

Process-Oriented Organizational Development in a Business Context

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of the Requirements for the
Master of Arts in Conflict Facilitation and Organizational Change

by

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Abstract

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This research focus was based on my client cases in organizational development since 2010. Initial questions included: How do I use / live processwork as an approach to organizational development? What are the essential features of applying processwork in the context of organizational development in the corporate world? How can I create a model and framework to support the utilization of processwork in organizational development? Data were gathered through my consulting and facilitation with my corporate clients who are Japanese large to mid-size companies and Japanese branches of fortune 100 companies. Results indicate processwork is like a facilitation-*do* with similar meaning as in Aikido or Kendo. Processwork can be utilized as a complete guide for facilitators during the entirety of an organizational development process whereas other organizational development methods focus more on long-term results. Results of the emphasis upon facilitator development in processwork training supports its use in difficult areas where other organizational development approaches are rarely applied.

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Chapter 1: Introduction

Background and Objectives

Processwork is like an extremely powerful and very sharp sword for me, as I make my living as a facilitator in organizational transformation and organizational development. In a facilitation setting where what is happening is often invisible at first glance, processwork offers a powerful approach to creating a map based on various visible and verbal signals. This mapping of the process can clarify the precise skills and actions that are needed in that particular facilitation. It is effectively utilized not only for conflict facilitation but also for dialogues where consensus building is difficult. This may be due to the complicated involvement of interested parties, the dysfunctionality of a team due to its hierarchy or the twists of relationships, among others. Processwork also serves in dialogues to creatively generate a joint vision and support innovation.

Processwork is a life practice that can clarify the process of self-growth and provide hints about what the next steps are as a facilitator. In processwork, a facilitator's development is enhanced by separating from skills, reviewing one's personal history, facing the past without shutting one's eyes, overcoming past trauma, and finding positive meaning. It also encourages a facilitator to find her or his own individuality and personal mission by reviewing repeated patterns or primal experiences in one's life.

For me currently, processwork is necessary for the facilitation of organizational transformation, organizational development and life, and I use it daily. However, my first encounter with processwork was chaotic beyond belief. This first experience was

in a public workshop in 2008 facilitated by Takeo Kiriya, a graduate of the Processwork Institute in Portland, Oregon, and one of the founding members of the Processwork Center in Japan. After a brief explanation of processwork, the workshop consisted of a group process that was to gather individuals in order to find topics and issues of interest, agree with an initial topic to be discussed, clarify the axis of a conflict by adopting a role-playing method, then deepen from role to personal experience by sharing personal opinions or experience relating to the topic. It sounded wonderful; however, shouts were exchanged, strong feelings were expressed, and some participants in the group were crying. Such experience made me regret being there. Consequently, when I started realizing that human beings cannot ultimately understand each other, a female participant started sharing about her personal history, and a male participant started sharing deep feelings as if responding to her. I deeply empathized with many of these stories. Each participant was physically separate; however, extremely deep connections and introspections were generated, and it was sensed that something important and shared by every participant was created. At that moment, a sensation of “This is it!” arose in me.

Concurrently, Otto Scharmer (2009), a senior lecturer at Massachusetts Institute of Technology and also known as a guru in the organizational development field, had proposed his Theory U in Japanese. This theory offers a means of generating social innovation. Basically, it systematizes the process of transformation on a deep level of an individual or a group. The process of Presencing (Scharmer, 2009) which is often

expressed by Japanese facilitators as “going down to the bottom of U,” is roughly translated as a process to connect and integrate an individual with her or his ambitions, purpose, and the meaning of one’s existence beyond one’s ego. I had such experience several times through the few days of the presencing training camp by using that method.

However, I was surprised that the group process experience of processwork occurred within 1 to 2 hours with members who had just met. Cognitively, although I did not understand processwork and did not know if it could be applied in a business context, I was also excited about such a wonderful possibility, and thought that this must be the ultimate method for “going down to the bottom of U.”

After such a flash of inspiration, the next step was not easy to find. I joined a monthly meeting to learn about group process, and then was the first student in a process facilitation project (PFP) launched by Ayako Fujisaki and Takeo Kiriyaama. Even though initially I may have grumbled when learning about creating a map in order to analyze process structure, such negative feelings were gone once facilitation began. Fortunately, I could conduct the facilitation itself because methods and skills that I had learned in the past were applicable. However, it was 2 years before I could have a clear vision of a map of process structure from moment to moment.

I also participated in a processwork study group for a few people who were facilitators of organizational development, perhaps the first such study group in Japan, held by Toshiko Yokoyama and Kanae Kuwahara. There I realized that processwork

would gradually become essential in a business context, not only for its facilitation skills but also for its contributions in designing organizational development.

Several years later and after attending a 3-year program, I received the Master of Arts degree in Conflict Facilitation and Organizational Change (MACF) from the Process Work Institute in Portland, Oregon. Pragmatically, I learned about how to map and analyze a process within the framework of processwork, as well as gained skills in intervention through detailed supervision. Over the course of many individual sessions, the progression of my personal development and the deepening of my skills in the facilitation of organizational development reflected each other.

In reviewing the past 8 years, while I was confident that processwork could be applied to organizational development in the second or third year, I could see perhaps 10% of the world that I now see. Initially, processwork was an uncertain method for many individuals including myself in the business arena.

Looking back then, processwork could be learned in Japan. However, there were none who could teach how to translate it into a business context and how to utilize it there. Indeed, I thought that perhaps I was the one who should create its translation and utilization. Practically, I did not even think that I could learn such skills because I did not encounter anyone who was studying deeply or had learned processwork with her or his main focus on organizational development. (Looking back now, there were a few specialists who were good at such facilitation in Japan.) Based on the spirits of such

pioneers, it was great experience that I could learn by trial and error about utilizing processwork in the organizational development field.

At the Process Work Institute in Portland, I had a similar experience. All of the faculty members at the Process Work Institute were unique and attractive. However, there were very few faculty members who mainly specialized in a business context. These few were specialists who had several clients in various sized corporations, had long-term contracts rather than short-term relationships for a single event, and thoroughly understood the languages and contexts of corporations and business.

Thus, I appreciated very much that Stephen Schuitevoerder and Lesli Mones offered a class specific to a business context as part of the MACF program. It was wonderful to learn pitfalls and secrets of utilizing processwork in business and to realize that my 8-years of experience can be enhanced by learning with the focus on business applications.

Currently, in organizational development in Japan, a processwork boom is observed and quite a lot of people are starting to try it. The processwork center in Portland also attracts facilitators with business backgrounds although the course materials focused upon corporations are limited.

Rationale for Writing

This thesis was written because I saw an opening and felt a calling to systemize processwork skills for business as I noticed this had not yet been done. I anticipate mainly two types of readers. First are those actively and regularly involved with the

business context of organizational development and who are interested in the possibility of utilizing processwork. For such readers, this thesis offers detailed pointers about how to support the process of organizational development, detailed skills, and how it can connect to the organizational development approach already in use. Second are readers who have learned processwork, are thinking to utilize it in the contexts of business or organizational development, and are looking for suggestions to enhance its effects with a minimum of trial and error. For such readers, this thesis offers detailed information about how to be aware of and overcome the gap between the perspectives of processwork and business. How to match material learned in processwork with the appropriate business application, and how to combine the lesser known processwork with other organizational development approaches is also presented.

The following three questions are frequently asked by friends who have learned a little bit of processwork. I hope that this thesis provides responses for them.

- “I experienced processwork several times at workshops and I was like, ‘Wow.’ But I can’t imagine how to use it in a business context.”
- “I don’t know how to explain/sell processwork in a business context.”
- “I want to know how to use processwork in a business context in detail. Sometimes it’s too powerful, sometimes not powerful enough.”

This thesis is based on cases of my clients that have been revised for clarity in understanding, while also maintaining confidentiality. Various frameworks and skills of processwork introduced by this thesis are organized with the intention of utilizing it

widely and generally. They were ones that I verified and used, and they may not be useful and applicable for all readers. After using this model, I am very interested in the experience of others who are also bringing processwork to business, and would be happy to share comments and feedback for further development of this model in the future.

Chapter 2: Basic Processwork Theory

The purpose of this chapter is to create the foundation of discussion for processwork practice in organizational development. This chapter offers a general introduction to processwork as well as looks more specifically at deep democracy and other aspects that are important to organizational development.

Overview of Processwork

Processwork is also known as process-oriented psychology. It was originally used for therapy and counselling, and has grown from Mindell's studies in Jungian psychology and quantum physics.

The origin of processwork may be traced to Zurich, Switzerland in the 1970s when Arnold Mindell worked as an analyst at the Jung Institute, following his study of quantum physics at the Massachusetts Institute of Technology. Mindell (1982/1998) found that a similar pattern of images in dreams at night also appeared in physical symptoms of himself and his clients. Then, Mindell (1987/2002) found that the pattern also appeared not only in dreams and physical symptoms but also in troubles in human relationships individually, in groups, and in a business context, among others. In the 1990s, Mindell (1992, 1995) developed the group facilitation technique called group process as well as the worldwork approach that is based on the stance of deep democracy. Processwork has been applied to not only the mediation of dispute but also its facilitation in organizations and communities, which is the main focus of this thesis.

Roots other than Jungian psychology that influence processwork include Taoism, quantum theory, Shamanism, Zen, body work, and the like. Processwork has been developed in clinical fields not only by Arnold Mindell but also by communities of various practitioners, and includes applications in working with coma and physical symptoms. The rich and varied roots of processwork can be recognized as one of the factors differentiating processwork from other organizational development approaches.

When working with individuals, we may recognize only limited options open to us because we intentionally or unintentionally determine specific boundaries, such as “I am who I am,” “I should do this,” or “I should not do that,” even though we possess a variety of opportunities and potential. From a processwork view, problems, worries, and conflicts are considered opportunities to discover new possibilities and a lifestyle that may be hidden behind the wall of such perceptions. Processwork provides a systematic method to disclose these possibilities. With emphasis on both verbal and nonverbal communication through using our senses as well as movement, understanding may be both cognitive and embodied. Further, when applying it to groups or organizations, a wall of perception, such as “our organization should be such and such organization,” may exist in a manner similar to that of individuals. Problems and conflicts that arise in the organization are considered to be dreamdoors which open new possibilities for the organization.

Processwork deals with not only visible problems in reality but also feelings hidden behind these problems that are difficult to express. These may include one’s

individual history and dreams, awareness of multiple realities and senses, including concern about the meaning of existence and the sense of connection that is deeply felt by individuals.

Approaches provided by processwork are roughly divided into two methods. First is the skill of analysis where variable event patterns that are entangled with several events are analyzed. Second is an intervention skill to encourage the transformation of individuals and groups based on their own experiences.

Fundamental Concepts of Processwork

The fundamental concepts and perspectives of processwork are introduced here. Concepts that facilitators specifically use when analyzing or intervening during facilitation are introduced later.

Process. The term process refers to a natural flow of events. Influenced by Taoism, processwork considers that the elements of nature constantly transform as do we as human beings. This is represented as “flow of Tao = process.” In order to follow and live such changes, processwork emphasizes that it is effective not only to analyze rationally and objectively but also to deepen the transformation process by fully utilizing one’s five senses and to experience the transformation itself. Mindell (1982/1998) named this attitude process-oriented, and later processwork, as its applications expanded beyond the usual psychological framework. A work in this framework includes not only simply analyzing a process objectively but also confronting, experiencing, and deepening the process subjectively. The process can be considered as the flow of information

happening on various levels such as a physical system, individual, relationship, place, and group. Simply, it refers to everything that individuals experience and everything that is happening on location and in society. This flow of information is a collection of some form of verbal and nonverbal signals. In processwork, momentary cross sections of the flow are simply understood by using a map called the process structure. Clarifying all signals in detail exceeds the capabilities of human beings; however, with this map, it can convert enormous information into a simple structure, leading to awareness of the direction of the next flow soon to arrive.

Even though we understand the process structure, it is hard to follow a process.

