

Learning and Change

Seasons of Change: Marilyn M. Taylor - most interested in optimal change, how we can get the most learning out of an experience.

Represents a common and consistent chronological pattern of learning to take responsibility for one's own learning and work.

Overview of the Process

- Its shape is a spiral or helix, a recurring pattern in an optimal experience of dealing with successive changes - we are never finished;
- When seen from your perspective, you are likely to find four phases - distinctly different "seasons" of experience, bridged by four transition points;
- Within this pattern there are a series of essential challenges that, when met, enable you to continue through the process

Progress through the learning process..

- Both requires and develops your personal abilities to deal effectively with each critical element and is fostered by specific environmental conditions

Stage 1: Disorientation

Transition phase in disorientation: Disconfirmation

—> Something happens that doesn't match your expectation. You feel shock, surprise, anxiety, confusing, etc.

Your shock doesn't match your expectations so it moves you into the **DISCONFIRMATION TRANSITION PHASE**

—> **This triggers us to go into the disorientation phase**

- **Confused** - Experience doesn't match expectation, you don't understand what is happening.
- **Anxious** - The confusion you're feeling is unacceptable and frightening.
- **Losing Self-Confidence** - You don't feel competent

In response to these feelings..

- You withdraw your full presence from others
- manage appearances so as to avoid appearing as lost and unable as you feel.
- Deny your distress even to yourself as well as to others to defend yourself from your discomfort
- Blame others, especially authority figures, as well as ourselves
- Collude with others who won't challenge our views on the situation

The three paths you can take:

1. Sometimes people stay in "**the protracted red zone**" who are locked in disappointment. They're unable to move away from the anger and disappointment, they continue to collude in their relationships,
2. **QUICK RESOLUTION** —> relationship ends, just find a new person right away. Problem? You don't really learn from the situation.

3. (best) To make the next transition of **REFRAMING** the experience from problem to LEARNING CHALLENGE without BLAME

In this stage you are likely to feel....

KEY CHOICE POINT : In this phase you continue to relate the change even primarily as a problem created by others or yourself

Transition phase: Reframing

- You shift from blaming yourself or others to seeing the unfamiliar as something important to learn - it is acceptable for you not to know fully about it yet
— — —> This is usually accompanied by hearing yourself affirmed, recognized, appreciated by a person in whom you invest credibility to

Key abilities for getting out of the red zone

- Undertake some activities that can provide you with a sense of accomplishments - things that make you feel good about yourself.

PREVENTION: maintaining your self esteem so that when learning challenges happen, you have lots of reserves.

- Have a talk with someone that you trust, who you know accepts you as you are and try to be ones about how you feel without engaging in blaming others

PREVENTION: Nurture relationships where you are able to confront as well as support one another.

- Identify and make a pleasant contact with a relevant authority figure, someone whose view of you is very important to you

PREVENTION: Trust in people who are more knowledgeable, experienced and skilled than you so you have external sources of affirmation and support

Stage 2: Exploration

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You're okay with not knowing the next steps, you're okay with not knowing the answer. You're okay with the idea that there's something you need to explore.

- Attention is in the present

- Your pursuit is intuitively guided, because you can not name what you are looking for, but you know when you want to see it.

- You engage with others who have similar interests and challenges: Generates new insights that neither had before

- It's a time where you can suspend your beliefs and assumptions and take time and space to pursue creativity

This results in.... Growing confidence and satisfaction

Understanding the situation makes you more able to make the change happen.

Time to **REFLECT** (Transition phase into REORIENTATION) You find yourself becoming reflective of

all activities and excitement of the exploration phase. You begin to think about how the insights are related - like putting a puzzle together.

Key abilities in Making the most of the green zone:

- Collaborating with people - actively contributing and learning from others
- Suspending concern about performing and engaging fully in learning
- Sustaining a suspension of assumptions and beliefs
- Believing in values of your questions and insights

Key environmental Conditions:

- Time and Space to pursue open-ended, creative inquiry search
- Opportunities to work with others with similar learning challenges

Stage 3: Reorientation

- Sudden insight --> Feel like they've learned something really significant.
- Insight is accompanied with real feelings of satisfaction, excitement, heightened awareness of everything - extreme clarity.
- Experience extreme elation

Phase ends in: NAMING TRANSITION

- You find yourself wanting to describe your major discovery to others who you expect will appreciate it as important
- While you don't doubt the significance of your new perspective, you are delighted when others value it too.
- With this recognition of the discovery from others, you feel a sense of completeness to the learning

Stage 4: The Equilibrium Phase

The change and learning conclude with this phase.

