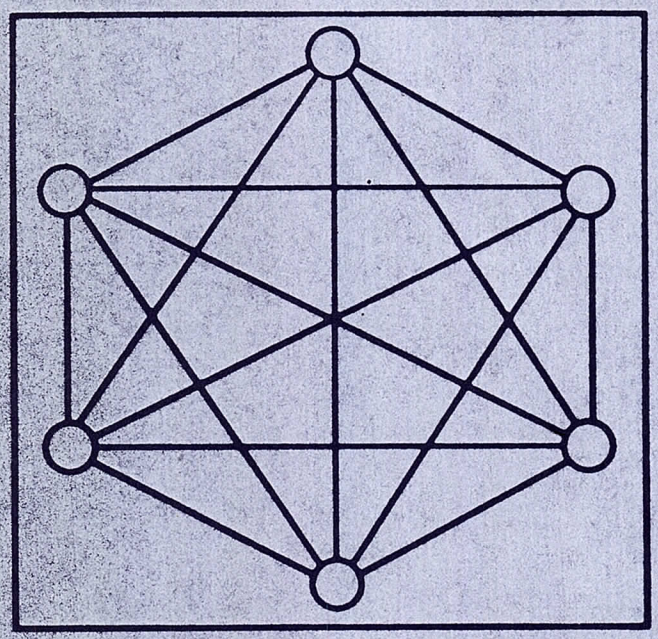


IMAGE

AN ACTION RESEARCH JOURNAL
ON
PERSONAL AND ORGANISATIONAL TRANSFORMATION

THE INSTITUTE OF CULTURAL AFFAIRS and LENS INTERNATIONAL

IMAGE

AN ACTION RESEARCH JOURNAL ON PERSONAL AND ORGANISATIONAL TRANSFORMATION

The Action Research Journal is written to communicate designs, formats and ideas of transformational processes which promote the human factor in private and public sectors. It is published by the Corporate Services Division of The Institute of Cultural Affairs: India for distribution through the Asia Network of ICA and LENS International organisations. These include ICA: India (Bombay, Panvel and Pune), LENS Services Pvt. Ltd. (New Delhi), LENS International Malaysia Sdn. Bhd., ICA: Australia, ICA: Philippines, ICA: Taiwan, ICA Associates (Hong Kong) and LENS International Japan.

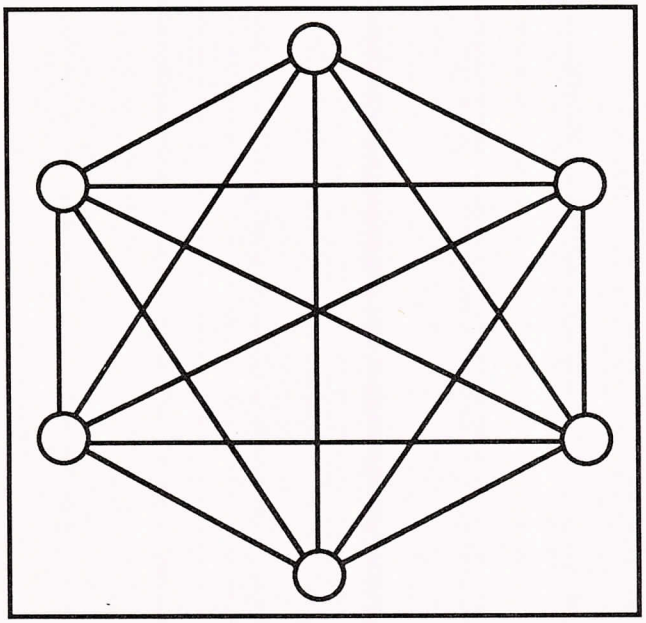
The Action Research Journal draws on a variety of sources including other ICA world-wide offices and affiliated professional consulting organisations to provide a spectrum of practical tools and constructs that facilitate individual and organisational transformation. We welcome comments and articles from our readers.

ISSUE SIXTEEN DECEMBER 1992

"THE TEAM AND COMMUNITY"

TABLE OF CONTENTS

JOURNAL OVERVIEW



Never doubt that a small group of thoughtful, committed citizens can change the world, indeed it is the only thing that ever has.

Margaret Mead

Today, managers of organisations are aware that the development of well functioning teams and building a sense of community are critical to success. The success of the Japanese has been largely attributed to their ability to operate a team culture. Quality circles, problem solving efforts, multi-discipline design tasks, service units and many, many more areas get superior results through effective team work. Much has been written on how teams function. There are multiple exercises that have been designed to develop and demonstrate the power that comes from team functioning. There are many games and role playing situations which can enable a group to understand and experience teamwork.

In spite of all these tools and programmes, the results of most team building training are quite limited. Why is it, with all the awareness and training available today, there is still such difficulty in getting people to function effectively and operate together as teams?

The problem is multi-faceted. Partly, it has to do with the fact that although we often talk and promote teams, our systems of evaluations, rewards and job assignments are usually oriented to the individual. It is often difficult to develop a culture that encourages entrepreneurship and risk-taking and at the same time have the synergy that comes from sharing ideas and risks. Most organisations don't fully understand what it takes to develop and sustain a team culture.

Another factor is that most team leaders don't have the skills to really facilitate a team's operation. They don't understand the dynamics of consensus building, the means of enabling effective discussion and, perhaps the most critical skill of all, the role that celebration and other motivation methods play in empowering a team. Simply training team leaders in good listening skills or brainstorming techniques is not enough. There is a need for understanding and mastering the skills of empowering a team. And that comes only when one understands the philosophy and dynamics of corporateness.

A third factor is rooted in our "left-brain" heritage. Most teams have to function within a task orientation. That in itself is not a problem, but when that task is isolated from a deeper or more transcendent purpose, then depth corporateness is missing. Tapping the other powers of the brain requires a non-verbal capacity which is not easy to develop. Something good happens in a team's operation, but when asked to describe what enabled the success, the explanations fumble with attempts to explain what happened. People talk about the "chemistry seemed right" or "we forgot our hierarchy and all just pitched in to get the job done". But there is little understanding that this can be tapped on a regular basis.

Finally, today we live in a society where the individual reigns supreme. The examples of collective endeavor are mostly marked with examples of abuses and failures. The successes of socially-designed team efforts of the Israeli *kibbutz* and the Mondragon cooperative in Spain, are over-shadowed by the massive failures of communist and socialist economies. "Looking out for number 1" is the "true" road to success is often the operating, if hidden principle. Somehow we have the idea that the true growth and success of an individual is largely incompatible with collective endeavor. We look for "heroes" and communicate in dozens of ways that the enabler of change is the individual. It has enough truth to obscure how the individual can be both a "self" and a group simultaneously. Stephen Covey in his book, The Seven Habits of Highly Effective People, points out that true interdependence depends upon the individual mastering the skill of independence. No team can function well when any of its members are dependent individuals.

True community and teams that function in the resulting culture will develop only when we can master the necessary disciplines. It will require that we are in fact, first of all, born into the universal family of humanness. And second, with a sense of humility, we will grow to acknowledge not only our interdependence, but our dependence on those in our history and those, whom we will never know or appreciate, who got us to our present situation.

This Issue

The symbol for this issue is the one used in the Transformational Leadership Lab to designate the core team. It symbolises the synergistic interaction of the members as they bring about a new sense of organic relatedness to the organisation.

Selecting articles for this issue was not easy. There is a wealth of good articles on the building, operating and sustaining of community and teams. We have tried to cover the major areas with insightful articles from which we hope the reader can learn and apply to their own situation.

Team Learning is one of the core disciplines Peter Senge promotes in his book, The Fifth Discipline, The Art and Practice of a Learning Organisation. We begin this issue with an excerpt from this book as the basis for recognising the role that teams have to play in the learning process of an organisation. Although the article focuses on the ability to listen and accept different perspectives, it lays the ground work for operating as a team.

Building a community of common direction and concern is not easy in traditional organisations that have unionised staff. Historically, these have been situations of adversarial relationships. In India, the ICA has been working with the Widia India Ltd. company for several years in a systematic development of a value-driven organisation. However, little had been done directly to unify the work force into that value culture. Teams have become a way of life for most of the management staff, but the division between labor and management remains. Recently, an attempt was made at bridging that gap. The article, **The New Partnership,** describes the design and initial results of this programme.

First line supervisors play a critical role in team operations. But they are often the biggest block to good team work at the functional level of an organisation. From the journal, Quality and Participation, we have reproduced an article originally titled **The Supervisor's Changing Role in High Involvement Organisations.** The article, by Leta Letize and Michael Donovan - PDS Center for Work Redesign, highlights the supervisor's role in catalysing high flexibility and high commitment.

At the other end of the scale of an organisation's collective efforts is the need to build a community of people committed to the ideals and aspirations of the company, without sacrificing the individual's personal goals, talents and ambitions. Perhaps no other company has generated as much excitement in this endeavor as The Body Shop, a natural based cosmetic firm operating out of London, England. The somewhat unconventional and irreverent founder, Anita Roddick, has developed a unique culture that builds the people into an excited and committed force. Combining transcendent values with an eye to what "turns people on" in any job, she has created what we are calling, **Culture of Enthusiasm.** The article is excerpted from INC magazine, titled "This Women Has Changed Business Forever," by Bo Burlingham.

Learning Organisations and their teams can be assisted by having an outside facilitating presence which can act as role models for creating effective teams and working relationships. Out of the experience of ICA Taiwan, Richard West describes the dynamics of **Mentoring** as a transformation tool.

Cyprian D'Souza, of Lens Services, Delhi has facilitated and nurtured the transformation journey of the Jhalawar acrylic fibre plant of J. K. Synthetics. The turn-around that has resulted is directly attributable to the establishment of a team culture. Cyprian shares with us **Tips for Core Teams.** The key to the development of a team culture is a well-trained and effective core team. The core's effectiveness is dependent on operating in a style that becomes the model for the operating teams and special teams that comprise the plant's operations. These tips are basic, but require a great deal of time to develop skill to implement them consistently.

Finally, for those who love theoretical models of team operations, Dr. Ronnie Lessem, an international consultant, a prolific author of books on management topics, and Reader in International Business at City Business School in London, presents us with a grand design of team leadership and team composition. We are calling his article, **The Global Team.** It is taken from his course material called, The Global Manager, presented to managers in Bombay. Ronnie has the ability to synthesise ideas from diverse disciplines and perspectives into amazingly, internally consistent models.

