THE HEART BEHIND THE SUIT:

VIDEOS TO DEVELOP SKILLS FOR WORKING IN ORGANIZATIONAL CONFLICTS

A Final Project Submitted in Partial Fulfillment

of the Requirements for the

Master of Arts in Conflict Facilitation and Organizational Change

by

Judith Miret

Process Work Institute

Portland, Oregon

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Abstract

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I have created 3 educational videos that demonstrate how organizations can approach typical

organizational conflicts by using some of the tools of Processwork in a new format for doing

facilitation. Scripts illustrate what the results are when a situation is facilitated compared with

the results of not facilitating it. I decided to create educational videos based on the Experiential

Learning Theory from Kolb that describes how concrete experience is key to developing the

whole learning cycle, because it allows reflection and abstract conceptualization that are

followed by active experimentation. The prompt for this project came after experiencing how

managers typically deal with conflict and the consequences of its escalation in organizations. It

brought me to videotape what it could be like if the individuals involved in a conflict were able

to have the skills to facilitate those situations, an essential element for any program that

addresses the development of facilitators. Using video has proven to be more effective than

educational texts or articles alone, as it provides the possibility of feeling self-identified with the

situations and the characters. It also allows for seeing what is not possible to perceive in books

or texts which is the use of metaskills, mainly shown by elements not transcribable. They

constitute the essence of the facilitation as it can be the posture, tone of voice, attitude,

movements, pace of speech, and glances among others that are used by the facilitator as a result

of her own process. I strongly recommend further educational work that can combine different

means of instruction and definitely includes the video format. Using these together with the

educational tips included in each of the videos allows viewers to see and reflect upon the

elements of conflict as well as the consequences shown in the individuals' interactions in the

videos.

Acknowledgements

> A long time ago, in the underground realm, where there are no lies or pain, there lived a Princess who dreamt of the human world. She dreamt of blue skies, soft breezes, and sunshine. One day, eluding her keepers, the Princess escaped. Once outside, the brightness blinded her and erased every trace of the past from her memory. She forgot who she was, and where she came from. Her body suffered cold, sickness, and pain. Eventually she died. However, her father, the King, always knew that the Princess' soul would return, perhaps in another body, in another place, at another time. And he would wait for her, until he drew his last breath, until the world stopped turning . . . .

> And it is said that the Princess returned to her father's kingdom. That she reigned there with justice and a kind heart for many centuries . . . . And that she left behind small traces of her time on Earth, visible only to those who know where to look. (Wikiquote, Pan's Labyrinth, Guillermo del Toro film, 2006)

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One: Introduction

Problem Statement

What goes on there? Companies are facing big issues and problems that affect their efficiency and productivity, that derive from the inability of individuals to deal with the emotional aspect of conflicts. Having dedicated more than 30 years of my professional life to working in HR and Development as a Director and as Consultant, I realized that there is much trouble in companies due to the limitations of being able to efficiently handle both collateral as well as hierarchical relationships, especially when it comes to dealing with conflictual situations.

Mainly, the difficulties come from the fear of emotional self-exposure and dealing with the human aspects that imply other than rational management of the situation. For example, I have observed how hierarchical power is used to terminate managers and other employees in order to cope with problems that arise from difficult relationships. Also, I have seen coalitions among management team members that destroy any possibility of having a team agree to going in one direction. I have seen how some extremely professional and well-prepared managers had to leave their positions in companies due to their frustration with not being emotionally able to cope with organizational situations that made it difficult to carry on their functions and duties. I have seen the psychological and emotional consequences of employees feeling humiliated in front of others. I have seen men and women emotionally altered after coming out of a Sales meeting because sales were not reaching the expected targets. I could list hundreds of pages with terrible experiences of men and women in organizations.

In companies there is a lot of suffering that is not publicly seen or spoken. It may even seem most of the time that this is what is supposed to be. Although there are laws and policies that try to avoid the misuse of rank and power in organizations, we constantly face their abuse.

Situations that cannot be dealt with in consensus reality or in a rational mode become opportunities to rally for power. Individuals may use any type of rank or power to carry on their actions in order to maximize their winning position, and in some cases this becomes open war. The majority of companies have protocols of compliance, security measures, and corporate governance among others that serve as warrants of the company's good practices. What organizations do not have are the protocols and procedures that relate and guide the emotional parts to support the facilitation of conflicts.

Corporate Governance is

The framework of rules and practices by which a board of directors ensures accountability, fairness, and transparency in a company's relationship with its all stakeholders (financiers, customers, management, employees, government, and the community).

The corporate governance framework consists of: (a) explicit and implicit contracts between the company and the stakeholders for distribution of responsibilities, rights, and rewards; (b) procedures for reconciling the sometimes conflicting interests of stakeholders in accordance with their duties, privileges, and roles; and (c) procedures for proper supervision, control, and information-flows to serve as a system of checks-and-balances. (Business Dictionary, n.d.)

There is an assumption shared by a majority of people that everyone is expected to resolve their own issues within the limits of their organizational functions. This does not seem to be the case when we look deeply at what is really happening in the organizations. Companies are now dealing with global markets and the pressures of cost and performance grow constantly, leaving little time or resources for developing people. The evidence that conflicts are not dealt with appropriately is clearly shown when the unresolved ones have escalated to a point where the company has incurred big losses. Why is it that very few companies succeed? This is one of the core issues that I address.

Peter Senge (1994/2006) stated that 20 companies have maintained their positions in Fortune 500 for more than two centuries when life expectancy in the list was no more than 40 years. The ones that succeed are the ones that have considered themselves more human than financial and have invested in giving themselves the capabilities to evolve and adapt. The ones that have the best results are the ones where the assumption was that teams and individuals needed support and therefore, they provided the necessary tools to help them resolve issues that they would have been unable to resolve by themselves.

Adding to the above stated difficulties to naturally deal with conflict, I also want to refer to the theory-in-use called Model I as defined by Chris Argyris (1992), wherein he affirms that individuals are socialized in such a way that is difficult for them to naturally deal and learn from situations that require skills other than those which serve the four governing variables or values that individuals have in their belief system. Those variables are: first, to maintain the individual's unilateral control; second, to minimize one's loosing and maximize one's winning; third, to minimize the expression of negative feelings, and the forth, to be rational. These, as we will see later on in the videos, are just the opposite of variables that help in facilitation and the learning that comes from conflicts. This model implies that the original nature of individuals in many ways inhibits their development as well as the possibility to facilitate conflicts, and does not allow the openness or transparency in individuals to provide what Argyris (1992) calls double-loop learning. This includes awareness of counterproductive responses, implementation of new actions and structural changes that lead to different learning from errors, learning a new theory of action, and introducing new actions into the organization that will help others learn. "These types of interventions should begin at the highest level of power. If the top people do not

implement their actions and the new learning system, it is doubtful that those below can do so" (Argyris, 1992, p. 30).

There is other evidence of how conflict is not adequately dealt with in organizations. Cautionary is the medical statistic indicating that 8% of the depression in the world is caused by emotional distress in the workplace (Central de Peritaciones Médicas Durango, n.d.).

Conflict in the workplace has different social dimensions that need to be mentioned because they play an important role in the background of conflicts. First is the social class difference between company management and the blue-collar workers and other white-collar managers. Several other dimensions are gender, race and cultural diversity, and socioeconomic levels. Most of these social situations have been addressed through regulations and laws, and differ depending on the country. Despite regulations, their social nature still plays a role. Together with nonregulated issues, such as the inherited power of the job hierarchy, and other types of rank, such as social rank (skin color, country of origin, sexual orientation, education, age, health), as well as psychological and spiritual rank (as defined by Arnold Mindell, 1995, p. 62), how they are used deeply influences the nature of conflicts.

In Arnold Mindell's (1992, p. 99) *The Leader as Martial Artist,* this type of conflict is classified as severe. This is when the problem prevails over time, when people have been gossiping, when it ruins the atmosphere to the extent that people walk away, where there are more people involved, and it definitely feels hopeless.

Apart from the tendency of organizations to fail to provide an environment within which to foster learning conflict related skills as described by different authors (Argyris, 1992; Senge, 1994/2006; Senge & Roth, 1999), I focus on the difficulty of individuals to adequately deal with situations of conflict. Companies grow from addressing the difficulties that are generated when

people relate to each other. As Arnold Mindell (2002b) mentions, relationship is a channel of perception and experience through which one individual expresses her or himself, and the individual has also different ways of experiencing oneself through body movements, feelings, internal dialogues, and dreams. This is what Arnold Mindell (2002b) calls the unintended communication or the "'dreaming process' behind relationships" (p. 2). These two realities that are communicated simultaneously may create problems and strongly influence the nature of conflicts.

I inquired into this concept more in depth because it is key when learning facilitating skills. There are two different realities or languages that are communicated simultaneously. They refer to the differences between the conscious and unconscious aspects of relationship. Working with this dreaming process does not only make possible to appreciate and experience the deep stream behind relationships but also may facilitate working with the conflict at hand (Arnold Mindell, 2002b, p. 3). Mastering the skills of working with both levels is what makes the facilitation of conflict using processwork theory viable.

Relationship conflicts cause stress, feelings of worthlessness, and lack of capacity to face problems derived from the business. They bring feelings of frustration, expressions of aggressiveness and more, to the point of not allowing for the creation of an atmosphere of cooperation and productivity that would allow organizations to achieve its expected results. Losada and Hephey (2004) showed that behaviors of positivity and connectivity resulted in higher productivity in teams.

Due to such conflicts, employees, Managers, Directors, and the Members of the Board can feel so emotionally entangled that many times it translates to a huge loss of efficiency and productivity, and what is worse are the feelings that each individual needs to deal with internally.

These aspects seriously affect individuals, teams, and the whole company. Stress and sickness and high employee rotation are directly related to the consequences of avoiding conflict and not dealing with it.

Joe Goodbread (2010) wrote in the preface of his book *Befriending Conflict*, that conflict is inherent to any human relationship and in every human being. Further, ". . . conflict that is suppressed has a nasty way of surfacing, unbidden, when it is least welcome" (p. viii).

I felt drawn to create a series of educational videos that may serve as models for individuals in different ladders of an organization so that they may become familiar with and train their skills and awareness to facilitate conflicts. Hopefully, these videos will support them in reaching their inner conflictual dynamics with appropriate interventions at any stage, with the option of deciding whether to get involved or not.

Any intervention that we do to work on any conflict resonates in all parts of the system or community and contributes to resolve smaller or bigger issues and move forward. Working with the conflicts in organizations can have a profound influence in the world, and "in a way is about collective energy moving out and impacting the world" (Schuitevoerder, 2007).

Inspirations, Motivations, and Rationale

My primary motivation was to offer training through videos to the individuals who work in companies in order to provide examples of facilitation through which they can learn to deal with conflicting relationships at work in a different way. I also intend to sensitize the organizational world about the need to provide resources in order to allow space and opportunity for appropriate learning in how to deal with conflict. I clearly illustrate how facilitation can shift the outcome of a situation to benefit both the individuals and the organizations involved.

This Educational Final Project is the result of an urgent need that I have identified. I feel it adds something new to the theories that have already been developed, in order to deepen and support one's individual skills when facilitating conflict in organizations. The complexity of the nature of conflict and the minimal efforts that organizations allocate to focus on dealing with it internally has prompted me to create something different, work that could be so real in the eyes of the observer that everyone could appreciate how facilitating conflict using processwork theory is so useful.

Organizations suffer the consequences from the effects of individual and group suffering. Organizations need to deal with issues that not only belong to the individuals themselves, but also to a higher level of conflict that is part of our society and our world, shaped by prior history and by present values and beliefs. Among them, we can find conflicts that relate to economic class, employees and employers, as well as race and gender conflicts. These are some of the types of conflict that happen in the organizational setting.