- The individual applies, ELABORATES and REFINES the discovery. (Less emotionally intense experience)
- You know what you want to do, how to do it, you have the 'big picture'
- Your relationships to people are more instrumental - you can tell them specifically what you want to know
- You are thinking more analytically and strategically than you were in the green zone, thinking about how they can use what you've learned in life.
- They can identify goals and formulate PLANS to achieve them

Places where people get stuck

They're unable to be open to the uncertainty of exploration (Transition between red and green phase)

OR

Unable to REFLECT on one's own behaviour to create one's own perspective

CONCLUDING POINTS

Optimal learning involves..

- All modes of thinking (Analogical and analytical, even conceptual confusion)
 - A wide range of emotionality (anxiety, depression, satisfaction, elation)
- Different modes of relating (collaborative and instrumental, even confrontative)

Stages of Psychological Reaction

- Begins with an ending, moves into neutral zone, and then follows a new beginning.
 - These 3 stages are not separate with clear boundaries and can overlap
 - Individual can be in more than 1 phase at a time.
 - Endings involve letting go of an old situation and the identity that came with it.
- Neutral zones are the in-between state. Involves recognition of the need to change and uncertainty about the nature of more desirable end states.
- Beginnings involve reorientation to a new situation and the development of a new identity.

Factors affecting experience of change:

- **Importance of the transition:** How significant the change is, how much it will affect you.
- **Whether perceived as gain or loss**
- **Intensity of impact**
- **Existence of other transitions**
- **Personal resilience:** The individual component.

What you need to know as an intervener:

- **Often a time lag between announcement of change and emotional reaction:** You announce something, they don't get mad, but a few days later they do.
- **Different individuals and parts of the organization will progress through cycle at different rates:** Everyone experiences change differently!
- **Beware of getting out of sync with staff/clients:** People who are part of thinking through the intervention are usually ready for the change, they're further along the change process than the people who had the change announced to them. As an intervener, it's important to know where you are yourself in the process of change and how that might be different from other people involved.

- **Cycle can't be avoided**

Facilitative Action to take to avoid negative reaction to change:

- Prepare the ground: Create climate of receptivity.. Saying that there's change coming.
- Involve people in decision-making wherever possible (Best way to reduce negative response to change - most important thing to be done)
- Plan announcement carefully: Decide who makes the announcement, the team leaders because they have a personal relationship with people, do you do it on a Friday so they can get used to the idea, etc.
- Recognize that people may be temporarily less productive

Awareness/Shock:

Characteristics:

- Feel overwhelmed, frozen, paralyzed
- Anxiety can undermine ability to take in new information, think constructively, and plan —-> Thinking and planning is not going to be strong. (immobilization)
- Operate on “auto-pilot”
- They may engage in ‘worry work’ where they try to divert their attention from other matters that might require attention. I
- Intensity of stage dependent on degree of preparedness and desirability of change

Denial

Characteristics

- Retreat from reality of change: You just don't want to acknowledge that it's happening
- Negative changes may be denied or minimized
- Energy devoted to the known and familiar - more immediate, but less important matters.
- Reduce anxiety by clinging to past (status quo is managed by behaving in habitual ways)
— —-> Anyone who challenges their doings can lead to an angry response!
 - Positive changes: May lead to euphoria with an unwillingness to consider any possible the negative consequences.

Facilitative Action to help them move through the next stage:

- Confront what is being denied gently and supportively
- Repeat the message
- Demonstrate what change will be involved
- Set timetables, get people involved in practical tasks related to change
- Sometimes a brief period of denial helps

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Depression (Stressful - The start of the neutral zone!)

Characteristics:

- The reality of the change becomes clear: They acknowledge that things cannot continue as they are.
- A feeling that situation is beyond one's control
- Could experience anger, sadness, withdrawal and/or confusion - occurs in positive change too
- This is where the change begins to feel stressful - If it was positive, this may be where they give

up.