But even knowing all of these skills is not enough. . . . Caring for the absurd and impossible is like believing the world is round when everyone else thinks the world is flat. . . . Following the unwanted, unintended message goes against collective belief, which says that if you follow the unknown, it will lead you off the edge of the world. But processwork shows . . . that if we have the courage to follow unintentional signals to their edges, we do not fall off, but discover new worlds. (A. Mindell & A. Mindell, 1992/2002, p. 11)

To follow a process, it is necessary to notice signals that sometimes are very subtle, even sentient. Signals occur in each of the three levels of reality (Figure 1). Signals originating from the essence level are considered sentient, and are characterized as being just on the edge of awareness, nondual, and nonverbal. Julie Diamond and Lee Spark Jones (2004), faculty of the Process Work Institute wrote,

Noticing a process involves the use of differentiated awareness. Borrowing from Carlos Castaneda's writings, Mindell used the terms "first attention" and "second attention". . . . First attention is the awareness used to perceive consensus

reality. . . . Second attention perceives the unintended, often irrational experiences that are ignored by first attention. (Diamond & Jones, 2004, p. 23)

To follow a process, it is necessary to not only notice sentient signals but also to unfold them. Diamond and Jones (2004) wrote, “Unfolding a process involves noticing a secondary or NCR [nonconsensus reality] experience in the initial description of a problem, amplifying its expression until a new meaning or aspect of identity emerges, and then integrating the new experience into everyday life” (p. 23).

In processwork, facilitators do not control the process but rather emphasize facilitating by going with the flow of process. Processwork considers that facilitators are in service to the process and they do not facilitate, but let the process facilitate it.

Three levels of reality. Processwork divides a process happening at this moment into three levels of reality. They are consensus reality, dreamland, and essence (Figure 1).

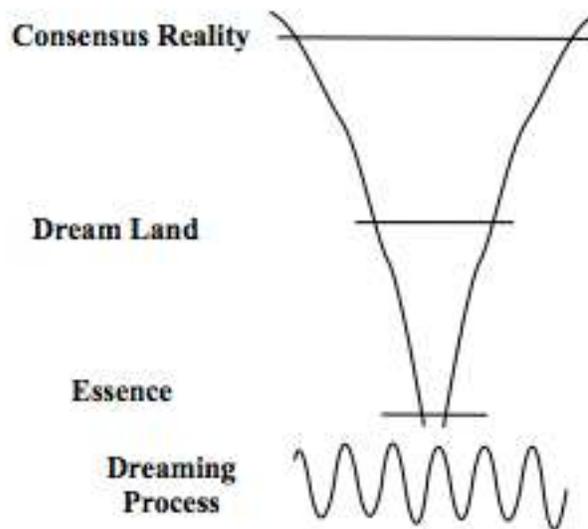


Figure 1. Three levels of reality.

Consensus reality is the reality that everyone agrees with. In business, it refers to various objective facts such as the amount of sales, products, personnel placement, job posts, and existing problems. In that context, almost every topic in business including collecting market information, analyzing problems, and planning measures is controlled on the level of consensus reality.

There may be a different process that appears simultaneously while discussing topics in the consensus reality level, such as a daydream. This is referred to as a process happening in dreamland. It may be a signal that a CEO shows his/her anger by his/her facial expression when discussing existing problems, or her/his fear generated by sensing anger that an employee feels. In other words, it is a subjective reality.

Processwork considers that working with such dreamlike processes is as meaningful as working with actual numbers and problems. Although everyone agrees with sharing existing problems and bringing in new suggestions on the consensus reality level, only extremely boring suggestions may be brought in if what the CEO's facial expressions meant cannot be found, or in other words, if these subjective fears remain at the site. The CEO who is not aware of her/his signals of anger may not be able to understand why suggestions are not brought in although it was clearly determined to do so. Thus, even if a system that encourages bringing in suggestions is made to solve them only on the consensus reality level, the employees still have fears at the dreamland level, and the situation may not be readily changed for the better because intervention levels do not match. If such a match can be made, it may be possible to disclose the fear

about suggestions felt by the employee, the basic experience behind the fear that suggestions were denied in the past, as well as thoughts and visions behind the CEO's irritation. If these are resolved, suggestions may be smoothly brought in on the consensus reality level.

Simply, in business fields, the dreamland process is comprised of the senses behind emotions. Thoughts, visions, facial expressions, and physical movements exist in the dreamland level. Apart from roles as in job titles on the consensus reality level, the concept of roles that is more specifically introduced later, such as individuals leading others and individuals feeling that they are being forced to comply at a workplace, falls in the dreamland level.

Third is the essence level. This is happening simultaneously with the consensus reality level and the dreamland level. However, this level is difficult to perceive when the consensus reality level is focused on rather than the dreamland level. The essence level is the experiential process in which individuals at the site can feel oneness. For example, when processing the business setting mentioned previously, the essence level in this example is a moment in which the following process touches everyone's heart: when the employee who fears denial starts talking about their primal experience, shares being hurt from their suggestion for the company being denied, and then shares a hope for a sense of oneness to do something about the company with every employee.

Further, a certain type of sharing expression, oneness, and connectedness may arise as in the following example. A CEO does not want to say no, is anxious whether

or not every employee is serious about the company, is lonely about addressing the company crisis by himself/herself, and shares that genuinely. In doing so, she or he seeks the oneness that allows everyone to talk together about the future of the company by having a heart-to-heart discussion similar to the time of establishing the company because it cannot be done alone. The essence level is where such a process may occur.

Experience shows that such moments are literally momentary, and immediately after such an experience, it often happens that the discussion goes back to how hard it is in reality. However, once the process in the essence level comes into awareness, it is possible that every employee can feel such oneness empirically and sentiently, and can share in the existential meaning of a team or an organization. When being at a site as a facilitator who may be able to recognize that the process is in the essence level, it is both possible and important to encourage participants to be aware of such a moment.

While our daily consciousness tends to the contents of consensus reality, processwork indicates two levels of reality that are hardly visible to our eyes as the background generating such the tendency. Most interventions of processwork observe and attend to what is happening in dreamland and / or essence. Utilizing the process structure map, it is possible to deepen dialogues that might otherwise overemphasize consensus reality rather than deep dialogues, and consciously bring deeper dialogues empirically and sentiently back to the reality of a business setting.

Deep Democracy. An important concept relating to organizational development in processwork is deep democracy. Deep democracy refers to the concept that respects

inner diversity and wholeness in a group and in an individual that was proposed by Mindell (1992, 1995) when applying processwork to group facilitation. In comparison with general democracy that emphasizes the sovereignty and power possessed by every citizen in a political context, deep democracy includes not only politics but also group dialogues, and focuses on awareness of our voice generated on the various levels in each one of us.

This awareness is roughly classified into two axes. The first axis is to listen to not only a loud voice in an organization or a group but also to a quiet voice that may be marginalized, and try to find its meaning. General democracy also listens to the quiet voice. However, deep democracy tries to find not only apparent approval and opinions in the consensus reality level but also seeks deep meaning in the dreamland and essence levels.

The second axis is the inner level of an individual. In the individual's internal level of awareness, while we consciously have mainstream concepts and awareness, we marginalize other voices and experience. For example, while one intellectually thinks, "I should do this" as one's belief in the social context, one has a different voice such as "But . . ." and with or without awareness, one somehow feels uplifted, or one physically moves to a different direction. Listening to voices generated from such dimensions is one sense of the directions of deep democracy (Mindell, 1992, 1995). Practicing deep democracy means being aware of the diversity of our inner voices and experiences, as well as our outer ones.

Chapter 3: Processwork as an Organizational Development Approach

How might the set of various processwork skills be utilized and in what kind of settings in organizational development? It is difficult to constrain it to a single viewpoint because processwork skills and their application in many fields vary widely. Yet, incorporating a view towards its utilization in organizational development is needed. This chapter builds a context for processwork by referencing the mainstream organizational development framework.

Outline of Organizational Development Framework

Organizational development is believed to have developed in the USA in the late 1950s. Haneberg (2012) states,

The origin of organizational development has gone back to Carl Jung and Abraham Maslow who have developed humanistic psychology and Frederick Taylor whose scientific management method has been used the most. Researchers of organizational development in the early days tried to understand how a system residing in an organization functions and to find how it changes. (p. 25)

Interestingly, it seems as though Jung's research has influenced both processwork and organizational development.

What is organizational development? Because organizational development is an extremely interdisciplinary field, it is difficult to define its whole range. Simply, the work of organizational development is defined as follows: An activity "intending to make an organization become a catalyst to shift from the current status (point A) to an ideal status (point B)" (Haneberg, 2012, p. 15). Because practitioners of organizational

development tacitly recognize an organization as a system, organizational development can be said to be an activity “which supports making an organizational system better in this context” (Haneberg, 2012, p. 17).

Then, what approaches are available to make an organizational system better in organizational development? Bush and Marchak (2009) roughly classify the process into the following two time periods: Diagnostic organizational development which has been used since organizational development began, and diagnostic organizational development that emerged in and after the 1990s. Key to diagnostic organizational development in the early period was to include a process termed survey and feedback. This is typically described as an “organizational development map” (NTL Institute, 2007). The eight phases of organizational development defined by the map are as follows: 1. Entry and contract; 2. Data gathering; 3. Data analysis; 4. Feedback; 5. Action planning; 6. Action implementation; 7. Evaluation; and 8. Conclusion. Note to the reader that this is only one model of the process of an organizational development intervention and not the actual intervention in organizational development itself.

In this process, an organizational development practitioner such as an external consultant conducts the process as the central figure in the survey stage. In the feedback stage, a practitioner not only provides feedback on the results of the investigation and analysis but also has dialogues between the related parties. Through dialogues, the process considers that the related parties recognize problems as theirs, enhances their motivation for transformation, and then they plan and take action by themselves. This is

a point which differs from the organizational transformation approach conducted by external consultants about not only investigations and analysis but also strategies and action.

Dialogue organizational development refers to actions and methods excluding survey and feedback such as data gathering, analysis, and feedback by organizational development practitioners. This approach has been developed in and after the 1990s and has spread rapidly in the organizational development world. Its representative examples are Appreciative Inquiry (AI) and Open Space Technology (OST). AI was formulated by David Cooperrider from Case Western Reserve University and Diana Whitney from Taos Institute in 1987. AI is the process as well as the ideology of organizational development that has a background in positive psychology, spotlights the strengths of individuals and organizations, finds a positive core as the source of its vitality, and collectively generates the future which it maximizes through dialogues.

Open Space Technology was created in the mid-1980s by organizational consultant Harrison Owen when he discovered that people attending his conferences loved the coffee breaks better than the formal presentations and plenary sessions. Combining that insight with his experience of life in an African village, Owen created a totally new form of conferencing. One of the most important aspects of why I selected OST is self-organization. There are no explicit facilitator's controls on the participants and all the participants do whatever they want during the OST event. "Law of two feet" is one of the key principals of OST, which means "if at any time you find yourself in any

situation where you are neither learning nor contributing—use your two feet and move to some place more to your liking” (Owen, n.d.). In this way participants have full freedom and responsibility to be there. Neither AI or OST have a strictly diagnostic process. External organizational development practitioners do not objectively diagnose status as do practitioners of diagnosis organizational development. Alternatively, related parties understand the current status through dialogues or observations of the actual situation. Their difference is in theoretical background: based on objective positivism for diagnosis organizational development, and based on social constructivism for dialogue organizational development.

Well, is processwork closer to diagnosis organization development or dialogue organization development? Simply said, I believe processwork combines both well. More precisely, processwork mainly focuses on dialogue organizational development. It analyzes a scenario as an initial hypothesis of a facilitator as does diagnosis organizational development. Then, processwork incorporates roles in order to point out problems by diagnosing an organization objectively in a dialogue. Dialogue organizational development designs the process precisely and tries to let an organization be responsible for understanding their current status and analysis. For example, as OST does, there is a process that raises themes which one wants to discuss with passion and responsibility and have a dialogue with individuals who are interested in such themes. There is a process called learning journey wherein every member visits the site relating to such a theme, discusses with individuals there, and observes the site. On the other hand,

it depends on self-organization about how to deepen understanding of the current status. There is a difference in that processwork emphasizes process facilitation which enhances awareness of the current status, and conducts processes to enhance awareness based on deep democracy by using tools such as innerwork and role playing.

Process Facilitation Cycle

By referring to these organizational development steps, I offer the following model as the process facilitation cycle by organizing the skills of processwork as seen in Figure 2.