These issues are also present in the heart of organizational conflicts. When we focus on the business world, we can find expressions of suffering, with weaker voices being channeled through different forms of employees' rights such as strikes, demonstrations, and other forms of vindication. Voices that are supported by social roles and can find channels for expression in scenarios that are socially and legally acceptable, such as the right to strike or to protest in order to make clear statements, can be heard and therefore are somewhat supported. On the contrary, I have found that management and middle management lack a social role and thus cannot give expression to a collective voice regarding issues that occur in the individual, coalitions, or team scenarios. Although management often feels polarized, due mostly to rank and power issues of superior hierarchy, there are fewer ways to express it. The ways in which these issues can be

dealt with today is only through the adequate performance of leadership. Without impeccable leadership, conflicts will escalate and may become so encapsulated that they may create stagnant roles and generate a company history wherein later conflicts will become more difficult to facilitate.

> Most organizational and world leaders have little training in understanding people or helping groups to change. The lack of conscious leadership in troubled organizations is why troubled organizations turn against their troubles and conflict with conflict. They assume their conflict is "wrong." (Mindell, 2002a, p. 4)

Organizational Development theories support a rational understanding about how organizations need to evolve, as well how Directors and Managers can adapt their leadership to ways that are required in order to have the company perform at its best potential. This is easy and understandable when it is read in a book or in an article. But how do we really change the consequences of our actions and our old behaviors? Is reading enough to provoke this depth and type of change?

Video Format as a New Source of Learning

In order to work with a common edge in organizations about how we face the presence of conflicts in our relationships, I opted to use the video format for several different reasons. The first is to make conflict the center of our attention. Video watching already creates learning about a type of conflict that we usually do not pay attention to. Second, being able to compare both facilitated and nonfacilitated conflict in scripts offers the possibility of having the audience learn from their differences. Third, an outstanding educational element incorporated in my videos is the opportunity for identification that the audience can have with each of the characters, and through the experience of being them, explore a facilitative way of addressing conflictual situations in organizations. The whole process intends to bring full awareness to the situations that are being observed, plus self-awareness and the experience of self-identification with the

character, as well as how to integrate the different behavioral responses in order to facilitate conflict.

I present the work in a video format in order to provide live examples of situations so that the audience can identify with and learn from watching and working with them. I chose this format in order to offer a way of learning other than books and articles. In doing so, I am following Kolb and Kolb's (2008) Experiential Learning Theory (ELT) that postulates that learning is the process whereby knowledge is created through the transformation of experience, where knowledge results from grasping and transforming concrete experience and the learner "touches all the bases" (Kolb & Kolb, 2008, p. 5) experiencing, reflecting, thinking, and acting. This learning model described first by Kolb (1984) shows how key concrete experience is to the basis of deep learning.

Learning through videos has been documented and a research experiment (Siegel, Omer, & Agrawal, 2010) demonstrated it to be a much more efficient way to learn because it provided the student with the full learning cycle. The videos helped students walk through the entire learning cycle, and addressed the needs of various students with different learning style preferences. The concrete experience aspect of the video is most important since there is an absence of concrete experience in most teaching methods (Murrell & Claxton, 1987, as cited in Siegel, Omer, & Agrawal, 2010, p. 222).

The set of three facilitated videos with accompanying scripts, plus two scripts of the same situations without facilitation form my Educational Project. It is intended to be used as an educational program to develop skills for managers and employees to deal with and facilitate conflicts that arise internally within their company. This program could be well complemented with a set of tools for personal growth such as executive or life coaching, leadership studies, and

teamwork.

These videos are based on real cases and are meant to provide concrete experiential examples in order to deepen the process of learning new skills following the four stage cycle of Kolb's (1971) Experiential Learning Theory in which *concrete experiences* are the basis for observations and *reflections*. These reflections are assimilated and distilled into *abstract concepts* from which new implications for action can be drawn. These implications can be *actively tested* and serve as guides in creating new experiences (Kolb, Boyatzis, & Mainemelis, 1999, p. 3; see also Sternberg & Zhang, 2000).

Two: Literature Review

My immense curiosity drives me to explore. Why, after so many decades of theories, scientific approaches, investigations, and with all of the large body of existing literature available, are companies still having so many big issues in dealing with experiences of conflict?

I have long been very curious about why it is so difficult for individuals to handle situations that imply controversy and polarization. Why do we fear conflict? This fear is something that I have felt and perceived in myself in different interactions. When we do not like our relationship with somebody, the most common thing is to try to avoid further confrontations either by recreating a politically correct type of relationship, or by staying away from those with whom our relationship is not good. We tend to avoid as Argyris (1996) said, describing the theory-in-use Model I, to minimize the presence of negative feelings as well as to stay in control and be the least emotional as possible.

Goodbread (2010) framed the fear of being close to conflict this way: "Conflict is frightening to many people because it summons images of escalating emotions, loss of control, violence, and destruction" (p. 8). We fear being in touch with a part in us that may not be so known, and often is the part that feels attacked. We are not trained to be involved in conflict. We also fear being in touch with the weak side of us, the one that we usually do not visit, the part with which we do not identify, also called our secondary identity in processwork terms. Conflict takes us closer to our emotions than does rational thinking, and this also threatens the controlled and causal atmosphere that generally rules organizational culture.

In response to the question of why we tend to avoid conflict, Goodbread (2010, p. 110) stated that the main reason is we fear to be outranked by our opponent. We have a tendency to fear the power of others because we underestimate our own power. We have our imaginary

opponent usually pictured as very powerful in what Goodbread (2010) termed our "internal theater of conflict" (p. 110), a term that he used when we deal internally with our opponents. As he explained, the internal fights with our opponents often carry the memory of our old fears and spread hopelessness in us that we could come out in good shape after the fight.

Rank and power are big issues that tend to generate even more conflict if they are not used with awareness. Arnold Mindell (1995) says that we all have some form of rank, and if we are not conscious of it, relationship problems develop. He writes, "Those who are on top rarely understand why people below them 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). This is one of the key areas that pulls me to act because I have seen this pattern in almost all of the companies I have been involved with. At first, my drive could have been to speak on the side of those who react toward this misuse of rank. Now, I intend to use my strength to bring awareness to the sides who "are psychologically weak" (Mindell, 1995, p. 51) because they do not recognize their positional power nor the way best to use it.

Review of Organizational Conflict

I have researched leadership theories, change theories, theories that promote innovation, and new management values which have served enormously in introducing to some companies an awareness of the immense complexity of relationships among individuals as well as different ways of understanding problems encountered and their consequences. The field of Organizational Development has focused on and worked for many years to clarify different aspects in order to address people's behaviors in a company setting. Studies in different fields have been done in order to contribute to the understanding of behavioral questions.

Many researchers have explored the field of motivation to find what makes people

respond to different situations and stimuli. Among those are Maslow (1943), Herzberg (1959, 1969), McClelland (1965, 1980), Ajzen and Fishbein (1970), and Wiggfield and Eccles (2000). Understanding what the mechanisms are by which people engage and commit is key to understanding their behavioral patterns and learning more about human behavior as a whole. The more we know about how individuals respond to different drives, the more we can control the impact we have on them, and therefore it increases the predictability of their behaviors. Being able to predict allows for the appropriate fulfillment of the expectations that individuals and companies have about future events. Thus, the more we understand behavior, the better control we will have in our predictions.

Research on personality types, mainly by Sigmund Freud and Carl G. Jung among others, formed the basis for the creation of scales to measure personality and individual profiles. The Myers-Briggs Type Indicator (MBTI) of personality types from Myers and Briggs (1962), the disc Model of Behavior by Marston (1928), and the Insight (Andy Lothian & Andi Lothian, 1993) based on Jungian personality types, are clear examples of tools designed to measure the abstract dimension of behavior. These tools contribute to diminishing ambiguity around the human factor and provide explanations and rationale for human characteristics.

Another vortex of research comes from the field of learning about Organizational Leadership and how leaders can be more influential, have more impact, and be more in charge of the emotional flow of the organization. The authors whom I refer to are Goleman, Boyatzis, and McKee (2002), Kets de Vries (1989, 1991), Jim Collins (2001), Peter Senge (1994/2006), and Otto Scharmer (2009). Leadership studies indicate the presence of different types of leadership and how specific aspects of leadership can be learned and developed. Many authors refer to the importance of the emotional role of the leader. Goleman, Boyatzis, and McKee (2002) state it is

primal, "it is both the original and the most important act of leadership . . . the leader acts as the group's emotional guide" (p. 5). Kets de Vries (2006) correlates the psychodynamic characteristics of leadership to the characteristics of neurotic organizations. Jim Collins (2001) describes how emotionally developed leaders have specific characteristics than can turn organizations from down to up in their performance. Peter Senge (1994/2006) explains that designing internal models that build and develop an individuals' capabilities are a basic need that organizations and companies need to approach their problems. Otto Scharmer (2009) describes the essence of leadership as shifting the structure of an individual's attention to an inner place in which, he says, we operate both collectively and individually; this spot represents the collective consciousness. From this place, leadership is more accessible because this place provides access to full consciousness.

Researchers are constantly reviewing and adding reflections and ideas as their experience builds as Senge (1994/2006) expresses in Part IV, chapter 12: "many ideas which seemed radical in 1990 had become deeply integrated into people's ways of seeing the world and into their managerial practices" (e book position 4513). This allows for the constant development of theories and tools that emerge. In the same chapter there are different interviews with top successful CEOs and one is with Roger Saillant of the Ford Motor Company, one of the most successful Directors who managed many of the top-performing operations in the company. He confessed that not one of his bosses asked how he was achieving such results, and added,

> I think they sort out what I did but they didn't want to know how because they were not prepared to be that vulnerable. Maybe they were frightened by what it meant to challenge themselves, to be that exposed, that human. (Saillant in Senge, 2006, ebook position 4563)

This experience illustrates how difficult it is for those who have ways of approaching leadership in a more rational and controlled way when relating to others. How far away this is from a

leadership that resonates with what Saillant defines as the openness that a leader experiences once one has found an inner connection with what is inside of oneself.

Many success stories have been written in order to show, exemplify, and provide evidence about how different approaches to management and leadership have turned out to have great results (Collins, 2001; Senge, 1994/2006). The review of literature done in Organizational Development shows the limitations of having an effective impact when managing difficult situations because individuals rely more on the rational side of events, they have little insight about themselves, and pay poor attention to their emotional competences.

Chris Argyris (1992) explains the theory-in-use that shows how individuals have incongruences between their theories and their actions. It also showed how unaware they were about such incongruences. This inhibits what he calls the double-loop learning in organizations, that is the learning which produces change because it attempts changes in organizational structures and processes. Argyris (1992) states that for this change to happen there is a need to overcome several gaps, which are basically the individual's unawareness of lack of skills and the suppression of feelings or the difficulty to get in touch with them.

To really allow learning and therefore to provide organizations to come out of their stagnant practices, Senge and Roth (1999) described how today's stagnant organizations should allow space for reflection, also termed generative thinking. In organizations where the thinking is dominated by short-term events, generative thinking cannot happen. He offers an example of how corporations reinforce those who excel by advocating their views and disregarding those who inquire or bring issues to debate.

Jim Collins (2001) brings also this reflective space into the literature when he defines great leaders with a quote by David Maxwell and Dick Cooley from Fannie Mae and Wells

Fargo,

> I don't know where we should take this company but I know if I start with the right
> people and ask them the right questions and engage them in vigorous debate, we will find
> a way to make this company great. (Maxwell & Cooley in Collins, 2001, p. 45)

Collins (2001) summarizes that great leadership is that which engages in dialogue, leads with

questions, brings analysis without blame, and builds in a mechanism for red flags.