Facilitative Action to help them move through the next stage:

- Provide support, listen, adopt non-critical reaction to expression of feelings (**SUPPORT**)
- Provide space and appropriate opportunities to vent (**VENT**)
- Having expressed feelings, help individuals focus on options and benefits, their strengths and areas of potential influence (**PERSPECTIVE**)
- Where possible, provide opportunities to exercise influence. (**INFLUENCE**)

Letting Go/Accepting Reality

Characteristics:

- This is the turning point: Where you go from all the negative difficult stuff, and getting ready to move into the change. It's also the lowest point.
- Involves accepting reality and letting go of past
- May be described as experience "a little death"
- May entail process of mourning: It may be that people need a little space honour 'what was', mourn it, and say goodbye to it.

Facilitative action to help them move through the next stage:

- Frame the change in terms of the benefits rather than the problems with the past
- Provide targets associated with moving towards a more desirable state and draw attention to deadlines
- Reminisce in ways that brings best forward
- Mark with ritual/ceremony

Testing

Characteristics:

- Active, creative experimental involvement in new situation; devoting more energy (
- New ways of behaving are tried out (**NEWNESS**)
- More energy is available, but anger and irritability may still be easily aroused if new behaviour is not successful (**ENERGY, ANGER/FRUSTRATION**)
- Involves trial and error - very active cycle of experience-review-conclude-plan (**TRIAL AND ERROR**)

Facilitative action to help them move to the next stage:

- Create space, time, resources for testing
- Promote creative thinking, encourage experimentation
- Discourage premature closure
- Avoid punishing mistakes ; praise and support success
- Inject new processes, support success, encourage networking, provide feedback

Consolidation (BEGINNING STAGE BEGINS)

Characteristics:

- As new ways of behaving are found that work, move into new phase: There's less anger and frustration, so they're starting to fit more into the norm. (**FITTING IN**)

- These behaviours gradually adopted as new norms (**NORMS**)
- Parallels testing
- Involves reflecting on new experience and building on learning: (**REFLECTING AND BUILDING**)

Facilitative action to help them move into the next stage:

- Review performance and learning (REVIEW)
- Help to identify more desirable state (FIND BETTER)
- Recognize and award achievement (RECOGNIZE)
- Get people to share learning (SHARE)
- Broadcast success (BROADCAST)

Internalizing, Reflection & Learning

Characteristics:

- Changed behaviour is normal and unthinking; “the new normal”
- Able to reflect on what the activity and emotion really meant: What was that really about? What was I really angry about? What was it that I had to let go of? What did we learn as a group?
- Recognize the learning and personal growth

Facilitative actions:

- Help individuals review the experience of change: as questions, run review workshops
- Conduct formal post implementation reviews
- Get individuals to help others and share their experience

VARIATIONS

- The wave can be shallower or deeper
- Time taken to pass through phases varies greatly
- People may regress and slip back to earlier stage
- People can get stuck at any phase and not complete the cycle

Why people resist or Welcome Change?

Reasons for resisting: (in employees)

- Personal Loss:

Security: Might lose their jobs through a reduction in work force.

Money: They may lose money through a reduction in salary, pay, benefits, or overtime.

Pride and satisfaction: Fear of ending up in jobs that no longer require their abilities and skills.

Friends and important contacts: They might be moved to another location where they will no longer have contact with friends.

Freedom: They may be put working under someone else and lose some freedom

Responsibility: Responsibility may be reduced to menial tasks without responsibility.

Authority: They may have lost their position of authority

Status: Their job title, responsibility, or authority might be reduced to a less important one

Good working conditions: Moving from a larger to a smaller working space

OTHER REASONS

- Belief there is no need for change
- Belief change brings more harm than good
- Negative attitude toward person responsible
- More time and effort required now

- Poor timing
- Peer pressure
- No input from those impacted by change (They have no say)

Reasons for Welcoming:

- **Personal Gains:** Security, money, pride, satisfaction, friends, important contacts, authority, status, good working conditions

- Perceived to provide new challenge and or opportunities
- Positive attitude toward the source
- People are asked to do things differently or better yet, asked to input before final decision
- Just the right time
- Peer pressure

The Learning Organization: Lewin's Legacy to Management

Where do the ideas that shape human systems intervention come from?

- Cybernetics:

- Focus on systems which adjust automatically to feedback
- Idea dates back to time of Aristotle, e.g. self-regulating water clocks, and James Watt and the centrifugal governor

- This created the provision for feedback enabling **self-regulation**

- A **self-regulating system** uses its output to control its input (When systems self correct through FEEDBACK)

- Modern cybernetics can be dated to WWII and the Macy Conferences from which Norbert Weiner coined the term and defined it as “the science of communication and control in animal and machine”.