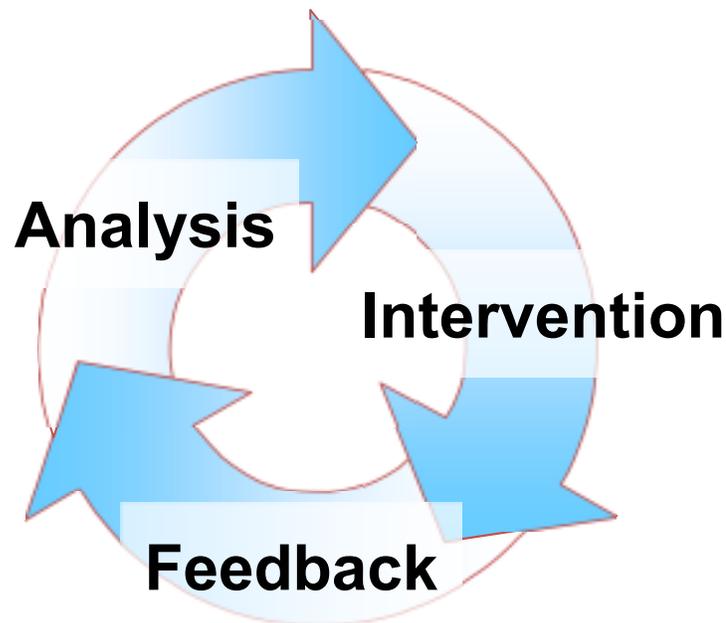


Figure 2. Process facilitation cycle.

Activities when providing processwork facilitation are roughly divided into the following: analyzing the process structure hypothetically based on various signals, and

attempting to provide an intervention for the analyzed process structure. The first activity is named analysis, while the latter activity is named intervention. Also, there is an activity analyzing reactions to the intervention. This activity is named feedback with the meaning of confirming feedback given from individuals or situations. Strictly speaking, this is one of the analyses because feedback given from individuals or situations is analyzed to consider deeply about whether or not the hypothesis of process structure is correct and how it should be corrected, if needed. Feedback is defined as a separate action because it is a significantly important activity for facilitation. These three activities are illustrated in the diagram shown below. Each activity is not necessarily linear in practical facilitation; however, the diagram is shown as steps and a cycle for easy conceptual understanding.

Analysis activity collects various verbal and nonverbal signals on a subject and introduces a hypothesis on a current process structure by utilizing a map analyzing the process structure (discussed later). For example, in a meeting, a leader said, "Let's openly bring in anything we think and any challenge." Then he wrote down "Talk openly" as a ground rule on a flip chart. Such statements and the flip chart are part of the signals with which to analyze the situation. At the same time, if the leader smiles and proposes so but his/her face freezes or he/she folds arms around the waist, these are part of the signals used to closely analyze the process happening for the leader in the process or the situation. If meeting members seem to talk openly but talk looking down, place their hands under the table, or their energy tone is low while talking, these are other

signals. The process structure is analyzed based on these signals. In this case, the following hypothesis on the process structure is made: based on a rule that they should be open for discussion, they speak as if it is an open space to talk in the conscious level; however, from various physical signals, the facilitator and members may be afraid of being open. Consistent with organizational development process, data gathering is performed before analysis. Based on the practical activity of the facilitator, the analysis is performed while gathering signals in the situation in most cases, particularly in a short-term cycle. Thus, the data gathering activity is included in the analysis activity and is not noted here as another separate activity.

Once a hypothesis of the process structure is introduced by the analysis, the next step is to think about an intervention and proceed with it. In this case, my intervention was based on trying to work with the communication discrepancies by putting focus on unintended communication. For example, signals made by members such as folding their arms and looking down despite being open for discussion are pointed out and meanings of these signals are asked for. However, when pointing out such signals, individuals who are not familiar with being pointed out may be upset or reactive. Thus, a metaskill, as termed by Amy Mindell (1995), that intervenes as an attitude or aspect of being of the facilitator, may be needed. The biggest metaskill to mention when working with double signals is to have an attitude of curiosity and to be welcoming, while assuring the person that what they are doing is important. For example, while being aware of a playful attitude like a child, the facilitator tries to fold his/her arms and

says, “Let’s be open for discussion.” This attitude may enhance awareness, resulting in laughter.

Another intervention is to voice a real feeling with authority by deepening these signals (this behavior is called dreaming into in processwork terms) and saying, “I try to be open but am afraid of being open at the same time because” These are some of the skills and metaskills of processwork. Simply said, it is correct to think that everything from the words and voice of the facilitator to specific behaviors, movements, attitudes, and ways of being are interventions.

Transformation tends to be designed after analysis activity in the usual approach to organizational development. However, the processwork facilitator includes the possibility of transformation in her / his intervention. Thus, in a process-oriented approach to organizational development, and taking a longer view, everything such as selecting types of work (e.g., discussion in a circle) and discussion design (e.g., with team building session) in a day can be considered an intervention.

The next step of intervention is to analyze the feedback. In processwork, feedback is classified into two categories in order to judge whether an intervention is linked to the natural flow of process or not: positive feedback and negative feedback. Positive feedback refers to feedback that increases energy among individuals or a group as a result of an intervention. It also refers to the situations when the intervention expresses an agreement explicitly and implicitly, generates laughter, and energizes the tone of voice or physical movement. An intervention generating such positive feedback

goes along with the natural flow of the process and may also lead to new findings and interests. Negative feedback refers to feedback that does not increase energy among individuals or a group as a result of an intervention. It also refers to the situations when an intervention produces fewer reactions or lowers the tone of voice or physical movement even if reactions are obtained. The intervention resulting in such negative feedback does not go along with the natural flow of the process, may produce stagnation, and may not lead to new findings and interests.

In observing the feedback, the following points need to be carefully observed. Words coming from an individual may be easily misunderstood. However, in the situation where an individual says clearly “No!” in an extremely strong tone, this reaction is recognized as positive feedback, not negative feedback. Although the intervention itself may be discarded, such a strong “No!” means that something interesting may be present. Thus, for example, the facilitator can deepen the “No!” as a next step by saying, “Wow [as a way of receiving the “No!” energy]. Such a strong “No!” causes my mind to go slightly blank but I can see there may be something important behind it. [Observing reactions of the individual who spoke.] Would you mind if I ask you what they are?” By intervening this way, something behind the “No!” energy might be found.

Accompanying positive feedback, the feedback that includes energy hesitating to move in a positive direction is called edge feedback. For example, take the situation where the facilitator says, “Let’s share how each of you feels about the changed system.” When positive feedback such as nodding or leaning forward is observed and other

feedback such as slight nervousness or rough breathing is also observed, the feedback is positive for the main flow and fear and hesitation about sharing feelings also exists. It is important that the facilitator should not assume that it is negative feedback and give up the situation. When the facilitator says, “Everyone may be slightly nervous,” being aware of nervousness before proceeding to the next step maybe sufficient in some cases. On the other hand, when the nervousness is strong, it is possible to initially work on fear and hesitation by asking, “There are mixed feelings of wishing to listen to everyone’s thoughts and of being nervous and afraid of sharing thoughts in this atmosphere. Would you mind telling us what kind of feelings are present here?” In either case, feedback can tell the facilitator what the next step is in continuing the process.

Specific Skills and Cases of Process Facilitation

The previous sections discussed the theoretical background of processwork, the mindset when involved in organizational development, and presented an outline of the process facilitation cycle. Here, processwork skills frequently used in organizational development are introduced in relationship to the framework of the process facilitation cycle. These mainly include skills to be used for analysis and intervention; however, most skills are used for both analysis and intervention, as the cases following illustrate.

Analytical skills. There are several maps of analyzing process structures. I use these five in the context of organizational development to analyze process structure.

Map 1 analyzing process structure: Primary process, secondary process, edge.

Mapping the process structure is the most basic concept when utilizing processwork as a

model of change. This is because the theory of processwork can be also considered a theory of change that is capable of providing a guide for discerning and following a changing process as well as the ability to intervene appropriately. Thus, it is highly adaptable when handling a natural change or transformation in a corporate business organization that is always externally required to change by the market or investors and continues to change internally. Further, while major business contexts tend to avoid tensions and conflicts, and the usual theory and method to work on them directly are limited, these tensions and conflicts are recognized as dreamdoors because natural changes truly occur in processwork.

At the edge is the most effective position to observe natural changes. In processwork, the process flow is divided into the primary and the secondary process, as well as the boundary process which is known as the edge. For an individual, the primary process identifies an individual as oneself and indicates relatively familiar experience and events. The secondary process indicates unknown experience and events placed further from one's identity. The edge is a boundary dividing these two processes. When approaching the boundary, an individual may feel uncomfortable, may be nervous, laugh, and / or may be energetic. For example, when a young woman who is usually quiet and shy to talk in front of people has to give a speech at her friend's wedding reception, she may be nervous and blush, and her heart may beat rapidly. This experience is at the edge. Behaviors generated at the edge are called edge behavior.

The secondary process tends to be recognized as something an individual dislikes or avoids as compared to the identity in the first process; however, in a practical experience (e.g., working on the process), the meaning of its process and affirmation may be experienced frequently. For example, when giving her speech at the wedding ceremony beyond her edge, a nervous attitude when sending the message to her loved friend and a real voice while being nervous touched the attendees, the bride and the groom. The message given by a nervous individual is more appealing than a message given by an individual who knows how to give a speech. At this moment, on the surface of consciousness, it can be said that the young woman who identifies herself as quiet and reserved in the primary process embodies a much more powerful side wherein she can largely influence others as the secondary process. While giving her speech, she may feel her happiness in sending her sincere message to friends or she may be nervous, may enjoy giving her speech a little bit, and may feel powerful. These experiences indicate moments of experiencing its meaning and affirmation by going across the edge and experiencing the secondary process. Through these experiences, she may prompt a transformation as compared to herself previously identified as a quiet and reserved individual in the primary process, and may become a different individual. For example, through these experiences, she may be more confident or may feel a little bit of happiness in talking in front of people. She may not be as resistant to giving a speech anymore although she thinks she does not like doing so. In processwork, these changes are recognized as a natural consequence of following the process.

If that is the case, how about for a team or an organization? Processwork does not simply recognize a team or an organization as a group of individuals in a reductionistic manner. It recognizes such groups as a system producing various interactions as if they were a single form of life. The primary process for the group is mainly the identity or the status which is represented and experienced by the mainstream of the group, while the secondary process is the identity or the status which is represented or experienced by the marginalized nonmainstream of the group. For example, in an extremely workaholic group, the workaholics tend to belong to the mainstream, and the workaholic worldview is likely to be accepted. This is the primary process. Individuals who focus on a work-life balance for themselves are likely to belong to the nonmainstream or do not otherwise indicate their focus because they feel that it is difficult to say so in that atmosphere dominated by the workaholics. In this way, the secondary process becomes difficult to be seen by the group.

Theoretically, the secondary process refers to all identities far from the workaholic identity. The secondary process that was trying to emerge in that moment appeared through signals. From the view of the mainstream, these signals may appear when nonworkaholics are evaluated as “lazy workers” because of a slower working pace or in the form of nervousness and conflict with these individuals. Alternatively, behind the great effort made by the mainstream workaholics, these signals may appear as some individuals are diagnosed with mental illness or the number of individuals who are leaving may increase. For the workaholics, “lazy workers,” “mental illness,” and

“leaving individuals” are recognized as being at the edge, in other words, at the wall of perception. Thus, the workaholics do not recognize or accept them. In the process of carefully listening to the voice in the secondary process labeled as “lazy workers,” they may advocate relaxation which every individual needs behind the process. By truly experiencing relaxation, it might well be possible to produce creativity or higher productivity. If the workaholic group is facing their limitations of growth in business, incorporating the secondary process becomes a change needed and required for that group. Many edges in a team or an organization link to the sense of value and a belief system anchored by experiences in the past. Thus, individuals and concepts representing the secondary process are marginalized due to these edges. Thoughts are belittled, excluded, opposed, and ignored consciously and unconsciously. Facilitation based on processwork recognizes the wholeness of an organization and natural changes required by the organization by spotlighting such points, listening to voices and thoughts of the nonmainstream by the mainstream, and having a safe space for discussion.

Map 2 analyzing process structure: Fractal. In the previous chapter, the process structures of individuals and organizations were discussed; however, how do these process structures mutually affect each other? The concept of fractal is important in looking at linkages, and fractal is a term frequently used in the organizational development field. In systems thinking, fractal emphasizes that an inner system as an individual mentality and an external system as interactions of a team and society are similar and linked to each other. It is important because although an organizational

transformation may sound like it is very far away from achievement, a small individual transformation may offer a large impact on a team's transformation, hence, leverage is likely to be effective. A French mathematician, Benoît B. Mandelbrot, originally introduced the fractal, which is a concept of geometry. It refers to a self-similar geometry between a pattern and a whole (Weaver, 2003). Many items in the natural world have a fractal structure. One example is a vegetable called romanesco, a combination of broccoli and cauliflower. As seen in Figure 3, a whole vegetable has several verrucae and each verruca has several small verrucae. The part exists in the whole and the whole exists in the part (Figure 4).



