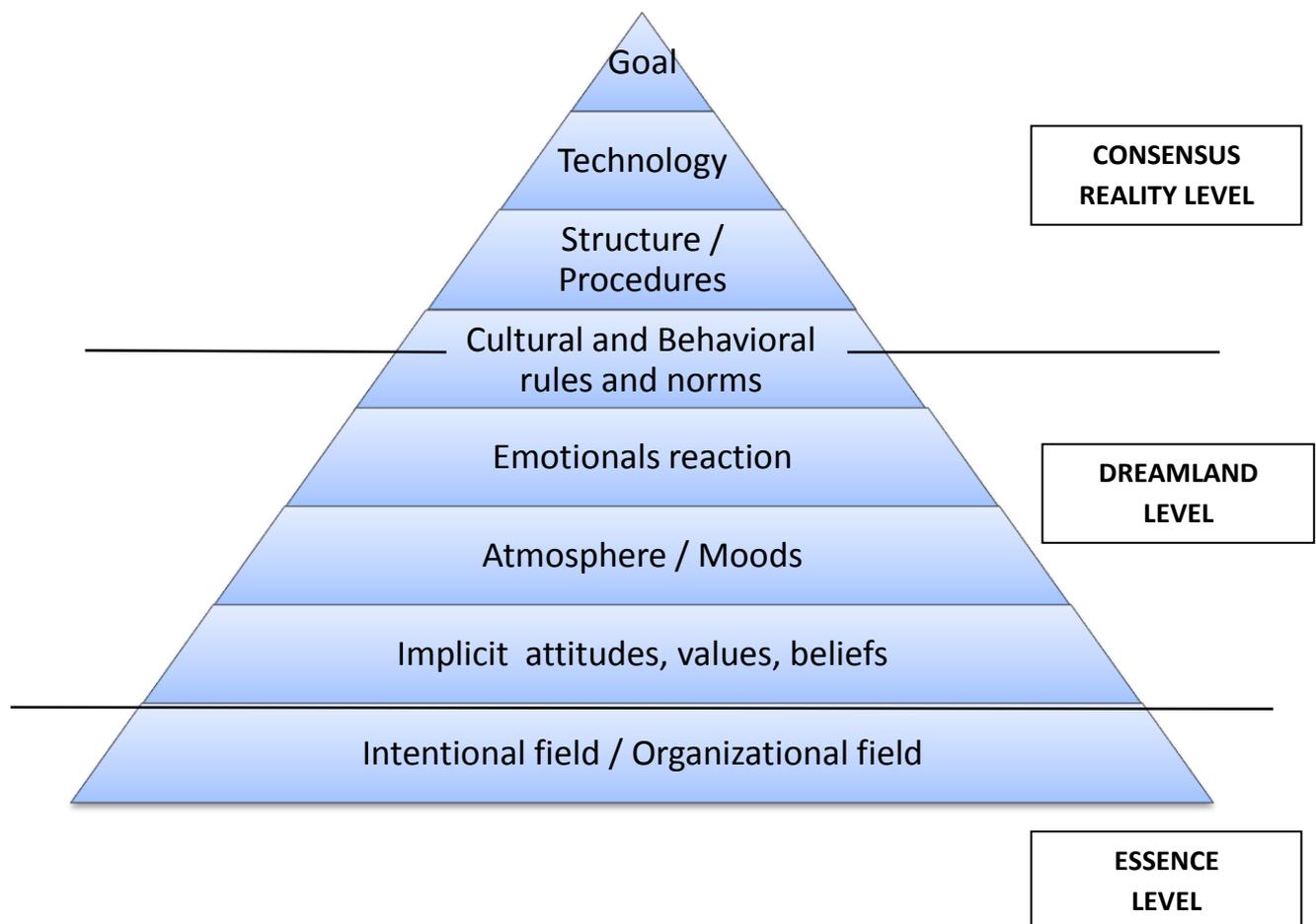


Figure 3. Process Work iceberg model of organizational changes.

Max Schupbach (2010) affirms that, “framing the experiences and events that take place in organizations according to these levels allows us to understand the organization as a living being in a process of change with a spirit that wants to express itself”(p.7). Process Work considers changes as a process of manifestation of the spirit or intentional field, which is expressed in a constant flow of signals at all three levels of perception or experience.

All three levels interact together and create a picture that shows a process which is ultimately creative and meaningful, pulled by the future as much as it is driven by the past. Unfolding this meaning allows us to co-create an emerging future, and to watch seemingly unrelated or even disturbing events fall into place, creating a bigger picture. From this perspective, we find that most problems contain their own built-in solutions. (Schupbach, 2004, p.7)

Process Work emphasizes the importance of using “awareness to notice and give voice to the whole field, all the various parts, and enable those various parts and polarities to flow with one another a little better” (Process Work Institute, 2010, p.17).

In analyzing the relevant literature, I became aware that different terms were used for “the intentional field” (e.g., field, Mindell, 2004; spirit, Schupbach, 2010; processmind, Mindell, 2010). In order to avoid confusion and to make this term more understandable for managers I use the term “organizational field.” In the next chapter we consider in detail characteristics of the organizational field and resistance to changes as manifestations of this field.

Chapter 5: Resistance to Change From the Process Work Perspective

This chapter explores Process Work's view on resistance to change and provides a framework for Process Work tools that I use in the workshop. This chapter also contains a part of the workshop handout.

Resistance as a Field Phenomenon

Process Work considers resistance as a field phenomenon, in which there is an organization. In order to explain the influence of the field, the founder of Process Work Arnold Mindell (1992) gives an example from physics: "if you put a magnet under a piece of paper and brush metal filings onto the surface of the paper, then you notice the magnet's force field. It organizes the filings"(p. 24).

Mindell (1992) explains the effect of the field on social systems:

There are businesses, cities, nations, religions, and races, and all these groups have particular patterns, agreeing on specific values and visions, even if these are not explicitly stated. Everyone in a group is connected by the same beliefs and values...

Even though a field is invisible and much larger than the people it moves, it manifests itself quite practically in our beliefs. We experience our values and visions as pressing us to do certain things, and we sense these values as grouping us together, creating identities. (p. 25)

Roles. In an organization the field manifests itself through roles. We can describe the role as a

position or point of view, depending on time and place. Roles are not fixed in the organization. They are fluid, in the course of time they is filled with different contents by different individuals and groups. For example, in sport the role of leaders is often associated with a specific person in the team. But what happens if, for example, this person is absent due to injury? Very often there is a new team leader! That is, the role is still there, only now it takes another person. (Pavlenko, 2010, p.2)

Organizational fields tend to be balanced by the roles. Mindell (1992) notes that, "the tendency for systems to balance themselves and reach equilibrium is thus an attractor. In Chinese philosophy the female energy, Yin, swings toward and balances the male energy, Yang, just as dissent follows agreement" (p. 41). "Self-

balance becomes wise in that special case when all parts are encouraged to express themselves completely. Only when explosiveness and sensitivity, leaders and disturbers are fully present and supported will a system usefully resolve its own problems” (Mindell, 1992, p. 42).

Resistance as a role in the field. Thus, Process Work considers resistance to planned organizational changes as a tendency or a role in the field, which balances the forces seeking to change the system.

According to the field theory, as soon as the role of the Leader-Supporter of changes appears in an organization, it is instantly followed by the opposite role of the Saboteur who resists changes. Thus, when there is a process of changes, there is always a Saboteur. It may look discouraging for the Leader; however the good news is that the Saboteur role also brings potential and useful resources into the organization. This role has its values, its special attitude to changes and when managed the right way, can reinforce the Leader’s position. (Pavlenko, 2010, p.3)

Julie Diamond and Lesli Mones (2011) also emphasize the value of resistance.

The things that create the resistance are just as crucial to the growth process as the things that look like they overtly support the move forward. Plants get stronger or not. Challenges create the opportunity to improve. All growth arises out of reinforcing and limiting processes. (class 3, p.1)

Roles permeate all levels. Another important point in the field theory is that the roles permeate all levels of a social system:

- Individual level
- Level of relationship
- Level of group / team
- Organizational level.

Based on the holographic effect, each element of the system represents the entire system. We can say that the resistance, which is present in the system, is represented at all levels, including inner level—within the feelings and perceptions of each person who is within the system. So the roles of leader and saboteur are present

at all levels of the organization, including the inner level. This means that even the most ardent supporter of change feels a resisting part inside yourself and the most ardent supporter of the status quo has an inner part that wants to change.

Thus, Process Work offers a fundamental change of view on resistance in management. It shifts from “manager is a representative of the leadership for change, and employee is a representative of the resistant part against changes” to “manager and employee have and feel within themselves as leadership, and resisting parts.”