One aspect that has emerged is the importance of knowing oneself in order to progress as

a leader and be able to have a significant impact in the outer world. In all of the research studies,

there is clear evidence for the possibility to learn and develop the necessary emotional skills and

competencies.

More specifically, Goleman, Boyatzis, and McKee (2002) and Boyatzis and Van Ooten

(2003) talk about the emotional dimension of the leaders, that drives the collective emotions in a

positive direction and states that leaders are not born as is; they learn and develop the set of

characteristics to become one. The first step in such development shows in this research

(Goleman, Boyatzis, & McKee, 2002) as achieving the necessary self-awareness.

Also, Otto Scharmer and Katrin Kaeufer (2013) described how Senge realized that some

tools worked better in the hands of some practitioners and he referred to the need of being self-

aware in order to be successful using different tools of management. Scharmer (2009) stated

then that the quality of results of any system depends on the quality of awareness from which

people on the system operate. Goleman, Boyatzis, and McKee (2002) observed that the key to

making leadership grow to everyone's advantage lies in the leadership competencies that

increase the efficiency of how leaders handle their relationships.

Awareness, self-awareness, and the skills to handle relationships are three of the main

elements that are at the core of my Educational Project. It is intended to teach how dealing with

conflicts becomes a source of growth.

Review of Organizational Conflict in Process Work Literature

Processswork's approach to organizational conflict comes from the work of Arnold Mindell. Arnold Mindell (1992) adds to the description of organizational theories that assume people behave "in a mechanical fashion" (p. 22) the approach that takes into account "the jungle of inexpressible emotions, shadows and unnamed forces" (p. 22). He states that these "appear in the moods, motivations, group problems, and inflations, depressions illusions and dreams of its members" (Mindell, 1992, p. 22). When people have trouble the organization has trouble. In his book, *Deep Democracy of Open Forums* (Mindell, 2002a), he develops the procedures of working with conflict in the organizations that he defines as living systems and not as mechanical entities. He presents the new paradigm of organizations whose lifeblood is composed by feelings, beliefs, and dreams. This supports the idea that there are no standard formulas that can be taught or learned to deal with conflict management. We use ourselves fully, our feelings, our minds, our dreams, and the momentum to just say some of these elements in order to facilitate. This is the main reason why this paper encourages a different learning method to develop self-awareness and uses experiential learning in order to have a closer look at the many aspects of relationships as the basis from which to master conflict facilitation skills.

In 1995, in his book *Sitting in the Fire*, Arnold Mindell addressed conflict in groups stating that conflict and moments of chaos can be valuable aspects of group process because they create a sense of community and a lasting organization. Addressing conflict in any group is a source of learning, as we are part of every conflict around us and using self-awareness is part of the solution.

Arnold Mindell (1992) described awareness as the only constant in psychology. Everything that happens, happens in conjunction with the possibility that someone has become aware of it and observed it. Mindell (1992, p. 85) also stated that the attitude of awareness appreciates the need for resolution as well as the other phases, and relativizes both the expectation and the pressure for resolution. Thus, awareness allows us to dance through different moments and guides the way(s) in which we decide to be involved.

In processwork self-awareness is a key element required in order to facilitate conflict. That is, being able to read in yourself what is happening and what are the streams of signals behind and leading into it is essential. Notice the parts in you that move or shake or vibrate, notice if there is siding in you and what is preventing neutrality. "Improving awareness of your feelings detaches you from the pressure of winning or losing and gives you a more generous and stable attitude from which to work" (Mindell, 1992, p. 100).

Joe Goodbread (2010) offered the technique of working with our inner theater when facing a conflict. This is a way to become more self-aware of what is the "I" and what is the polarity. This should precede going into a conflict, as it helps us to know the place from which we start. With the strong affirmation that conflict has an enormous power of transformation, in his book (Goodbread, 2010) he guides the reader in different inner work exercises in order to deal with fears of conflict. Being able to recognize our opponent as a reflection of our own accessible source of power, brings to light the ghosts from past conflicts, and assists us in finding our own source of inalienable power which is the centeredness of "feeling home with your body and soul" (Goodbread, 2010, p. 46).

Stephen Schuitevoerder (2007) in his article, "Critical Moments in Organizational Consulting Using Worldwork and Structural Analysis Principles," stated the importance of being

aware during the facilitation process. The ability to self-reflect, to look at where we can make

mistakes and how we can grow, are crucial parts of work with organizations.

To stress the importance of such a special skill for facilitation, Arnold Mindell (2002a)

refers to awareness as more important than power, in that

> you need power and courage only if you are fighting something. Awareness does not
> fight . . . . When awareness is present, the spontaneous behavior of everyone is
> awakened and unpredictable processes emerge that are what's best for all.   (p. 37)

Awareness is key to follow the process that becomes the solution for the problem. Awareness

allows detachment, brings us closer to neutrality, and allows the use of our own resources fully

as we may flow with the process.

Much research for projects in processwork that have been done in the organizational

development field is around diverse ways of increasing facilitator awareness. One revolves

around how the organizational myth helps and brings awareness to leadership and organizational

cultures (Hendricks, 2011). Reuthe (2014) developed a workshop for leaders using processwork

theory wherein she integrates many concepts and tools from processwork in order to train their

self-knowledge of different aspects of themselves. Martinez (2011) developed an awareness

program for leaders based on innerwork. Hamman (2007) conducted interviews with scholars of

processwork in organizations, and then compiled the literature on how to outline and deploy the

whole process of doing processwork interventions in organizations.

Three: Selected Research Approach and Contribution to the Field

Experiential Learning Theory

I decided to use videos as a learning tool based on the theory of David A. Kolb (1984). In his book, *Experiential Learning: Experience as the Source of Learning and Development* (Kolb, 1984), his development of the Experiential Learning Theory (ELT) was presented. This theory posits that integration in the cycle of learning comes from two main axes: grasping and transforming experience. The grasping axis has at one pole Concrete Experience and at the other pole, Abstract Conceptualization. The transforming experience axis has at one pole Reflective Observation and at the other pole, Active Experimentation. These create four learning modes that are adaptable depending on the stages of the learning cycle and the preferences in learning that each individual has. The preferred learning style depends on her or his personality characteristics as well as on professional background. Concrete experience is the basis of observation and reflection, and those reflections produce abstract concepts from which an action takes place. The video allows the Concrete Experience to be present and assures that a complete learning cycle can occur.

Videos

The choice to use videos in my Educational Project came from my desire to generate deeper learning based on the ELT. This theory enhances the more practical aspects of the method because it goes beyond using text guides and articles that generate only reflection without concrete experience. Different experiments have been conducted using videos (Siegel, Omer, & Agrawal, 1997) and computer based simulators (Gopinath & Sawyer, 1999), and all have proven to have better learning outcomes than other traditional forms of learning that mainly relied upon theoretical readings and lectures.

Experiential learning has been used in different academic majors to obtain better learning outcomes than with just the regular theoretical readings and lectures. Concretely, in the study of Siegel, Omer, and Agrawal (1997), a video was used to show different parts of an auditing process, and then they conducted an experiment that proved the increased effectiveness in learning when using a video simulation. The weakest aspect of traditional instruction is the absence of concrete experience. Therefore, the major emphasis in the videotape presentation is to provide concrete experience. Kolb and Kolb (2005) write more on this in the *Kolb Learning Style Inventory—Version 3.1.*

Making the Videos

Making instructional videos about the application of processwork facilitation skills in the business world for a broad audience is relatively new. Other people have used videos in their final projects such as Sonia Sinisterra (2013) and Zed Xaba (2011). My contribution is significant because it adds to the research work done within the model of live facilitation. It also adds to the relatively very few-recorded processwork facilitations that are available for public view. Although the scripts they play from are extracted from real cases, confidentiality is not an obstacle because all the data through which the company could have been identified have been deleted and the videos are made by professional actors. Also uncommon, they are videos that are specifically designed for educational purposes, as most of the training in conflict facilitation is done through books, articles, and lectures as well as class exercises and workshops.

Four: Approach

What Themes and Content Were Chosen and Why?

The ideas for the videos came for different reasons. The first one was in response to the limitation that I felt when trying to explain to someone else in a short paragraph what facilitation was. This really annoyed me because I was unable to share something I knew was so important for companies and for the world.

The second was the fascination I had since the first day when I saw my teachers facilitate. That was not explicable with either words or concepts. I could see, feel, sense the effects of the facilitation in groups or individuals, but I could not describe how they did it. To me it was art, and still is art. This partially had to do with the unseen power of their metaskills that Amy Mindell (1995) describes in her book *Metaskills: The Spiritual Art of Therapy*. She refers to metaskills as the

> awareness of the feeling attitude that arises spontaneously on the side of the therapist while working. . . . It demands that the therapist scrutinize her feeling- awareness to notice and ride the various attitudes which come up. . . . She may bring her attitudes usefully into her therapeutic interactions and notice the changes and feedback that occurs. . . . The concept of metaskills demands that the therapist strengthen her feeling awareness and simultaneously use all her other practical tools in the service of the client. (Mindell, 1995, p. 37)

That part of the facilitation should be experienced or seen and it is very difficult to define it or explain it in words. The actors attempt to interpret the part that cannot be described but felt. These are the skills that allow individuals to become aware of their feelings and use such awareness when facilitating. Actors were asked to emphasize awareness of their own feelings in order for them to be visible for those who look closely in the videos.

The last reason was to create a tool that I could use to demonstrate what we as professional facilitators could do in different and frequently occurring situations in the

organizational world. Simply, I sought to provide tangible examples and show how this approach was key to developing healthier organizations.

Companies are filled with rationality and linear causality. They are also drawn to the need to follow only those variables that can be quantified and have inherent motivations that lead to a high desire of control. All of this provokes a lack of space for people to share and build common ideas that could serve the company to repair previous errors and innovate. All of these are also elements that inhibit the natural emotional and physical space for facilitation. Also, given such set of beliefs and without tangible results, it will be difficult to convince companies that facilitation can change the course of actions that perpetuate conflict. My decision was then to reproduce typical situations in video and show the companies in what ways these situations could be dealt with in order to have different results. This was the best way to demonstrate what the results might be.

The good thing about the change that is proposed when showing the facilitative videos is that it all depends on oneself, as all the skills, attitudes, and the interventions that are pictured in the video fall into the individual's decision of whether they are carried out or not. Each individual will have the choice to be in facilitation mode or not. As said earlier, the decision to go into a conflict depends on each of us, on how ready we are, how much we have worked and prepared ourselves for it, and if indeed our priority is to work on it. This also puts the individual in charge to make the decision and take responsibility for her or his own actions, which helps to further reduce attitudes of blame as well as lessen putting the responsibility on others.

After working in companies for many years, I have been witness to how different situations that carry conflict kept repeating with different actors but with the same essence. Therefore, I chose for the backbone of the project to use situations in the videos that are common

to companies. There are three scripts that describe three stories, and three of them are facilitated. I include the scripts of two of the same stories nonfacilitated in order to see the contrast between what results from a facilitated situation and what results from the same situation nonfacilitated. In these two cases, the differences are very instructive. I choose to have the other script nonfacilitated because I wanted to show how facilitation can come naturally when someone decides to enter voluntarily in a conflict and has skills or metaskills that allow her or him to take the role.