We hope you enjoy and benefit from this collection of wisdom as much as we have in compiling and editing it.

TEAM LEARNING - Peter Senge

Team learning is the process of aligning and developing the capacity of a team to create the results its members truly desire. It builds on the discipline of developing shared vision. It also builds on personal mastery, for talented teams are made up of talented individuals. but shared vision and talent are not enough. The world is full of teams of talented individuals who share a vision for a while, yet fail to learn. The great jazz ensemble has talent and a shared vision (even if they don't discuss it), but what really matters is that the musicians know how to *play* together.

There has never been a greater need for mastering team learning in organisations than there is today. Whether they are management teams or product development teams or cross-functional task forces - teams, "people who need one another to act," in the words of Arie de Geus, former coordinator of Group Planning at Royal Dutch/Shell, are becoming the key learning unit in organisations. This is so because almost all important decisions are now made in teams, either directly or through the need for teams to translate individual decisions into action. Individual learning, at some level, is irrelevant for organisational learning. Individuals learn all the time and yet there is no organisational learning. But if teams learn, they become a microcosm for learning throughout the organisation. Insights gained are put into action. Skills developed can propagate to other individuals and to other teams (although there is no guarantee that they will propagate). The team's accomplishments can set the tone and establish a standard for learning together for the larger organisation.

Within organisations, team learning has three critical dimensions. First, there is the need to think insightfully about complex issues. Here, teams must learn how to tap the potential for many minds to be more intelligent than one mind. While easy to say, there are powerful forces at work in organisations that tend to make the intelligence of the team less than, not greater than, the intelligence of individual team members. Many of these forces are within the direct control of the team members.

Second, there is the need for innovative, coordinated action. The championship sports teams and great jazz ensembles provide metaphors for acting in spontaneous yet coordinated ways. Outstanding teams in organisations develop the same sort of relationship - an "operational trust," where each team member remains conscious of other team members and can be counted on to act in ways that complement each others' actions.

Third, there is the role of team members on other teams. For example, most of the actions of senior teams are actually carried out through other teams. Thus, a learning team continually fosters other learning teams through inculcating the practices and skills of team learning more broadly.

Though it involves individual skills and areas of understanding, team learning is a collective discipline. Thus, it is meaningless to say that "I," as an individual, am mastering the discipline of team learning, just as it would be meaningless to say that "I am mastering the practice of being a great jazz ensemble."

The discipline of team learning involves mastering the practices of dialogue and discussion, the two distinct ways that teams converse. In dialogue, there is the free and creative exploration of complex and subtle issues, a deep "listening" to one another and suspending of one's own views. By contrast, in discussion different views are presented and defended and there is a search for the best view to support decisions that must be made at this time. Dialogue and discussion are potentially complementary, but most teams lack the ability to distinguish between the two and to move consciously between them.

Team learning also involves learning how to deal creatively with the powerful forces opposing productive dialogue and discussion in working teams. Chief among these are what Chris Argyris calls "defensive routines," habitual ways of interacting that protect us and others from threat or embarrassment, but which also prevent us from learning. For example, faced with conflict, team members frequently either "smooth over" differences or "speak out" in a no-holds-barred, "winner take all" free-for-all of opinion - what my colleague Bill Isaacs calls "the abstraction wars." Yet, the very defensive routines that thwart learning also hold great potential for fostering learning, if we can only learn how to unlock the energy they contain.

Systems thinking is especially prone to evoking defensiveness because of its central message, that our actions create our reality. Thus, a team may resist seeing important problems more systemically. To do so would imply that the problems arise from our own policies and strategies - that is "from us" - rather than from forces outside our control. I have seen many situations where teams will say "we're already thinking systemically," or espouse a systems view, then do nothing to put it into practice, or simply hold steadfastly to the view that "there's nothing we can do except cope with these problems." All of these strategies succeed in avoiding serious examination of how their own actions may be creating the very problems with which they try so hard to cope. More than other analytic frameworks, systems thinking requires mature teams capable of inquiring into complex, conflictual issues.

Lastly, the discipline of team learning, like any discipline, requires practice. Yet, this is exactly what teams in modern organisations lack. Imagine trying to build a great theater ensemble or a great symphony orchestra without rehearsal. Imagine a championship sports team without practice. In fact, the process whereby such teams learn is through continual movement between practice and performance, practice, performance, practice again, perform again. We are at the very beginning of learning how to create analogous opportunities for practice in management teams.

Despite its importance, team learning remains poorly understood. Until we can describe the phenomenon better, it will remain mysterious. Until we have some theory of what happens when teams learn (as opposed to individuals in teams learning), we will be unable to distinguish group intelligence from "groupthink," when individuals succumb to group pressures for conformity. Until there are reliable methods for building teams that can learn together, its occurrence will remain a product of happenstance. This is why mastering team learning will be a critical step in building learning organisations.

Individuals learn all the time and yet there is no organisational learning. But if teams learn, they become a microcosm for learning throughout the organisation.

It was Werner Heisenberg (formulator of the famous "Uncertainty Principle" in modern physics) who talked about the staggering potential of collaborative learning - that collectively, we can be more insightful, more intelligent than we can possibly be individually. The IQ of a team can, potentially, be much greater than the IQ of the individuals. A contemporary physicist, David Bohm, a leading quantum theorist, is developing a theory and method of "dialogue," when a group "becomes open to the flow of a larger intelligence." Dialogue, it turns out, is a very old idea revered by the ancient Greeks and practiced by many "primitive" societies such as the American Indians. Yet, it is all but lost to the modern world. All of us have had some taste of dialogue - in special conversations that begin to have a "life of their own," taking us in directions we could never have imagined nor planned in advance. But these experiences come rarely, a product of circumstance rather than systematic effort and disciplined practice.

There are two primary types of discourse, dialogue and discussion. Both are important to a team capable of continual generative learning, but their power lies in their synergy, which is not likely to be present when the distinctions between them are not appreciated.

Bohm points out that the word, discussion has the same root as percussion and concussion. It suggests something like a ping-pong game where we are hitting the ball back and forth between us. In such a game the subject of common interest may be analysed and dissected from many points of view provided by those who take part. Clearly, this can be useful. Yet, the purpose of a game is normally to win and in this case winning means to have one's views accepted by the group. You might occasionally accept part of another person's view in order to strengthen your own, but you fundamentally want your view to prevail. A sustained emphasis on winning is not compatible, however, with giving first priority to coherence and truth. Bohm suggests that what is needed to bring about such a change of priorities is "dialogue," which is a different mode of communication.

By contrast with discussion, the word "dialogue" comes from the Greek *dialogos*. *Dia* means through. *Logos* means the word, or more broadly, the meaning. Bohm suggests that the original meaning of dialogue was the "meaning passing or moving through . . . a free flow of meaning between people, in the sense of a stream that flows between two banks." In dialogue, Bohm contends, a group accesses a larger "pool of common meaning," which cannot be accessed individually. "The whole organises the parts," rather than trying to pull the parts into a whole.

"The purpose of dialogue," Bohm suggests, " is to reveal the incoherence in our thought." There are three types of incoherence. "Thought denies that it is participative." Though stops tracking reality and "just goes, like a program." And thought establishes its own standard of reference for fixing problems, problems which it contributed to creating in the first place.

To illustrate, consider prejudice. Once a person begins to accept a stereotype of a particular group, that "thought" becomes an active agent, "participating" in shaping how he or she interacts with another person who falls into that stereotyped class. In turn, the tone of their interaction influences the other person's behavior. The prejudiced person can't see how his prejudice shapes what he "sees" and how he acts. In some sense, if he did, he would no longer be prejudiced. To operate, the "thought" of prejudice must remain hidden to its holder.

Dialogue is a way of helping people to see the representative and participatory nature of thought

and to become more sensitive to and make it safe to acknowledge the incoherence in our thought. *In dialogue people become observers of their own thinking.*

"Language, for example, is entirely collective," says Bohm. "And without language, thought as we know it couldn't be there." Most of the assumptions we hold were acquired from the pool of culturally acceptable assumptions. Bohm believes that our normal processes of thought are like a "coarse net that gathers in only the coarsest elements of the stream. In dialogue, a kind of sensitivity develops that goes beyond what we normally recognise as thinking. This sensitivity is "a fine net" capable of gathering in the subtle meanings in the flow of thinking. Bohm believes this sensitivity lies at the root of real intelligence.

So, according to Bohm, collective learning is not only possible but vital to realise the potentials of human intelligence. "Through dialogue people can help each other to become aware of the incoherence in each other's thoughts, and in this way the collective thought becomes more and more coherent.

Bohm identifies three basic conditions that are necessary for dialogue:

1. all participants must "suspend" their assumptions, literally to hold them "as if suspended before us";
2. all participants must regard one another as colleagues;
3. there must be a "facilitator" who "holds the context" of dialogue.

These conditions contribute to allowing the "free flow of meaning" to pass through a group, by diminishing resistance to the flow. Just as resistance in an electrical circuit causes the flow of current to generate heat (wasted energy), so does the normal functioning of a group dissipate energy. In dialogue there is "cool energy, like a superconductor."

Suspending Assumptions. To "suspend" one's assumptions means to hold them, "as it were, 'hanging in front of you,' constantly accessible to questioning and observation." This does not mean throwing out our assumptions, suppressing them, or avoiding their expression. Nor, in any way, does it say that having opinions is "bad," or that we should eliminate subjectivism. Rather, it means being aware of our assumptions and holding them up for examination. This cannot be done if we are defending our opinions. Nor, can it be done if we are unaware of our assumptions, or unaware that our views are based on *assumptions*, rather than incontrovertible fact.

Bohm argues that once an individual "digs in his or her heels" and decides "this is the way it is," the flow of dialogue is blocked. This requires operating on the "knife edge," as Bohm puts it, because "the mind wants to keep moving away from suspending assumptions . . . to adopting non-negotiable and rigid opinions which we then feel compelled to defend."

"Suspending assumptions" is a lot like seeing "leaps of abstraction" and "inquiring into the reasoning behind the abstraction." But in dialogue, suspending assumptions must be done collectively. The team's discipline of holding assumptions "suspended" allows the team members to see their own assumptions more clearly because they could be held up and contrasted with each others' assumptions. Suspending assumptions is difficult, Bohm maintains, because of "the very nature of thought. Thought continually deludes us into a view that 'this is the way it is.'" The team discipline of suspending assumptions is an antidote to that delusion.