Figure 3. Romanesco (whole).



Figure 4. Romanesco (detail).

For the team mentioned in the previous paragraph, the primary process was workaholics and the secondary process was nonworkaholics. As with this example, the process structure of a team and individuals belonging to the team are frequently found as a fractal structure. We might assume that the leader as the top workaholic is a passionate worker in her or his primary process (self-awareness). However, such a person may have nonworkaholic aspects in their secondary process. Signals of the secondary process may appear in several channels. For example, when working on the weekend to finish a project, some workers may sigh while saying, “Do our best,” naturally slouching, or looking at children playing outside the window because of a lack of concentration. A workaholic in the primary process and a concept that “work should be done this weekend” makes it difficult to be self-consistent; however, the

nonworkaholic signals of the secondary process appear. This means that the structure of similarity and the process structure of a team also occur within an individual. It seems to be difficult to change the team immediately. However, once an individual transformation within the fractal occurs, it has a great impact on the transformation of the whole team.

From the worldview of reductionism, to change a team having 100 individuals starting from the transformation of a single individual, such change needs to be repeated 100 times. However, if the individual has a fractal relationship with other individuals and the whole group, the individual transformation instantly affects the whole group's transformation. In other words, there is a nonlocal change that happens when one individual team member makes a change that influences the team as a whole.

Take an actual story as an example here. A leading member of the workaholic group previously mentioned was wearing a vivid aloha shirt when coming to work on the weekend. Because his shirt was very striking, everyone started conversations about his aloha shirt with great energy first thing in the morning, "Such a great color," or "where did you buy that shirt?" The leader then joined the conversation and happily asked, "Everyone gets very excited. What kind of images do you associate with aloha shirts?" The member in the aloha shirt said, "To me, an aloha shirt reminds me of this: I yell, 'Wow, I am on my vacation now. I would do whatever I want to do' when I arrived at a resort airport and felt the air of everlasting summer." Another member said as her energy increases, "My image is like this. I tend to walk around, explore places I am

intuitively attracted to, and take photos, which is my hobby, instead of being with my boyfriend at the resort.” When the leader listened to their images of aloha shirts, he spoke as if their conversations affected him deeply: “I see. We come to work even on the weekend like today because we want to make the immediate project, which the client expects so much and is very hard, successful. Of course, it is great but a consulting corporation like us may need a sense like an aloha shirt when doing a great job. In other words, it is important to get the job requested by our client done as they expect. However, it may also be important that we have a free creative sense that is subjectively derived from an attitude of ‘I want to do whatever I want.’ As a result, it feels like we can produce better output.” Everyone nodded. Then, the member in the aloha shirt suggested, “Not only that but also we can go on a trip for rest and relaxation together after this project!” Everyone was excited and agreed with his suggestion.

In this example, the process structure of organization and the process structure of individual are fractal. The individual transformation (i.e., the workaholic member notices and accepts his process symbolized by his aloha shirt) immediately catalyzes the transformation of the whole team. In this case, the individual’s shirt acted as a catalyst or a signal, and the group itself focused and unfolded the experience. Another possibility would be if there really is focus on an individual who touches on something secondary and this then effects both individual and the group.

Separating the problem and oneself. Organizational transformation typically designates roles of the changer and the one to be changed. From the standpoint of the

changer, problems (the one to be changed) are separate from oneself. On the other hand, the concepts of processwork and other organizational development approaches frame it as the problem is not separate from oneself. One view is that part of the circulating factors that produce the one to be changed in the external system is the one who changes. Another view is that the changer in the internal system also includes aspects of the one to be changed. Neither is separate from the other, and in this way, the external system and the internal system have a fractal relationship, where a change in one is nonlocally reflected in the other.

Map 3 viewing process structure: Role, ghost role. When scattering iron filings on paper with a magnet placed beneath, both poles collect the filings and lines of magnetic force can be seen (Figure 5). In a similar way, when analyzing conflict, nervousness, stagnation, or other moods in group dynamics, two parallel roles may appear behind these signals. In a prior example, there were the roles of serious workaholics responsibly busy on their assignments and nonworkaholics focused more on freedom and creativity with less intensity of focus on work.

The role / ghost role map finds a key to an intervention by likening a role to its poles or opposites. Role and ghost role are concepts existing in dreamland. Roles in a field naturally polarize and this polarization then can create an invitation to dialogue (i.e., an intervention).

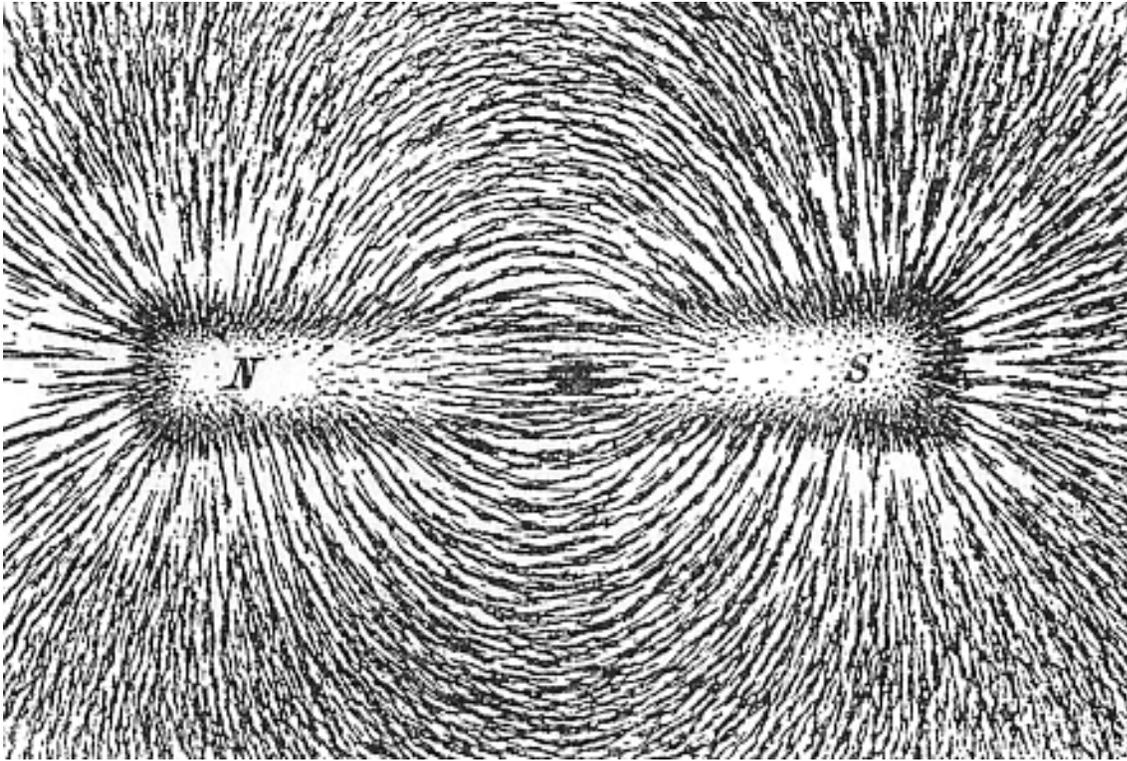


Figure 5. Magnet and iron filings, illustrating the magnetic field.

Being in dreamland, this role / ghost role concept contains a range of subjective feelings and experience separated from objective experience in consensus reality. For example, roles frequently appearing in group dynamics are the roles of victim and offender. What the role and the ghost role in dreamland are and how working on them can solve organization conflicts is discussed next.

Examples of the victim role can be subordinates suffering from the actions of tough superiors, those suffering from a disadvantage due to a changed corporate system, or an individual who has a victim mentality without any concrete reasons. These are different from objective situations in consensus reality, yet feelings and physical experience felt in the victim role are similar in part. For example, everyone may feel

frustration, wretchedness, abandonment, or despair when some big force or something one cannot change occupies one's attention. Many first incidents the heroine in a movie experiences happen in such situations. Thus, we empathize with her. It seems easy to empathize with the role in dreamland, and it becomes a very important key to solving conflicts in an organizational setting. When a superior analyzes a rebellious subordinate without motivation, he may frequently feel frustration, confusion, or incompatibility. Yet, many of us can empathize with the victim mentality felt by the subordinate based on our own experience. In consensus reality (e.g., the subordinate has many supporters and much help, several subordinates do their best with such support, etc.), some do not empathize because "it is not understandable that the subordinate can be a victim with many supporters." It is likely that we can empathize with the victim mentality when separated from that feeling. Processwork expresses this phenomenon as "we share the role." One of the benefits of the role concept is to produce empathy toward a partner.

The static side of a role has been discussed above. The dynamic side of a role is discussed next. Behind the conflict between the victim and the offender, there are patterns of energy flow accompanying several patterns within the system. Simultaneously, there are several patterns changing the system or energy when such conflicts connect to some solutions or to a natural transformation. One example is when there is a conflict between the subordinate in the victim role and the superior in the offender role. Assume that the superior harshly lectures the subordinate who does not achieve a sales goal in the sales department. From the standpoint of the subordinate, he

understands insufficient sales results can be a problem, and yet, the superior's violent expression or attitude discourages his motivation and a victim mentality is working in him. As a result, he may view his superior as an offender guilty of abusing his power.

However, the reality is slightly more complicated than this. Although the subordinate views the superior as the offender, the superior does not generally have a strong sense of being an offender in his primary process. Rather, the superior may think, "I sincerely train him but he does not have motivation and is being rebellious, which makes me confused. In this situation, I am a victim because a better result is not produced even with such efforts." Behind the superior's thinking, there is unconscious power or influence appearing in the subordinate's secondary process.

The subordinate may have a psychological strength that he is sure that the abuse of power is wrong. The subordinate takes the superior's story with a grain of salt and has a situational power that he can do his job in his own way because the superior is not in the actual sales scenes. When the subordinate's psychological confidence is strong, the superior may feel fear. When the superior cannot control the subordinate, he is challenged. In such a situation where two parties become victims and judge the other party's power explicitly or implicitly, the conflict accelerates and becomes stuck.

Conversely, to solve and calm down the conflict, either party is required to cross the edge and connect to the secondary process. In this case, focusing on the marginalized emotions and inner experiences are secondary. When a facilitator brings out the real voice of the subordinate with a slightly shaky tone, "I go blank because of fear," the

conflict may slightly calm down if the superior realizes and admits that he abuses his own power excessively. He might say, “I tried to train him in the normal way. When looking back in the past, I used to go blank when the voice of my superior rose in pitch. The way I spoke to him was probably too much.”

When one of the parties crosses the edge, the other party is likely and naturally required to go over the edge. For example, the superior tells the subordinate, “By the way, the expression in your eyes is sharp during the training, which makes it difficult for me to train you. It is quite scary.” The subordinate replies, “I see. Even a superior like you feels that way. I will be more careful in the future.” Then the facilitator asks the subordinate, “Your superior uses the word ‘scary.’ It can be assumed that you have a strong feeling or thought, which makes him feel that you are scary. Would you tell him what kind of thoughts you have on this occasion?” The subordinate replies, “Well, I do not have a right to say anything because I have not achieved my sales goal. However, I honestly thought that the sales method I am thinking about is better than the current sales method if we think about changes in the future.” The superior says, “That sounds like an interesting idea. After meeting your goal, you should investigate implementation of that method.” It seems that both parties understand.

In this case, the primary process is that both parties feel victimized by the other and secondary is to pick up the unspoken signals in their communication, which also means how they are both offenders. Thus, the key to its transformation is that the superior crosses the edge and admits that he is an offender. The image of an offender is

negative. In this instance, a negative image means admitting that the superior has strength or power that can be inflicted on the other. The superior is aware of the influence of his own words and his strength, resulting in his openly apologizing to his subordinate and having the peace of mind to listen to him. The subordinate also drops out of the victim role, admits that his severe facial expression affects his superior, and accepts his own strength and power by expressing his own opinions or ideas that were behind his facial expression. Understanding roles contributes to effectively analyzing such conflicts and the transformational model supports interventions.

Lastly, the ghost role is discussed here. Some roles may be explicitly visible or difficult to be seen. Ghost role refers to a role that is invisible or is difficult to be found although it exists there in some form and has a great impact on a situation. Using three examples previously mentioned in the victim role description, the ghost role is explained here. The victim role examples are: (a) Subordinate who suffers from tough superior; (b) Subordinate who suffers from disadvantages due to changed corporation system; and (c) Individual (subordinate or superior) who has a victim mentality without any concrete reasons. The corporate system is a ghost role in all three examples.