In the second video, facilitation happens naturally as part of the situation. My intent was to observe how a situation could be facilitated when the facilitator role is present in the field. Actually in different conflicts the role comes into light through the role of leader or the role of the elder. We are all possible leaders and elders. Dawn Menken (2013) in her book, *Raising Parents, Raising Kids,* refers to the "inner elder" as "the aspect in each of us . . . the deepest part of who we are" (p. 186) and she continues, "it is imperative that we connect to the inner experience of this generous and open elder in ourselves" (p. 186). Arnold Mindell refers to the facilitator as the elder as Dawn Menken (2013) states in her notes in *Raising Parents and Raising Kids* (p. 223), and it is mentioned that he refers to the role of the elder as the "grand facilitator" (p. 223). Violetta Ilkiw (2014) states that "the elder role is a seed in all of us" (p. 12). She refers to the elder role as having a powerful transformative potential, supporting the natural self-organization of a system, and providing a way to deal with diversity, chaos, and conflict when it is present. Being a facilitator and becoming the elder is a part of us that can be developed.

The second video is without a facilitated script and shows directly how a facilitator can take that role naturally when polarities start arising in the scene. This facilitator role comes from the essence of what in processwork is described as the elder.

Tapes and Teaching Points

The first two tapes deal with relationship interactions and the third tape looks at the facilitation of a group. The following teaching points emerge in these tapes. It will be useful for a facilitator or educator to review these points for discussion with the participants being trained. I have listed the issues that bring conflict as well as how they have been shown in the scripts and facilitated.

Tape 1: Leadership Changeover. These teaching points are included.

1. Awareness of low rank:

 (a) Woman is afraid to speak.

 (b) Looking to team up to support each other

 (c) Willing to hide nervousness

2. Working with difficulties of low rank:

 (a) Inability to speak from the low rank

 (b) Feeling victimized

3. Becoming aware of the consequences of low rank:

 (a) Nervousness

 (b) Being seen as not professional

TOOL: *Overcoming the edge*

 (a) Creating the facilitator role

 (b) Identifying the process structure—primary, what's known is being weak and not able to make decisions and secondary what is not identified with is feeling strong and able to decide.

 (c) Use of characteristics coming from images

(d) Amplifying the experience

(e) Integration of the secondary experience into one's daily life

(f) Working on yourself

4. Not valuing the work of former director/colleagues:

(a) Women react in a defensive way.

(b) Polarities increase and positions become more extreme.

5. Not being able to stay strongly behind the women's own point of view:

(a) Feeling shy about it.

(b) Not ready to go into conflict.

TOOL: *Metacomunicate and frame*

(a) Becoming aware of what is happening

(b) Say what is happening

(c) Include context and describe what the positions are

(d) Framing the context allows voices to express more openly

6. Using the director's power and rank inadequately:

(a) Use of blame referring to the bad results because of the way the woman

Director deals with her team

(b) Use of contempt when General Manager disowns the professional

capacities of the Nurse Director

(c) The use of an abusive attitude. Abuse in PW is when higher ranked

person carries on doing the same after lower ranked person has said

stop or shown some inability to defend him or herself.

(d) Unawareness of other's feelings

TOOL: *Overcome an edge by approaching the edge from the primary process (Julie Diamond, 2004, p. 131)*

> (a) *Approaching the edge from primary process (management by numbers and figures)*
>
> (b) *Reframe the experience*
>
> (c) *Discuss the secondary experience*
>
> (d) *Dream into and expand the client's knowledge of the secondary process (management by relationship)*
>
> (e) *Enact the secondary experience and the edge against it*

7. To speak about others who are not on the scene:

> (a) Expressing bad feelings about the missing person
>
> (b) Creating a ghost with characteristics that belong to the imaginary figure of Mr. Charles on one side and Sandy and Helen on the other
>
> (c) The polarity in the field escalates.

TOOL: *Role play the ghost as it is part of the secondary process (Julie Diamond, 2004, p. 90)*

> (a) *Become the role, speak from as in the first person*
>
> (b) *Unfold signals*

TOOL: *Frame temporary resolution*

> (a) *Verbalizing and framing*
>
> (b) *Reading the atmosphere*

Tape 2: Facilitation Comes Easily. These were the teaching points.

1. Speaking about third parties that are not present (gossip) as woman is doing after coming out of the meeting.

      (a) Statements that describe how another person is. In this case she speaks about someone else being self-centered.

      (b) Third parties very often have information about the characteristics of what is secondary for the person who speaks about them, is marginalized, and gives information about her edge.

    TOOL: *Edge work*

      (a) The feeling of anger is a dream door to start edge work.

      (b) Become familiar with a quality that is not recognized as part of the woman's identity.

      (c) Using a character to identify the marginalized characteristic

      (b) Bring this quality closer to the first identity.

      (c) Frame the evidence of signals to help awareness at the edge and point out signals when going over the edge.

      (d) Integrate the quality in the relationship that is disturbing.

2. Women make accusations:

      (a) Negative impact on the relationship when making an accusation

      (b) Escalation of negative feelings

      (c) Lack of empathy and understanding

    TOOL: *Asking about finding the small truth in it*

      (a) Finding a source of power in oneself

(b) Finding a perspective where the characteristic that held the

accusation can be of help

TOOL: *Working with your own conflict*

(a) Being aware of your own edge

(b) Being aware of the other's edge

(c) Stating your own feelings and ability to express your own experience

TOOL: *The use of a slow tempo when conflict escalates*

(a) The individual work to be able to do that

(b) How metaskills help to de-escalate

Tape 3: The Management Is Ready to Fight. These were the teaching points.

1. Bringing controversial issues to discuss:

    (a) General management wants to align the team.

    (b) Trying to listen to all different opinions

    (c) Dealing with the team's internal fighting

    (d) The group becomes silent.

    (e) Attacks to the facilitator are also present.

TOOL: *Create alignment*

(a) Sorting the topic

(b) Expressing feelings that are in the field

(c) Accepting the part that is a truth of the attack and enhancing a secondary

quality for the group, freedom to speak

TOOL: *Metacommunication*

(a) Brings truth and increases trust and awareness in the scenario

(b) Changes the mood in the atmosphere

(c) Helps unfold other information

TOOL: *Standing and feeling the silence*

(a) Using the metaskills of curiosity and heartfulness, and asking someone to speak for the silence

(b) Polarities and fear will show behind silence.

(c) Find the effects of naming and addressing the silence.

TOOL: *Defining the group structure*

(a) Primary identity will be one's individuality.

(b) Secondary identity will be the quality to work as a team.

TOOL: *Roleplaying*

(a) Finding what it is to be in another role

(b) Finding what is the interaction of the other role

(c) Finding the use of qualities of that role

2. Dealing with the marginalized strength of the judge:

(a) Relating to a role that is mentioned and who is not represented

(b) Finding what it is that the judge represents

(c) Becoming aware of strength

(d) Being able to integrate the strength

TOOL: *Framing*

(a) Explain what's relevant from the interactions and bring it to awareness.

(b) Impact of framing in the group

Creation of the Videos: How They Were Created, and Who Was Involved

After the scripts were created, I reached out to professional theater and movie actors to play them. I sent the scripts that I had created to be revised by a theater director to make sure they could be played. We had to sit down together in order for me to explain to him what the facilitative sentences meant. I realized that they were written in a very specialized processwork language that is not so common. This made me think that if in the same way actors may not feel at ease to perform specific conversations, men and women of the corporation may also have difficulties in being able to do the interventions as in the video. I decided to make them user friendly and I revised with the director the way some of the dialog was written, and we did the requisite fine-tuning.

Who Do I Hope to Reach?

This is meant for anyone who would like to learn a new approach to working with conflict facilitation, and that can be especially managers, consultants, leaders, or anyone who is curious about what can work when facing a conflict. I am always taking into account that all we can do with conflict depends on us.

Limitations and Limits

The most important issue that underlies the limitations of the project is the curriculum that needs to be built on top of the videos in order to complete the learning of the facilitation skills using processwork tools. The main limitation is in how these skills are learned, and how to provide the learning that comes from personal growth and the increase of our self-awareness in order to work with emotional material and conflict. Given the aim of providing more complete educational experience, I see that it is necessary to create a *Guide for the Facilitator.*

The teaching points included in the videos are in the order they appear.

1. Overcoming an edge by approaching the edge from the primary processs

2. Metacommunicate

3. Role play the ghost

4. Framing a temporary resolution

5. Working on your own conflict

6. Use of slow tempo when conflict escalates

7. Standing and feeling the silence

8. Role play

9. Framing

10. Create alignment

The teaching points that are included in the videos should be complemented with the sections Allow Self- Knowledge and Self-Awareness of Own Edges. These will allow participants to learn the skills demonstrated in the videos. The *Guide for the Facilitator* is in process.

Five: Discussion and Conclusion

The experience of Managers around being emotionally blocked when facing conflict in corporations has been the main reason to create a new way to learn how to approach these situations. Because conflict is a quotidian reality in organizations due to the impact that our dreaming process has on relationships, and given the strong impact of rank and power in corporations, I produced a new educational resource that supports a more efficient way of learning the skills to deal with conflicts.

Our fears about going into conflict prevent us from experiencing it and this builds obstacles to the possibility of learning and growing from it. As shown in my review of literature, by nature we tend to avoid the conflictual situations that surround us. It is also proven that concrete experience is one of the key elements in learning new skills, as without the experience, we do not achieve completion of the learning cycle.

The experience of being involved in these situations offers the possibility of creating awareness, if those situations are handled with adequate skills and metaskills. The three videos of my project show some of the skills needed to use in different moments of the conflict, and also show how conflicts evolve when different interactions happen.

Having the stories played by professional actors provides the possibility of having the audience identify personally with the characters or any part of them. It is like someone is modeling the work for you. Experience has been proven to be a key to learning because after the experience, reflection and then abstract conceptualization become the basis for the individual's active experimentation. This then can complete the learning.

My work contributes to build the basis for further development in this new learning because it offers live illustrations of how to facilitate conflicts in general. It also suggests that

we can all be facilitators (Menken, 2013). Any manager can learn the facilitation skills shown. It adds the practical view of processwork tools applied in situ, where the richness of the live demonstration becomes very clear. Specifically, my work begins to model what facilitation could look like in the corporate world as an everyday phenomenon.

The comparison of how facilitated relationships can differ from nonfacilitated ones shown in scripts one and three offers evidence of the consequences that we experience when conflict builds up. The parallelism with the exact same situation handled without facilitation sheds light on many similar experiences that we have all been involved with at one point or another. The analogy of how conflict escalates when no facilitation skills are used and the results of facilitating an application of processwork are clearly exemplified and contribute additionally to the learning.

The challenges of this educational project came from two angles: one was to show facilitation in a more natural way, and second was how to learn the facilitative skills. Throughout the writing of the scripts, I always felt the stress of writing them in a way that was natural and that the actresses and actors could identify with the characters who were representing the facilitative skills. I realized how much the conversations could seem fake or unreal when the characters were having facilitating dialog. Facilitation is done by metacommunicating and in order for this to be harmonic, we need to create a context. To attain the necessary natural atmosphere was a real challenge. I realized how unnatural it was to facilitate. How strange it can sometimes be to introduce facilitation in our conversations. This is a challenge for which I recommend further work. I emphasize the need to make facilitation skills a commonality in our relationships. I seriously dream of a world of people who can speak as facilitators. For that we need to create and support the availability and development of such skills. I would like this is to

be especially applicable to the corporate world where the characteristic business language is even more specialized than language in common use. I deeply stress the importance and relevance of research and contributions that can allow processwork facilitation skills to be increasingly used in organizations.

The second challenge and limitation is how the skills are learned. The videos and the scripts in this project serve as elements of educational work and they are key for any educational program in this domain. Learning to facilitate involves a great deal of personal growth, and that is also a potential limitation for people learning to work with emotional material and conflict.

I recommend developing a more extensive program to accompany the videos. This is needed in order to ensure that the self-awareness and the personal growth of the managers of corporations can be appropriately integrated as part of developing their facilitation skills. I believe that working in this direction will allow more awareness in the organizational field. This will help managers recognize the different parts of themselves and use them as required to facilitate conflictual situations. Succinctly, I strongly hope that organizations will provide the necessary resources and support for this learning to happen.