Seeing Each Other As Colleagues. Dialogue can occur only when a group of people see each other as colleagues in mutual quest for deeper insight and clarity. Thinking of each other as colleagues is important because thought is participative. The conscious act of thinking of each other as colleagues contributes toward interacting as colleagues. This may sound simple, but it can make a profound difference. We talk differently with friends from the way we do with people who are not friends. Interestingly, as dialogue develops, team members will find this feeling of friendship developing even towards others with whom they do not have much in common. What is necessary going in is the willingness to consider each other as colleagues.

"If I can 'look out' through your view and you through mine, we will each see something we might not have seen alone." - David Bohm

Colleagueship does not mean that you need to agree or share the same views. On the contrary, the real power of seeing each other as colleagues comes into play when there are differences of view. It is easy to feel collegial when everyone agrees. When there are significant disagreements, it is more difficult. But the payoff is also much greater. Choosing to view "adversaries" as "colleagues with different views" has the greatest benefits.

A Facilitator Who "Holds the Context" of Dialogue. In the absence of a skilled facilitator, our habits of thought continually pull us toward discussion and away from dialogue. This is especially true in the early stages of developing dialogue as a team discipline. We take what "presents itself" in our thoughts

as literal, rather than as a representation. We believe in our own views and want them to prevail. We are worried about suspending our assumptions publicly. We may even be uncertain if it is psychologically safe to suspend "all assumptions" - "After all, aren't there some assumptions that I must hold on to or lose my sense of identity?"

The facilitator of a dialogue session carries out many of the basic duties of a good process facilitator. These functions include helping people maintain ownership of the process and the outcomes - we are responsible for what is happening. If people start to harbor reservations that "so and so" won't let us talk about this, that constitutes an assumption not held in suspension. The facilitator also must keep the dialogue moving. If any one individual should start to divert the process to a discussion when a discussion is not actually what is called for, this needs to be identified, and the group asked whether the conditions for dialogue are continuing to be met. The facilitator always walks a careful line between being knowledgeable and helpful in the process at hand, and yet not taking on the "expert" or "doctor" mantle that would shift attention away from the members of the team, and their own ideas and responsibility.

But, in dialogue the facilitator also does something more. His understanding of dialogue allows him to influence the flow of development simply through participating. For example, after someone has made an observation, the facilitator may say, "But the opposite may also be true." Beyond such reminders of the conditions for dialogue, the facilitator's participation demonstrates dialogue. The artistry of dialogue lies in experiencing the flow of meaning and seeing the one thing that needs to be said now. The facilitator says only what is needed at each point in time. This deepens others' appreciation of dialogue more than any abstract explanations can ever do.

As teams develop experience and skill in dialogue, the role of the facilitator becomes less crucial and he or she can gradually become just one of the participants. Dialogue emerges from the "leaderless" group once the team members have developed their skill and understanding. In societies where dialogue is an ongoing discipline, there usually are no appointed facilitators. For example, many American Indian tribes cultivated dialogue to a high art without formal facilitators. Shamen and other wise men had special roles, but the group was capable of entering a dialogue on its own.

Balancing Dialogue and Discussion. In team learning, discussion is the necessary counterpart of dialogue. In a discussion, different views are presented and defended, and as explained earlier this may provide a useful analysis of the whole situation. In dialogue, different views are presented as a means toward discovering a new view. In a discussion, decisions are made. In a dialogue, complex issues are explored. When a team must reach agreement and decisions must be taken, some discussion is needed. On the basis of a commonly agreed analysis, alternative views need to be weighed and a preferred view selected (which may be one of the original alternatives or a new view that emerges from the discussion). When they are productive, discussions converge on a conclusion or course of action. On the other hand, dialogues are diverging; they do not seek agreement, but a richer grasp of complex issues. Both dialogue and discussion can lead to new courses of action; but actions are often the focus of discussion, whereas new actions emerge as a by-product of dialogue.

Reflection, Inquiry and Dialogue. What makes Bohm's work distinctive is that he is articulating a "new" vision of what can happen in a group. Bohm's dialogue is a team discipline; it cannot be achieved individually. Part of the vision of dialogue is the assumption of a "larger pool of meaning" accessible only to a group. This idea, while it may appear radical at first, has deep intuitive appeal to managers who have long cultivated the subtler aspects of collective inquiry and consensus building.

Such managers learn early on to distinguish two types of consensus: a "focusing down" type of consensus that seeks the common denominator in multiple individual views, and an "opening up" type of consensus that seeks a picture larger than any one person's point of view. The first type of consensus builds from the "content" of our individual views - discovering what part of my view is shared by you and the others. This is our "common ground," upon which we can all agree.

The second type of consensus builds more from the idea that we each have a "view," a way of looking at reality. If I can "look out" through your view and you through mine, we will each see something we might not have seen alone.

If dialogue articulates a unique vision of team learning, reflection and inquiry skills may prove essential to realising that vision. Just as personal vision provides a foundation for building shared vision, so too do reflection and inquiry skills provide a foundation for dialogue and discussion. Dialogue that is grounded in reflection and inquiry skills is likely to be more reliable and less dependent on particulars of circumstance, such as the chemistry among team members.

THE NEW PARTNERSHIP - Jack Gilles

Building a partnership relationship between the union leadership and senior management was the objective of a two day programme at Widia India Ltd., a Bangalore-based machine tool manufacturing company. As the management outlined the programme to the facilitators, it felt like the last major barrier in their journey of transformation was being addressed. In India, there will be no "world class company" or ability to meet the fierce, global parameters of speed, flexibility and focus unless there is a total team effort from organisations.

The timing was right to build a fresh relationship. There had just been a union election of officers at Widia. Practically all the old officers had been removed, with thirteen of the fifteen officers being new. The settlement with the union had been reached, a new four year agreement. In fact, it was this move from a three year to a four year time frame that had caused the removal of the old officers since there was widespread belief that a four year settlement was less financially rewarding than the standard three. There were no outstanding demands and the environment was generally good.

Substantial work had been done at Widia to create purpose, mission and values statements several years back. Senior management was actively working at reflecting the values in the day-to-day operations so that they could begin to identify whether values such as "clear, crisp, frank and open communication" or "team spirit through mutual cooperation and support" were being lived out of or not. The work on values inculcation had reached the point where it was time for the introduction to the workers and a well-designed plan including a video had been prepared.

Part of the improved environment in relations between management and workers was the fact that Widia had introduced a common uniform for everyone in 1987, and a common canteen with one dining area and menu. This may not seem like extraordinary achievements by western standards, but in India, many companies continue to maintain separate class distinctions, not questioning the wisdom of such structures and policies, and the subtle (or not-so-subtle) messages these convey about who is valued and who is not.

Traditional Labor/Management Relations

The history of labor/management relations in India has traditionally been one of power and control. The early industrialisation period saw an often total exploitation and subjugation of workers by the owners. This gave rise to the trade union movement and over the years the power balance shifted from essentially 100% of the power in the hands of management until today, where nearly all the sources and instruments of power lie in the hands of the unions. For instance, the power to punish or dismiss an errant worker is almost impossible to accomplish, except in the most dire of infractions. Even these are protected through intricate court regulations that often lead to long, drawn-out litigations.

The power to reward is perceived as the union "wresting" the settlement from a begrudging management. The power of "conditioning" is also in the hands of the union leaders. Most companies don't have a career plan for workers, hire large segments of casual (part-time, contract labor) workers, and avoid taking any permanent responsibility for them. Depending on the degree of militancy of the union leaders, the situation can vary from outright hostility, even physical violence, to one of relative cooperation from a respected, but adversarial position.

The Programme Design

The two days were billed as "creating a common vision". No direct attempt was envisioned to tackle issues or build action plans. The critical question was: could there be a new feeling of partnership fostered between two traditionally adversarial parties?

Besides the 15 newly-elected union officers, 23 of the senior management group were present including R. Srinivasan, the Managing Director. The location was a beautiful five-star hotel. The facilitators were an Indian female, Marguerite Theophil of Orientations, and an American male, Jack Gilles of ICA: India.

Since nearly half of the union leaders spoke no English, the entire programme required English/Kannada translation. This apparent hindrance ended up having a positive effect. For, in the time it took for translation to be accomplished, people were able to hear the point a second time, and often correct word selection was vigorously debated. It created an environment of careful listening, selection of words and mitigated against reactive responses to controversial points. Everything said was mediated through the translator.

The seating arrangement for the first day was four separate tables arced around a central facilitator's table with a large board in front. Union and management members were seated alternately around three sides of the four tables. A feeling of "working as an integrated team" was possible to achieve with this arrangement.

The day began with the Managing Director giving a brief opening welcome and general objec-

tives overview. Protocol dictated that the Union President get equal time. Marguerite welcomed the participants of behalf of the facilitation team and clarified our role. She had the group pair off, manager/union officer and learn some personal facts about each other. She asked them for such things as family, hobbies and interests and, "one thing you have always wanted to try or learn". After discussing this in pairs, each was asked to "introduce" the other to the rest of the group. Even the facilitators were included. Although this took the better part of an hour to complete, it created a collegial environment. People took genuine interest in each other and people began to see each others as "human beings" and not managers and union officers.

After the break, a brief history of the evolution of labor-management relations in India was done by the IR Manager, Mr. Udupa. A recognition of the legitimate role of union development because of management excessive power control set the tone for an honest reflection of how we got in this present, unhelpful position.

Jack followed with a talk outlining the global competitive scenario and how a creative partnership environment was going to be a necessity for survival. The main point of the talk on the need for trust, was a highly participative one. The five letters were used to create the foundational conditions in which trust could be built. T stands for **Truth**, without which there is no trust possible. R stands for **Responsibility**, where there is a clear recognition of everyone being responsible for not only their assigned role, but for the total success of the company. U stands for **Unity**. Without a common sense of what both sides are equally committed to there can be little trust in the motives and actions of the other. Management can not only preach profitability and productivity gains and the union cannot always be focused on their charter of demands. A common ground needs to emerge. S stands for **Sharing**, not only information, but hopes, dreams and personal lives. The final T stands for **Teamwork**. Trust is built when people work in team environments. Opportunities for management and workers to share common teams builds trust.

These five dimensions need to be built, not just mouthed. And they need to be done in the order described since each lays a foundation for the following points. Here the translation task really assisted the careful understanding of each point. People actively participated with examples and illustrations. Trust, or the lack of it, had been a constant theme in the history of the relationships at the company. Everyone could see and accept these parameters as the basic building blocks of what was being described as the basis of "The New Partnership Vision".