Even if the individual simply voices complaints and dissatisfaction, the dialogue tends to be static without any party receiving the criticism. In such a situation, the facilitator brings in the system itself or the individual who established the system as ghosts by introducing a role-play so that complaints and dissatisfaction can be expressed and the dialogue can be enhanced by clarifying the intention of the system. Analysis is

required to determine what kind of suffering individuals who have a victim mentality are experiencing. They may be over reacting. They may be foreign CEOs. They may be customers requiring extremely high performance. In a situation where the cause of suffering is unknown, the dialogue becomes static, and introducing role-play enables the process to be deepened.

Next, I show the dynamism of using a ghost role by representing it, giving some examples of what the CEO/system might say and how this can further the overall dialogue. When I facilitated the example (c), they felt like they were victims of the system. As a senior sales team in the western side of Japan, far from a major area, they felt hopeless victims of repeated changes in product/process/rules made by global headquarters.

So I brought this ghost. “Imagine that there is a person who creates these changes in global headquarters. He says, “I make strategy to follow the rapidly changing global market. I’m making strategy in order to optimize the company as a whole. I cannot only think about Japan, much less one local area in Japan.” I asked them, “How do you react?” After this intervention, they could speak many complaints to this ghost. After doing so, they also realized that it is they who have a high dream of their local team and having the power to change how they act in their daily lives.

Map 4 analyzing process structure: Rank. From business to any organization, hierarchy and the ranks of authority are prioritized. Almost every organizational issue is

involved with authority or hierarchy in some form. In these situations, the concept of rank is remarkably effective in analyzing the process structure for points of intervention.

Rank refers to a relative hierarchy of power and privilege with various meanings in human relationships. It includes rank obtained by oneself, by others, or by inheritance. Arnold Mindell (1995) roughly classifies rank into four groups. The first rank is social rank. This derives from a social value standard, and includes gender, race, age, job title, educational background, and so on. In a Japanese corporate context, the higher the job title, the higher the rank, and the older the age, the higher the rank.

The second rank is contextual rank that measures relatively how much one is placed in the center of a scene or a context in a specific group in accordance with its status or context. This can be also stated as how much one is an insider. In Japanese corporate context, the contextual rank of an individual who switches to another corporation and into a division that has a long established hierarchy is relatively low. These two ranks (social and contextual) are external and easily visible from the outside and may disappear when a situation changes because they are given from the outside.

The third rank is psychological rank that refers to the degree of psychological stability, consideration of others, and the feeling of self-confidence that one has. Psychological rank tends to be high when one is psychologically stable from being loved when growing up, one has room to breathe or has sympathy from overcoming suffering, or one has confidence in one's righteousness based on one's belief.

The fourth rank is spiritual rank that refers to the degree that one feels one's mission, one knows a sense of being supported by something larger than oneself, and one is connected to it. The last two ranks (psychological and spiritual) are derived internally and are hard to see. In a business context, the link of power abused by individuals with higher social rank and being hurt by its power abuse is a challenge because hierarchy is at the root. Consequently, because social rank is externally focused, the psychological rank of individuals with lower job titles tends to be ignored and conflict frequently is constellated.

How does rank affect group dynamics? While it may not be too difficult to understand rank statically, it is extremely difficult to analyze a problem generated by rank in group dynamics and intervene in such a setting as an individual who also has rank. Arnold Mindell (1995) describes the mechanism of rank in group dynamics.

Rank is a drug which makes us feel good. It tends to be forgotten that one is on the rank. To feel good, a lot of doses are gradually needed, like heroin. To support a habit, one tends to steal it from other's happiness or environment. In the end, others cannot have them, resulting in generating insurgency. (p. 84)

I would continue as follows: Once insurgency or rebellion occurs, one does not realize that one's high rank prompted it. Conversely, one may tend to be afraid of the rank of the individual who generated rebellion and then became a victim themselves. To solve such a situation, one makes sacrifices and / or exerts further controls by abusing power.

The rank mechanism is such that it is difficult to be aware of one's own high rank and it is easy to be aware of one's lower rank, as reflecting a sense in which one is attracted to and envies another's high rank. When one is not aware of one's rank, one

tends to abuse her or his own power and influence on others. Thus, fundamental to solving a problem of rank is that a facilitator incorporate sensory-grounded rank signals as much as possible. It is helpful to allow each member of a group to realize both one's high and low ranks and acknowledge each other's both higher and lower ranks.

In analyzing rank challenges and interventions for it, catching sensory-grounded signals is immensely helpful in indicating one's blind spots about rank unconsciousness.

Typical examples of higher rank signals and lower rank signals follow.

Signals of higher rank

- Being relaxed
- Hold options on how to interact with others
- Determine a communication style
- No attachment to relationship
- Put on a patronizing air or behave in a patronizing manner

Signals of lower rank

- Being anxious, wrapping oneself up in suspicion, or being paranoid
- Asking others before doing something
- Having an attachment to relationship

The following case is a summary of what happened in the meeting excluding twists and angles and observations of higher ranks of both parties. In that meeting, an American Mr. A talked one-sidedly and a Japanese Mr. J remained silent. Mr. A who was initially comfortable in talking was irritated and asked Mr. J, "Why didn't you talk at all?" Mr. J caught his breath but just smiled. As facilitator, I came in because I saw the difference in ranks and double signals derived from it. I said, "You caught your breath but I think there may be something which should be heard here. The proceeding pace may be too fast for someone whose second language is English. Can we ask you at

a slower pace?” After a short time, Mr. J raised his voice, rather a scream, “You only talk! talk! talk! No space!” The room became silent. When I encouraged him, he said in his faltering English, “Being quiet doesn’t necessarily mean that I don’t want to participate in the discussion. Even if I try to talk, all of you overlap conversations and I don’t have room or space to talk. Then, I can’t catch up with your topics, the speed of conversation in English accelerates, and I give up.” I added, “Initially, Mr. J observed others’ facial expressions as if he were trying to see if they may want to talk more. Consequently, there may be a cultural difference in that he tends to be absent from conversations, senses the situation, gives others a space to talk instead of talking, and focuses on listening to others.” Mr. J nodded deeply. Mr. A was startled by this statement, quiet for a while, and said, “I see. I paid attention to Mr. J at the beginning but I probably tried to fill the space because I didn’t see any reaction from him at all. I am sorry I didn’t notice your feeling.” Then, he gave some space. Mr. J replied to him, “Thank you. I am comfortable to talk if we have this much space.” The tension that had occupied the meeting was released. Mr. A said, “But I have one thing to say. When I asked your opinions earlier, you didn’t say anything. You mentioned that there is no space for you to talk but I don’t understand if you don’t tell me at that moment.” Mr. J replied, “Well, I gave you a lot of signs so you may know” I asked, “What kind of signs?” Mr. J replied, “Well, what kind of signs? The atmosphere conveys such signs” I added, “Probably, what Mr. J said about signs is the nonverbal communication such as breathing in and leaning forward to talk, isn’t it? As a Japanese,

we guess ‘this person wants to start talking’ and give away to let him talk, right?” Mr. J replied, “Yes, that’s right.” Mr. A continued, “Oh, but I don’t remember it. I may notice it at that moment but I didn’t think I would give way. You should have made it clear.” Another rank appeared again. I added, “This may be part of the difference between Mr. A and the Japanese communication style. Many Japanese including Mr. J tend to communicate not only verbally but also nonverbally, and we assume it as a matter of course. On the other hand, asking others to do so is sometimes cruel.” Mr. J said, “I see. I have never thought that it is our nature before. It may be true if I were on the opposite side.” This is also an example of rank being linked to culture.

Dealing with the rank issue in a business context means that individuals with higher social rank tend to be challenged in the corporation hierarchy. Because this is an uncommon secondary experience for individuals with higher rank, facilitators are required to facilitate such situations with care and consideration. Simultaneously, such behavior of facilitators seems to empower the lower social ranks to take increasing responsibility, resulting in an increase in the strength and the sanity of a whole corporation. Thus, this experience can be frequently a positive experience for both the higher and the lower ranks in the hierarchy, and the literal meaning of facilitating conflict within the ranks is an essential component in making this happen.

Map 5 analyzing process structure: Channel. Compared with other organizational development methods, the analytic tool that sharpens processwork intervention is the channel concept. As seen in Figure 6, processwork sees the process

happening right now as being experienced through multiple channels. Knowing which channel is active or occupied enables one to analyze the primary and secondary processes, that is beneficial to determine in which channel to intervene and how. Also, each channel holds information and experience in a way unique to it. By unfolding a signal in more than one channel, the experience may be enriched and deepened as more information is available.

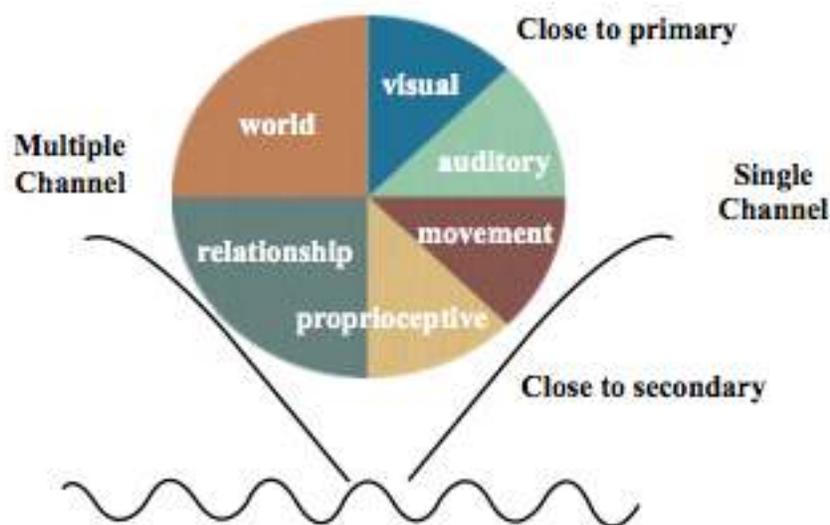


Figure 6. Channels as ways of information flow.

Four channels are single: Visual, auditory, proprioceptive, and movement. The visual and auditory channels are most likely to be occupied by the primary process. Very often people tend to identify with the content of what they say and what they see because we tend to value these experiences more culturally. However, this is certainly not always the case. The proprioceptive and movement channels are most likely to express the secondary process. A typical example is this: Although individuals verbally

encourage each other, “Do our best,” they do not get moving and become physically exhausted. This kind of channel gap tends to occur near the edge.

The primary process is typically expressed in the visual channel or auditory channel and the secondary process tends to be expressed unconsciously in the proprioceptive channel or the movement channel because the secondary process has an edge. In this way, a signal that does not match with signals derived from the primary process is called a double signal.

When facilitating near the edge, it is necessary to attend to which channel the double signal of the secondary process is in. This not only enhances awareness of the secondary process but also determines a sense of direction for intervention. Thus, if the facilitator wants to respect the primary process when it is in the auditory channel, interventions should first be in the auditory channel. If the facilitator wants to unfold the secondary process when it is in the movement channel, interventions should first be in movement.

If a wrong channel is brought up, clients may be confused or the process stops. An intervention example matching the channel is introduced later in the section on skills dealing with nonverbal communication. An intervention mismatching the channel is introduced here. For example, I was working with a client and he was nervous about a meeting. I asked him how he experienced his nervousness and he said that he felt a lot of energy in his chest and as he did that he make hand motions. Then by amplifying the hand motions he said, “this energy feels like some kind of animal,” as he expressed his

secondary process. I felt my energy clearly increase at that moment, and asked, “How do you feel when you feel you are an animal?” The client growled then deeply pondered, resulting in the decrease of his energy. This was mixed feedback. What was happening was that the client approached the secondary process. Although his approach appeared on the surface through the movement channel, I accessed the proprioceptive channel. This could not lead the flow of natural process and reversed back to the rational primary process. Then, I made a fresh start with him and asked, “Can you please become an animal? Please move like an animal in the way you just spread your hands.” The energy level of the client increased again. He gradually moved like an animal and started seeking the essence of the secondary process while he was slightly being shy. In this way, if the facilitator can accurately analyze the channel, the effectiveness of interventions significantly improves.