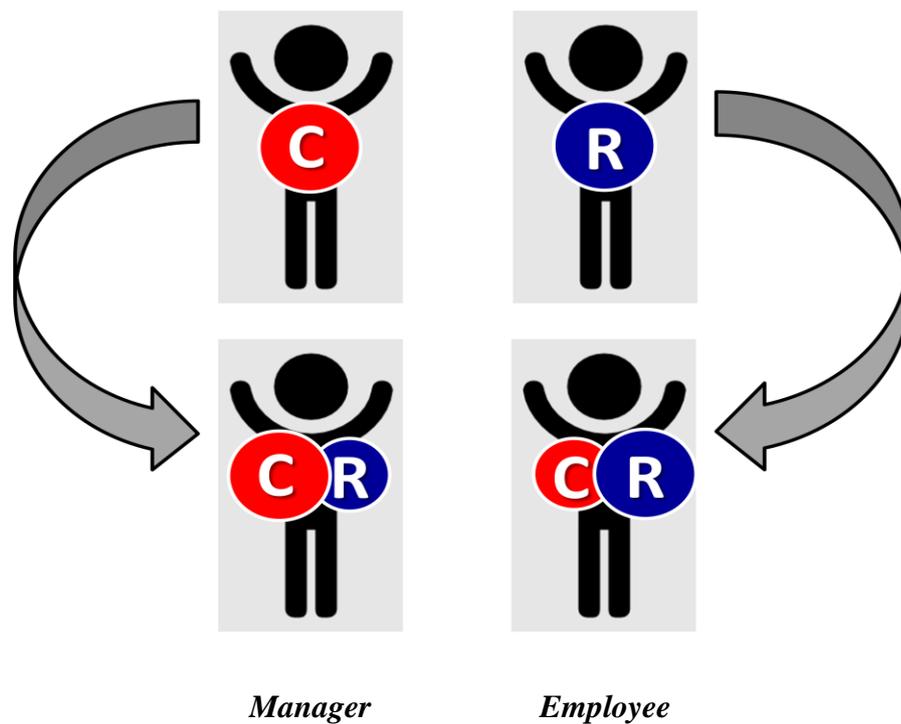


Figure 4. Resistance as a phenomenon of the field (C = change, R = resistance).

Through exploring their own doubts and inner resistance managers essentially explore the resistance throughout the organization. This turns the inner work of the manager into the main tool for the diagnosis and work with resistance in the organization. We talk more about this in Chapter 6.

Resistance as a Ghost Role

Mindell (1992) notes that “some time spirits [roles] are more difficult to identify because they are what I call ghosts, implied or background feelings in the atmosphere” (p. 42).

Ghost role is special in that it is not accepted by the organizational culture. This role is ignored and forced out of the corporate culture; then it goes to the underground and in the end turns out to be a ghost. All the team members (or most of them) feel it in the air, but the role never reveals itself. E.g., in an organization where being competent is the rule, the role of a non-competent employee is pushed out and becomes a ghost-role (the example is taken from Schuitevoerder, 2007, p.4). The organization might work well without this role; however the market brings new challenges every day. The company has to keep up and learn new things, and the first step here is for the team members to admit their incompetence. However, being incompetent in this company means being inappropriate, which creates a never ending circle. To break it, the ghost role is to be exposed (Pavlenko, 2010, p.3).

The reason why resistance to changes so often becomes a ghost role is that

the majority of business organizations profess the type of culture that can be identified as the cult of development. To develop, to improve, to change for the best—these are the rules in many companies. In any company we can openly discuss the effectiveness being increased, the business processes being improved etc. But have you ever heard anyone in any company discuss why changes should not be implemented? I never have, and not because there are no such discussions. There are a lot of them, but they are taken out of the conference rooms to the smoking rooms and to the lobbies, where employees can freely share their concerns about the forthcoming changes. Do listen to the rumours flying around when a company is implementing the process of changes. You will have all the information you need to understand why these changes are not successful.

[Resistance] becomes the ghost-role of the organization. The funny thing is that all the talking is always about someone resisting to changes, the resistance is in the air, and everyone feels it but the guilty one is never to be found. No one would ever say out loud, “I am against these changes.” Everyone seems to be trying so hard to make it work but nothing seems to work out. (Pavlenko, 2010, p.3)

Process Work emphasizes the importance of unfolding ghost roles:

Ghosts such as jealousy, love, contempt, and dignity need to be brought forward and identified as well. Once all the parts are identified, they must be encouraged to speak. A system that gives no time or space to its ghosts will eventually be disturbed or destroyed by them. (Mindell, 1992, p. 42)

Hidden resistance is a ghost role in an organization and one of the main problems for managers. The main difficulty is how to make dialogue with this role possible since all are afraid to express it directly. Tools that Process Work offers for this, we cover in Chapter 6.

Resistance as a Personal and Organization Edge

Julie Diamond (2005) describes a personal edge as

a point of contact between the everyday identity, and unknown experiences, emotions, and parts of our identity. Edges are also dynamic moments of transition, when a known way of understanding oneself is disrupted and transformed by something new... Edges are boundary conditions, parameters that limit and define us. (p.1)

In our daily life we can feel an edge as when our internal resistance does anything or like something that interferes with the attainment of our personal goals and aspirations.

The same applies to groups and organizations. “All groups have edges, that serve to limit or define their identities. Edges may be experienced as resistances to recognizing, allowing, and living certain disavowed parts of the group” (Mindell, 1992, p.43). That is, on the one hand, the organizational edges define the uniqueness of the organization and its corporate culture. On the other hand, they restrict the organization in its development and they are obstacles in organizational change.

Edges differ by force of their influence, and depend on the seriousness of the changes which a person or organization goes through. Edges can be

little, momentary resistances and hesitations. For instance, when we first become aware of an emotion, or become aware of a conflict or something uncomfortable, we hit up against a “micro-edge,” a resistance to focus on what is potentially disturbing. We don’t want to talk about certain things; we block things out, get defensive, change the subject, or space out. Just shifting our focus to unknown or difficult things constellates an edge. (Diamond, 2005, p.2)

Edges also might be “large scale identity conflict, clashes between old and new thought patterns, ways of identifying ourselves, or worldviews. Navigating these ‘macro-edges’ may take months or years, as we expand our sense of self to include previously marginalized parts and experiences” (Diamond, 2005, p.2).

The most common edge which persons and organizations are faced with when going through changes—is an edge to the unknown. Julie Diamond (2005) describes it as follows:

Sometimes we have an edge to something simply due to its unfamiliarity... Encountering something new in ourselves is like looking at untrammelled snow. There is no path forward; no model or prior experience to rely on. This type of edge is characterized by blankness, a generalized fear of the unknown, and spacey or trance-like behavior. (p.2)

Edges are the reason that sometimes we are not congruent in communication and send multidirectional signals and messages to others. Part of the messages we send intentionally or consciously. Another part of our messages are passed by us unconsciously and are expressed in unintentional gestures, movements, sounds, tone of voice, facial expression, and body posture, and usually they contradict our intentional messages. Such signals are called double signals.

Double signals interfere with communication and annoy us. They bring confusion in relationships and often provoke misunderstanding and conflict. Usually our partner in communication hears our intentional message but also feels and reacts to our unintentional message. But as we do not identify ourselves with this message, then we deny it. That, in turn, furthers the confusion and irritation of our partner.

Imagine that you are telling a friend about some interesting idea that you are passionate about. In conversation your friend nods and says that it is a great idea and he would like to learn more about it, and you notice that he is occasionally glancing at his watch. At some point you get tired of it and you ask your friend, “Are you really

interested?” You are picking up the double signal of looking at his watch and understanding it as disinterest, which is contrary to his verbal communication. You are asking in an accusatory tone without realizing it, equating “looking at my watch,” as “I’m not interested.” Now your friend reacts to your accusatory tone, “Am I not interested? I have been talking to you an hour about it!” All this can lead to further misunderstanding and conflict escalation.

Rather than an unconscious reaction based on an interpretation, Process Work offers an approach based on the exploration of this signal. For example, with curiosity in your voice you may ask your friend, “I noticed you were looking at your watch [applying directly to the double signal].” This opens the doors to unfold this signal and allows you to understand the interlocutor better, to avoid misunderstanding and conflict.

Signals of hidden resistance to organizational changes are double signals and require a special approach in working with them.

- It is important to not interpret the double signals. They can mean something totally different than we might expect. It is therefore important to explore the double signals.
- In the exploration of double signals, use special metaskills¹.

The details of this approach are discussed in Chapter 6.

Resistance as a Reaction to High Rank and Power

Arnold Mindell (1995) describes rank as “a conscious or unconscious, social or personal ability or power arising from culture, community support, personal psychology and/or spiritual power” (p.42). “Rank shows up in countless ways, in

¹ “Metaskills are the feeling attitudes or qualities that support and bring to life our ordinary skills” (Amy Mindell, 2006, p.133). See also Amy Mindell (2003) and chapter 6 for more information on metaskills.

feeling confident, for example. The subconscious influence of rank determines how we feel about ourselves and others” (Mindell, 1995, p.52).

There are different forms of rank. We may say that a person has visible power and hidden power. Social rank addresses visible power.

- **Social rank**—status in an organization, age, gender, state of health, social position, education, degrees, and so forth.

Contextual, psychological, and spiritual ranks can be both visible and hidden depending upon how people use these powers.

- **Contextual rank**—professional experience, special knowledge, contact network, information you have, and so forth. This rank is created by the structure or context you are in, i.e. work with boss and employee, teacher and student, parent and child etc.
- **Psychological rank**—personal qualities: sense of humor, charisma, emotional fluidity, inner balance, stress management, and so forth. Ability to tolerate conflict, hang in difficult situations.
- **Spiritual rank**—connection with something greater than the personal self: god, individual mission, mission of the organization or something spiritual, and so forth.

Mindell (1995) notes that “we all have some form of rank. Our behavior shows how conscious we are of this rank. When we are heedless of rank, communications become confused and chronic relationship problems develop” (p.49).