After lunch a brief group game got the group energy re-established. Now a joint workshop was done to articulate the **Company Journey**. Each table worked on getting a set of twenty events in the life of the company and wrote them in both languages on cards, to be presented and placed on the large board in front. Each table in turn selected four, one from each of the four decades (60's - 90's) of the company's existence. Further rotating selections of additional events got a composite picture of the life of the company. Key turning points were identified and four "eras" were noted. Each table then received a large sheet of paper and drew a picture of that era and titled it. These were presented and hung on each section of the board. The last hour was given over to Mr. Srinivasan for a picture of the future plans of the company.

The objective of the first day was to establish a base for the partnership. It was done without raising any direct labor/management issues. The mood at the end of the day was one of genuine satisfaction and openness. The hard work would be taken up on the second day. Later, a brief reflection session with senior management revealed a delight with the day, but some concern for how the second day would go. An initial idea of having a ritual based on a Hindu myth was discarded as potentially too easily being misconstrued.

The Second Day: The New Partnership

When the participants arrived for the second day the tables were rearranged into three groupings, placed in a rough triangulation. This not only gave a different feel to the day, but was intended to build on Widia's symbol of three overlapping triangles. The teams were reshuffled with an even distribution at each table.

The day began with a feedback session on Mr. Srinivasan's talk on the future. Good discussion and dialogue happened. One senior manager was so taken with the points made on the TRUST talk that he had prepared his own furthering of the points, illustrating them through the issue of TQM. Since TQM had been a programme already firmly in place in Widia, it was well received.

After the break, the group heard a presentation on **The New Partnership** by Jack. Here the three dynamics of what forms a company were presented using the Widia symbol as the working diagram. The three dynamics of **Customers, Shareholders** and **Employees** form the basis of any company. Each table was given the role of a "stakeholder" and asked to compile a list of their **"Expectations"**. This was meant to highlight the difference between a "charter of demands" - adversarial relationship - and a partnership basis of working - "charter of expectations". Each group presented their expectations to the other two tables. The lists on large flip-chart paper were hung in a triangle. Next, each group had to answer questions of legitimacy from the other two. People really got into their roles and vigorously debated their positions.

After the discussion, each of the two tables was asked to say a yes or no to the expectations. Consensus emerged that given the three positions, each had a claim on the company. Then the group role-played win-win-lose scenarios. People saw the futility of not having everyone win. A company is based on a win-win-win philosophy.

The group was briefed on the need to change their thinking on two points: 1) the need to operate from win-win-win thinking, based on the fact that only that will really succeed, and 2) the need to shift from a scarcity mentality to an abundance mentality. This second point was driven home by asking the group how they would meet the three expectations fully? The scarcity mentality would see the need to compromise and give each a part of the whole. The abundance mentality would have all expectations met. The group was asked how this could happen? The obvious answer was to grow. Each was asked how they would grow? The customer would get involved more with the company, the shareholder would invest more, and the employees would become more productive.

This last point came as a shocking insight to the union. Productivity was not a demand made by some group of "management", but was an obvious requirement for their own self-interest. You could sense the shift of thinking in the room. Here a major contentious issue was agreed upon without the necessity of making it into a worker/management dispute.

The Common Task: Employee Development

After lunch, another group game was introduced and then the group was asked to focus on a dimension of "employee growth", an area that both sides had an interest in, **employee development**. A new partnership could be forged by mutually taking responsibility for making the employees of Widia truly "world-class". The image of complete development was introduced. Full human beings were developed only when the three dimensions of body, mind and spirit were cared for.

Each table took one dimension and brainstormed a list, answering the question, "what can the company do to provide for and foster the full potential of the employee in that area?" Each group made a list and presented it to the other two. A brief feedback session was done on each. Then, each table took a different table's list and developed a new list in two areas: one on what the union had the power and influence to support, and one that the management could do. The list was limited to five items each. Lively discussions emanated from each table. Spirit was the most difficult to concretise, but the group's creativity emerged.

The presentations were done with two representatives, one union and one management. An incredible picture resulted with each group talking of how they really needed a partnership to win, but each carving out specific items to work on. As the reports progressed, each seemed to try to outdo the other in the need for cooperation. The final group finished with a flourish of walking off stage with hands clasped overhead! The mood was one of complete common vision and partnership.

Conclusions

Clearly the objective was obtained. Although the areas of responsibility had been delineated, no attempt was made to begin an action programme. That would have been premature. The group was told in the process of reflecting on the day that they represented a small segment of the total workforce and a necessary job of trust building had to be continued before any programmatic actions could begin. The union leadership was told that if too much was made of the good results, many of their constituents might view the whole exercise as one designed to subvert their role of representing their interests and demands.

The final comments by representatives of each side verified the deep impact the two days had had on them. Perhaps a "new partnership" had not been established, but the seed had been sown, and now careful nurturing could grow it into a vital new reality.

SUPERVISOR'S CHANGING ROLE - L. Letize

Today's organisations face tremendous pressure from: fierce world market competition, deregulation, increasing mergers, rapid technological change, and global economic forces. To meet these challenges, organisations will need: high performance enabling it to compete successfully in the world markets; high flexibility to meet the rapidly changing technology and market conditions; and high commitment from a multi-skilled workforce capable of meeting customer requirements and working toward continuous improvement.

To meet these needs, many organisations are launching improvement efforts characterised by a high degree of employee involvement. Employee problem solving teams, like quality circles, task forces, corrective action teams, and self-directed workteams are becoming commonplace.

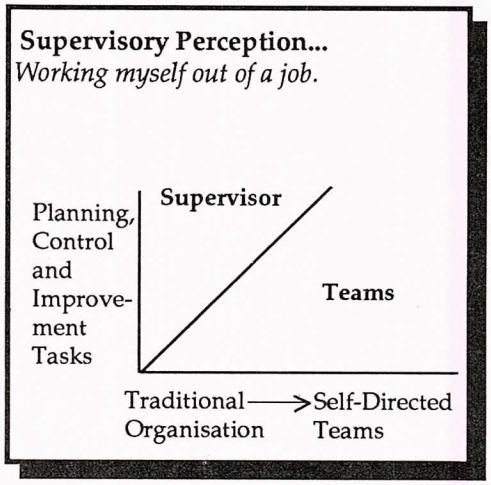
The trends toward using team structures and empowering employees to manage themselves have tremendous implications for the role of the supervisor.

How are today's supervisors reacting to employee involvement? What are their concerns? How will their roles change? What new contributions will they make? What new skills will be needed? The answer to these questions is the subject of this paper.

How Are Supervisors Responding to the Trend Toward Greater Employee Involvement?

Reactions are mixed. Many supervisors welcome greater employee participation in the workforce. But others are deeply concerned. Janice Klein, a professor at the Harvard Business School, has conducted research on the changing role of the first-line supervisor. One of her findings was that less than one-third of supervisors saw employee involvement as benefitting them. Supervisors have concerns and fears about their job and confusion over their role. Others see employee involvement as more work or a loss of status. Still others feel uncomfortable about letting go of control.

What contributes to these fears? In the traditional organisation, much of the supervisory role is involved in planning, controlling, coordinating, and improving the daily work. As organisations move toward self-directed workteams, the team begins to assume responsibility for these planning and control tasks. Supervisors naturally wonder - "If I help the team assume these tasks, will I be out of a job?" So, naturally, they are reluctant to turn over responsibilities to a team. The most important step in the transition to self-directed teams is to work with supervisors to help them identify the new roles and contributions they will be called on to make. Supervisors are critical to developing teams and empowering employees. To win their support they have to see a meaningful role for themselves emerging from the change process.



How do Supervisors in High Involvement Settings See Their Roles Changing?

At our Center for Work Redesign we have talked with several supervisors about how their roles are changing and the new contributions they are being asked to make. Here are some typical comments about their new roles.

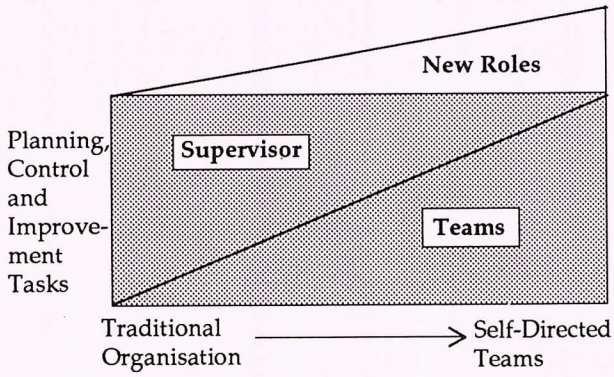
"I'm mostly a teacher and a coach. My job is to help people on the team deal effectively with the issues and the problems they face in doing their job."

"One of the things teams need is access to information. That's one of my big responsibilities - getting the team information schedules, business needs, changes, costs, quality. . . It's not just getting the information to the team, but helping them to use it effectively to set goals, solve problems, and make decisions."

"A big part of my job initially was helping teams learn who to go to, to get help with their problems. For instance, who to contact in purchasing or engineering with respect to a particular problem. I've been here 23 years and know everybody in the plant. With that knowledge I was a real expert on how to get things done around here. Now the team does most of that on their own. They have their own contacts in the support departments."

"I help the teams set goals and keep focused on what their customers expect from them. Each of our teams has specific measures of performance. Various team members track that performance continually and we review the team's performance both daily and weekly in team meetings. Each month, as part of

Supervisory Challenge - Identify New Roles



a regular meeting we set team improvement goals. I'm constantly involved in encouraging teams to stretch - to do a little better than they did last month in areas like scrap, quality, and costs."

"Teams have their problems. Personality conflicts, leadership issues, performance issues - all the stuff we had before. My role now is to help confront these problems and discuss them openly and try to resolve them. Teams often avoid dealing with the really tough issues, so my job is to surface them. Each time they work through a difficult problem, they become a stronger team. Now lots of the problems get resolved informally among themselves."

Roles in traditional versus high-involvement settings - In the traditional organisation, supervisors: assigned tasks; enforced rules; solved problems; controlled information; expedited the work; and were responsible for meeting goals in budgets.

In high-involvement settings, supervisors speak of roles such as: training, team building; coaching; information sharing; joint goal setting and problem solving; linking teams to resources, customers, and suppliers; and conflict resolution.