Cybernetics – Key Concepts

- A self-organizing system is cybernetic
- A cybernetic system includes organism (or machine or organization) AND its environment
- Cybernetic theorists more interested in what a system does than what its components are, i.e. focuses on relationships, activities and feedback
- Information is the “electron” of the cybernetic circuit
- Cybernetics involves studies of goal-oriented, functional systems, e.g. machines, animals, computers, ecosystems, the mind, societies

“The characteristic of a non-trivial system that is under control, is that....

- ...despite dealing with variables too many to count,
- ...too uncertain to express,
- ...and too difficult to even to understand,
- ...something can be done to generate a predictable goal.”

Second-Order Cybernetics

- Heinz Von Foerster, 1960s
- Explores how people construct a model of the systems in which they interact
- Observers cannot be separated from system they are observing, so must be feedback between observer and system
- Influential in family therapy and analysis of social systems

Participative Action Research: Wartime efforts to reduce consumption of rationed foods. Understood the importance of identifying gatekeepers (Those who control a situation)

The experiment:

One group of housewives attended lectures by expert nutritionists

One group were given the facts and invited to decide together what to do.

Results: The housewives who were given the facts were more likely to change their habits.

Lewin found one core principle (Gatekeeper Theory): We are likely to modify our own behaviour when we participate in problem analysis and solution and likely to carry out decisions we have helped make.

“You cannot do things TO people, but only WITH them”

- Lewin emphasized the importance of WHO to include in the decision - which is those who controlled the situation.
- Gatekeepers can be found at all levels in all functions!

Force Field Analysis (The motivational Force Field):

- After WWII, moved these principles to industry including workers in discussions about how to best get work done. (Harwood Manufacturing - pyjama factory)

- He noticed that people had many different ways about doing the same job, and attempted to include them in the decision to find the “best way” of doing it. This increased production. This is the first evidence of the impact of group decision making, self-management and democratic leadership training.

- Developed concept of force field analysis which is..

For every desired change there are:

1. Forces driving movement toward the goal (HELPING)

2. Forces blocking movement toward the goal (HINDERING or RESTRAINING)

In another study by Coch and French. A change was to occur within the Harwood pyjama company.

Group 1: An industrial engineer described the new basis for piece rates

Group 2: Work group representatives discussed changes with management

Group 3: The work group recommended and planned its own changes.

RESULTS: Those from group 1 had a difficult time adjusting, moral was low, one in ten quit, many complained to the union, etc.

Group 2: Recovered within 2 weeks and returned to old production levels.

Group 3: They regained productivity in only two days and INCREASED in productivity by 14% from old levels!

Why?

Because External job changes (Those made by people not responsible for doing the work) increased restraints.

On the other hand, direct participation by the people actually doing the work REMOVED the restraints.

Notes: No two force fields will ever be the same; every situation is different. Involving people is not a "Technique" it is a bedrock of social learning, requiring goal focus, feedback, leadership and participation by all the relevant factors.

—-> Edward Deming emphasized that quality instead of setting production targets leads to higher outputs.

Motivational Force Field: Lewin found that motivation was closely tied to ability to have direct influence on results.

Lewin's Change Model

Unfreezing

(Reducing the negative forces through new or disconfirming information - i.e: Information about the change to be taken place)

Moving

(Changes in attitudes, values, structure, feelings, behaviours - what happens when people discuss and plan new actions)

Refreezing

(Reaching a new status quo with support mechanisms to maintain the desired behaviour)

Action Research Today

Lewin's major contribution to management:

- Every change requires a new participative experiment. (DEMOCRACY**)

- This is **the** central tenet behind the learning organization.

LEWIN'S PRACTICAL THEORIES

“You can understand behaviour only in relation to all forces acting on a person at a given moment”

“The best way to advance knowledge is having experts AND workers study together the relations among person, tools, job and situation.

“Only freely chosen work has the meaning and life value needed to motivate high performance”

Democratic leadership leads to higher achievement and better relationships than hands-off authoritarian behaviour”

“It is easier to change behaviour in a group than one-on-one because norms (unwritten rules) strongly affect individual actions

People are more committed to solutions they have helped to design than to carrying out “expert” advice.”

“Every unsolved problem represents forces pushing for and against resolutions. Easier and effective solutions come by reducing restraints rather than adding pressure”

“No two forcefields or problem diagnoses will ever be the same. Every situation is different.”