The problem is that people are often unaware of their high rank, in other words, that strength which they possess and its impact on others. For example, “in the business world, those on top rarely understand why people below complain.

Executives forget their power and assume that people lower on the corporate ladder are to blame for the company's problems" (Mindell, 1995, p.49).

Unconscious use of a high rank by manager in repressive way leads to the formation of a special psychology of employees. Arnold Mindell (1992) calls it the psychology of the minority position (pp.114-115). It is expressed as follows:

- Employees feel judged, persecuted, misunderstood, or undervalued.
- Employees feel patronized by the boss and lack of support.

As a result, employees are afraid to speak, because if you do, you could be hurt or lose your job. This leads to the employees' hidden resistance to the manager him / herself, his / her management style and leadership as a whole, not just to a specific project of organizational changes.

The other side of the coin—the staff also did not identify themselves with their power. They do not realize their highest contextual, psychological, spiritual ranks and the influence of their force on the managers. Managers feel this force in the resistance, which often paralyzes the work of the entire organization. In this case, everyone in the organization begins to feel disempowered.

Herewith Mindell (1995) notes that "rank is not inherently bad, and abuse of rank is not inevitable. When you are aware of your rank, you can use it to your own benefit and the benefit of others as well" (p.53).

Process Work offers managers the tools to recognize rank and use it in an effective way. This serves to strengthen an organization by reducing resistance to change and increasing motivation of employees. In the next chapter we look in more detail at these tools and how to use them.

Chapter 6: How to Deal With Hidden Resistance: Process Work Toolbox for Managers

In this chapter I describe the Process Work tools for dealing with hidden resistance, which I have chosen and developed for the workshop. This chapter is inherently the program of the workshop and shows its logic. It is also a part of a handout for the workshop.

Process Work—Innovative Approach to Resistance

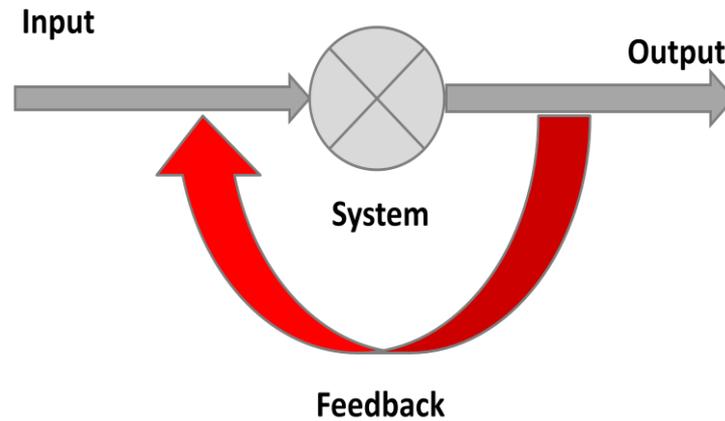
Process Work sees change as an awareness process. Paraphrasing an expression of Julie Diamond (2005), we can say that how we change depends on how we view the resistance. Unlike the “traditional” approach to resistance in management, based on the reduction of resistance and “fight” with it, Process Work offers an innovative approach.

- Resistance is an important element and even a resource within the organization system.
- Ignoring resistance or suppressing it is not effective from a long-term perspective.
- The main task of managers is to unfold the signals of resistance and to understand the message behind them.
- This requires us to address the signals of resistance and make negotiations with them.

Resistance as System Feedback

For effective management of the organization is important to consider resistance as system feedback (see Figure 5).

The so called failure of many programs [of changes] needs to be reframed and seen as feedback to our approach or our direction. Our challenge is to use that feedback as part of our assessment of what is actually happening verses an idea about what needs to happen. (Diamond & Mones, 2011, class 3, p.1)



*Figure 5.*Resistance as system feedback.

Integrating Visions of Leader and Saboteur—Way of Least Resistance

LSI model is based on the methods and approaches of Process Work and reflects its philosophy. LSI means Leader—Saboteur Integration (i.e., the model that integrates the roles of Leader and Saboteurs; for field and roles theory see chapter 5).

This model

integrates the two roles using their potential to a maximum. Opposite to other approaches that focus on the Leader's role, LSI exposes the Saboteur, allows this role to express itself and turns it into a part of the process of changes. Surprisingly enough, it reduces the resistance and additionally enhances the changes. (Pavlenko, 2010, p.4)

The model emphasizes that

it is not the Saboteur who is the problem (this role is always there), it is lack of communication between the Leader and the Saboteur. An effective dialogue can turn the Saboteur into an Ally, but in most cases it never happens. (Pavlenko, 2010, p.3)

The results of the integration of the two roles can be demonstrated through its impact on development of the vision of forthcoming changes.

When developing the general vision, the Leader's vision and the Saboteur's vision are to be combined. This gives the general vision a new direction, which can be translated into a vector model (see Figure 6).

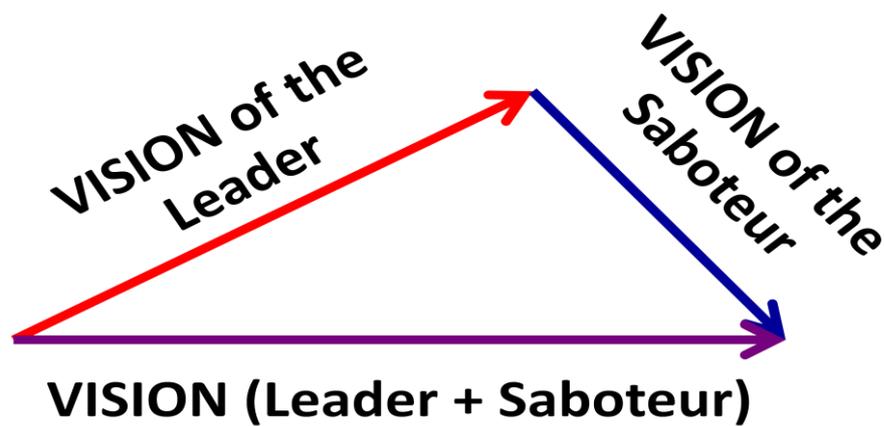


Figure 6. Vector model (composition of vectors): Vision of the Leader and Vision of the Saboteur².

As seen from the model, the final vector Vision (Leader + Saboteur) has a different direction than the initial Leader's Vision. The model demonstrates that the Saboteur's Vision corrects the Leader's Vision and makes it change its direction to that of minimal resistance (Pavlenko, 2010, p.6).

Reasons for Hidden Resistance

We can identify the following reasons of hidden resistance:

Ghost roles of the organization (see chapter 5):

- Resistance itself as a ghost role
- Former experience (e.g., failed projects, tough manager, rejected offers)
- Emotional reactions.

Personal and organizational edges (see chapter 5):

- The national mentality (e.g., "Boss is always right," "Boss knows better")
- The corporate culture (e.g., formal and informal rules and regulations)

The rank of the leader (see chapter 5).

Levels of Resistance

² The idea of vector model was inspired by a work of Arnold Mindell. For more ideas of working on vectors see Arnold Mindell (2007).

Resistance to change is happening at all levels of the organizational system:

- Individual level
- Level of relationship
- Level of group / team
- Organizational level.

Steps for Dealing with Hidden Resistance

Reasons for hidden resistance and resistance levels in the organizational system require the following steps to work with them:

1. Inner work—exploring one’s own resistance
2. Creating safe atmosphere—using manager’s rank properly
3. Unfolding the signals of resistance—double signals
4. Negotiations—integration of the message (information) of the resistant part
5. Developing communicative strategy for working with the stakeholders.

Below we discuss each of them in detail.

Inner Work—Exploring One’s Own Resistance

The first step for managing resistance is the leader’s self-analysis and exploring her/his own resistance.

Inner work offers many opportunities for managers. Some examples are:

- To understand own resistance (doubts, fears)
- To correct the project of changes (direction, speed)
- To understand the resistance in the system
- To be more congruent and fluid in communication
- As a result – personal growth and being able to be a more effective leader

Exercise: Dialogue Between Leader and Saboteur

1. Think of a project you would like to start or have already started in your organization.
2. Find a place in the training room for the role of the Leader. Step into this place. From the position of the Leader, share your vision of the project. Why is this project important? Why are the changes necessary? What are the expected results? What are the benefits for you personally, your organization, and the society?
3. Find a place in the training room for the role of the Saboteur. Step into this place. Let the Saboteur express their vision of the project. What is important for them? What are the values they defend? What do they protest against? What would they change in this project? Why would they change it, and what do they see as the benefits here of?
4. Leave the role of the Saboteur and take the position of the Observer. How did your attitude to the project change after you let the Saboteur speak? How can the two points of view be combined? How to integrate the ideas of the Leader and those of the Saboteur? What is your vision of the project now? What are the next steps to be taken?

Creating a Safe Atmosphere—Rank Awareness

Resistance is hidden not only because the organizational culture does not accept this role, but also because of the reaction of employees to high rank of the head. Manager has to create a safe atmosphere for the opportunity to dialogue with the resistant part. This atmosphere requires awareness of the manager of his rank and using it in a proper way.