Managing by control versus influencing - Supervisors manage less by control and more by influence and credibility. They are more often a coach, facilitator, developer, and integrator. They help their teams set goals, solve problems, and confront issues.

"I do more training and coaching now. We are developing a multi-skilled team where people learn to do every job on the line. That means a lot of cross-training. Also, we are adding some quality control and preventive maintenance functions into the operator's job. I play a big role in conducting the training and working with outside resources to plan training activities."

"Some of the teams I coordinate really don't need me much. They're running their own operation. They yell when they need something or have a problem they can't solve. I've been working on a task force to implement a new material planning system. I'm getting pulled into decision making and planning tasks I never had time for before."

Four Critical Functions

Supervisors in a high-involvement setting are called on for many different contributions, but there are four critical functions that they perform.

Team building - The first is building teams. This involves knowledge about how teams develop and function and the kinds of interventions that build team cohesion and facilitate effective teamwork.

People development - The second area is the development of people. This involves knowledge and skills in areas like coaching and training. It's important for supervisors to have a deep appreciation of individual differences and to be able to provide people with specific meaningful feedback.

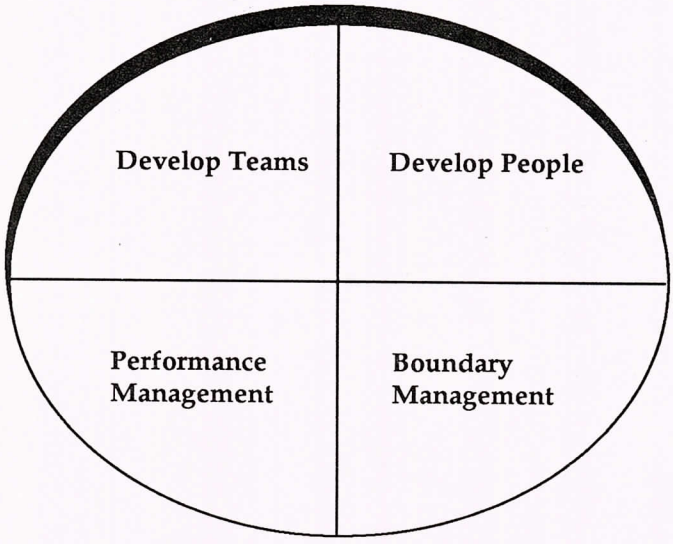
Performance management - The third area is working with teams on performance management issues. This involves helping teams to develop measures of their performance, assist them in setting improvement goals, providing performance feedback, facilitating problem solving and corrective action, and providing recognition for team accomplishments.

Boundary management - The fourth area is boundary management. This involves linking the team to the wider organisation. This involves knowledge of organisational resources and processes and good communication skills to help resolve issues between work groups.

Influencing Without Authority Requires a High Level of Interpersonal Skills

It's clear that in a high-involvement setting supervisors manage less by power, rules, and formal authority and more by their personal influence and credibility. To carry out these roles successfully, therefore, requires a high level of interpersonal skills. Skills like communicating, listening, providing feedback, dealing with conflicts, and negotiating are critical in a high-involvement setting.

Four Critical Functions in a High Involvement Setting



The Emotional Element - Holding On - Letting Go

We began by recognising the fears, concerns, and uncertainties that many supervisors feel. How can an organisation resolve these anxieties?

Training helps. But making the transition from a leader who manages through control to one who manages through commitment has emotional elements as well. Let's face it, changing roles in relationships is difficult for anyone. Holding on and letting go of behaviors creates concern and anxiety.

Supervisors, therefore, need ways to express and deal with their feelings about the change. In our workshops we conduct what we call "straight talk" sessions. In these sessions, supervisors are encouraged to discuss openly their concerns in a supportive environment. Many organisations that are managing the transition to a high-involvement culture are also bringing their supervisors together into forums that allow for the expression of concerns and the development of mutual support. One supervisor described the process as follows:

"As we were making the transition to self-directed workteams, we had a weekly supervisory meeting. This was very helpful. The discussion got pretty frank in there. We got down to our real feelings and concerns about the change. We also recognised we aren't alone in our feelings. We became a real team and support group to one another as we began to learn about the changing role. In retrospect, that supervisory forum was a valuable aid to our success. We learned from one another, supported each other, and shaped our own new role within the organisation."

Empowering a Team is a Process

We hear a lot these days about self-directed workteams in which employees manage themselves and handle a lot of functions that supervisors used to perform, such as: doing their own scheduling and interviewing and selecting new team members. How do supervisors work with teams to make a smooth transition of responsibility for these tasks?

Empowerment is really a gradual process of transition of responsibility. You don't just let go to control and walk away. One supervisor described the process as follows:

"On the major responsibilities, we really move through four phases. Initially, I'm the expert in how to perform the task and my role is to really teach others to do it. So the first time through an interviewing process I would lead the task, but with the team's participation. Here my role is clearly leader, expert, and teacher.

The second time we do the task, the team really carries it out, but I sit in. It's kind of a shared responsibility. Here my role is to really coach and facilitate the team members to handle the task on their own.

The third time we handle the same task, the team really does it on their own but before they take action they review their decision with me. In this case, my role is really to audit the decision - to make sure they have asked the right questions and to keep them from making a mistake. At this stage, I'm really more of a resource person and a buffer.

Finally, once the team has a real sense of confidence in handling the task and I have confidence in them, they take care of it on their own and just inform me of their decision. By this time, I'm really more of a counsellor who gets called in if they need help - a supporter and a provider of guidelines.

The handling off of responsibilities is more of a gradual process that depends both on the team's knowledge and skill and my comfort in them to handle the task."

Final Thoughts

Many organisations are moving rapidly toward a culture that encourages teamwork and empowers employees to make a wide range of decisions. Rather than just doing the work, employees will increasingly be involved in planning, controlling, coordinating, and improving the work. The supervisor is a critical link in the development of teams and the empowerment of employees. However, they will be reluctant to let go if they see empowering others as a threat to their own security.

A critical challenge, therefore, is to help supervisors: understand the nature of their new roles, develop their skills to perform these roles, and provide them with support as they make the transition.

CULTURE OF ENTHUSIASM - Bo Burlingham

The Body Shop is already a legend in the United Kingdom, where the tale is told of a 33-year-old housewife with two young daughters, a husband yearning for adventure, and an idea for a store that would feature natural lotions and potions for the body. With a 4,000 pound ($6,400) bank loan, she and her husband proceeded to get the shop up and running, whereupon he took off for South America to pursue his lifelong dream of riding from Buenos Aires to New York City by horseback. By the time he returned 10 months later, the business had gone from one shop to two, and there was no turning back.

Nor did the pace slacken thereafter. For over a decade sales and profits continued to grow on average some 50% a year. By the end of fiscal year 1990, pretax profits had climbed to an estimated $23 million on sales of $141 million - despite the onset of a withering recession in British retailing. And here's the beauty part: in all likelihood, The Body Shop's real growth lies ahead.

That's because the company has barely begun to tap its potential overseas. Although it operates successfully in 37 countries, about 75% of its profits still come from its U.K. stores. The balance is shifting, however. For 13 years, The Body Shop has been acquiring experience abroad. Now, a number of foreign operations are approaching the critical mass a retail chain needs to explode in a market. Meanwhile, after years of preparation, the company is beginning to make its big push in the United States, with Japan set to follow. And there's still room for expansion in such established markets as Canada, Germany, and the United Kingdom.

What's even more extraordinary than The Body Shop's growth record, however, is the effect the company has on the people who come in contact with it. Indeed, it arouses feelings of enthusiasm, commitment, and loyalty more common to a political movement than a corporation. Customers light up when asked about the company and start pitching its products like missionaries selling Bibles. Franchisees, employees, and managers talk about the difficulty they would have going back to work in an "ordinary" company. In the United States, some 2,500 people had written in for franchises - before The Body Shop even got its U.S. operation off the ground. It's a kind of magnetism that even affects investment analysts.

The Body Shop is almost as well known for its passionate environmentalism as for its cosmetics. The association goes back a long way. From the start Roddick has incorporated her environmental beliefs into the business - offering only biodegradable products, for example, and providing refillable containers. Today the company even has an Environmental Projects department that monitors its own internal compliance with its stated principles. Beyond that, it has used its shops as the base for a series of highly visible campaigns to save the whales, stop the burning of the rainforest, and so on.

So where does that electricity come from? We are talking, after all, about a chain of stores that sells shampoo and skin lotion. Its success raises questions, not just about technique or strategy, but about some of the most fundamental aspects of business. What do customers really want from a product, and what do they want from the company that makes it? Are they motivated by forces that traditional marketing efforts ignore, and that traditional test-marketing techniques can't pick up? So, too, with employees. What do they want out of work, and what are they looking for in the organisations that provide it? Are they also motivated by forces conventional management techniques simply miss?

The Boredom Factor - Motivating the Hyped-out Employee

The Body Shop approaches its employees with pretty much the same assumptions that it has about its customers. The operating premise is that people who work for corporations are hyped out. Companies have come up with all kinds of clever techniques for inspiring a work force: compensation and benefit plans, motivational seminars, training programs, you name it. They don't work, or at least they aren't as effective as they once were. As cynical as consumers have become, employees are even more so. It doesn't matter how much you insist that you are committed to their welfare. It doesn't even matter if you believe it. Employees simply don't buy the argument that companies are in business to make their lives better.

Many companies attack the problem with equity participation or incentive programs. The Body Shop does all that, too. But such techniques almost always have a catch-22. They work by focusing employees' attention on the very thing that causes the difficulty to begin with: the goal of corporate profitability. It's not that employees don't want their company to be profitable. It's that they don't really care very much. In fact, most of them probably feel pretty much as Anita does. "The idea of business, I'd agree, is not to lose money," she says. "But to focus all the time on profits, profits, profits — I have to say I think it's deeply boring."

So how does The Body Shop get around this one? It takes more or less the same approach that it uses with customers. It attacks cynicism with information, creating an elaborate system that deluges its employees with newsletters, videos, brochures, posters, training programs, and so on. In this case, however, The Body Shop focuses on teaching its employees that while profits may be boring, business doesn't have to be.