Dedication

To the facilitators in the world

To those wise women and men
Who will be mirrors
And help others to learn

My inspiration is the passion
Of experiencing all
And all can be one
And evolve as many

It's all about me
Because the planet I see
A Wise man once told me
It was all about me

Then is when I began
To look and search
For something that will not end

This is how deep it can be
And I never thought that all of this
Could be me.

Judith Miret, Barcelona, 2015

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Appendix A: Three Scripts

Script 1: The Management Changeover: Facilitated

Description of the Company

The hospital belongs to an insurance group that sells different types of insurance. One of the product branches is health related insurance, and the other branch is non health, which includes car insurance, life insurance, and personal savings insurance.

A new General Manager is hired by the hospital.

Mr. Charles is the new General Manager who has been hired by a hospital that is going through a challenging period where the government is cutting public funds in order to privatize the hospital. The goal is to improve profitability. The general management of the hospital has not been profitable and the Insurance Company that owns the hospital wants to sell it since it is a drain on financial resources.

Description of the Actors

Mr. David Charles is a 45-year-old lawyer. He describes himself as a man of the world. He says he has no roots, and travels everywhere with a backpack and his dog. He describes himself as a nomad.

He has a sharp and intense look and often smiles when he talks about himself.

Mr. Charles has been involved very closely with politics. He talks about this quite often, mostly to men. He really feels proud of it and seems fond of talking about himself and his relationship with important people in politics.

Sandy is the Director of Nurses. She manages a total of 300 nurses, has been in the hospital for 17 years, and maintains excellent relationships with a large number of nurses. She has promoted those who are more loyal to her and therefore she has created a network among the nurses of trust and loyalties. She fully controls the service because she has loyal Nurse Supervisors reporting to her that also have great influence among the total nurse headcount.

Helen is the Head of Finance. She has been in the hospital for 15 years. She began as an accountant and was promoted 5 years ago. She was also responsible for the payroll and personnel administration. Her position gave her the chance to be in the meetings with the worker's Council and the unions although the meetings were conducted with the General Director of the Hospital.

Description of the Situation

Mr. Charles needs to meet today with all the Directors that are reporting to him. Today he will meet the head of Finances and the Head of Nurses. They will meet together with the General Director since they have been working together in several issues as the nurse's shifts, the remodeling of the surgery rooms, the follow up on nurses leave of absences, and on the payroll among others.

The Script to be Represented by the Actors

Mr. Charles, Sandy, and Helen will meet today at 10am in order to hold the first meeting.

It is 10 min to 10am and the two women come together to Charles' office. They knock on his door that is closed and from the back of the office a strong voice is heard saying:

CHARLES' VOICE: Ladies, I'm busy now, the meeting is at 10am.
They look at each other and wait outside.

SANDY: *(inquires)*
Well, that wasn't a very good start was it? Have we done something wrong?

HELEN: He probably doesn't realize how unfriendly he sounded? Frankly his tone makes me feel very nervous about the meeting. How about you?

SANDY: Yes, I feel nervous too and actually I find it difficult to say what I think when I feel like this. I really wanted to speak calmly and thoughtfully in the meeting.

HELEN: I agree and you know, feeling weak and nervous is not something generally accepted at our level is it?

SANDY:-No, you're right, but now I do feel weak and worried, and I don't want my new boss to see it.

HELLEN: I admire your honesty Sandy, and you know that how we feel will also affect the coming meeting. Our feelings and attitudes bring a piece of the unseen reality to the situation. I'm not sure if Mr. Charles is aware of the impact that our being nervous can have on the meeting.

SANDY: Well, I guess he's the boss, and the one who makes the rules.

HELEN: I'm just wondering how we can support each other.

SANDY: It might help if you could be the external eye, and the metacommunicator, you know, like the detached observer.

HELEN: OK, I'll try.

SANDY: You know I'd just like to find the strength to participate in the meeting fully without being afraid!

HELEN: Then maybe we should look at the fear a little closer. *(Hellen looks at Sandy more closely)* Go ahead and notice what it's like to be fearful. What do you notice?

SANDY: Uhm, well . . . I feel a cold breeze blowing . . . I feel it on my skin, . . . and now I can see that the breeze brings a big cloud, and the cloud stays around the top of my head.

HELEN: Is the cloud alone, or are there other clouds?

SANDY: There is only a big one and it looks like a big cotton ball.

HELEN: OK . . . *(all the attention to Sandy)*

SANDY: . . . The cloud is surrounding me . . .

HELEN: You're smiling *(she perceives that Sandy is into herself)*

SANDY: Yes, all of the sudden I feel I am in this big cotton ball that allows me to jump in and get my feet out off the ground.

HELEN: Yes . . .

SANDY: . . . and it feels like I can even move with the cloud, it feels safe and comfortable

HELEN: Can you say more about this?

SANDY: It's relaxing. I can move slowly with it . . . I can step in and out.

HELEN: mmm . . .

SANDY: It's like I have the freedom to stay more involved and the freedom to detach.

HELEN: Wow! How do you think this quality could serve you in our meeting?

SANDY: Well, I guess . . . this allows me to be flexible. It helps me to get another perspective and able to be involved or to detach. It makes me feel I have a choice.

(Sandy lays back as she feels relaxed)

After 10 minutes Charles opens the door of his office and lets the two women in.

He sits on his table. Helen sits in front of him and Sandy sits next to Helen.

Sandy opens up the conversation.

SANDY: Welcome, Mr. Charles, nice to meet you, we are happy that you are with us.

HELEN: Yes, welcome Mr. Charles. We are really looking forward to working with you. Sandy and I have a lot of work on our shoulders. Our hospital has suffered big cut backs to our public funding and we really need to work very hard to have the hospital we want for our city.

CHARLES: Well, hello to both of you. Thank you for coming. As you know I have been appointed as the new General Manager of the Hospital and I've been hired to improve the hospital's economic situation.

Let me be frank with you. My background is in law but at the last hospital I was made responsible for managing the restructuring of the personnel and reducing the enormous costs of the hospital to make it a more viable business proposition.
And now, here at this hospital my new project is to start improving the efficiency as soon as possible. So my first step will be to meet with all the different area managers in order to do an assessment that will help me to develop an action plan to make the Profit and Loss accounts look healthier.

HELEN: It's great that you have the vision to start building good relationships and that you value the people here.
Not all new managers see the work that has been done before as valuable.

CHARLES: Yes, of course, building relationships with the people that we will be working with is important. But perhaps more important is how they will deliver the expected results.

HELEN: With a good relationship in place the results will be more positive. For example, right now, the relationship between the three of us is important. It will be a reflection of how well we work together.

CHARLES: Yes, that's true.

SANDY: Mr. Charles, I think it would be useful if I could explain in another meeting how we program the work of the 300 nurses that we have on our staff. I would particularly like to share with you how we organize the weekly distribution of the days off. Also I can explain how we manage sick leaves. It's one of the most challenging management issues.

CHARLES: I would like to know not only how you do it but also look at the costs. Cost containment should be the driver of the management philosophy until we reach a healthy economic situation at this hospital.

SANDY: Yes, I understand your point. *(she looks down, not directly in his eyes)* and Although I really agree on that I must say that we need to be aware that we are pushing our nurses to the limit. They are taking the night shifts when needed, in order to cover absences and sick leave. The Law does not oblige them to do this, but because I maintain a good relationship with them they do it. I believe in teamwork and try to maintain close relationships with my team. This is

the only way that the work in the hospital can be done without much higher costs. Imagine if we had to hire more nurses to cover the shifts! We'd be bankrupt!

CHARLES: Sandy, I have worked in a hospital before. Is this the way you manage the whole team of 300 nurses? May be you should consider doing it in a different way. We don't manage our business through relationships. (*Looking at Helen*) Maybe you should help her, Helen, and try to nail down some numbers so she can understand the global situation better. If we don't show the value in our numbers, there is no value at all; no one will invest in assets that are not profitable. And this is not affordable; we need to make the hospital attractive for investors. There is no future otherwise.

HELLEN: (*framing*) We are having a conversation with two different viewpoints: one that values numbers and the other, relationships.
The way I see it both viewpoints are valid.

CHARLES: I am trying to be clear with Sandy and show her other ways to work. This is always going to open up new ideas.

HELEN: You're right. It is necessary that we are open to new ideas.

I'd also like to comment on our experiences with the chain of command at this hospital. We've always had great success with positive management so that the staff feel valued and are motivated. We've always put great emphasis on this here and I feel it is the only way to encourage the staff to work at their full potential under sometimes difficult circumstances.

CHARLES: Well, I'm glad that you have had a positive experience here, and I'm open to hearing about your experiences. I'm sure that it will make my job easier.

HELEN: I think it's great that you can and are willing to talk about this. It's not always easy. And I know we are dealing with different perspectives here, conflicts can easily escalate later on if we don't deal with them appropriately when they arise.

SANDY: I'd like to build on what we are discussing. We are all people with feelings and with a basic need to be respected. I know how hard these nurses work. They work because they feel committed and valued. They work because they care about the hospital.

CHARLES: (*getting annoyed*) That's all well and good in theory but now action needs to be taken. Helen, show her the numbers; in the end if an organization doesn't come up with results, relationships are not important anymore. I find it hard to understand how the hospital has been running this loss and no action has been taken to prevent the losses from escalating.

HELEN: Yes, I can see that. I'm sure it's not easy for you to understand the former management of a hospital in so much financial trouble.

SANDY: I have to say I feel a little uncomfortable with what you are saying (*Sandy is taking her own side*). I feel it's important that you know a little about our past General Director and his

managerial style. He was a doctor and very devoted to the Medical profession. He stood up politically for public health and the majority of our patients came from the public health system from which we received funding. As a result we are well known for providing some of the highest quality care and services available anywhere in the public sector.

HELEN: I worked very closely with him and he would say *(In the role of the former General Manager)*

"We need to stand for our quality; we need the confidence of the people in our city. We need to be a reference hospital for the public system, and it is the excellent quality of our doctors and patient care that has got us our professional reputation."

CHARLES: But maintaining this course is simply too expensive! Are they the best doctors simply because they are the most expensive? If we don't cut back we are finished.
All our decisions should be ruled by the need to have a profitable hospital. If not, this hospital won't survive.

SANDY: I strongly believe that what has been done needs to be respected and I think you're expressing your ideas in a way that underestimates all the professionalism of the previous management.

CHARLES: I am not interested in the past. We have to put our vision into the future; the past only prevents us from evolving and growing. Sorry Sandy, . . . the way the hospital was managed is not sustainable.

HELEN: I see how much passion and commitment are present from you both . . . *(awareness of feelings and communality)* . . .
And these are very passionate statements with great willingness to move the hospital forward . . . (*more awareness of the feelings*) . . .

CHARLES: Well, yes.

HELEN: . . . and your passion, Sandy, also shows how much you have fought to accomplish a total nursing service even under such difficult economic circumstances.

. . . Mr Charles, can you say more about how you feel. (*trying to discover the passionate feeling part by amplifying it*)

CHARLES: Well, I am someone who doesn't need very much but I like to do my job right. I like to prepare for possible problems. I don't like to improvise because I don't like to leave anything up to chance.

HELEN: Can you imagine for a minute what it would be like to improvise? I know this is an unusual request, but I think it might be useful to help the three of us understand each other better.

CHARLES: Hmmm . . . . Well, improvisation is rare for me, it's not the way I usually deal with situations. Fate is fate and it may take you where you don't want to go.

HELEN: Yes, I understand . . . and when facing fate or uncertainty, numbers often don't help.

CHARLES: I guess not.

HELEN: Sandy will tell you she is not really a numbers person but she is very good at dealing with unpredictable situations.