Exercise: Rank of the Leader

1. Discuss your visible power—your social rank. What social rank do you have (status in organization, age, gender, state of health, social position, education, degrees, etc.)? What are the benefits (privileges) that come with your social ranks?
2. Now discuss the power that you have but might be not aware of—your contextual rank (professional experience, special knowledge, contact network, information you have, etc.) and your psychological and spiritual ranks (sense of humor, charisma, emotionality, inner balance, etc.).
3. How do you use both types of power (consciously or unconsciously)? What influence do you have on others? How does your rank as a leader influence your subordinates? How is it revealed through their behavior?
4. How does your partner in this exercise identify your rank at the moment? Ask them to describe it.
5. Discuss with your partner, how you can use your rank as a leader to strengthen your people and your organization.

Unfolding the Signals of Hidden Resistance—Working With Double Signals

Signals of hidden resistance. They may look like the following:

- Lack of enthusiasm and motivation;
- Staff members say “yes” but don’t do anything;
- Deadlines are missed;
- Explanations “why this is impossible”;
- Delays;
- Staff members are skeptical;
- Gossip and rumors in the team;
- Deep silence during meetings.

Signals of hidden resistance are double signals. Three important things for working with hidden resistance or double signals:

- Be able to identify it when it is happening;
- Welcome it. View it as a natural part of any change process and that you are on target.
- Be curious, explore, and unfold. (Diamond & Mones, 2011, class 3, p.2)

Unfolding double signals. Unfolding double signals requires the following steps:

- To use appropriate metaskills;
- To name the signal;
- To show that you understand that there's an opinion/idea behind this reaction;
- To ask your partner about opinion/idea/expectations;
- If the Critic (accusations or criticisms from the employee) appears, make it constructive.

Use appropriate metaskills. “Metaskills are the feeling attitudes or qualities that support and bring to life our ordinary skills” (Amy Mindell, 2006, p.133).

When I learn to hammer in a nail, I have learned a skill, but the way in which I use the hammer is a metaskill. The same is true in developing skills in working with individuals and groups. We need to learn skills and techniques, but these cannot be applied without the proper metaskills. (Arnold Mindell 1992, p.59)

Metaskills of the manager in working with hidden resistance. There are three: Beginner's Mind, “You today, me tomorrow,” and Researcher of the system.

Beginner's Mind metaskill means that the manager “does not know what experiences mean but allows them to unfold with open and curious heart” (Amy

Mindell, 2006, p.133). This includes curiosity and desire to really understand the views of employees.

“You today, me tomorrow.” This metaskill “comes from realizing that, at any time, we may find ourselves in another’s shoes” (Diamond & Jones, 2004, p.36). It means that a manager may feel stronger resistance than an employee next time.

Researcher of the system. This metaskill allows the manager to feel detached from the emotional reactions and look at the situation from the outside.

Name the signal that you noticed in your partner’s behavior. These phrases or others similar may be helpful.

- I have noticed (see) your reaction...
- I hear you sigh...
- I see that you are not very optimistic about this offer...

Show your partner that you understand that there’s an opinion/idea behind this reaction. Phrases like the following may be useful.

- You certainly have your own understanding of the situation. What do you feel/think about ...
- You probably have an idea of what this project should look like...

Ask your partner to share his/her opinion/idea/expectations. Try using phrases or questions like these.

- What do you think/feel about that...
- Share your expectations...
- What would you change first if you had the chance?

If the Critic appears... If there are accusations or criticisms from the employee, be persistent, ask questions about details, and make the Critic constructive.

- What exactly are you suggesting?

- What are the benefits?

Negotiations—Integration of the Message (Information) of the Resistant Part

Previous steps allow you to unfold the signals of hidden resistance and to understand its messages and reasons. They might look like these, or others.

- Resistance to the unknown
- Fear to lose comfort, status, values, and/or competencies
- Need to have one's own outlook on what needs to be changed first
- Resistance to the management style or style of communication

In this step, it is important for the manager to integrate these messages into the change project using known techniques of negotiation. This can be done in the form of special meetings with employees to clarify the vision of the changes, employee involvement in the preparation and planning of the changes, using the insights of employees to improve the quality of work, and so forth.

Developing Communicative Strategy for Working With the Stakeholders

When preparing for and planning changes, it is important to work on the analysis of the stakeholders who are affected by the change project. This enables you to understand the reason for their resistance and to develop communication strategies to reduce this resistance.

Exercise: Communicative Strategies for Decreasing Resistance

Making a Mind Map (see Figure 7)

1. Describe the change project you are working on at the moment. Put the name of the project in the center of the page.
2. Place the names of the stakeholders around the name of the project.
3. Take the position of the first stakeholder (in your mind or in the room).

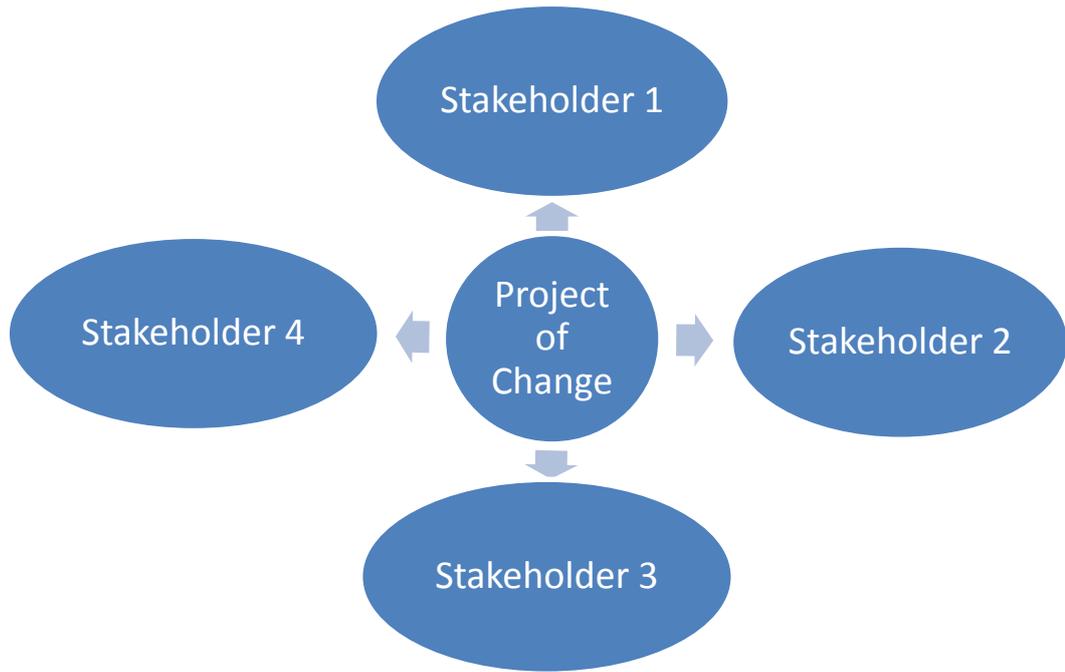
Take some time to see the project from their point of view. Feel the way

they feel about the project. Let them speak about the project. What is their attitude towards the project? What do they support? What do they protest against?

4. What are the reasons for the stakeholder's resistance?
 - a) Resistance to uncertainty—do they have a clear understanding of the expected results?
 - b) Fear to lose comfort, status, values—are they afraid to lose something important?
 - c) Own outlook on what needs to be changed first—do they have their own vision of the project?
 - d) Resistance to the management style, communication style—do they feel involved in the process of changes?

Put your ideas on the map, near the name of the stakeholder.

5. How should you build communication with this stakeholder to decrease their resistance? Think of detailed actions. Put them on the map.
6. Apply steps 3-5 to each stakeholder.
7. Develop general communicative strategy for working with all the stakeholders in this project.



*Figure 7.*Mind Map.

Chapter 7: The Workshop

This chapter provides general information about the workshop, and shows some of the challenges that I met while developing and leading it. Also, it provides participants' feedback.

Title and Objectives of the Workshop

To encourage the participation of business practitioners in the workshop, I decided to frame the name and objectives of the workshop in accordance with the values and expectations of potential participants. The title of the workshop is "*How to deal with hidden resistance: Innovative instruments for a leader.*" The workshop objectives were as follows:

- To increase effectiveness of their own projects around organizational changes;
- To use the integrated approach and practical instruments for change management and decreasing resistance;
- To improve the management system inside the department or organization during the period of changes;
- To increase motivation of staff/personnel during the period of changes;
- To turn resistant employees into allies;
- To prevent an increase in resistance and conflicts.

Participants

My task was to gather the people who work in the business world, who manage people and organizational changes. To achieve this, I presented the workshop as the practical research of innovative tools and invited potential clients of Schouten Russia Company. This is a training and consulting company in Saint-Petersburg, Russia where I am working these days. Thus, the workshop was also a marketing

event for the company. To my delight, the workshop gathered the following business practitioners.

1. HR director, First Line Soft Ware
2. HR director, Grand Hotel Europe
3. Sales Director, International Paper
4. HR manager, MAN, Branch in Saint-Petersburg
5. T&D director, Melon Fashion Group
6. General director, Metso Minerals CIS
7. HR manager, Mobile Tele Systems
8. OD supervisor, Orkla Brands Russia
9. Director of operations, Orkla Brands Russia
10. Head of Regional Office in Saint-Petersburg, Philips
11. Head of Department, Stars of Travel
12. Sales Director, YIT Saint-Petersburg

Challenges

In the process of preparation to the workshop, I faced a number of challenges. Some of them were related to the understanding of the place of Process Work in a modern change management structure. Another was choosing appropriate Process Work tools for the workshop. I have written about this in prior chapters. Here I want to focus on the challenges related to the bringing of these tools to managers at the workshop. Below I mention the main ones.