Consider employee training. The Body Shop's training center is its school for employees, located in London. The admissions policy is somewhat unusual in that anyone in the company, including franchisees and their employees, can attend for free. What's more unusual, however, is the school's curriculum. For all the emphasis The Body Shop places on the training, there is virtually no attention paid to making money, or even to selling. The courses for shop personnel are almost entirely devoted to instruction in the nature and uses of the products. That means everything from Herbal Hair and Problem Skin to Aromatherapy II (Advanced). It's as if McDonald's were to offer free classes in Grades of Beef and Nutrition counseling to every kid who flips burgers throughout the chain.

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The courses obviously help to improve the general level of customer service in the stores, but they are designed with the employees squarely in mind. "(Other cosmetics companies) train for a sale," Anita says. "We train for knowledge." And, indeed, the courses have the desired effect. They are so popular with employees that the school can't keep up with the demand.

Anita brings the same attitude to every aspect of The Body Shop's educational system, even to something as basic as the company newsletter. Aside from the format, it has almost nothing in common with other examples of the genre. For one thing, it reads like an underground newspaper. More space is devoted to the company's campaigns to save the rainforest and ban ozone-depleting chemicals than, say, the opening of a new branch or the dropping of an old product. Even the latter, moreover, are handled with humor and flair. The design is dramatic, the graphics arresting. Sprinkled throughout are quotes, bits of poetry, environmental facts, and anthropological anecdotes.

Once again, the difference is Anita. She may be the only chief executive of a $100-million business who actually invests time and energy in the company newsletter. Her brother is part of the team that puts it out, operating from a Macintosh outside her office. She herself suggests articles, checks copy, chooses illustrations, and changes design. The point is not lost on people in The Body Shop. This is not some throw-away. This is a direct line of communication from the leader to the rest of the organization, and she is telling people about all the things that make the business interesting and exciting for her. She is, quite consciously, creating a role model. She wants each and every employee to feel the same excitement she feels. You can learn in business, she is telling them, you can grow, you can be somebody. But to do that, you have to care. "I want them to understand that this is no dress rehearsal," she says. "You've got one life, so just lead it. And try to be remarkable."

She has been able to imbue her organisation with the same attitude, and the effects are apparent in the shops. Employees understand why it's important to keep a shop clean, to display products well, to treat customers courteously - in short, to take care of all the little details a retailer must get right to be successful. The point is not that these details affect sales or profits, but that they affect customers, and customer service matters for its own sake. Once again, the company is humanised, to the benefit of everyone involved.

A Banner of Values - Creating a Global Community

On a cold night in January, a ragtag group of environmentalists gathers outside the Brazilian embassy in London. There are about 20 of them, the usual ones, from such organisations as Friends of the Earth and Survival International. They have come to draw attention to the plight of the Yanomami Indians, a Stone Age tribe that is being wiped out by diseases brought to its remote Brazilian habitat by miners looking for gold. At the moment, however, there is not much attention to be drawn. Aside from an occasional passing taxi, the only people around are the protesters. Among them is Anita Roddick, founder and managing director of The Body Shop International.

She is there, moreover, in her official capacity. Recently her company has engaged in a worldwide campaign that has drawn much attention to the plight of all the inhabitants of the Amazon rainforest. The Body Shop and its franchisees have contributed hundreds of thousands of dollars to their defense. It has mobilised employees for petition drives and fund-raising campaigns, carried out through the stores and on company time. It has produced window displays, posters, T-shirts, brochures, and videotapes to educate people about the issues. It has brought 250 employees to London for a major demonstration at this very embassy - not on a dark night, but in broad daylight, with a television crew broadcasting the event live, via satellite, to Brazil. It has even printed appeals on the side of its delivery trucks, reading: "The Indians are the custodians of the rainforest. The rainforests are the lungs of the

world. If they die, we all die. The Body Shop says immediate urgent action is needed."

In the United States such corporate activism would be considered bizarre, if not dangerously radical. In the United Kingdom it draws attention, but it no longer generates much surprise. That's mainly because The Body Shop has been acting this way for years. Long before it launched its rainforest offensive, after all, it waged similar campaigns against everything from the killing of whales to the repression of political dissidents. Almost as well known, and

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accepted, are its efforts to help communities in developing countries by setting them up as suppliers under a program it calls Trade Not Aid. Then there's the soap factory it has built in a poverty-stricken section of Glasgow, Scotland, with the explicit (and well-publicised) purpose of providing jobs for people who, in some cases, have been unemployed for upward of 10 years. Not to mention the community project that every shop is required to have and that every shop employee is expected to work in for at least one hour a week - on paid company time.

Most of the activities are, in fact, intended to generate publicity for The Body Shop, and the company milks them for all they're worth. Even Anita would admit, moreover, that - over the long term - they do tend to increase sales and, yes, profits. What's most interesting, however, is the way that happens. Indeed, this may be the most striking aspect of The Body Shop's entire approach to business.

The first thing you have to understand is that the primary audience for these activities is not the public: it is her own work force. The campaigns, which play a major role in her educational program, are anything but random attempts to promote goodwill. They are part of a carefully researched, designed, and executed business strategy. She regularly turns down causes that don't meet her criteria, and she won't launch any campaign until she feels confident of all the facts on the issues involved. She takes these matters far too seriously to adopt a cause that might come back to haunt the company, or to carry it out in less than a thoroughly professional manner.

More to the point, she wants causes that will generate real excitement and enthusiasm in the shops. "You educate people by their passions, especially young people," she says. "You find ways to grab their imagination. You want them to feel that they're doing something important, that they're not a lone voice, that they are the most powerful, potent people on the planet.

"I'd never get that kind of motivation if we were just selling shampoo and body lotion. I'd never get that sort of staying late, talking at McDonald's after work, bonding to customers. It's a way for people to bond to the company. They're doing what I'm doing. They're learning. Three years ago I didn't know anything about the rainforest. Five years ago I didn't know anything about the ozone layer. It's a process of learning to be a global citizen. And what it produces is a sense of passion you simply won't find in a Bloomingdale's department store."

The key word here is *bond*. For Anita is not just educating and motivating employees. She is not just selling cosmetics to customers. She is not just selecting franchisees, or establishing trade links with people in the Third World, or setting up factories to hire the unemployed. She is creating a community, a global community. The common bond, moreover, is not merely a mutual desire to save the Amazon rain forest. Rather, it is a belief that business should do more than make money, create decent jobs, or sell good products. The members of this community believe that companies should actually help solve major social problems - not by contributing a percentage of their profits to charity, but by using all their resources to come up with real answers. Business is, after all, just another form of human enterprise, as Anita argues. So why should we expect and accept less from it than we do from ourselves and our neighbors?

There are many people, of course, who would quiver at the prospect of companies becoming social activists. Some would contend that business ought to stick to its collective knitting and do what it does reasonably well. Others would note that, for many companies, knitting well is difficult enough without taking on society's problems in addition to their own. Still others would prefer to leave such matters to non-profit organisations or to government, which is presumably more accountable for its actions.

But Anita doesn't buy any of those arguments. She believes that there is only one thing stopping business from solving many of the most pressing problems in the world, and it has to do with the way most of us think companies must be managed. That is precisely what she wants to change.

Trading - Preserving the Start-up Spirit

Anita had done all the things people do when they start a business they know nothing about, with no resources to fall back on. She worked around the clock, improvising as she went along. "We had only

about 15 or 20 products, so we had the idea of offering five sizes of containers, which made it look like a bit more. And we had all handwritten labels with explanations of the products. We thought we had to explain them because they looked so bizarre. I mean, there were little black things in some of them. We had to say these were not worms. We were offering honesty of information that we didn't even know was honesty. We thought it was the only way to sell the products."

It is obvious, as she talks, that she enjoys the memories. And yet, there is no trace of sentimentality in her reminiscences. Rather, she is remembering her own naivete, and she is reminding herself how well she did *because* she was naive. Her innocence, she is saying, led her to do the right thing.

Anyone who has been involved in a successful start-up understands what she is talking about. There is terror, there is excitement. There is a sense of living by your wits, relying on your instincts, knowing that your dumb mistakes could sink you, hoping that they don't. And there is something else: a kind of simplicity, a clarity of purpose. You have a product, or a service, and everything depends on your ability to get customers to buy it. This is what Anita calls trading. "You set up a business without any understanding of business vocabulary. If you throw away all those words, you have trading going on. That's all it is. Here's a product. Here's the environment. Here's the buyer. Here's the seller."

You educate people by their passion, especially young people. You find ways to grab their imagination. You want them to feel that they're doing something important, that they're not a lone voice, that they are the most powerful, potent people on the planet.

Business on that level is exciting and rewarding. It is also very human. But businesses seldom remain on that level, not successful ones at any rate. They grow. They hire employees. They acquire assets and make commitments. Life gets complicated. Management structures are created. Control becomes an issue. Financial discipline is introduced. And along with it comes a new language - the language of budgets and profits, of ROI and shareholder value. In the process, business ceases to be just trading and becomes "the science of making money."

Professional management is the common term for this way of running a company. Without it, we are told, a company can never reach its full potential. Sooner or later, it will be overwhelmed by chaos and die. The only way to avoid that fate - short of selling out or staying small - is to develop sophisticated, financially based management systems, to "cross the threshold" and become a full-fledged, major-league corporation.

But business is charged a steep price for this kind of "success." The bill is paid in the currency of cynicism - the cynicism of customers, of employees, of the community, even of other businesspeople. If companies are in business mainly to make money, you can't fully trust whatever else they do or say. They may create jobs, they may pay taxes and contribute to charity, they may provide an array of goods and services, but all that is incidental to their real purpose: to generate profits for shareholders.

Indeed, cynicism is so much a part of the way we view business that we don't even notice it until it is missing. No matter whether people hate business or love it, they share the same cynical assumptions about it. Then there is Anita Roddick.

Anita does not believe that companies need ever cross that threshold and start making decisions by the numbers. She finds it hard to understand why anyone would want to. "That whole sense of fun is lost, the whole scene of play, of derring-do, of 'Oh, God, we screwed that one up.' I see business as a renaissance concept, where the human spirit comes into play. How do you ennoble the spirit when you are selling moisture cream? It's everything we do before, during, and after we manufacture. It starts with how we look for ingredients. It's the initiative and the care and the excitement. It comes from education and breaking rules. And let me tell you, the spirit soars - God, does it soar - when you are making products that are life serving, that make people feel better and are done in an honorable way. I can even feel great about a moisture cream because of that."

Therein lies the most important lesson The Body Shop has to offer. Business does not have to be drudgery. It doesn't have to be the science of making money. It is something that people - employees, customers, suppliers, franchisees - can genuinely feel great about, but only on one condition: the company must never let itself become anything other than a human enterprise.