Channels may also be multiple or combined. This occurs when the four channels introduced previously are combined with each other, and helps to clarify which process in a group derives from which channel. The relationship channel refers to when group process appears in the one-to-one relationship. The world channel refers to when group process appears in one-to-many or roles. Again, by accurately determining the channel, intervention may be far more effective. For example, when a one-to-one relationship is heated and is dealt with as a whole group issue only, the energy tends not to increase and the process which should be opened may not appear. Simply,

experiences that disturb us occur in channels that are more secondary and this is the reason to focus on them.

Intervention. After analyzing the process structure, intervention steps should be considered next. Before introducing specific interventions to be used in organizational development, it needs to be acknowledged that using processwork in a corporation requires much creativity because group process or role-play happens differently in a corporation setting than in a conflict workshop, or individual or relationship work.

Readers may understand that in this facilitation cycle, the analysis step and the feedback step can be always used in organizational development facilitation because these steps are conducted through perceptions and thoughts via a facilitator's five senses. In the remaining intervention processes, there is only evaluation regarding whether or not they are appropriately and readily used in a business context.

When classifying interventions in group process into three intervention layers, the processwork tool located in the second layer of tool / work is most likely to be used. The three layers are process, tool/work, and doing/being (discussed in detail later). The lowest layer in which a facilitator instantly intervenes needs to be evaluated as to whether or not it is suitable for a business context, although it may be highly usable. Some of the interventions easily utilized by a facilitator in a business context are introduced next.

Intervention skill 1: Framing. In my work in the corporate world, I have organized different classifications determining which processwork interventions can best be applied to businesses. Among several intervention skills, I believe the easiest and

most effective skill in the business context is framing. Just like a mirror, framing reflects what is happening in a scenario and returns a hypothesis interpreting the process structure to fit the situation. It also produces awareness in a group, and may offer relief and stability in a confusing setting. Looking at feedback regarding the framing for a situation can measure the accuracy of analysis. The skill of framing an intervention requires that facilitators simply state what is happening verbally. Even if the feedback from a situation is not positive, risk can remain minimal. However, encouraging awareness of the whole setting with its verbal stimulation can fit into a business context.

When going over the edge of a group in dialogue or receiving a large influence due to ghost roles, verbal expressions may relieve a situation in a state of tension. For example, when a team boss says something severe and a team freezes or is in a state of tension, a facilitator may mention in a playful mode, “Is there an awkward atmosphere here?” This playful mode sometimes loosens the state of tension and brings laughter. In many cases, facilitators may worry if such a comment may irritate a boss. In my experience, the majority of participants hoped to have such playful reactions rather than no feedback from a situation due to the state of increased tension.

The same thing can be said when ghosts exist in the dialogue. In a particular corporation where the CEO was replaced by a nonnative person who instigated an adventurous transformation, employees commented that they felt they became victims and were afraid of something. I said, “Well, it sounds as if everyone here was largely receiving influence from something invisible.” Laughter releasing tension was

prompted by this comment. Then, the dialogue shifted to the foreign CEO as a ghost and the power projecting it.

At other IT corporations, when talking about the conflict between sales and engineering I heard, “The sales side insists this way but the engineering side insists that way. Each side has conflicts.” What was found by deepening the dialogue was that the true conflict was not roles between the sales side and the engineering side. Rather, the conflict was personal conflict such as Mr. X of the sales side and Mr. Y of the engineering side. Negative feedback about my framing skill gave me this hint.

Intervention skill 2: Using metaskills. Here, the concept of metaskill is presented. Amy Mindell (1995) states in her book *Metaskills: The Spiritual Art of Therapy*:

This book seeks to address how the basic beliefs of life possessed by a therapist are expressed on the surface through the feeling attitude (feeling and attitude expressing its feeling) of a therapist. . . . I call this new skill a “metaskill.” (p. 3).

As in many therapeutic settings, metaskills have much greater impact on situations in organizational development than other cognitively detailed skills.

Having dialogues separate from our usual identities, such as dialogues relativizing the hierarchy in a corporation with oneself, or dialogues about relationships or dreams in the sales and benefits centered business context, requires a sense of security and courage as a whole group. Metaskills possessed by a facilitator improve the chances of such dialogue being successful.

From my personal experience, three metaskills that deeply connect to my nature, that I can exemplify, and I believe are effective in a business context are introduced here. First is the metaskill of playfulness. When having dialogues while stepping into conflict or hierarchical situations, they inevitably tend to be serious. The metaskill useful here is as if one is enjoying conflicts and the secondary process can provide participants with a sense of security and courage. Second is the metaskill of curiosity. Curiosity is different from playfulness. In a situation where each individual looks at each other through biased views, when asking something with curiosity, a new view is often opened. Third is the metaskill of positivity. Even if standing at the entrance of the conflict with playfulness, anxiety and doubt may arise when practically unfolding the conflict. For a facilitator who unfolds the conflict, her or his belief that there is a positive meaning behind events can provide a situation with a sense of security and courage. Metaskills can be obtained through training, and the personality of a facilitator also appears in her or his metaskills. Thus, one's personal development is critically relevant and important in a facilitator's training.

Intervention skill 3: Utilizing roles or role-playing. The next skill is the intervention of using roles and role-playing, reminiscent of group process in processwork, which is often stated as not fitting in a business context. However, I actually utilize it in an organizational development setting where a training aspect is emphasized. A frequent organizational development process is a 6-month training called "Change agent dojo" that is designed for middle managers to obtain power as a change agent. Simply,

dojo means place of training. The dojo provides participants with various skills and tools for working with the identified barrier that each participant has, and a place to practice. Participants may interact with others having different thoughts as well as run into internal barriers when confronting their own or others' negative opinions about change. At such times, a role-playing intervention is often introduced. More specifically, a facilitator asks participants to think of another's facial expression, gestures, and energy and then show them. This can help them notice what catches their awareness. Alternatively, the participant plays the facial expression, gesture, and energy possessed by the other involved individual, has a dialogue with the role as oneself, and notices what comes up in their awareness. These role-playings are done by participants themselves, and participants who have been in the other's positions can cross an edge and have awareness with great impact.

Group process may also be conducted with fellow participants. By reviewing the context of organizational transformation over the past 6 months, the facilitator asks participants to bring challenges and topics to talk about. Topics that have the most energy for everyone are selected and then deepened through the group process. At the end of 6 months, there may be fewer problems that arise when a relationship of trust among a facilitator (trainer), a client's office, and client's participants has been created. Because this is completely different from more familiar types of dialogue, some participants may be confused or surprised, yet it usually does not generate negative feedback. What are the reasons for this? I believe that if it is in a training context, it

does not have a direct relationship or a relationship of rank which divisions in a corporation regularly have. In other words, I have found that organizing the context of the group around training and also rank, may create an opening for group process. Also, it is important to mention that relationship conflicts between two people are often roles/polarities in a group. Therefore, working on the group level with roles can often help relieve relationships.

Group process is also effective for the ongoing growth of a division in an organization or between different divisions. From my own experience, it may be effective if there is a relationship of trust within a client's office and division members, and a facilitator is used. I have utilized group process when the conflict did not appear on the surface or was not solved in the organizational development context.

A situation in which a facilitator exists emphasizes deep democracy. Frank feedback may be heard from subordinates to superiors. In a training context, participants can go back to their original divisions after a group process, and participants have to continue their usual relationships the next day. Even for a day, the essence of deep democracy remains in the setting, the hierarchy of superior and subordinate changes a little, and yet, the primary process still remains. For example, in the group process, there are some comments that a sense of direction for a division receives negative opinions or a subordinate makes negative comments to a superior about his direction. Then, the group process tries to deepen the positive side behind these comments.

However, is there any guarantee that a superior does not evaluate him negatively when back in his daily life and remembering a subordinate's comments, then has a negative impression of his subordinate? Even if comments in the group process do not count consciously, is there any guarantee they might not do so subconsciously? With these concerns, I am careful about the literal use of group process in the business relationship. Backlash must always be addressed and the role of how high rank might come in after the group process must also be brought in. In addition, it is important to consider the process of change. Even with individuals, we do not simply just change, and we also go back to old patterns.

Then, what should be done? Using analysis of the dialogue to determine how the process is structured and what kind of roles exist clarifies the intervention to be used afterwards. There is room to utilize creativity. In the foreign CEO example introduced in the ghost role section, the process structure was that the foreign CEO is the ghost, power is projected to the CEO at the same time, and individuals feel powerless. The intervention conducted at the scene was that I represented the CEO role. As a facilitator, I created an opportunity so that everyone could confront the ghost role. While I said that I did not know what the real CEO would say, I started talking like I imagined the CEO would. "I understand everyone has struggled with a sense of direction of the corporation. However, I have decided to have results in 2 years and have made a commitment globally. I am sorry but I will do what I can do in accordance with this commitment, make results, and go back to my home country." Then, various emotions

arose. Many of the members insisted, “Well, we do whatever we want to do.” This appears like a selfish attitude, yet it is different from being victims of CEOs from overseas. This expressed that the power must be created by them.

In a situation where it is difficult to have dialogues like the case above, a facilitator may introduce roles that can be both poles of the conflict, demonstrate dialogue with roles, and support discussion about what is felt and what is noticed. If the process structure is seen clearly, several interventions applying the role concept are possible despite the challenges of role-playing in a business context.

Intervention skill 4: Holding edges. An intervention at the edge is one that makes the most of processwork. Intervening at the edge in a business context tends to generate uncomfortableness and a feeling of resistance in the same way as in an intervention at the edge in another organization or group context. Because it often generates a sense of discomfort, significant attention needs to be paid. The metaskill that I personally use is to acknowledge that simply noticing an edge is helpful, and going further toward it is a big challenge even in a business context strongly results oriented.

What holds an edge in other organizations is similar. Because the primary process of a corporation frequently operates with significant fear and resistance, it is necessary to regard the primary process with careful respect. Thus, it is important to conduct the process with an understanding that being aware of even a slight edge and working on it is significant progress. I have found that the following skills to hold the edge generate the least resistance in a corporate setting.

Frame existence of edge. As discussed in the framing section, when approaching the edge, just framing it can generate a sense of safety in a setting. There are various framing levels. At a hot spot (a point of increased emotion, energy, and interaction) generated at the edge of a group, voicing the following statement can be a sufficient and significant intervention, “I notice a hot spot.” In such a situation, it is effective to hold everyone and create an atmosphere by saying, “I feel this is an important point. Let’s go slowly.” When feeling an entrance to the secondary process, it is good to notice and refer to it. For example, when everyone is slightly irritated and restless because there is an atmosphere where everyone wants to say something or some voices are not heard, it is good to refer to the atmosphere by saying, “I feel there are some voices that are not yet heard.” Alternatively, when the secondary process going across an edge is expressed as something heartbreaking, suffering, or bad, it is important to add a positive flavor to the secondary process. In a business context, this type of intervention has a significant impact on a corporation and framing can encourage participants to go across the next step naturally by themselves.

Clarify the process structure and hold the edge. When there is an edge that is difficult to go across or the same topic is repeatedly brought up, it may be necessary to hold the edge tightly. In particular, when a client holds the edge for a long time, it is more effective to recognize the edge structure rather than going across the edge forcefully. In other words, clarify the voices of the primary process and the secondary process, what the edge is, what kind of analysis to use, and what voice may be available beyond the

edge. For example, in the global ICT corporation that was introduced earlier, the executive used to insist on enhancing a sense of unity in the sales team. However, in reality at the actual site, the sales team was like a gathering of individual stores, because items they were selling, goals they were holding, customers they were selling to, and reporting lines were all different. In that team, “should theory” existed such as “they should have a sense of unity.” However, the discussion did not deepen. I respected the following primary process: “They should have sense of unity but it is diverse.” Thus, the following framing was made, “Our sales items and goals are different. We take actions individually. Rather, this way of working is much easier.” Then, having said that, the framing for the secondary process which was not yet observed was implied: “However, when we work individually, our information is limited, thoughts are biased, and we are lonely because no colleagues are around. That may be why we need some kind of connection with everyone. This may bring a sense of unity.” Then, framing was made for the edge: “On the other hand, although we want some kind of connection with others, everyone seems very busy, and we do not want to bother others, and asking for time for a meeting may cause us trouble.” Then, “when deepening our connection, the possibilities available are not yet known. The current issue here is how to address these dilemmas.” Clarifying the structure made me realize that the participants could continue to dialogue on their own.