My one-sidedness as a trainer. One of the first challenges for me in preparation for the workshop was an awareness of my implicit goal or message which I would like to send to participants. At some point, this helped me realize my one-sidedness as a trainer. The basic idea and message of the workshop—resistance is not

an enemy, but a friend, and hidden resistance signals should be unfolded and understood. What about the ignoring or suppressing of signals of resistance? I realized that I marginalize the other side of the process and I need to “invite” it to the workshop somehow. Almost at the beginning of the workshop, I asked the participants to think about approaches to dealing with resistance which are practiced in their companies. Then I invited them to choose one of the places in a training room which represented different approaches to resistance: 1 suppression, 2 ignoring, avoiding, 3 listening, negotiations, and persuasion. I did it through a small group process. The group process helped me open up a discussion about the attitudes and philosophy that lie behind techniques or tools and created a welcoming atmosphere.

Understandable theory. The next great challenge for me was the question: How to explain the theory of Process Work to people who know nothing about Process Work, and some have a vague idea about psychology in general?

Traditionally (as far as I know after passing a certification program in 2004, the intensive in 2009 and the MACF program) training in process work is experiential. This means that the understanding of theory happens through practice. I also prefer to learn theory through experience. But in this case it does not work well as one of the features of Russian managers is before trying something new and “diving” in the study and practice, they must know what they will do and why. That is, they need theoretical justification. This prompted me to create and use a model that would simply and clearly explain field theory in relation to work with the resistance and express my main message. I used the LSI (Leader—Saboteur Integration) model, the basic idea of which is described in Chapter 6. As the participants’ feedback demonstrated (see below), the use of this model was reasonable and yielded positive results—participants quickly grasped the essence of the theory.

Using steps. Another challenge was the question: How to transfer quite a lot of tools to managers in a short time? One of the possible solutions is to introduce these tools in the form of steps. In the seminar, I presented all tools as steps for dealing with hidden resistance (see Chapter 6). I also used the steps for unfolding double signals. For more details on this, see chapter 6. Participants appreciated it in terms of simplicity and clarity.

Using sensory grounded examples. The next challenge for me was how to explain to the participants the idea of double signals. I found it extremely useful to bring in sensory grounded examples. To discuss these phenomena I used a series of training videos on the interaction between manager and employee in various situations. I used myself to show reactions of employees and managers displaying nonverbal behavior. This greatly helped some participants, but was insufficient for others who expressed their wishes to see more examples in different situations.

Language and terms. Perhaps the biggest challenge for me during the workshop was the theme of rank. The complexity of the theme has various aspects.

Using the word “rank” in the Russian language raises many questions. We have the equivalent of the word “rank” in Russian language, but it is mainly used for military organizations and has a very strong emotional attitude in this regard. Although we paid enough attention to this discussion, we did not come together as a group on an understanding of what term can be used in the Russian language to describe this phenomenon.

The Russian language has no exact equivalent to the word “power.” To explain it I had to use three words. Power = Force + Authority + Influence. It took more time than I planned and required more sensory grounded examples (see above).

To explain the different types of ranks I had to use the idea of visible and hidden power. Social rank is visible power. Contextual, psychological, and spiritual rank can be both visible and hidden. It depends upon how people use these powers (see Chapter 6). Perhaps these difficulties led to the fact that this topic was the hardest for the participants' understanding and caused their mixed feedback.

Participants' Feedback

Feedback from participants was received through:

- The participants' reactions, questions, and comments during the workshop;
- Feedback forms which were filled in by participants just after the workshop (Participants' final feedback sheet and their actual answers see in Appendix);
- Short interviews I have done with participants 1 month after the workshop (Home task sheet see in Appendix).

Here, I summarize the feedback focusing on insights and struggles of the participants in order to show how they received the offered tools.

In general, the participants evaluated the workshop and their experience positively. They noted the uniqueness of the workshop—despite the fact that the theme of the workshop is very relevant, nobody does a similar program on the market of business learning in Russia. For me it is another proof of the uniqueness of tools that Process Work can offer to the business world.

Participants quite easily perceived field theory. It was quite understandable for them and did not cause any resistance. Some participants discovered to their surprise that the resistance is part of the system.

Perhaps the strongest impression on the participants during the workshop was the idea of the inner workings of the manager. Eleven out of the 12 participants noted

that the exercise Dialogue of Leader and Saboteurs (see Chapter 6) was very useful. The biggest discovery for the participants was the realization that through inner work they can not only get a deeper understanding of their own resistance, but also to understand the causes of resistance throughout the organization as a whole. When performing this exercise in pairs, some participants had difficulty in understanding the roles and going deeper into them. They needed my help as a trainer and facilitator.

The next strongest impression on the participants was the practice of unfolding the signals of hidden resistance (see Steps for unfolding double signals in chapter 6). All 12 people noted the usefulness of this practice. As shown, from the results of interviews with participants 1 month after the workshop, participants used this tool the most in their practice, with 50% of surveyed participants using this technique after the seminar and getting positive results. The participants noted that it helped engage employees in dialogue, reduced their resistance, and created a motivating atmosphere. One participant said that it helped uncover hidden conflict and resolve it. The problem faced by some participants when using this technique, was that when they gave their employees opportunity to speak, they “opened a door that had been closed for a long time.” This entailed a splash of emotions and criticism towards them as leaders. It became clear that more time in the workshop needs to be given to dealing with criticisms and emotions towards managers.

Feedback from participants on rank was ambiguous. Most participants noted the importance of the theme of rank. For some it was a real discovery to realize his own rank through the exercise Rank of the Leader (see Chapter 6). Five of 12 participants noted that this topic is not quite clear to them, and they do not see how it can be used as a practical tool. This is partly due to the complexity of the Russian translation and explanation of the term which I described a little earlier in this chapter.

Here, I also want to add that the issue requires my further understanding and refinement.

I did not have time during the workshop to cover the theme of developing communicative strategy for working with the stakeholders, and do an exercise on communicative strategies for decreasing resistance (see Chapter 6). The participants liked the idea and took this exercise as a home work. After 1 month, some of them reported that they found this exercise very helpful when they planed organizational changes at their companies.

Limitations and Refinements

One of the biggest limitations of the workshop was its duration, which was 1 day. Choosing a 1-day format was dictated by my desire for high level managers to participate. As practice shows, it is difficult to pull top managers from the working process for more than 1 day.

However, feedback of the participants and my observations suggest the need to expand the program of the workshop at least to 2 days. I plan to include in the program, as mentioned above, more sensory grounded examples, and take more time for presenting the theme of rank and its exercises, as well as discussing participants' case studies. It will also be helpful to use video in the analysis of role-playing games on the unfolding of double signals. Expansion of the program to 2 days will also allow enough time for the theme of developing communicative strategy for working with the stakeholders.

Another limitation was that this workshop was offered to top managers only and not to general staff of companies. They could bring their views on resistance and enrich the workshop.

Chapter 8: Conclusions

Contribution to Process Work and Change Management

This final project expanded the possibilities of applying Process Work approaches in a business context. It has shown how Process Work fits with selected models and strategies of modern change management. We have seen that Process Work develops the most advanced modern management views on the organization as a living system and offers unique practical tools.

The uniqueness of Process Work tools for dealing with resistance was confirmed by the analysis of literature and the fact that such programs are not presented in the market of business training, at least in Russia. Positive participants' feedback reaffirmed the timeliness of these tools for business practitioners. All this supports framing Process Work as a cutting edge approach in modern management.

For participants, the LSI model that I developed and used at the workshop helps to explain field theory and the Process Work approach to resistance in a simple and clear way. Participants realized that resistance is part of the system and we cannot ignore it. This model can be used as a theoretical frame for change management workshops.

The exercise I developed, Dialogue Between Leader and Saboteur, provides an opportunity for participants to explore their internal resistance and feel the essence of their own inner work. The idea of inner work is a fairly new one for managers. As shown by the feedback of participants, they value it strongly. This exercise helps managers in realizing their feelings, doubts, and fears towards a change project. They also can understand the causes of resistance throughout the organization as a whole through this exercise.

Unfolding the double signals of resistance is a crucial practice for managers. The participants' feedback shows that it helps engage employees in dialogue, reduce their resistance, and create a motivating atmosphere. It also can help in uncovering hidden conflicts and resolving them. This practice covers a gap in modern management and should be used in any change management workshop.

Rank awareness is an important tool in the Process Work toolbox. The exercise Rank of the Leader that I modified for the workshop helped participants in realizing their own rank and power. Some of the participants noted that it was the first time for them to focus attention on it. This theme is very poorly represented in modern management and should be included in change management workshops. Mixed participants' feedback showed that I need to continue working on the adaptation of rank ideas to Russian business culture.

The workshop expanded possibilities to carry Process Work approaches into business groups that were not connected with psychology earlier. Here are a few principles of learning from the managers that I take out of the workshop:

- Use a simple model to explain the theory of Process Work.
- Provide tools of Process Work in the form of steps.
- Use sensory grounded examples to explain Process Work ideas.
- Use of language that fits an understanding of the business context.

My Personal Development

Leading the workshop required the development and use of a special metaskill that I called the expert's mind. It means to be confident and to rely on your own internal knowledge. It helped me be sure that these tools are useful for managers while exploring them.