CHARLES: I appreciate you pointing that out and glad that Sandy has those skills but walking into the unknown is not really what I relish I must say!

SANDY: Well, Mr. Charles, thanks for seeing that. I must stand for all the work we have done. . . . Helen, myself, all the Medical Doctors and other staff in this hospital have gone through many changes over the last 17 years and I've worked very hard to achieve the results regarding service and quality and to build what we have now. We have faced many situations that were not planned or expected. We've had to negotiate with the public health system in order to get higher ratios of patients in order to get greater public funding and every year we've had to adapt the internal services depending upon the expected number of patients.

You know, I can also relate with what you said before, I have not been involved with the economical parameters of the hospital. We were funded publically and our results were not measured in terms of profitability. It was our General Director who maintained the political relationships with the Public Health Administration and the funds that the hospital received were managed internally by the holding company.

And Helen's right, I'm not a numbers person. I rely on other skills.

HELEN: This is brave, Sandy, there are a diversity of skills needed.

CHARLES: May be profitability was not key before, but now it is mandatory. Our management needs to be totally involved. And you're right, relationships and personal influences are important but the type of management based on relationships needs to be integrated with a results oriented management. And we need to find ways to track and report results so we can celebrate our achievements.

SANDY: I really see the importance that you are giving to the control over economic results, and I understand that the financial results are key to the success of our hospital. Maybe adding up the financial results will allow a business approach that we have not had up until now due to the fact that we were funded publicly. I am sure Helen can help me to build a way of following up and controlling the important economic data. And maybe you can help me with some other ideas you have to address my area of responsibility.

HELEN: This is a nice way to anchor our teamwork.

CHARLES: This has been a good meeting, thank you both. Let's schedule one with you, Sandy, to go over the coordination you have with the nursing team and Helen, you should try to get the numbers in order to analyze different alternatives.

Script 1: The Management Changeover: Non Facilitated

Mr. Charles, Sandy, and Helen will meet today at 10 am in order to hold the first meeting.

It is 10 minutes to 10am and the two women come together to Charles' office. They knock on his door that is closed and from the back of the office a strong voice is heard saying:

CHARLES' VOICE Good morning ladies, the meeting is at 10am.

They look at each other and wait outside.

SANDY: (*inquires*) Have we done something wrong? It seems from his voice that he was disturbed by us knocking.

HELEN: Well, we just knocked on the door, in order to inform him that we were already here.

SANDY: Yes, I hope he is not a difficult and confrontational type. I would find that very difficult to deal with.

HELEN: Let's wait and see how the meeting goes.

After 10 minutes Charles opens the door of his office and lets the two women in.

He sits on his table. Helen sits in front of him and Sandy sits next to Helen.

Sandy opens up the conversation.

SANDY: Welcome, Mr. Charles, we are happy you are with us.

HELEN: Yes, welcome. We really have a lot of work on our shoulders. Our hospital has been through a big cut back in public funds and we need to work very hard to have the hospital we want for our city.

CHARLES: Hi to both of you. Thank you for coming. I have been appointed as the new General Manager of the Hospital and I am hired to bring the hospital to a better economic situation.

I am a lawyer. I have used my background in law many times, especially when I conducted a collective dismissal in the last Hospital I was in. At that time we had to dismiss a considerable number of people. It was needed because the hospital could not afford all loses and such high personnel costs as a consequence of a higher than needed headcount. The results of that restructuring were frankly very good.

Now, this is my new project, I need to start working on the hospital's efficiency as soon as possible. This is why my first step will begin meeting all the different area managers in order to

do a previous assessment that will help me later to develop an action plan to make the P and L of this hospital look better and healthier.

HELEN: We have been struggling very much. I am working everyday with the numbers of the hospital, and they don't look very good. I don't know how your meetings will go, but the atmosphere in this hospital is very bad. It is very difficult to work under such economic pressure.

SANDY: Yes, (*she looks down, not directly in his eyes*) I must say that we need to be aware that we are stretching the work of all our nurses. They are doing the night shifts if asked to in order to cover absences and sick leaves. The Law does not oblige them, but because I maintain a good relationship with them they do it. I believe in teamwork and I try to maintain a close relationship with my team. This is the only way that the work in the hospital can be performed without excess cost. Imagine if we had to hire more nurses to cover the shifts! Our hospital would be bankrupt.

CHARLES: Sandy, I have worked in a hospital before and let me ask you, is this the way you manage the whole team of 300 nurses? May be you should consider doing it in a different way. We don't manage our business through relationships. (*Looking at Helen*) Maybe you should help her, Helen, and try to nail down some numbers so she can understand better what an organization is all about. Maybe you need to show her what the value is that organizations need to bring out. If we don't show the value in our numbers, there is no value at all; no one will invest in assets that are not profitable. And this is not affordable; we need to make the hospital be attractive for investors. If not we have no future.

HELLEN: Yes, I can do that. Sandy and I have worked closely together in coordinating the variable concepts in payroll, the costs of several remodeling initiatives in order to maintain the quality of our services among other things.

SANDY: I would like to state my opinion and I do not think that everything is about numbers, the relationship with employees is important, and the relationship with the managers, in the end we are all people. I know how hard these women and men nurses work. They work because they feel committed. They work because they care about the hospital.

CHARLES: These are nice ideas but as you can see, the situation now shows there are no results. This I would say is a clear example of not caring so much about the hospital. Please, Helen, help Sandy with this. Show her the numbers; see if she can really be convinced that at the end if an organization doesn't come up with results, relationships are useless. This is probably why this hospital is a total loss. I don't know how this could have been managed in the past, seeing the drop in the financial results and not doing anything about it is something for me very hard to understand.

SANDY: Our past General Director was very devoted to the Medical area, he was a medical doctor and he was strongly committed to the Medical profession. He stood up politically for public health. Our hospital was provided with public funds and we were treating mainly patients that were derived from the public health system. This was an honor. The public system really believed in our medical assistance and on the quality standards of our hospital, as well as the

quality of service that the patient and their families were receiving. And this goes beyond numbers, the reputation of a hospital is built on the quality of assistance and the way the institution can bring this quality to light.

HELEN: Yes, we worked very closely with the former General Manager, he had been with us for almost 16 years. Sandy and I knew him very well (*says Helen with a sad look on her face*)

CHARLES: Wow, what a great man!! (*almost laughing*) This quality, you know . . . put the hospital in an enormous amount of trouble because decisions were taken only looking at the great quality of assistance and not the profitability. This quality is way too expensive! Why do we need the best doctors? The ones that call themselves the best simply charge the most. We need to optimize all of our resources. All of our decisions should be ruled by the idea to have a profitable hospital. If we don't do it, this hospital won't be able to survive.

I really do not understand how this hospital was ruled with such a philosophy!

SANDY: I can explain to you how we have done it. What you are saying is making me very sad because I strongly believe that what had been done needs to be respected. You state your ideas in a way that underestimates all the professionalism of the previous management.

CHARLES: I am not interested in anything from the past. We have to put our vision into the future; the past only prevents us from evolving and growing. Sorry Sandy, things are changing . . . the way the hospital was managed resulted in chaos.

SANDY: Well, David, I must stand for all the work we have done, Hellen, myself, all the Medical Doctors and other staff in this hospital have gone through many changes. I have been in this hospital for 17 years and I have experienced many transitions. I have worked very hard in order to achieve the results regarding service and quality, which I was responsible for delivering. We have all built the hospital we have now. It has been a reference in the sector for many years and I feel very proud of it.

We were funded publicly and our results were not measured in terms of profitability. It was our General Director who maintained the political relationships with the Public Health Administration. The funds that the hospital received were managed internally by the holding company.

CHARLES: May be profitability was not key before, but now it is mandatory. Our management needs to be totally involved. Relationships and personal influences need to be put aside; this type of management is totally useless and if these kind of ideas prevail they will just maintain and make the loss bigger and bigger.

SANDY: What you are saying is totally opposed to my own beliefs.

I will do what you say. This is really very difficult for me because you are asking me to change from day to night the way I have been functioning for the last 17 years.

I am open to new ways of course, I totally agree that the hospital needs to focus on economical results, but how will the transition happen.

We have different ways of addressing the economic problems. We can help you with the knowhow we have. There are many things that need to be understood because they have been at the core of the hospital for many years.

CHARLES: Sandy, for the next time we meet I will need you to have prepared a document that explains the different shifts and the criteria that is used to replace absences. Also I want to understand what the structure of the shifts is and with what system we keep track of the hours worked. If you have any questions regarding this you should ask me by email.

Script 2: Facilitation Comes Easily: Facilitated

Description of the Company

This is an insurance company that begun as a medical care alternative to the public Social security in the early 20th century. The company begun as a Mutual Insurance Company for all the professional entrepreneurs and artisanal professionals who did not have social security since they were self-employed.

From 2012 the Mutual Insurance Company was facing big economic problems due to the advanced age of their patients and also due to the enormous depreciation of all the buildings that they had bought almost a century ago. The buildings were or had been hospitals or consultation offices. Some of the hospitals had been sold to other health companies and the mutual portfolio was what remained as the valuable property to be traded.

The company had a workforce of 1000 employees. In order to be able reach an acceptable profitability ratio there was an urgent need to reduce costs. First, there was a need to downsize in order to align revenues and costs. Second, there was also the need to establish an extra rigorous screening on the use of certain medical and diagnosis services required by the mutual insurance affiliates. Also, there was extreme emphasis to promote insurance products in order to increase their affiliates.

This situation created tension and it was felt among the management team.

The case is about two managers, the Operations manager and the Sales manager who are having controversies in the professional and also the personal arenas.

Description of the Actors

Deborah is the Sales Manager. She came new to the company 3 years ago. She is young and energetic. She has international experience in companies abroad.

Betsy is the Operations Manager. She has been in the company for 15 years. She is very knowledgeable about the Mutual Insurance Company. She knows its history and the different problems that the company has been facing.

Michael is the HR Manager. He has been in the company for some months to help in the restructuring. He has been involved with the unions' negotiations and he is almost ready now to close the agreement to dismiss around 20 employees. Most of the employees have been in the company 15 years as average. The majority sees the newcomers as the ones who want to ignore the history.

Description of the Situation

After one of the Management Meetings that lasted around 3 hours, all managers stood up from their chairs to go back to their offices. During the meeting today there was some extra words that the Operations Manager said to the Sales Manager regarding a promotion that was just launched. Everyone knew that the relationship of the two women was not the best. The mission of each of the areas they managed was sometimes pushing into opposite directions. This was one of the tensions they experienced.

The Script to be Represented by the Actors

As Deborah left the room Betsy turned to the HR Manager and says:

BETSY: *(looking at the HR Manager)*
Well, that was quite a meeting! You know, Deborah is so self-centered, she only thinks of herself

HR MANAGER: Betsy, I can see that you're quite upset.

BETSY: Why does it take some people so long to understand that we are all working towards the same goal. I always think about what's best for the company. If she could just leave her ego behind it would make things so much easier. My department has bent over backwards to cut costs and I have made sure that every one of my 25 staff understands the company's goals.

HR MANAGER: Would you like to talk about things in my office?

BETSY: Thanks, Michael, that would be great.

cut to Michael's office

HR MANAGER: Betsy, I know this may not be easy for you right now, but why don't you try putting yourself in Deborah's shoes for a moment?

BETSY: Well, if I were her I'm sure I wouldn't have the trust of my team and the loyalty that I have now. She's just so selfish.

HR MANAGER: *(working with the edge using the primary process)*
Well, maybe being a little more selfish, it wouldn't be so tough to carry all that responsibility. You wouldn't have to worry about the company so much and you wouldn't need to worry about the big picture all the time.