The business field tends to have a relatively strong verbal culture. If the process proceeds by going along with individuals who are good at verbalization, not all

individuals will be represented, and they cannot deal with the edge after a facilitator leaves because some verbal communication may not be understood. Thus, I use various tools to explain what kinds of edges are available. Then, how the edge is dealt with is verbally determined by members in most cases. Essentially, it depends on the members who finally gather. The most important point is to facilitate or move the process by checking the feedback from the group or situation.

Intervention skill 5: Working with accusation. Conflicts and accusations associated with them are rarely worked on in a healthy way in a business context. Many individuals in a business context do not need to handle conflicts and accusations by taking a risk, and prefer not to do so. They tend to think it is better to avoid them.

Risk variously includes being evaluated in a negative way due to the conflict, and increasing daily stress due to the worsened worksite atmosphere. I personally reflected and realized that I am familiar with dealing with conflicts and accusations because of my processwork training. However, it should be remembered that dealing with conflict and accusations for even a short time is regarded as behavior furthest away from the primary identity in Japanese corporate culture. In a Japanese corporation, challenging the hierarchy is not only secondary but also counter to the culture of respecting harmony and older generations that exists. Thus, accusing superiors tends to be significantly secondary. (Japanese corporations are diverse, from foreign affiliated corporations to extremely flat corporations, and some organizations are not necessarily categorized into this model.) It does not mean that accusation does not exist in Japanese corporations.

Generally speaking, accusations exist in terms of criticism and reproach when older superiors with job titles and authority guide younger subordinates with lower job titles. In this context, accusation that is extremely biased appears on the surface. On the other hand, accusations made from subordinates to superiors appear as gossip and are hidden underground, or appear as a double signal. Conflicts and accusations in a horizontal relationship such as between divisions tend to be indirect and appear in various double signals.

Taking such a context into account, how should conflicts and accusations be dealt with? First of all, metaskills are important. Relieving metaskills such as playfulness and curiosity, and the metaskill that considers it a big deal to continue to the next step are definitely relevant. However, the most important part is to create an agreement that dealing with conflicts and accusations is meaningful because generally, they do not have any reasons why they should be dealt with. With this agreement, it is possible to deal with conflicts and accusations with the intervention of a facilitator, and that is an asset in the corporate context.

Let us look at a specific example. The global ICT corporation has a sales division for each product and the reporting line varies, but various conflicts of interest exist between roles (in their jobs) because they sometimes approach the same clients. This caused dysfunction in the corporation. The first approach was to create a shared vision that could form a base from which to handle accusations. By using the AI approach, a personal vision of each one of the members was produced. By sharing each

of these, a collective shared vision that was naturally produced appeared. The shared vision was not simply only providing customers with value but also exemplifying what kind of pride each member wanted to have. Every member empathized with the shared vision and confirmed what to produce. To achieve the shared vision, I proposed that every member confirm that it was necessary to step into the conflict of interest between current roles and dysfunction, and have dialogue to discuss accusations. Positive feedback was obtained although edge behaviors were seen. Then, I divided the group into each role and had them start speaking from each position. Because accusation is considered as an extreme secondary in Japanese corporate culture, the following ideas were incorporated.

- Voices that were barely heard were recognized as big progress because this is a mutual feedback and there was no occasion to directly have dialogue.
- Accelerating emotional dialogue should be avoided; thus, write down feedback on post-it notes so that each one of them can be digested slowly.
- To value positivity, write down feedback about appreciation and hard work on the first post-it so that the primary process is respected. Leave points for improvement on the second post-it notes in a positive way.
- However, avoid losing being blunt because of being positive. Request participants to write down the following points when writing down improved points: (a) specific event, (b) what impacts they have received by it, and (c) how they want to improve that point.
- For participants who are hesitant, post-it notes should be anonymous.
- Set the rule to avoid a personal attack. (Personal conflicts may appear. By judging from the degree of readiness for conflict as a team, it may be too soon to deal with it. Even if it appears, I had an assumption that it would be dealt with based on the agreement.)

Then, after post-it notes were submitted, I read them aloud. For post-it notes having popular reactions, I additionally listened to both situations and positions, and slowly encouraged them to have dialogue. By thoroughly accepting mutual accusations, their mutual situation was understood, and a part of the problem was solved. This was a big result, and part of the problem remained unsolved. The biggest result was that confidence was deepened for a team and a situation. In addition, the interview before the intervention revealed that there were not only conflicts between roles but also accusations against individuals. However, it was not focused on deeply at that time. In the end, I framed this way: “The conflict between roles was focused on today. Not only that but also there may be something between individuals. This is a significant first step. If both can confirm that they can have such dialogue, it may be possible to move into the next level on the next occasion.” Subsequently, the feedback was positive.

Applying both the analysis and intervention of processwork can work with accusations and conflicts as secondary processes for a corporation. A seemingly brave thing to do, it is also very effective to deepen unity as a team and build confidence.

Skills in the use of self. The concepts of traditional organizational development recognized that a target organizational system and a separate facilitator do exist. It does not consider the effect of the link between the facilitator’s mentality and the organizational system. Similar to the observer effect in quantum physics, concepts of the latest organizational development generally recognize that the subject and the facilitator do not exist as purely separate entities, rather there is awareness of a mutual

relationship of constantly influencing each other. Processwork incorporates this point into its skill system, thus becoming a significant feature and strength. That is, in analyzed situations, processwork recognizes that not only signals of speech, behavior, and physical movement of a group as a whole but also signals of a facilitator in a situation are likely similar to the process structure. This awareness results in trying to utilize such concepts in the facilitation. Two of these skills are first, the skill of analyzing how the process occurring to the facilitator and what is happening in the situation are related, and second, the skill of applying the process occurring in the facilitator to an intervention in the scene. This also relates back to fractal structure.

For example, assume that one particular individual talks for a long time in a group setting. The facilitator is interested in his/her story but cannot interrupt despite being irritated by the long story. The facilitator can intervene in such a situation by using the process occurring for the facilitator himself/herself as follows: “I would like to listen to what Mr. / Ms. XXX tells us little bit longer because it is interesting. However, I feel restless because I cannot listen to others. What do you think everyone?” By asking in this way, if the feedback is positive, it may be natural to let others talk.

Analyzing the current process structure based on the process occurring for the facilitator is a skill especially effective when the facilitator is confused and his / her mind goes blank in a situation where conflicts escalate. For example, when many of the young leaders in a certain company had a deep dialogue in a workshop, suddenly a senior boss came into the seminar room. After a few minutes the boss started scolding without

sensing the context of the deep dialogue underway. In that case, I went blank and couldn't listen to him nor could the young leaders. It seemed like he escalated because there was no facial feedback from participants. I was in the role of young leaders at that time. So I said to him, "Thank you for your message. It seems like you have many valuable things to say." He nodded. I said, "And I also remember a situation when I got scolded by my boss. Like that time, I went blank and cannot listen." I said this with a bit of playful metaskill. Everyone laughed. Then I said, "Let's go slowly to understand why and what you say, and it also looks like there are many voices not yet heard from the young leaders." Like this, the hot spot was held down and I could start a tough dialogue by using my own experience.

Further, as a facilitator, she or he may tend to be tormented by feelings of personal superiority or inferiority or be results-oriented. It is important to have an understanding of oneself from a metaviewpoint and to recognize that oneself and one's body are simply one of the necessary roles in the scene. Therefore, feelings of superiority, inferiority or preoccupation with being the best are roles in the field. The group itself has parts of itself that feel inferior as well.

Processwork facilitator training emphasizes that one can facilitate a group from such a metaposition. For instance, an attack on the facilitator offers an example.

When participants sometimes make critical comments or boo the facilitating procedure, an individual facilitator may suffer from self-criticism, resulting in being hurt in some cases. On the other hand, in a top-down organization, participants who are silent

because they reject the authority of the facilitator clearly deliver their opinions by attacking the facilitator. In this way, an attack on the facilitator can often be a process in which participants realize their power and retrieve it. In this context, it is important to consider that the attacked facilitator is a necessary role in the situation. In other words, an attacker finds power by rejecting authority and this is part of the larger group process.

Further, it is important to provide facilitation by having the meta self-image slightly separated from the role as facilitator or having the self-image connected to something great. Processwork describes it as connecting to the processmind. Mindell (2010) defines the processmind as the “palpable, intelligent, organizing ‘force field’ present behind our personal and large group processes and, like other deep quantum patterns, behind process and the universe” (p. xi). When connected to the processmind, it may be possible that the small self is aware of being hurt by a facilitator attack in such situations, and when connected with the processmind, something larger than their small self, they can observe and frame the power that is emerging in the participant role. In a practical intervention, it is acceptable to start the facilitation by sharing the experience of being hurt personally, accepting it, and saying, “It is true and I accept what you say. I am personally disheartened.” This approach can encourage participants to be aware of their own power. Alternatively, it may be possible to bring out participants’ power by asking, “Despite such a statement, I am surprised that you have strong feelings and that you want to take care of this situation. In this situation, how we should proceed?”

Getting out of such a small self and connecting to the processmind are similar to concepts in the latest organizational development. Otto Scharmer (2009) who has further developed the concept of a learning organization and has advocated Theory-U describes that releasing a small self and connecting with a source can offer access to a big Self. It is immensely difficult to describe this verbally, and it is very interesting for me that there are similar though different concepts available from different origins.

Processwork as a personal development path. Although I have been studying processwork for nearly 7 years and am using it daily in facilitation, whenever being in the processwork facilitator community, as if I was visiting an Aikido dojo, I feel myself as a beginner and that there are many things yet to learn. As with Aikido, the skills of processwork are continuing to evolve and emerge, and ongoing practice is requisite.

From my own experience regarding my analytical skill, initially I could not grasp what was happening in detail in accordance with a processwork map when observing a group process that consisted of tough conflicts in the overall group. After 2 or more years passed, I was finally able to see the process structure without being distracted by the content of discussion by being conscious. With 3 more years in the MACF program, I could feel that the tangibility of process structure that I was aware of significantly increased, and I could catch it with less conscious effort. Yet, in supervisions of faculty members on my facilitation, I realized that I needed more training because of missed signals and viewpoints.

The skill aspect of facilitation has been discussed above. Processwork also emphasizes the importance of personal development, especially for a facilitator. It suggests that the edges a facilitator has been dealing with and has overcome in his / her life can expand the range of options in facilitation and can vary the depth of transformation that can happen in a situation. Conversely, if a facilitator has an incomplete process or an edge which cannot be overcome in his / her life, his / her edge may well connect to an edge in a work situation, resulting then in stuckness or stagnation.

From my own experience, when facilitating on the theme of crosscultural communication, native speakers of English rapidly engaged the topic and the energy level of nonnative speakers besides Westerners who were gradually placed on the fringe of the communication dropped. Then, when native-speakers of English asked, "Do you have anything to say?" in a patronizing tone and included everyone in one category, nonnative speakers of English felt a sense of discomfort in the atmosphere. I realized later that I unconsciously and rationally tried to draw voices from nonnative speakers of English because I superimposed their side on myself who suffered in my school life in the USA. At this moment, siding (weighing one side heavier than the other side) in processwork terms occurred.

Looking back later, that process was also an incomplete process for me personally and the edge in the scene overlapped with my own edge. The first edge was that raising hands can offer a chance for stating opinions in English. Even if such chances were offered patronizingly, chances for stating opinions were given in the USA. In such an

atmosphere, even if I tried to express my feelings rationally, I was also embarrassed because I was afraid that my opinions might sound very naïve. This resulted in generating either reconciliation or despair on my part. What was there was being framed vaguely but seriously, and I was deeply feeling the seemingly irrational and nonverbal frustration felt by nonnative speakers of English when being interrupted unconsciously by individuals with more centrality in the group who did not notice others' sensitivity and hurt.

The second edge is to be aware of hurt feelings behind that frustration and to express it. In that setting, I overcame being hurt, did not feel my most sensitive feelings, and grew a sense as if I was a troublemaker who became a terrorist and broke up the classroom. Looking back later, a feeling of being deeply hurt was the origin of such thoughts. Consequently, in that scene, other participants described similar frustration to what I slightly expressed, resulting in further deepening the scene. On the other hand, the dialogue did not spread to talk about being hurt which may be found behind the frustration. As this example shows, in deepening the process over the edge of group, if a facilitator has an incomplete process, the group's process may stagnate.

In this case, completing the personal work of a facilitator was not the requirement, as any member of a group can possibly go over the group's edge. For a large edge, if a facilitator completes his / her personal work, it can be a role model for going across the edge. Alternatively, if a facilitator recalls an incomplete process and can express his / her hurt by going across the edge, the process is likely to be deepened. In this way, to

improve quality, it is important that a facilitator should work on his / her personal development and cultivate his / her innerwork.