The workshop also required me as a facilitator and trainer to use all of the metaskills and skills that I teach the participants. So, I used beginner's mind metaskill in order to be open to the process flow. I worked on my inner resistance before the workshop and it helped me realize my one-sidedness as a trainer. I picked up the double signals of the participants during the workshop, and it helped me make a really deep dialogue with them.

Work on the workshop and writing this contextual essay increased my confidence as a professional, and allowed me to more fully integrate my inner guru. Working on this figure changed my attitude to my own resistance. I stopped denying it and became more open to explore it, as well as to bring out my feelings and inner experience.

Next Steps

Experience I have gained in working on the final project inspired me to continue work on bringing the ideas of Process Work into the business context. I have identified the following tasks in this way.

I am going to make refinements for the workshop as I mentioned in chapter 7, a few of which I have already made leading the same workshop for top managers organized by Vedomosti newspaper in Saint-Petersburg on 30 May, 2013. I took more time on the topic of rank and case studies of participants' examples. The theme of developing communicative strategy for working with the stakeholders was given as homework. Feedback of participants was very positive. It confirms the trends of the first group and shows the value of the refinements that I made.

In my view the workshop should be a part of course on change management based on Process Work approaches. It will give managers Process Work views and tools to all processes of change. Developing this course I see as my next task.

In this project, I attempted to create a Process Work model of organizational changes (see Figure 3). I am sure that the work on developing this model could usefully be continued. This model can create a bridge between Process Work and the worldview of modern managers and offer them a new perspective.

The modern business world needs and, I would also say, waits for Process Work tools to manage living organizations. Next is the task of adapting and widely spreading Process Work ideas to the international business world.

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Appendix: Workshop Materials

- Detailed Agenda of the Workshop
- Power Point Presentation
- Participant Final Feedback Sheet
- Participants' feedback after the workshop
- Home Task Sheet

Detailed Agenda of the Workshop

Time	Required Time	Activity	Materials
9.30	10 minutes	<p>1. Induction</p> <ul style="list-style-type: none"> - self-presentation of the trainer - Workshop as part of a final project - Participants of the workshop take part in the research <p>Workshop objectives for participants:</p> <ul style="list-style-type: none"> • To increase effectiveness of their own projects of organizational changes • To use integrated approach and practical instruments for change management and decreasing resistance • To improve the management system inside the department or organization during the period of changes • To increase motivation of personnel during the period of changes • To turn resistant employees into allies • To prevent the increase in resistance and conflicts <p>The goal of the research:</p> <ul style="list-style-type: none"> • To develop new instruments of change management • To adapt international technologies for the Russian management culture <ul style="list-style-type: none"> - Requirements for the participants: management position; feedback after the training; home task; feedback after one month. - Format: theory, exercises, role play, video playback - Schedule: 9.30 – 18.30 + lunch + 2 coffee breaks 	Slides 1-6
9.40	25 minutes	<p>2. Ice-breaker</p> <p>A) task for participants (in pairs): to introduce themselves to the person sitting next to them and to talk to this person for 5 minutes:</p> <ul style="list-style-type: none"> - What changes are you facing now in your organization (department)? - What kind of resistance do you face? - What question do you want to solve by participating in this training? <p>B) Task for participants (in group): to introduce themselves, to say what kind of resistance they face and direct their question. (15 minutes)</p> <p>The trainer keeps records on the board.</p> <p>Conclusion: the trainer summarizes results</p>	Slide 7
10.05	30 minutes	<p>3. Attitude to resistance</p> <p>A) Task for participants:</p>	

		<p>- What approaches to dealing with resistance are practiced in your company? - Tell the group about these approaches. To do this, choose a place in the training room: 1 – suppression 2 – ignoring, avoiding 3 – listening, negotiations, persuasion Invite the participants to voice every position and have a dialogue between them. Conclusion: behind every technique or instrument there is attitude and philosophy.</p> <p>The common approach to resistance: - ignoring the signals - using authority and status to put down the resistance The reasons to use this approach are as follows: - A leader has no instruments for managing resistance. - Many leaders use authority to influence their people and never use their leadership potential – Rank</p> <p>We offer a different approach to managing resistance to changes: - To address the signals directly - To unfold the signals and to understand the message behind them - To negotiate</p> <p>This approach is based on special attitude. Then we will focus on the PW attitude to changes and the PW philosophy in managing resistance : Passing on to the theoretical part.</p>	<p>Slide 8</p> <p>Slide 9</p>
10.35	20 minutes	<p>4. Theory: Integrated approach to organizational changes Effective management, the feedback loop, resistance as feedback Kurt Levin’s approach (Unfreeze, Change, Freeze) The Field theory (roles and barriers, ghost roles) The LSI Model (integrating the leader’s and the saboteur’ s points of view) Resistance to changes as the field phenomenon (part of the system) Levels of changes, levels of resistance. The holographic principle</p> <p>Conclusion:</p> <ul style="list-style-type: none"> • Resistance is an important element of the system. • Ignoring it or suppressing it is not effective in the long-term perspective. 	Slides 10-18

		<ul style="list-style-type: none"> The first step for managing resistance is the leader's inner work and exploring their resistance. <p>Steps for dealing with resistance The first step is the leader's self-analysis ... The benefits of inner work for a leader:</p> <ul style="list-style-type: none"> - To understand own resistance better (doubts, concerns) - To correct the approach (direction, speed of managing resistance) - To understand the resistance in the field (the holographic effect) - To be more congruent and fluid in communication 	Slide 19-20
10.55	20 minutes	5. Exercise "Dialogue between Leader and Saboteur" A) Explaining the exercise + demonstration (15 minutes)	The exercise from the handout
11.15	15 minutes	Coffee-break	
11.30	60 minutes	6. Exercise "Dialogue between Leader and Saboteur" ... (continuation) B) Working in pairs (2 * 20 minutes) C) Discussion (20 minutes): What is the result of the exercise for you? What difficulties did you come across? Do you find it possible to use this analysis in your everyday work? Summarizing.	The exercise from the handout
12.30	30 minutes	7. Theory: Resistance to organization changes as the field phenomenon Reasons for resistance - Resistance to uncertainty (Vision) - Fear to lose comfort, status, values, competence, control, power ... - Own outlook on what needs to be changed first - Resistance to the management style, communication style Continuum of resistance "aggressive (conflict, protest) – overt (criticism, accusations) – hidden resistance" Why hidden resistance is needs to be focused on? Reasons for hidden resistance: Ghost roles in organizations - Resistance as the ghost role - previous experience (lost projects, tough leader, rejected offers) - The national mentality ('Boss is always right', 'Boss knows better')	Slides 21-26

		<p>- The corporate culture (formal and informal rules and regulations)</p> <p>Theory: The Russian culture and its influence on the dynamics of resistance</p> <p>The culture forms special type of resistance</p> <p>The culture forms barriers for leaders</p>	
13.00	60 minutes	Lunch	
14.00	105 minutes	<p>8. Theory and practice. Rank of the leader.</p> <p>A) Definition of the rank. (15 minutes)</p> <p>Authority, Power, Influence.</p> <p>How leaders use their rank.</p> <p>B) Question for the group: remember the leaders you have worked with :</p> <p>- Those who used their rank the right way - which of their actions or attitudes made you stronger as a team? What did you feel and how did it influence you?</p> <p>- Those who used their rank in the wrong way - which of their actions or attitudes made you weaker as a team? What did you feel and how did it influence you?</p> <p>To record on the board methods for using the rank in effective way</p> <p>C) Types of ranks</p> <p>- Social</p> <p>- Contextual</p> <p>- Psychological and spiritual</p> <p>Watching video (5 minutes)</p> <p>Group discussion (20 minutes)</p> <p>D) Exercise "Rank of the Leader"</p> <p>Task (5 minutes)</p> <p>Working in pairs (2*20 minutes = 40 minutes)</p> <p>Discussing results in the group (20 minutes)</p>	<p>Slides 27-31</p> <p>The exercise from the handout</p>
15.45	15 minutes	Coffee-break	
16.00	10 minutes	<p>9. Theory: Signals of hidden resistance</p> <p>Signals of hidden resistance are double signals.</p> <p>Question for the group: what signals of hidden resistance do you face?</p> <p>Recording on the board</p> <ul style="list-style-type: none"> • Depressed atmosphere (lack of enthusiasm and motivation); • Silence; • Staff members say "yes" but do nothing; • Deadlines are missed; • Explanations "why this is impossible"; • Delays; 	Slide 32

		<ul style="list-style-type: none"> • Staff members are sceptical; • Gossip and rumours in the team; <p>Steps for dealing with resistance ... Step 2 – to develop safety atmosphere (consciously using the status of the Leader) Step 3 – to unfold the signals of resistance: - to address to the signals - to understand the message behind the signal Step 4 – negotiations, integration of the message</p>	Slide 33
16.10	20 minutes	<p>10. Exercise “Unfolding the signals of hidden resistance”</p> <p>A) Theory “Unfolding double signals of hidden resistance”:</p> <p>I. Metaskills of a leader:</p> <ul style="list-style-type: none"> - Beginner’s mind - “You today, me tomorrow” - Researcher of the system <p>II. To name the signal that you noticed in your partner’s behavior</p> <ul style="list-style-type: none"> - I have noticed (saw) your reaction... - I hear you sigh... - I see that you are not very optimistic about this offer... <p>III. To show your partner that you understand that there’s an opinion/idea/expectation behind this reaction.</p> <p>IV. To ask your partner share his/her opinion/idea/expectations:</p> <ul style="list-style-type: none"> - You certainly have your own understanding of the situation. What do you feel/think about... - You probably have an idea of what this project should look like... - What would you change first if you had the chance? <p>V. If the Critic appears, be persistent, ask questions about details, make your partner be constructive:</p> <ul style="list-style-type: none"> - What are you suggesting exactly? What changes should be made? What are the benefits? <p>B) Watching video with signals + discussing possible interventions in each case.</p>	Slides 34-39
16.30	55 minutes	<p>11. Exercise – role play «Communicating with a subordinate» - unfolding the signals of hidden resistance</p> <p>A) Task (5 minutes) Working in the groups of three Roles: leader, subordinate, observer</p>	