Group Dynamics

- Lewin considered the founder of the field of group dynamics as an area of study and training.
- Wartime experiences led Lewin to conclude that workplace participation required skilled leadership
- 1946 founded Research Centre for Group Dynamics (RCGD) at MIT.
- Aimed to train leaders to become skilled at improving group relations and managing change: leadership training is born.
- Group “experiments” governed by code of ethics
- No manipulation
- Only honest, above-board objectives
- Socially acceptable procedures
- Involving those whose attitudes were to be studied and altered a bedrock principle.
- Having suffered anti-Semitism since childhood, aimed to use action research to combat bigotry.

- In 1946 started the Commission on Community Interrelations (CCI), which went on to do 50 community-based action-research projects

NTL Institute: National Training Laboratories

- 1946 commissioned to help train leaders to combat racial and religious prejudice
- Designed Basic Skills Training for teachers and social workers to increase skill in changing attitudes, understanding prejudice and dealing with resistance to change
- Participants were to study these processes in themselves
- Concurrently research team studying how training transferred to workplace.
- Research team observed groups and reviewed observed interactions at night with staff.
- Participants asked to join evening sessions and were privy to observations of their behaviour
- Group discovered the power of feedback for learning.
- Developed guidelines still used today:
 - Be specific
 - Nonjudgmental
 - Express your own feelings
 - Don't "psych out" the other person
 - Don't give advice

Other learning:

- Learning from the training course was more likely to be transferred to workplace when 2 or more people from same institution attended.
- Over time, concluded that individual training, no matter how powerful, cannot be the only strategy for organizational change.
- Further, must be a vehicle for involvement in policy, procedure, strategy, goal setting and/or work design for training to make an organizational impact.
- This initial experience led to the creation of NTL in Bethel, Maine, which still exists today.
Youtube; Lewin's change model

General Systems Theory: Ludwig Von Bertalanffy(1901-1972)

- Biologist in 1920s and beyond, focused on organismic biology:
 - Consideration of organism as a whole, or a system - thought about the way they functioned.

- He was interested in discovering models, principles and laws that could be applied to all systems.
- Classified different types of systems and worked out mathematical models for describing them

Key principles:

- Open System

- Organisms have a clear boundary, so one can distinguish inside from outside
- Both matter and energy can cross the boundary - Inputs, throughputs, outputs, etc.

- Dynamic Equilibrium

- An organism is constantly changing while maintaining its basic form
- In fact, it needs to change component parts to maintain its form (in order to survive)

General Systems Theory: Principles valid for systems in general

- Interested in discovering models, principles and laws that could be applied to all systems.
- Classified different types of systems and worked out mathematical models for describing them.
- “It seems legitimate to ask for a theory, not of systems of a more or less special kind, but of universal principles applying to systems in general.”

Applications:

- Systems thinking has broadened into many areas
- Our focus is organizational learning and change

OPEN SYSTEMS THEORY (Eric Trist & Fred Emery)

- Open Systems theory is concerned with how wholes are related to their environments.
- Closed systems thinking considers system sufficiently independent to allow it to focus most of its attention internally.
- Open systems thinking works on premise that no living system can be understood separate from its context. Ex: It’s hard to understand a school without understanding its neighbourhood.

Two ways OST built on General Systems Theory:

1. Identify “The Causal Texture of Organizational Environments”

- Describe how outside events interact to produce conditions organizations can neither control nor ignore.

- Coined the term “turbulent” to define the modern social field: relentless, unpredictable swings in communities, governments, markets and technologies. Any system exists in an environment to change.

2. Recognized human beings as “purposeful”: People as the core components of human systems are purposeful and have will.

- Possess the capacity and freedom to make conscious choices
- Display will
- Possess the capacity for ideal-seeking: imagining outcomes that become a source of hope and long-term guidance when trying to deal with uncertainty

Defining a System: In defining a system, you have to ask “Why does the system exist?” this is what we call a SYSTEM PRINCIPE or UNITAX MULTIPLEX

- Unitas multiplex, or system principle
 - What is the unique relationship between an entity and its environment
 - A statement of system principle can be found in mission, goals, statement of purpose, primary task
 - Answers the question: “What business are you in?”

Environment (OST would say You can’t understand a system unless you understand its environment)

- Since a system principle describes relationship between an entity and its environment, the system can only be characterized if we characterize the environment
- The environment is a social field consisting of changing values and expectations. *What influences in their environment that influences their values and expectations?*
- An open system is a transaction between a system and its environment
 - Systems learn from their environment and plan to act within them - What’s going on within their environment that may influence their system? (Aldo example: Learn the trends!)