BETSY: But if our department didn't take the big picture into consideration the company would be in a mess. We're the ones who have to decide which services are covered by the insurance and we carry out the cost negotiations with the hospitals. We adhere to strict guidelines to ensure that the company is not wasting money.

HR MANAGER: *(thinking)* May be we can approach the way you feel from a different angle. How about this for an idea: Can you think of a cartoon character that usually gets his or her own way and is selfish?

BETSY: Well, (*smiling*) Daffy Duck comes to my mind. He always puts himself first and would sell out his best friend if it meant getting rich or saving his own skin.

HR MANAGER: How does he behave?

BETSY: He's stubborn and he believes he is better than anyone else. His arrogance and greed often get him into trouble, and he seems very tough.
Yes, he seems very tough . . . .

HR MANAGER: OK, fine *(pausing)* and how would it be, being that tough?

BETSY: He's in his own world. He's only concerned with what's going on around him and he only cares about himself.

HR MANAGER: (*picking the quality and integrating it)* so how can some of these characteristics help you with your relationship with Deborah?

BETSY: Well, it's certainly a better place to be; no one can bother me because I am in control of my own destiny. I know where I am.

HR MANAGER: And if this could be present when you relate to Deborah?

BETSY: Well, this puts me in a total different place. I feel much more in control. In my relationship with her there needs to be some degree of self-centeredness that I should use . . . *(slowing down and getting into herself)* . . . I know where to focus. And this is also what she has been doing.

HR: Sure, and how does it feel to pick up these characteristics?

BETSY: It feels different. I don't feel so tangled.

 . . . You know what? I am going to see if she is in her office. May be we can clear up some of the bad feelings.

Thanks, Michael, you are always so intuitive.

Betsy walks out Michael's office. Cut and goes to meet Deborah in her office. (She is going to do a facilitation of her own conflict with Deborah)

Betsy arrives at Deborah's office and knocks at the door.

DEBORAH: Hi, Betsy, what brings you here?

BETSY: Hi, Deborah, I would really like to chat if it's OK with you.

I've just been chatting with Michael about relationships within the company and some stuff came up. Would it be OK to speak about it for a moment?

DEBORAH: Sure, Betsy, but as I've said before to you already, we don't need to be friends! We just need to get on with what has to be done.

BETSY: Yes, but I think if we understood each other more it would help us to work better together.

DEBORAH: Yes, of course, if you think I can help you.

Betsy sits down on the chair in front of Deborah

BETSY: Thanks I appreciate that. And I know this is quite forward of me but I want to share with you the fact that I have found it really difficult to communicate with you. I have, perhaps wrongly, felt that you were selfish and I really would like to improve our relationship. And I actually think I should take responsibility for the lack of communication between us.

DEBORAH: I don't ever remember you being so direct, this is totally new to me. Frankly, I've always thought that you were a little sneaky. but you come and you say this and express yourself openly. I think that's great!

BETSY: Well, I'm really happy you say that. I really want to be constructive. The thing is *(pausing)* I see that you pursue your own goals and sometimes that makes me feel like you're being self-centered in a way. And when you decide on the launch of a product without communicating anything to me I just end up feeling that we are not even part of the same company.

DEBORAH: My goal is to sell as many policies as possible using the best marketing strategies. I have extremely high target revenues. This company needs a buyer, and without strong revenues we are not attractive to anyone!
As for being selfish, if I launch a product without a personal conversation with you, it's because there's already been a lot of work done with your team, and the General Management in order to decide the type of product, price, and market positioning et cetera.

BETSY: *(getting annoyed)* I've been here 15 years, and if you do something like a major launch without consulting me, can you imagine how I feel? Here we are at a critical time for the company, and I don't feel respected, and there is no feeling that we are working shoulder to shoulder.

DEBORAH: Oh, Betsy, what do you want? We're not here to build a community. You're the kind of person who sticks to your team, no matter what . . . .
Your team is always right, you don't think like a manager.

Sometimes management is a lonely job because our decisions are not popular.

BETSY: (*getting really annoyed*) Are you saying I don't do my job properly? You only care about yourself; do you think that's a professional approach?

DEBORAH: That's quite an accusation, Betsy. I think you're out of order!

BETSY*: (taking a deep breath)* Well, let's just slow things down.

Pause . . . let me ask you something.

Can you try to see if there is something that I am saying that has some truth in it?

DEBORAH: Well, I don't agree with your statements. I may be self-guided, even autonomous. You are more into working in a group than me I guess. I feel I have to rely on myself and not so much on others.
May be this is what makes me feel free.

After a pause,

I can feel free and sometimes, even lonely. And I've always believed that it's better to be lonely than rejected.

BETSY: Well, I guess that powerful ability to work alone is what I've found difficult to understand! Threatening even!

DEBORAH: Although I'm glad you see me as powerful, I don't consider myself that way. I have to put a lot of effort in to achieve my results. They don't come easily.

BETSY: What if for a moment you could be on top of the world, not worrying about achieving results because the power that you have simply made things happen.

How would you feel then?

DEBORAH: *(smiling*) mmm I don't have a magic wand!

BETSY: Imagine you've achieved what needs to be done.
What's next?

DEBORAH: (*She sits back, closes her eyes, and relaxes*) I don't have to prove myself to anyone. No more confrontation.

BETSY: What if you just relax and don't fight, how are things from here?

DEBORAH: Now, there is a welcome atmosphere. No need to struggle anymore. No competition, and here I don't feel alone. This atmosphere encourages cooperation since it takes away the competition.

BETSY: How can this feeling support you?

DEBORAH: I need this sometimes because I get tired of having to prove myself all the time. It feels good to be part of a group.

BETSY: Do you think it would be useful to you to use this perspective at times in the company?

DEBORAH: You know I think it would! Actually, I think it will really help when it comes to the general meetings, I won't feel I have to fight all the time. Thanks for coming for this chat, Betsy. I think it's been very constructive!

Script 3: The Management Is Ready to Fight: Facilitated

Description of the Company

The Company is a leader in automotive accessories. It is the main provider for two global automobile brands. The revenues from 2011 were 500 Million €, 400 Million € in 2012, 300 Million € in 2013, and in 2014 the company is trying to reach the 300 Million €. The company began to have negative results last year of 14 Million €, and with the same expected sales volume for 2014, it is mandatory that they achieve a big turnaround in costs in order to be profitable.

The company has mainly operated in Spain for many years and has had the most part of its revenues coming from the national market. The growth is coming now from the international markets where they are still newcomers. The international business was managed in a centralized way from Spain.

Description of the Actors

Philip is the CEO. He is a middle-aged man, Swiss. Experienced in the sector, he has been in the company for 3 years.
Francesca is the Chief Sales Officer. She is Danish and has just recently joined the company.
Antonio is the Chief Financial Officer. He is Spanish and has been in the company for 13 years.
Victoria is the Corporate IT Officer. She is Spanish and has been in the company for 4 years.

Description of the Scenario

The Corporate Level Directors together with the CEO are having a meeting outside of the company in order to set up the main strategic guidelines for the short and medium term of the company.

It is known by the rest of the company that the members of the Management Team don't get along very well. There are some relationship issues that come from the past and are stagnant, even if some of the directors have rotated, the same dynamics continue to happen. During the last year and half 10 Directors of the Management were dismissed out of a total of 14 by the present CEO. Some had been replaced, others have been amortized, and the functions given to other Directors of the Management Committee.

The main goal of this meeting will be to explore and take decisions on both of the issues: business model and leadership model of the whole Management Team.

Script to be Represented by the Actors

All the managers are sitting on a table. Back there is a chart board.

PHILIP: Thank you all for coming. There are two things I'd like to talk about today. Firstly to talk about the company's overall business strategy, and perhaps more importantly I want to talk about teamwork.

Frankly, I'm a little frustrated at our inability to perform as a team. I'm not seeing cohesion from the managers. I don't see you collaborating; in fact you frequently come to me to complain about one another. Now as I'm your CEO I must take a certain amount of responsibility for this failure, so today I want to do a brainstorming session to think about how we can address this lack of cohesion.

FRANCESCA: How do you suggest we begin?

PHILIP: I think we need to start the process of working better as a team and then we can move on to the business strategy.

pause then Antonio says

ANTONIO: Well, to start the brainstorming you suggested, Philip, we could try to identify the issues that are getting in the way of us working as a team. Then we could prioritize which issues are the most important and see how to we can resolve them.

VICTORIA: Sounds good to me.

FRANCESCA: Yes, I agree.

PHILLIP: Good.

VICTORIA: For me there is one really important issue that is standing in the way of all our work as a company and that is the fact that each department is working in an isolated way. There is no real flow of information between the departments and there doesn't seem to be any clear idea of what the global view of the company is.

ANTONIO: Do you really think it's that bad, Victoria?

VICTORIA: *(getting a bit annoyed)* Don't you think that at times? Personally, I need a perspective from each department in order to establish cross-functional procedures.

PHILIP: OK, I can see that this is a very sensitive issue.

We'll write down all the issues that come up, and when we have a list of issues on the board we will get a consensus on where to begin our discussion. For the issue you are bringing up, Victoria, I would like to write "Individuality versus Globalization," in order to discover what is holding us back when it comes to getting the big picture. What do you think, Victoria?

VICTORIA: OK, great.

Philip stands up and writes on the chart board

PHILIP: What other issues are stopping us working as a team?

ANTONIO: Yes, let's hear what else is cooking.

pause

PHILIP: What about you Antonio? What issues do you think get in the way of us working as a team? Your team, like Victoria's, has a support function. Do you experience the same?

ANTONIO: No, not really, I think that we are so disorganized as a company that each department is unable to plan for the medium term. We're basically trouble shooting all the time. We're all getting 100 or so emails a day that are all urgent problems that need solving.

FRANCESCA: Antonio's right! And this is one of the reasons why we are not working together, we don't have the time!!

PHILIP: OK, so this opinion is echoed by the group.

VICTORIA: It's true we don't have the time, nor the willingness sometimes. Individual attitudes are pretty disrespectful at times. There is no mechanism to come together and solve problems or conflicts or share the global view in this company and I find that very frustrating.

PHILIP: OK, I can see that this is a major issue for you. Thanks for expressing your frustration so clearly, Victoria.

Philip writes on the board

OK, we have individuality vs globality. Let's also put **time for daily issues,** as Antonio mentioned.

Phillip writes on the board
There is also something new that you are saying, Victoria, and that's **the lack of correct attitude to maintain a debate in order to resolve problems**. Is this something we should add to the list?

VICTORIA: For me this is crucial. Without the willingness to have a conversation there is no possibility of building the team.

FRANCESCA: I do think this is related to the time available day to day. . . .

 . . . and also agree that there is a lot of **internal fighting. . . .** I see that as someone who has just arrived at the company. Maybe we should consider why there is this confrontation in the company. We need a space to discuss and agree about things.

PHILIP: OK, thanks Francesca, *(he writes on the board)* "correct attitude to maintain a debate." It seems important that you all have the freedom to defend your position, in order to debate.

ANTONIO: I think all these issues are related. A Global company view versus an Individualistic

view, the fact that we only have time to manage issues in the short term, and no space for discussion and making agreements . . . this could all be covered by saying we need to review **the way we managers professionally approach the business?**

VICTORIA: No, no, no, I don't agree. Antonio, you are avoiding the issue. We have had a conversation about what we need to do to set up an ERP system and for whatever reason you are resisting this. I'm tired of explaining this to you . . . and you, Phillip, have not supported me.

Philip sits down

PHILIP: OK, let me say that I hear you and I admit that I have not intervened early enough on this issue.

VICTORIA: Yes, Philip. If Antonio has a problem talking to me about this, then it's your job to sort it out, not mine!

PHILIP: I'm glad you feel free to express yourself and give me feedback. Thanks for that. Antonio, how do you respond to Victoria?