		<p>Situations:</p> <ul style="list-style-type: none"> • Staff members say "yes" but do nothing; • Missed deadlines; • A lot of explanations "why this is impossible"; • Delays. <p>To offer cases + participants should offer their cases. Task for the leader: unfold the signal, see what the reason for the resistance is, and understand the message. B) Role play Role play (7 minutes) + feedback from subordinate and observer (5 minutes) * 3 = 36 minutes C) Discussing the results in the group (20 minutes): - What difficulties did you face? - What conclusions did you come to?</p>	
17.25	15 minutes	<p>14. Steps for dealing with resistance ... Step 5 – stakeholder analysis, developing communicative strategy (based on the reasons for resistance) Exercise “Communicative strategies that decrease resistance” - for home task</p>	The exercise from the handout
17.40	40 minutes	15. Summarizing + feedback	Slide 41
18.20	10 minutes	16. Home task	Slide 42
18.30		End	

Power Point Presentation

 **SCHOUTEN RUSSIA**
Training | Consulting | Coaching | Facilitation | Workshops

 **PROCESS WORK INSTITUTE**

**How to deal with hidden resistance:
Innovative instruments for a leader**

Yury Pavlenko
October 25, 2012
Saint Petersburg

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Schouten Global

Offices all over the world:





Head office in the Netherlands

SG Brands



Facts and figures:

- Founded in the Netherlands in 1980
- Offices all over the world
- Over 450 staff members
- Over 700 free-lance trainers
- Over 5000 clients
- Turnover in 2011 is € 63 Million.

 **SCHOUTEN RUSSIA**

 **PROCESS WORK INSTITUTE**

Process Work Institute

Process Work Institute
Portland, Oregon, USA
Founded in 1989 by Dr. Arnold Mindell

Process work is an integrated approach to working with individuals and organizations based on sociology, psychology, quantum physics, systems theory, and Taoism.

Master's degree Program:
'Conflict Facilitation & Organizational Change'

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 **PROCESS WORK INSTITUTE**

Goals of the research

- To develop new instruments for change management
- To adapt international technologies of organizational development to the Russian management culture

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Training as part of research

"Participants as Researchers"

Responsibilities of participants:

- To actively practice the instruments during in the training
- To give feedback after the training
- To do homework: apply the acquired instruments and put them into practice
- To give feedback after one month

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Training objectives

- To increase effectiveness of their own projects around organizational changes
- To use the integrated approach and practical instruments for change management and decreasing resistance
- To improve the management system inside the department or organization during the period of changes
- To increase motivation of staff/personnel during the period of changes
- To turn resistant employees into allies
- To prevent the increase in resistance and conflicts

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Ice-breaker

- What changes are you facing in your organization (department) right now?
- What kind of resistance do you face?
- What question do you want to solve by participating in this training?

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'Traditional' approach

- To ignore the signals of resistance
- To suppress resistance using authority or status

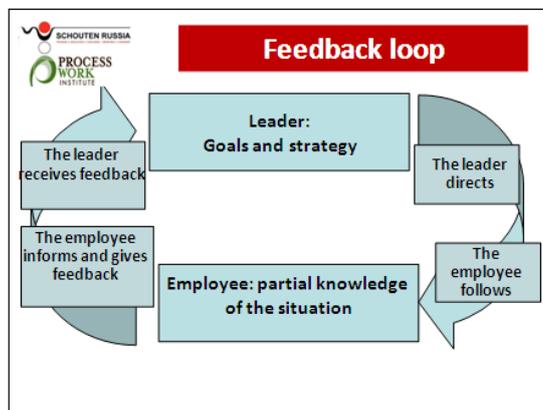
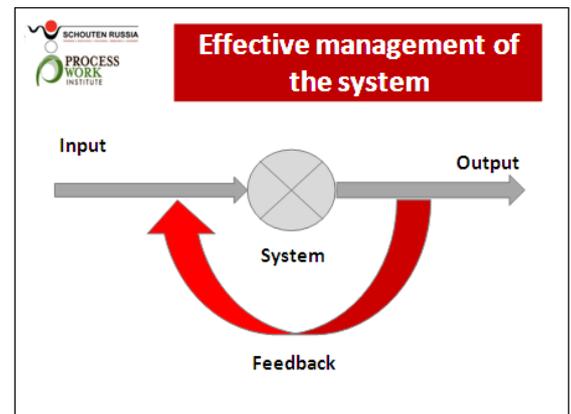
The reasons:

- Resistance is a nuisance
- The manager has no instruments for working with resistance
- The manager uses only their authority and doesn't use their leadership potential

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Innovative approach

- Resistance is an important element (and even a resource) within the system
- To address the signals of resistance directly
- To decipher the signals and to understand the message behind them
- Negotiations

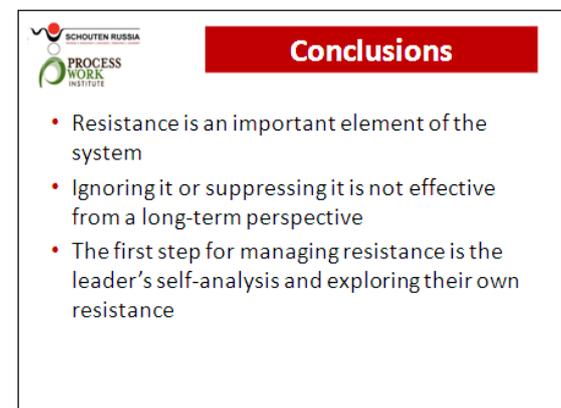
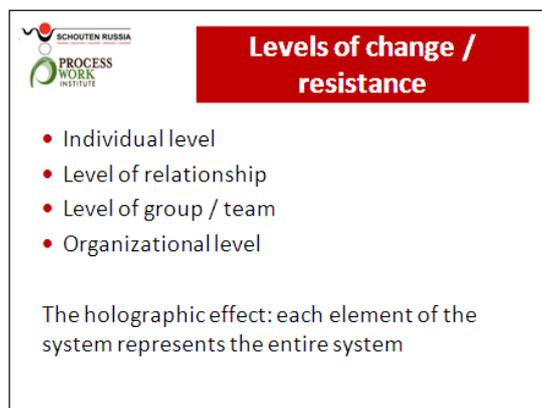
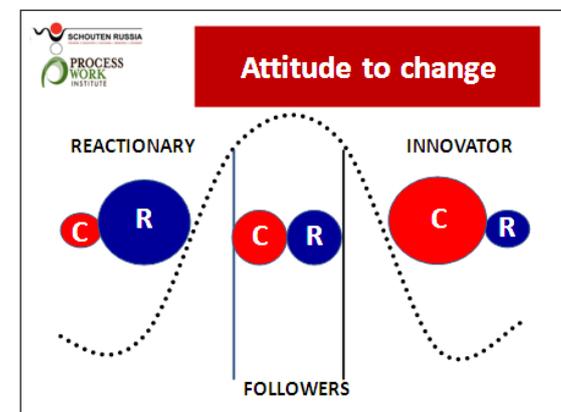
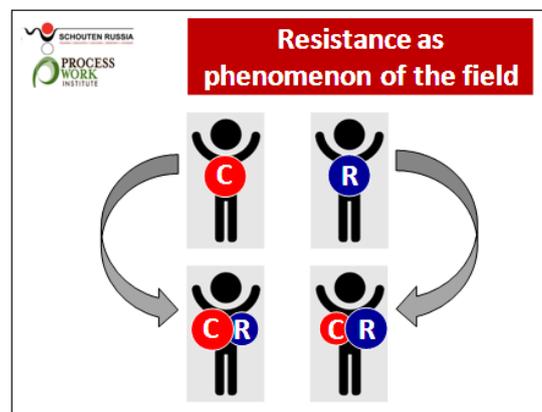
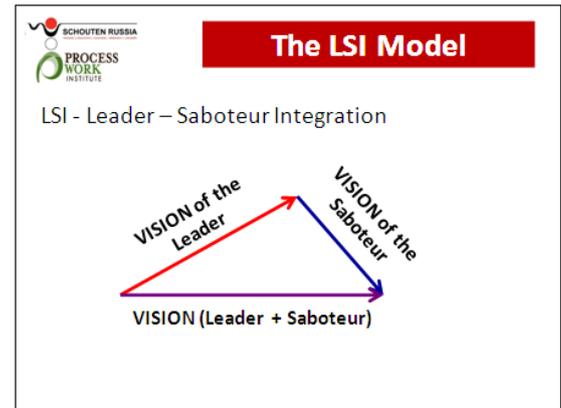
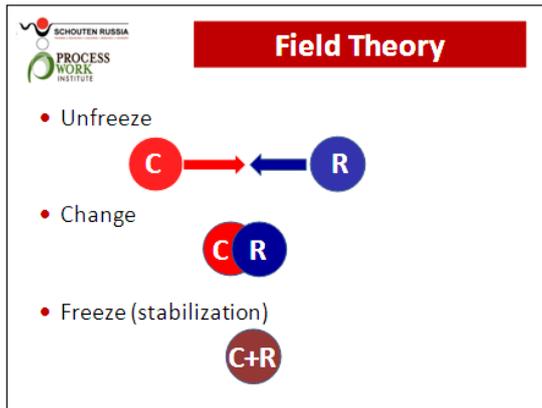