In a sense, everything Anita does is designed to preserve that focus on trading. "What's imperative is the creation of a style that becomes a culture. It may be forced, it may be designed. But that real sense of change, that anarchy - we need a department of surprises. Whatever we do, we have to preserve that sense of being different. Otherwise, the time will come when everyone who works for us will say The

(Continued on page 23)

MENTORING - Richard West

When ICA discovered itself to be in the organisational transformation business, something happened to our consciousness. We always had a strong personal "awakenment" focus to our work. We also knew that practical and highly visible demonstrations were necessary to aid in concrete change strategies. We ourselves functioned as core groups to assure ongoing work in chosen transformation arenas. Even in the early 70's in our social institution transformation efforts, we learned how important it was to maintain a balance of these elements.

Soon we found ourselves involved in the transformation of companies having to meet tough bottom lines and bring very diverse people into effectively operating teams. Furthermore, most of these companies had to drastically change the way they worked because of a globalising market and deregulation, causing a more competitive operating environment. The magnitude of change needed was such that it could only be called transformation, and we began to use the term "Organisational Transformation" to describe the process.

The idea of transformation suggests that we are an organically related part of some kind of wondrous process which goes beyond anything we are currently causing to happen. We have found this to be a tremendously motivating factor. Therefore we have been able to draw on resources from strange places not previously imagined — for example, the Human Capacities movement, which is only now being drawn into seriously exploring practical applications for organisations.

New Processes Need Encouragement. In documenting transformation success, we discovered that the best results happened when sustained support and encouragement were given. Sometimes top management provided this. Sometimes they were very much on the same learning journey as their people. In the latter cases, we were asked to become what we came to call "mentors" to participants in our leadership training programs. The term mentoring only came into use when we analysed the role we were being asked to play and discovered that this was what we were actually doing.

Mentoring as a New Professional Activity. Several professional groups are currently doing some form of ongoing mentoring programs for top management people, providing them with access to other sharp minds to focus on common problems in an interactive mode. These groups include The Executive Committee and The Young President's Organisation. While the forms are somewhat different, both provide contextual input, a training dynamic and an interactive support system.

Results of Mentoring. We find that people trust ICA facilitators and their own colleagues more as they share their winning approaches and some things they've tried which haven't worked so well. Those who risked unfamiliar approaches, when affirmed and recognised for their initiative, become role models for others who are not so forward. The result can be called "team learning" as experiences of one are accepted as starting places for others. The willingness of participants to provide support for their colleagues in other ways began to build. The teaching/learning process is catching on.

The Mentoring Process as We Do It. Mentoring sessions are scheduled in the intervals between leadership training modules conducted with an organisation. Our format is as follows:

- We do the mentoring in groups of 3 or 4, configured so that the group is reasonably comfortable working together.
- Participants are asked to describe their results and learnings from using the skills we have taught them.
- After finding out what is working for them, we ask them to detail for us where they are having trouble and respond with the best insights our experience has to offer.
- Participants are then asked where else they could use the leadership skills learned in the training courses.
- We follow up with indicated contextual images and advanced methods which members of the group at this point show a high degree of readiness to absorb.

Practical Dynamics of Mentoring. First is the establishment of a Guide dynamic — one or two people who can play the role of trusted counselors with whom relevant concerns can be shared.

Second is providing new contextual images, ways of grasping a new paradigm or pattern which changes individual and company thinking. For example, in Taiwan, an American manager was faced with the assertion by a member of his team that the management style in their joint venture factory was a traditional Chinese management style. He replied that it was in fact an old style which had nearly driven their U.S. factory out of business until it had been changed. He drove home the point that there is little difference between their current practices in the Taiwan operation and the hierarchical practices of several years ago in the U.S. This changed perceptions enough that the group was able to look more objectively at their refusal to change than had been possible as long as it was seen as a cultural given.

Third is calling into being a support dynamic in which members find themselves sharing and helping each other with particular needs. This alone has great power to transform a company. The outside mentor

acts as a role model which others can emulate in their own teams and working relationships.

New Contextual Images. Each of us has a universe of beliefs and understandings within us which represent reality for us. The world outside continually changes, and sometimes without our knowing it we are left with an incomplete and perhaps inaccurate concept of current reality.

Stories about the success of others, about miracles which happened as other groups faced impossible circumstances can change one's own ideas of what is possible and desirable. Often a metaphor or saying will reveal new wisdom not available to us any other way. For example, the slogan, "Think Globally, Act Locally" gives us a new way to assess whether current actions really fit the current need. Another one is, "Quality does not cost, it pays", or "Speed motivates"

Team learning requires a common world view. We provide methodologies which enable a group to recreate and realign its understanding of the world. Often people's images no longer work — for example the illusion that the boss is in control. Everyone else knows he is not, but he may still be in the dark. We provide ways a group of people can assess the current validity of these operating images and create them anew.

The Support Dynamic. Everyone needs a reflective community, people who can be a sounding board, who have had different experiences, who can talk back to you regarding your own plans and ideas. It is becoming increasingly difficult to create a plan alone and take into account all the relevant information and possible eventualities. Brainstorming has demonstrated the value of getting a variety of ideas from many perspectives.

In The Executive Committee group of a dozen or so CEO's, the group meets monthly, spending a half-day with a presenter of a pertinent topic, then a half-day focused on a particular problem of one of the members. Everyone contributes his or her thinking to that member's problem or focus topic. Both the contributors and the subject benefit. The Facilitator-Guide may offer ideas for consideration, but the role is primarily that of encouraging an ongoing discovery process in the group.

The Guide. Our experience suggests that it is usually more helpful for the guide figure, the trusted counselor, to be an outsider to the organisation. The guide is someone with perceived distance or detachment from the organisation who can best initiate and demonstrate a kind of caring for individuals in the organisation.

Listening actively and asking facilitating questions to help individuals get to the real life question being raised is part of this role. Suspending judgment, drawing out decisions which have already been made, encouraging the other's thought processes are also part of it. The guide becomes less a teacher and more a colleague on the transformation journey.

The Role of Interviews. In the interviews which we conduct before our first programs with an organisation, we also try to demonstrate this listening and facilitating role. Participants in a program find that ICA facilitators listen carefully to them, do not have hidden agendas and can be trusted to help others discover their own depth insights. Summaries of interview results give top management and ICA a basis for co-creating effective programs. Participants learn that ICA is not there to solve their problems for them but rather to help them discover their own answers.

From Active to Deep Listening. The starting point of mentoring is demonstrating active listening such that the opportunity for deep listening arises. At this point of deeper sharing a more profound learning begins to happen. Summarising what another is saying provides a pivot point from which to move into a deeper learning relationship. At that level, it is possible to raise questions which reveal decisions already unconsciously made but not yet available to the conscious mind. If these can be brought to consciousness, an "Aha" sometimes occurs, providing a platform for quantum leaps in results.

Situational Leadership. Ken Blanchard in his book and video, Situational Leadership and the One-Minute Manager, has a very helpful approach. Blanchard proposes that a manager vary his management style to the developmental level of his subordinate. His rule of thumb is, "The manager provides what the subordinate cannot provide for himself." He goes on to say that this may be technical know-how or a directive which clarifies priorities. It may be coaching to bolster motivation or support to assure the subordinate that the job is really worthwhile. For peak performers, it may be simply a context and description of the desired results.

The Role of Mentoring in a Learning Organisation. Organisational Transformation for us focuses on helping organisations and leadership teams become learning organisations. It achieves this through increasing the team learning quotient and helping individuals find fulfillment in their work as they grow in capacities and understanding while producing needed results for the company. Mentoring is an attitude, a role we play for each other as needed. It can be the glue which enables transformational relationships in the workplace to be fully humanising.

TIPS FOR CORE TEAMS - Cyprian D'Souza

In our work at the Jhalawar acrylic fibre plant of J. K. Synthetics, we have worked hard at developing a team culture. The key phrase in the entire workforce is Self-Managed Teams. Everyone is on a team, from the senior most manager to the production floor workers. In addition, we have developed the concept of Breakthrough Teams, C.A.T.'s, which stands for Corrective Action Team.

The entire transformation task is directed by the Guidance Team, or core team. They are responsible for setting the monthly goals, monitoring results and forming any necessary C.A.T.s. But perhaps their greatest role is to be a demonstration of team behavior and action. Over the months of operation we have instilled and trained them in team methods of planning, reflecting, growth and development. The following is a distillation of the key principles and guidelines that can produce a powerful core team.

1. Team Composition - Voluntary and Committed. Every member of the team is a volunteer. This type of responsibility cannot be designated. But there needs to be a clear understanding of the commitment required: full responsibility for the entire task and attendance at all team meetings.

2. Use and Train in Participatory Methods. The TOP (Technology of Participation) Methods of the ICA are critical for effective results. The method skills required are: Brainstorming, Strategic Planning, Maneuver Building, Participatory Conversations and Motivity Processes. We recommend the TOP book, Winning Through Participation, by Laura Spencer as a good training tool.

3. Balanced Meetings. Almost all meetings need to have the following parts: a) A brief conversation on a current event, or reflection on a reading that is not related directly to the present task. It creates "distance" and sets a good tone for the meeting. b) Reporting, usually brief and to the point. One page summaries where necessary. c) Planning, usually some type of brainstorming on issue identification or resolution. d) Clarifications and assignments. An hour is usually adequate for a well facilitated meeting.

4. Exquisite Working Decor. Your meeting space is the home of the team spirit. Well constructed, colorful charts, graphs and assignment lists impart a keen sense of intentionality and discipline to the team. Keep them up-to-date and beautiful. Always have the room looking inviting and clean. These same principles apply to the charts and messages throughout the plant and the core team's space needs to be a demonstration.

5. Care for the Intellectual Life. Build in a regular study of contemporary management thought. This can be a book, like Senge's Fifth Discipline, or management articles from business magazines or the Image Journal. Work at building a modern team library.

6. Use Contexts for Everything. Begin all introductions and reporting with a brief context answering the necessary questions of what, why, where, when and how, especially the why. A good rule of thumb for agendas is "the future before the past" and "the big picture before the details".

7. Use Victory Lists. When doing action reporting, get out all accomplishments, no matter how small. Make a visible list. This builds a sense of accomplishment and momentum.

8. Pay Attention to Energy. All actions are energy users and givers. But not all actions have the same energy. Use the energy of each task to build the field energy of the team. Don't let meetings become a dull, regular set of agenda items marched through at the same pace.