ANTONIO: Victoria, I know you have a strong opinion about this and the reason why you don't have the data available is because it was the company that decided to work on an ERP system. . . . We had no input when the decision was made, and for many of us, this is just complicating our lives! *(Getting a bit frustrated)* Do we really need this system? That's the question that should have been asked months ago.

PHILIP: OK, this is a hot spot.
The two issues I brought up this morning at the beginning of the meeting seem to be very connected.
If we begin with focusing on our team work, we will then more easily find our approach to business strategy.

Can we agree to continue on this track?

(The group agrees, nods, etc.)

VICTORIA: Well, I'd like to go back to what Antonio was saying and I think you are right, Philip, that both these topics are related. If we don't see the global picture then we don't have a cohesive team. Of course, we all see the things which we individually fight for, but we need to be aligned together.

The task I was given immediately put me at odds with the other managers because it wasn't introduced correctly into the company.

You want to know why we don't work as a team? . . . Here's the evidence.
We won't be able to work as a team because we never make decisions as a team. We all have our hidden agendas, which we follow.

PHILIP: It is the duty of all the managers to work with this, so I quite understand Victoria's frustration and her sense of feeling alone.
Maybe someone else can comment on this?

After a pause

You're all very quiet.

ANTONIO: To be honest I don't really feel free to speak my mind!
Decisions taken by the company have been implemented without any consultation with the management. As a result I don't have any real feeling of input into the running of the company.

PHILIP. OK, so we don't always feel free to speak out in this group. I want to encourage us all to stand up and express our ideas. They are important. Let's take the chairs away and make some space.

They push the chairs away and stand in a circle.

So Antonio, thanks for expressing that.

I want to go back to Victoria and stand next to her. You can express your feelings.

VICTORIA: I just feel exhausted!

PHILIP: Well, just be . . . this is also a way of giving as much space to all of our thoughts and feelings.

FRANCESCA: What about the internal fights? What about this terrible atmosphere that we have in the company? What about all the management dismissals? These are all issues that really affect the performance of a team or worse, stop teamwork altogether.

PHILIP: Can you say more?

FRANCESCA: We work in an atmosphere of fear; fear of not achieving results, fear of being judged harshly. I've only just joined the company and already the pressure is almost unbearable.

PHILIP: OK, Francesca.
Why don't you say more about this judge, as a character?

FRANCESCA: Well, this character is someone who will always find something that has not been done, authoritarian but not caring at all, someone more interested in showing that the managers are incompetent.

And it feels like we are in a no win scenario because we don't have the means or the time to accomplish what needs to be done.

PHILIP: OK, good, let's explore the role of the judge in our group. That seems important.

FRANCESCA: mmm . . .

PHILIP: Maybe we should all reflect on this experience of the judge. Hear its voice, notice how this character feels and walks … And it would be great if someone could role play this. Antonio, would you like to try?

ANTONIO: OK, I'll try. *(role playing the judge)* "You managers have really messed up this company, nothing seems to work. The changes you've made have not worked.
None of the managers in this company are competent. You've let the company down."

PHILIP: You're very tough, and passionate, where does this strength come from?

Francesca stands next to Antonio acting as judge too

FRANCESCA: It comes from a wish to put the company back on track. Knowing that we have great professionals but together we are a failure.

PHILIP: If we could use this strength in each of us instead of being afraid,
maybe we could find some solutions. We are too protective instead of being active. We are defensive instead of being open.

pause

So, how can we use our strength in order to become more active and less fearful?

FRANCESCA: Well, Philip, you're the CEO. I think the more we see this kind of leadership from you, the easier it will be for us all to collaborate.

PHILIP: Great, Francesca, by expressing that, you've just used the power that we all need to use but have been unable to use up until now!
I think this is the power that will help the team work in alignment and overcome the obstacles that are preventing us from moving forward. And it also helps me to see a broader direction that I was not able to see before. I should also use it to make a more cohesive team.

Script 3: The Management Is Ready to Fight: Non Facilitated

PHILIP: Thanks everyone for coming to this meeting away from the usual business.
The main reason that I brought you here is to build alignment with the business strategy for the next years and also, something on top of that which I believe is more important is to learn how to become a team. Without the ability to overcome the differences that are not allowing us to move forward as quickly as we need, our company will not be able to succeed as expected over the next few years.
I am feeling a bit frustrated as some of you know because whatever we do seems not to have any effect on the results of having a more cohesive team.
I don't see collaboration I only see complaints. And all the complaints come to me. I am asking you guys, the C Level Officers to brainstorm what is happening and how we can address it.

FRANCESCA: How is the way you suggest to begin? Is there anything that we should do first, do we need to write out any ideas and then bring them to the group? What would be then the first issue that we need to focus on?

PHILIP: It would be good to start to learn on how to become a real team. Once we have this addressed we could then focus on the business strategy for next year.

ANTONIO: I would say let's have a kind of brainstorming, let's see how many issues we think are in the way of not letting us be a real team. Then we can all prioritize which are the most important and try to resolve/work on them following the priority we have assigned.

VICTORIA: I believe this is good idea unless the CEO or any of us have already another one that could be important to discuss before this.

FRANCESCA: Well, it seems that we are already on the go. Victoria, were you thinking of anything specifically?

VICTORIA: For me there is one really important issue that is standing on the way of all our work as a company and that is the individuality and the alienation of each of the department's duties from the global view. We only think about what is that we need to do as a department and not enough about what we need to achieve as company.

PHILIP: We should all write what comes up in order to have a consensus on where to begin.

ANTONIO: Victoria, this is very serious.

VICTORIA: Don't you experience that yourself? I need the global vision from all departments in order to establish cross-functional procedures.

PHILIP: I can see that this is a very sensitive issue and it may require that we work on that soon. Meanwhile you should tell me, Victoria, who are the guys that are giving you troubles; maybe I should have a private meeting with each of them.

VICTORIA: Well . . .

PHILIP: We need to stop this, otherwise we are not going to get anything done. We should begin an internal rating of who does what and who doesn't. No one wants to come out as the bad guy in the picture. Please, Victoria, we need a rating of managers with global view and managers that don't have it.

FRANCESCA: I think we should continue with the issues but this is something that I would like to come back to, and explore ways of addressing this since it seems really an important aspect to work on. Do you agree to move on for the moment?

ANTONIO: Yes, I think so, we better hear what else is cooking.

PHILIP: What about you, Antonio. What are the issues that you find to be deprivers of us being a team? You are also managing a support function like Victoria; do you experience the same?

ANTONIO: No, not really for me it's not this. I would say that we are so disorganized as a company that we find it difficult in the departments to do any planning or thinking medium term, we are acting as trouble shooters all the time. We have thousands of demands every day, more than 150 mails each of which at least 100 require daily management because they are urgent requests or urgent problems to solve.

FRANCESCA: Antonio, this could also be one of the reasons why we are not capable of working together, we don't have the time!!

VICTORIA: We don't have the time or the willingness. Our attitude is totally disrespectful at times, there is no psychological space to maintain a decent conversation on how to approach problems in a global way in this company and this is very frustrating as you were saying, Philip.

PHILIP: I guess this is already an issue and has intensity and thanks, Victoria, for putting it so black and white. Is there anything else that you want to point out or should we focus on what we already have here?

FRANCESCA: I am quite new in the company, and from what I have been observing I must agree that there is a lot of internal fighting, not only in the management team but also in our teams. Maybe we should also consider why there is confrontation needed in the company. Why is it that we cannot sit and have space for agreement? This is one important issue for me.

PHILIP: OK, then we should choose the topic that has higher priority.

ANTONIO: I believe they are all related. To have a global company view versus uni-departmental view, the fact of having only time to manage issues in the short run, no space for discussion and agreements. Do you agree that this could be all taken in an umbrella that says the need of our company to review the way we professionally approach the business?

VICTORIA: I feel really mad. I don't relate to the general approach as you are saying, it`s not this, it's the impossibility to approach any of the problems that we face daily. I am exhausted of explaining what the companies aiming for, what is the data that the company needs to have in order to rule the business with the minimum data available. I think this is the job of the CEO and maybe you, Philip, will have to support me more on this.

ANTONIO: Victoria, you always come very strong on this and the reason why you don't have the data available is because the company decided to work on an ERP system. And this is complicating our lives. We as a company are not ready for this; we don't have the discipline.

VICTORIA: And why has the company decided that I am becoming the only pusher for that and why nobody else moves one finger? I feel totally frustrated and supported by words and not by action.

I feel totally alone and the only support I get is to make a list of the bad guys, and this is not my style. How do we want to explore why we don't work as a team? This is the clear evidence. I leave the solution up to the rest. There is nothing else I can do. We will not be able to work as a team because we never make decisions as a team and because we are not a team. We all have our private agendas.

PHILIP: We are in a transition, we all have to know that this is a very stressed year for all of us. We have finished a collective dismissal, we are pushing a SAP system to work, we have created a new sales structure, we are pushing the level of sales and for the first time in 8 years, sales are growing.

This is because we can work as a team.

FRANCESCA: What about the internal fights? What about the atmosphere that we breathe? What about all the management dismissals? These are all issues that really affect the performance of a team or even worse; they don't let the team exist.

ANTONIO: So how can we continue? We have already said a bunch of reasons why we are not a team. I realize that we as members of the team feel quite pessimistic about the possibility to become one. Any ideas?

PHILIP: Anyone feel we can be a team?

VICTORIA: To me, to be a team is my deep wish but I have no idea how. I feel totally overwhelmed in terms of work content, emotionally speaking, and my capacity to invest energy on this is zero.

PHILIP: Antonio, what about you?

ANTONIO: We have never been a team. I have been here all these years, with 4 CEO's and have never felt we acted as a team. The team has changed, 9 members out of the total Management Team that were 14 have been terminated. This is already an issue that we need to

face. This feels like dying. I would say that this is also a mirror of the atmosphere of the whole company.

PHILIP: Wow, Antonio, this is a big statement.

ANTONIO: This is reality.

PHILIP: What about you, Francesca?

FRANCESCA: I already said, we need something big to believe that we can start behaving as a team. You are the CEO, Philip, I believe a lot of the work falls on you. I don't even know how to begin to put the fears away, or how to start working with a collaborative attitude, I don't know how I can begin to trust and if others will begin to trust me. That is really sad.

VICTORIA: I totally agree with you, and I feel we are stuck. We want to be a team but we do not believe we can. I feel this way in many things that happen in the company. We want but we can't. We all want it but something is not letting us advance. For example if I put the SAP as an example, I can confirm that Antonio doesn't support it, and there are others like him that are detractors. These dynamics are in all the issues, we are totally confrontational. This is more powerful than the willingness to push things forward.

PHILIP: I really feel amazed by all that has been said. I feel that the pressure is on me. And to tell you the truth, I don't know how to go from here.

I feel frustrated because for the first time in many years the business variables show a good tendency and I hear that the whole atmosphere of the company is completely down. For the first time we may be able to pay higher bonuses than ever because we will get the expected results. And it seems that this is not enough.

Also, I understand that you feel tired to fight to achieve specific goals because there is no discipline global wise to follow any procedures and because we are overloaded with work.

On top of that, I hear there is a general lack of trust. Trust comes when we see results, it is difficult to trust when no results are shown.

You know guys, business is business; we don't come to work to have workshops. Either you deliver or you are out. This is what happened to the 9 guys you were speaking about. If there are no results there is no need to keep anyone who doesn't deliver. I have to report to the Board of Directors and I have to give answers to their expectations; that is why I need a team that is capable to deliver results with the expected quality. If this is not possible with the team we have, we need to make sure that we keep those who can do it.

We will take a break for a few days before I come back to you in order to understand what is happening and how to address these difficulties.

If no one else has anything else to say, I would like to close the meeting.