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Kurt Lewin's approach

3 Stages of Change

- 1. Unfreeze**
 - Discontent with the situation
 - Realizing where we want to be
- 2. Change**
 - Acquiring new behavioral models
- 3. Freeze**
 - Practicing new models through rules and regulations



 **Steps for dealing with hidden resistance**

1. Inner work– exploring own resistance
2. Creating a safe atmosphere
3. Unfolding the signals of resistance
4. Negotiations – integration of the message (information) and the resistant part
5. Developing communicative strategy for working with the stakeholders

 **Inner work**

Opportunities the inner work gives:

- To understand own resistance (doubts, fears)
- To correct the project of changes (direction, speed)
- To understand the resistance in the system
- To be more congruent and fluid in communication

 **Reasons for resistance**

- **Resistance to the unknown**
- **Fear to lose** comfort, status, values, and/or competencies
- **Need to have one's own outlook on what needs to be changed first**
- **Resistance** to the management style or style of communication

 **Demonstration of resistance**



Aggressive conflict, protest	Open disagreement, criticism	Hidden Passive, non- compliant
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 **Reasons for hidden resistance**

1. **Ghost roles of the organization:**
 - Resistance as a ghost role
 - Former experience (e.g. failed projects, tough manager, rejected offers)
 - The national mentality (e.g. 'Boss is always right', 'Boss knows better')
 - The corporate culture (e.g. formal and informal rules and regulations)
2. **The rank of the leader**

 **The 5D Model (Geert Hofstede)**

- ❖ **PDI** index: power distance
- ❖ **UAI** index: uncertainty avoidance
- ❖ **IDV** index: collectivism – individualism
- ❖ **MAS** index: masculinity – femininity
- ❖ **LTO** index: long-term orientation – short-term orientation



Conclusions

The influence of the Russian culture on the specifics of resistance:

- The leader is responsible for everything, the employees are looking for directions
- The employees avoid uncertainty which leads to resistance to any changes with unclear VISION
- Resistance is usually hidden
- Resistance to authority

Steps for dealing with hidden resistance

1. Inner work– exploring own resistance
2. **Creating safe atmosphere**
3. Unfolding the signals of resistance
4. Negotiations – integration of the message (information) and the resistant part
5. Developing communicative strategy for working with the stakeholders

Rank

Rank – conscious or unconscious ability, power or authority based on culture, social support, individual psychology and/or spiritual power.

Rank (no matter whether you achieved it or inherited it) to a great extent defines your behavior.

Types of ranks

Visible power:

- **Social rank** – status in organization, age, gender, state of health, social position, education, degrees, etc.

Types of ranks

Hidden power :

- **Contextual rank** – professional experience, special knowledge, contact network, information you have, etc.
- **Psychological rank** – personal qualities: sense of humor, charisma, emotionality, inner balance, stress management, etc.
- **Spiritual rank** – connection with something higher: god, individual mission, mission of the organization, etc.



Rank of the Leader

Remember the leaders you have worked with:

- - Those who used their status in a right way - which of their actions or attitudes made you stronger as a team?
- - Those who used their status in a wrong way - which of their actions or attitudes made you weaker as a team?



Steps for dealing with hidden resistance

1. Inner work– exploring own resistance
2. Creating safe atmosphere
3. **Unfolding the signals of resistance**
4. **Negotiations – integration of the message (information) and the resistant part**
5. Developing communicative strategy for working with the stakeholders



Signals of hidden resistance

Signals of hidden resistance are double signals

- Lack of enthusiasm and motivation;
- Staff members say "yes" but don't do anything;
- Deadlines are missed;
- Explanations "why this is impossible";
- Delays;
- Staff members are skeptical;
- Gossip and rumors in the team
- Deep silence during meetings



Unfolding the signals

I. Metaskills of a leader:

- Beginner's Mind
- Curiosity
- "You today, me tomorrow"
- Researcher of the system



Unfolding the signals

II. Name the signal that you noticed in your partner's behavior

- - I have noticed (see) your reaction ...
- - I hear you sigh ...
- - I see that you are not very optimistic about this offer ...



Unfolding the signals

III. To show your partner that you understand that there's an opinion/idea behind this reaction:

- You certainly have your own understanding of the situation. What do you feel/think about...
- You probably have an idea of what this project should look like



Unfolding the signals

IV. To ask your partner share his/her opinion/idea/expectations:

- What do you think/feel about that...
- Share your expectations...
- What would you change first if you had the chance?



Unfolding the signals

V. If the Critic appears, be persistent, ask questions about details, make the Critic constructive:

- What exactly are you suggesting?
- What are the benefits?



Unfolding the signals

- I. Metaskills
- II. To name the signal
- III. To show that you understand that there's an opinion/idea behind this reaction
- IV. To ask your partner about opinion/idea/expectations
- V. If the Critic appears, make it constructive



Steps for dealing with hidden resistance

1. Inner work– exploring own resistance
2. Creating safe atmosphere
3. Unfolding the signals of resistance
4. Negotiations – integration of the message (information) and the resistant part
5. **Developing communicative strategy for working with the stakeholders**



Summary & Reflection

- What was the most important for you today?
- Which of the offered instruments are you going to use and why?
- Which of the instruments do you have doubts about and why?



Home task

1. **During one month use the following instruments in your practice:**
 - Inner work
 - Using your rank as a leader
 - Deciphering the signals of resistance
 - Communicative strategies
2. **Study the influence that these instruments have on:**
 - You as a leader
 - Your employees
 - The atmosphere in the organization (department)
3. **After a month send the filled in questionnaire to the trainer and discuss the results**

Participant Final Feedback Sheet

The Workshop
“How to deal with hidden resistance:
Innovative instruments for a leader”
October 25, 2012

Trainer: Yury Pavlenko

Name _____

How would you formulate the results of this workshop for yourself?

What was most important for you during the workshop?

Please, evaluate the offered tools:

Tools	Pluses	Minuses
Inner work—exploring one’s own resistance		
Creating safe atmosphere—using manager’s rank properly		
Unfolding the signals of hidden resistance—double signals		
Developing communicative strategy for working with the stakeholders to decrease resistance		

Participants' feedback after the workshop

How would you formulate the results of this workshop for yourself?

- Actual tools for working on myself
- Awareness of my role in the implementation of changes
- Awareness of my rank
- New tools for influencing others
- Getting tools for managing staff
- Now I have the action steps in my head
- I am satisfied with the results of the workshop
- Useful
- I got the tools and action steps for working with resistance
- It is important to know that the vision of manager and employees are the same. Resistance must be unfolded.
- I realized the important things in the process of implementing changes and working with resistance
- I was able to improve my skills in practice

What was most important to you during the workshop?

- Discussions, feedback, practical examples
- I was interested in the theoretical material and practical exercises
- Start with yourself!
- Theory, practice, exchange opinions and experiences with colleagues
- Resistance in yourself, rank analysis
- Practical exercises, trainer
- Openness to dialogue, simplicity and clarity of the material
- Resistance is always there!

The participants evaluated the offered tools:

Tools	Pluses	Minuses
Inner work—exploring one's own resistance	<p>11 pluses</p> <p>Comments:</p> <p>It allows you to achieve the desired result</p> <p>It is important to look at yourself from a different perspective</p> <p>Very useful! It is a new</p>	<p>1 minus</p> <p>Comment:</p> <p>It requires a help of a coach</p>

	discovery for me Conclusions, analyzing	
Creating safe atmosphere—using manager's rank properly	7 pluses	5 minuses Comment: Maybe instead of rank use the word "status"
Unfolding the signals of hidden resistance—double signals	12 pluses Comments: It is important for the practical application Very useful technique! Very important!	
Developing communicative strategy for working with the stakeholders to decrease resistance	9 pluses Comments: I will apply this tool As a practical tool	

Home Task Sheet

Home task after the workshop
“How to deal with hidden resistance:
Innovative instruments for a leader”
October 25, 2012

Trainer: Yury Pavlenko

Name _____

1. During one month use the following tools in your practice:
 - Inner work—exploring one’s own resistance
 - Creating safe atmosphere—using manager’s rank properly
 - Unfolding the signals of hidden resistance—double signals
 - Developing communicative strategy for working with the stakeholders to decrease resistance
2. Study the influence that these tools have on:
 - You as a leader
 - Your employees
 - The atmosphere in the organization (department)
3. After a month send the filled in table#1 to the trainer and discuss the results

Table #1. Your experience of using of the tools in practice

Tools	Pluses	Minuses
Inner work—exploring one’s own resistance		
Creating safe atmosphere—using manager’s rank properly		
Unfolding the signals of hidden resistance—double signals		
Developing communicative strategy for working with the stakeholders to decrease resistance		