9. Honor Everyone. Find ways to let the spotlight fall on everyone. Get people on their feet reporting or leading and give carefully thought out feedback on performance. Although individuals can be recognised, keep the focus on the team effort, especially those in supporting roles.

10. Celebrate as a Team. Find opportunities to have regular team celebrations. Build in spontaneous and surprising events. Have fun. Assess your team's spirit by the amount of laughter and smiles present.

THE GLOBAL TEAM - Dr. Ronnie Lessem

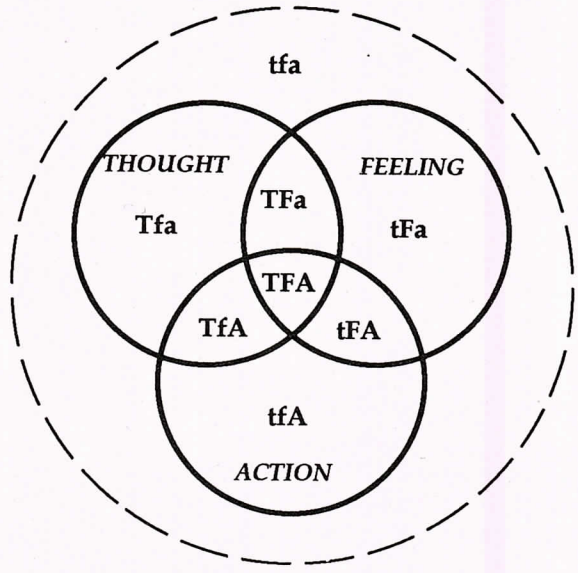
Different cultures hold different attitudes toward managerial **thought (T), feeling (F) and action (A).** (These three approaches correspond to the three loci of the human mind. Thought, being a left brain activity, feeling a right brain activity and action from the limbic system which includes the anatomic nervous system. See Image # 14, Systemic Integrity.) Although different individuals within a particular culture vary significantly from one individual to another, the variety is magnified across cultures. As a result management and learning styles as well as team roles, within a cultural group, will be significantly more varied than those within, for example, Britain, Japan, India or America.

Nevertheless, the variety can be accommodated by a truly global manager. Such variety can also be built into fully functioning cross cultural teams. Such integrated team work will encompass the full span of thought, feeling and action.

Individual managers or learners and team members, especially in a cross cultural setting, such as a transnational company operating with a mixture of local and expatriate staff, have very different attitudes and behaviors. The best teams in any organisation, in fact, will include a wide range of personalities, which complement each other.

Individual cultures, like individual personalities, are different combinations of thought, feeling and action. Americans, as a whole , are known for their bias for action, Europeans are comparatively thoughtful and the Japanese place a strong emphasis on feelings. However, there are inevitable variations between individual cultures and personalities. Needless to say, good teamwork requires a fertile interplay between all three personalities.

Different combinations of thought, feeling and action result in different management styles, approaches to learning and team roles.



THOUGHT, FEELING and ACTION COMBINATIONS

The table at the bottom of the page summarises the results of various combinbations of **T, F** and **A.**

The most effective transnationally based organisations have all eight styles and roles functioning within them. At the same time, it must be recognised that potential for role conflict within such a diversely based organisation is enormous. This is particularly so when two individuals hold no personal or cultural attribute in common. for example, a Japanese manager - developmental, intuitive and a harmoniser (TFa) - has nothing in common with an American manager, who is, typically, a doer, reactive and action oriented (tfA).

MANAGEMENT STYLE	FEATURES	LEARNING STYLE	TEAM ROLE
Action Manager	tfA	Reactive	Doer
People Manager	tFa	Responsive	Animator
Manager of Change	Tfa	Experimental	Networker
Enterprising Manager	tFA	Energising	Initiator
Analytical Manager	TfA	Methodical	Organiser
Developmental Manager	TFa	Intuitive	Harmoniser
Innovative Manager	TFA	Creative	Inspirer
Adoptive Manager	tfa	Reflective	Imitator

The Global Cast of Managers

The Innovative Manager. The truly innovative manager, creative learner and inspired team member is probably the rarest of all individuals. Such managers are total originals, able to create something out of, it seems, nothing. They are propelled forward by an inner compulsion, which is projected onto others by a powerful and visually expressive imagination. As inspired learners, learning is almost simultaneous with creativity. It needs to engage them totally so that it becomes absolutely compelling. They need to be surrounded by creative people. Unconventional approaches would be their hallmark. As team members these people are essentially and imaginatively disruptive. They are the visionaries pointing the group in new directions. If not well balanced with a harmoniser type they may become dogmatic and intolerant and go off on their own without waiting for the group.

The Developmental Manager. Developmental managers, intuitive learners and team harmonisers are more commonplace in Japan. This balancing role is more akin to that of midwife than doctor. He/she is able to recognise and harness the forces of diversity in people or products. Cooperation, interdependence and seeing complementary relationships are the strengths. They learn through depth insight and breadth of exposure rather than focused instruction or personal challenge. They are good at linking diverse points together. As team members they are essentially constructive. Disregarded however, they may withdraw or engage in passive resistance.

The Analytical Manager. The Analytical Manager is the archetypical executive. They fit comfortably into "role" or functionally based situations where bureaucracy, in either its negative or positive sense, prevails. Impersonal, objective and honest in their dealings, such managers prefer certainty to uncertainty and well-laid plans to spontaneous action. They learn most from conventionally based instruction where instruction combines theory, practice and basic problem solving. Case studies and results analysis are important means of learning for them. The organiser is the conventional chairperson or team leader who welcomes authority and responsibility. They are good organisers and coordinators. Overdone, however, this style may resort to nit-picking or bullying the team.

The Enterprising Manager. This entrepreneurial style manager is typically aggressive, ambitious, individualistic and wants to win. They can exploit new markets, grasp new business opportunities and generally enjoy the rough and tumble of business life. They learn from emotionally-laden experiences and through examples of other "winners" they admire. Failing is not a problem for them, it is just a learning experience. A new venture team would be an ideal leadership role for this style. But the team better be prepared for high energy, competition, and emotional highs and lows. Unharnessed, the team could be divided into winners and losers.

The Manager of Change. These managers believe that variety is the spice of life. They prefer varied consultancy-based activity to on-going, functionally-based work. They learn through trial and error, applying their minds to particular tasks, and then learning from the consequences. They combine action with a lot of reflection. This style is most effective in problem solving teams in which a well-developed analysis from experimentation is required. They enjoy working with a wide variety of people and generally like to make the experience for the team fun. If their strengths are ignored or overdone, they may become argumentative and stubbornly resistant to authority.

The People Manager. People managers are naturally gregarious, sociable and warm. They often arise from the ranks rather than through graduate management training. A responsive learner is incapable of learning outside of concrete situations. Learning needs not only to be enjoyable, but practical. As a team leader, the animator wants to light up each individual person's life. He or she will therefore be the one to remember, and celebrate, birthdays both of individuals and also of critical events in the history of the group. Overdone, however, they may spend all their time being nice rather than getting on with things.

The Action Manager. Action management is at a premium in very fast moving industries where the expression, "work hard, play hard," has become commonplace. They can act fast and make quick decisions. Crisis situations are their forte. They learn from reacting to external stimuli and find theory divorced from action meaningless. When corrective action is needed quickly, put this person on the team. But be careful, they may do things at the wrong time in the wrong place.

The Adoptive Manager. This manager is often overlooked for they tend to be quietly supportive and blend in. Their strength is humility and often strong faith and loyalty in the company. At their best, their perfectionism is born out of a desire to align themselves with admired superiors and the ability to attune themselves to the surrounding environment. Learning is a matter of meticulous imitation of people and things, but often is combined with a well-developed sense of craftsmanship within. They are the consummate "team player". As leaders,

they may be extremely good at enabling others to take leading roles. If underdeveloped or unrecognised, the group can become bland and unimaginative.

Building a Situational Team

Different situations require a mixture of leadership and membership skills. Often we pick people intuitively for different situations, but the following chart can be a thoughtful guide for getting the basic strengths into the team. Of course it requires a thorough understanding of the different styles and a feel for each of the potential team members.

When composing a team for a particular type of situation, consider loading it heavily (approximately 2/3rds) with the following roles, with the first style as perhaps the team leader. (See Situational Team Chart.)

Conventional Team Activity: Applies to most situations where you want the regular activities to be done more on a team basis.

Competitive Team Activity: A good example would be a highly charged venture with lots of scope for wheeling and dealing.

Managing Change Activity: Whenever cross discipline or departmental teams are formed where networking is required for the desired change.

Crisis Management Activity: Applies to situations that need quick results and flexibility.

Co-operative Team Activity: Good for joint ventures and where communications and feelings are important.

Comradely Team Activity: Situations that require a great deal of nurturing. Service teams are often this design.

"Carbon copy" Team Activity: When the company wants to spread its faith and creed into a new area.

Creative Team Activity: Applies to situations where research and new ideas are developed.

SITUATIONAL TEAM COMPOSITION

SITUATION	BEST TEAM LEADER	ADDITIONAL TEAM MEMBERS	
Conventional	Organiser	Imitator	Networker
Competitive	Initiator	Animator	Organiser
Change	Networker	Organiser	Imitator
Crisis	Doer	Organiser	Imitator
Cooperative	Harmoniser	Animator	Initiator
Comradely	Animator	Harmoniser	Imitator
Carbon copy	Imitator	Organiser	Doer
Creative	Inspirer	Organiser	Harmoniser

(Culture of Enthusiasm, continued from page 17)

Body Shop is just like every other company. It's big. It's monolithic. It's difficult. This is going to be such a huge company in a few years. We just have to make sure we don't wind up like an ordinary company."

Anita has a vision. "I believe quite passionately that there is a better way," she says. "I think you can rewrite the book on business. I think you can trade ethically; be committed to social responsibility, global responsibility, empower your employees without being afraid of them. I think you can really rewrite the book. That is the vision, and the vision is absolutely clear. It's creating a new business paradigm. It's showing that business can have a human face, and God help us if we don't try. It's showing that empowering employees is the key to keeping them, and that you empower them by creating a better educational system. It's showing that you forsake your values at the cost of forsaking your work force. It's paying attention to the aesthetics of business. It's all that. It's trying in every way you can. You may not get there, but goddammit, you try to make the journey an honorable one."

After all, it matters. For its own sake.

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