What is an Intervention?

- In relation to *groups*, intervention is “any action or set of actions deliberately taken to improve the functioning of the group”.
- It is like holding up a mirror to participants so they can see what they are doing and take steps to correct/improve action. This is the angle we take.
- Intervention is always an interruption, so it needs to be done cautiously and thoughtfully.

Definition: Intervention can be defined as the *process* of entering into an *ongoing relationship* with a client system (people, groups, communities or organizations) with the *expressed purpose of improving* human and social relations.

Principles of Human Systems Intervention:

- **Fostering participation:** Change initiative is most effective when we involve people in planning
- **Collaborative inquiry:** Interventions being experiments where we work with people to help them look into their own ways of working
- **Process facilitation and consultation**
- **Experiential learning:** Group learning
- **Action research**

Process Consultation: Edgar Schien

- “the psychological and social processes that are involved when one person tries to help another person”. “What’s going on between two people as one makes an effort to help the other?”
- His emphasis is on process, i.e. *how* things are done between people and in groups, rather than *what* is done.

Models of Consulting (intervention)

- Different styles of helping have different tacit (unspoken) assumptions about clients, the nature of help, the role of the consultant and the nature of the reality in which client and consultant operate. The way a person CHOOSES to help will reveal a set of assumptions.
- The helper must choose from one moment to the next which style or model of help to use.
- No matter which style, the concept of *helping* is central

Expertise Model: Selling and Telling

An organization calls someone with expertise in an area to fulfill a certain role. It’s asking for a specific piece of work to be done.

- Assumes client purchases some information or an expert service that she is unable to provide him/herself.
- Assumes client knows what kind of information or service he/she is looking for and that consultant able to provide it.
- **Problem:** Clients are frequently dissatisfied with results and rate of implementation of recommendations is low

The Doctor Patient Model

- Consultant invited in to assess an organization, diagnose the cause of current problems and make recommendations.
 - Uses assessment tools such as questionnaires, skills inventories, interviews.
- Consultant then brought in to administer the change program.

Problem: Often the intervention doesn’t “sit well”: consultant doesn’t have access to all relevant information, operates from a different reality, client unable to make recommended changes.

- The diagnosis itself is an intervention: asking questions causes people to focus and think differently

Process Consultation

- Clients often do not know what is really wrong. Consultant helps diagnose the problem, but

client “owns” the problem.

- Clients often don't know what kinds of help to seek. Consultant clarifies types of help available.
- Most clients want to improve things but need help identifying what to improve and how to improve it.
- Most organizations can be more effective if managers and employees learn to assess own strengths and weaknesses.
- Only clients know what will work in their organizations.
- **Decision-making remains with the client:** unless client learns to see problems for themselves and to think through own solutions, they will be less likely to implement solution.
- Aim of process consultant is to pass on skills of diagnosis and intervention so that clients can continue to improve organization on their own

Comparing The Models

- Expert and Doctor models are considered to engage in single-loop learning: they aim to fix the problem. They're ALL about fixing a problem
- Process Consultation considered double-loop: aims to increase the client's capacity for learning so they can fix their own problems in the future.
- Although all the models can be appropriate, depending on situation, Schein maintains that the helping process should always begin in the process consultation mode. (The mode of asking the questions, finding out more, helping them be more clear about what they want, what they need, etc.)

Challenges of Interveners

Discrepancies

- Between the intervener and the clients' views on the causes of the problem
- Between the intervener and the clients' views on how to create effective change
- Between the interveners ideals (what they want to do) and their behaviour (what they actually do)

Marginality

- The intervener is part of two overlapping, but different worlds.
- This can cause confusion about appropriate behaviour.

Perpetual client mistrust

- Often clients will find change challenging
- Are likely to cope by reinterpreting data so it aligns with existing views
 - Intervenors perceptions are then questioned and mistrusted
- Minimal feedback about effectiveness

Qualities needed by intervener:

- Confidence in own intervention philosophy and process of change
- Ability to continue to provide accurate perceptions and observations, even when under stress
- Capacity to accept “push back”, to view attacks and mistrust as clients' attempt to reduce their

own anxiety

- High degree of self-trust

- Ability to turn discrepancies, dilemmas and conflict into learning opportunities. "The interventionist strives to create the conditions of psychological distress".