Thus far, the depth of facilitator's skill and the necessity of personal development were discussed. Why are these necessary? From my experience, it is because processwork more deeply depends on a facilitator in comparison with other organizational development approaches. For example, in a representative process of a dialogue-type organizational development such as AI and OST, systematized materials are prepared up to the process layer and the tool layer in three layers of interventions. They are also available as open source, which results in the disclosure of a significant number of actual cases. Thus, in conducting a facilitation process in accordance with manuals and tools and adding a few personal adjustments, learning with these tool kits and experiencing a few practical scenarios can allow individuals with some facilitation experience to facilitate. This may be a positive reason why a whole system approach such as AI and OST has globally and increasingly spread. For example in AI facilitation, experts of AI or OST deal with many conflicts, deepen mutual understanding among members with different positions, and work on facilitation that produces a joint vision productively in a predesign meeting participated in by planning members. Alternatively, in OST facilitation, an expert facilitator makes efforts to offer various hints to produce self-organization. Handing out paper for recoding dialogues creates an acknowledgement of passivity. On the other hand, if paper is placed in the back of a room, no one would notice and I would be required to announce where it was. This

slight gesture also creates an acknowledgement system of passivity. Thus, the best method is to create an arrangement, place paper anywhere everyone can subjectively see and take it, and become aware of it without being told by a facilitator.

Creating a setting for OST incorporates a design that can release the subjective power of individuals into sensitive areas. This can also be said for the movement of facilitators. For example, when explaining the dialogue process of OST, a facilitator should minimally stand out. In that setting, a facilitator may speak of matters that are less understood in a business context such as, “things happen for reasons.” If a facilitator talks about it in an attractive way, participants tend to think a facilitator is wonderful. Thus, reading a script without intonation by pretending “just being a facilitator” can make participants gain their power back by thinking, “Let’s take an unreliable facilitator’s story at half its face value and start discussing immediately.” On the other hand, despite a script read without intonation, a facilitator tries to make an effort to remind participants of the key concepts (for example, encourage participants to self-select by using analogies of honeybees or butterflies).

Thus, as for OST specifically, there are few specific actions that either beginner or expert facilitators make on a facilitation day. Harrison Owen (n.d.), who proposed OST, suggested something like this: “On a facilitation day, once a dialogue begins, I go out to smoke outside. In this way, my existence does not affect participants. I will leave my will there.”

However, designing a process to generate a twist of self-organization produces discussions and confrontations which do not normally occur on a facilitation day, and draws real voices which may otherwise never be heard from in a daily setting. In this way, participants gain their power back and naturally go across the edge. If a process worker does not remain in a situation, there may be edges that cannot be crossed. Simultaneously, if a process worker remains in a setting, voices or viewpoints that are not seen in the usual self-organization may be generated. If a quality of self-organization occurs, facilitators who value the OST idea try to grasp what should happen. Even if the edge cannot be overcome, they grasp it as if it were their edge and try to go across it next time. Even if a process worker is there and larger edges may be overcome, they consider that acknowledging what they have done by themselves means significantly more power for them in the long term, rather than suggesting that an edge cannot be overcome without a process worker. I believe that OST is of specific significance at the stage where one's own power contributes to ongoing organizational change.

Thus, there is a high possibility of dependency on a facilitator in OST. Rather than dependency on a facilitator, processwork offers an approach that has a significant range of application depending on the quality of a facilitator, because what a facilitator does is systematized as detailed skills applicable in a wide range of interventions.

The last point is a side aspect of processwork as a self-growth tool. Improving skills as a facilitator depends heavily on how much a facilitator goes into and through edges in their own personal development. Although a facilitator offers a service or a

value called facilitation, a facilitator himself/herself also learns and grows from edges met and crossed, or something that cannot yet be overcome in a situation. A facilitator's attitude of ongoing learning itself may become a role model for participants. I made a comment half seriously with other facilitators, "Being a facilitator and doing facilitation is such a fun job because clients appreciate us and we regularly grow with them." In other words, an ideal facilitation can be done as expression of the wholeness of oneself rather than framing it as work.

Chapter 4: Processwork Features in a Business Context and Other OD Approaches

The aim of this chapter is to compare the processwork paradigm with the standard business paradigm, and also to compare processwork with other organizational development approaches. In comparing them, the key features of processwork are described.

In this chapter, the requisite mindset of a facilitator is defined before discussing detailed skills and methods in engaging with organizational development through processwork approaches. Simply, this chapter addresses the sense of distance and difference between organizational development and processwork.

Processworkers learn about flow and the process of following the nature of change. This might be unfamiliar for those working in the corporate world. This flow provides individuals who are familiar with organizational development in a corporate context, and are willing to learn how to utilize processwork in organizations, with hints to fill the gaps.

Processwork and Corporate Culture

“If you don’t pace a client’s primary identity, you’ll be politely kicked out.”

“If you stay in a client’s primary identity, you’ll be of no value as a consultant.”

These statements, said in a class by Stephen Schuitevoerder and Lesli Mones, faculty of PWI, describe well a dilemma that a facilitator or a consultant faces in the context of a corporate organization. The primary process (recognized as their primary significance or reason for being) of many corporations is to increase sales and benefits.

Thus, it may be difficult to improve human relationships and go through the decision making process without observing and acknowledging (at least internally for the facilitator) this relationship in the corporation. Otherwise, even if processwork is familiar with dealing with conflicts and insists that positive meaning can be found in its practice, it is not well accepted because conflict is a less attractive secondary process for corporate culture.

Further, in corporate culture where authority is hierarchical, if a subordinate implicitly attacks a superior, a superior may say it is welcome, yet pragmatically, it may not be welcomed in most cases. Thus, especially when suggesting such ideas in situations where a relationship of trust between a client and a consultant is not yet established, corporate culture is often hesitant and it may result in the consultant being “politely kicked out.” It does not happen every time, and there may be a direct “No” or feedback on such suggestions. It is important to obtain true reasons and feedback. For example, a client may say, “Thank you very much for your suggestions. We will look into them.” However, frequently the suggestions are not studied at all. A client may say, “We will ask another company for their opinions.” However, this may mask their unease due to their edge to stepping into the conflict as a secondary process. Thus, it is important to respect and pace the primary process when a consultant or a facilitator initially contacts a corporation when a relationship of trust has not yet formed.

On the other hand, if the primary process is overly respected or paced, it may be difficult for a client to find meaning or value that is sufficiently diverse from their vision

because changes are not made through an intervention by a consultant or a facilitator. In such a situation, value can be provided by the input of knowledge or fresh perspectives as well as the result of skills. However, opportunity for the transformation of team identity, as addressed by processwork, is diminished.

It is necessary in the context of respecting the primary process to be aware of the difference between the worldview and concepts foundational to processwork and the cultural context of a general corporation. Also, it is important to understand corporate values distinct from their primary process. Differences between the worldview of processwork and the cultural context of a general corporation are discussed next.

Differences Between Processwork and Corporate Culture

How is it possible to appropriately frame the differences between processwork and corporate culture? Because both processwork and organizational development address challenges to the existing system, the differences proposed here are based on the concepts of change, change process, and change project. The concept of change is organized and divided into four categories by placing three turning points as shown in Figure 7. In each category, a main approach and a concept are plotted in current organizational transformation and organizational development. Categories in the upper area of the diagram are close to the context of a general corporation while categories in the lower area of the diagram are close to the worldview of processwork.

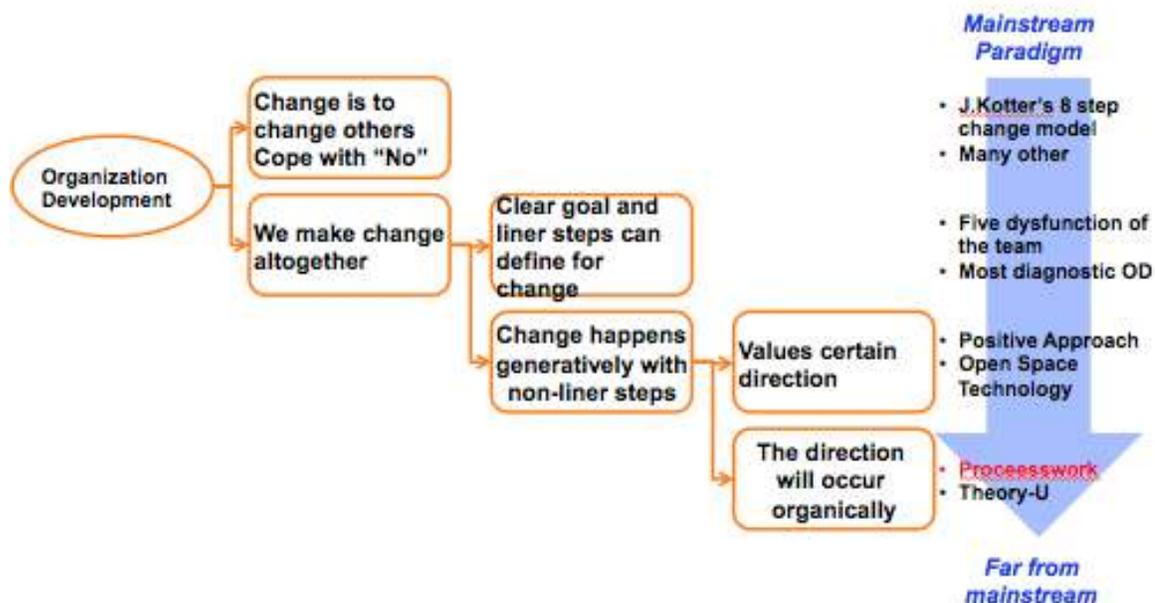


Figure 7. Processwork in the world of organizational change.

Things are not strictly classified into one category, and some do not belong to any category. This chapter emphasizes one's understanding of opposite poles rather than a strict classification of either/ or and tries to classify them clearly though not rigidly (e.g., a processwork approach can support implementing a change in the face of a NO).

Change of other and change of self and system. The initial turning point is the distinction of who or what to change or whether to change everyone including oneself. The approach of change management is frequently seen in a context where an individual or an organization is changed in order to realize strategies of management consultants. The implication is that when strategies and policies brought by business leaders and business consultants are implemented in actual situations, transformations occur. Thus, as for change in the context of a corporation, many individuals think about who and what to change.

John Kotter (2008), professor at Harvard University who is a leading exponent of change management, defines the following eight steps in change. This is the model frequently referred to when facilitating change in a corporation and is also the model that organizes challenges the transformation of a company actually faces.

- Step 1: Create a Sense of Urgency
- Step 2: Build a Guiding Coalition
- Step 3: Form a Strategic Vision and Initiatives
- Step 4: Enlist a Volunteer Army
- Step 5: Enable Action by Removing Barriers
- Step 6: Generate Short-Term Wins
- Step 7: Sustain Acceleration
- Step 8: Institute Change. (Kotter, 2008)

Three elements are based on its concepts. First: A vision or a goal for transformation is thought of by a handful of individuals who are aware of a transformation but the transformation is to spread it to every individual. Second: In the structure of transformation, there is a changing side and a side to be changed, and the main proposition for transformation is how to change the side to be changed. Third: A project for transformation is incorporated into an elaborate plan by calculating backward from a goal to find the transformational goals and how its implementation is to be controlled.

Each element is discussed in detail. The first element of a vision or goal for transformation is clearly seen in a corporation with a decision-making hierarchy. It is assumed that the entirety of data is observed and that there is an individual or a group having the position or ability to make correct decisions. These individuals think about

changing the direction of an organization and try to solve why the current organization does not move in the direction of change. Processwork does not deny the reality of such a situation. However, not only the reality but also knowledge that is not usually heard in such a situation exists, which is thought to produce a natural transformation based on the process. In processwork terms, dreamland and other unintended communication and unknown experiences that are on the periphery of an organization's awareness are essential in usefully contributing to the process. Simply, the deep democracy mentioned previously is present and operational here.

This is a concept actually pressing the fundamental framework of consulting work for a transformation. In corporate society, when facilitating a transformation project, the budget and the intention of superiors with decision-making authority are prioritized and a proposal for a transformation project that matches their intention is required. Practically, clients are the budget and individuals with decision-making authority. On the other hand, from the processwork view, who are the clients for a transformation project? The intervention of processwork considers an organization as a single form of life, and considers the system itself as a client.

Assume that a superior requests a subcontractor to conduct facilitation because he/she hopes that a subordinate will expand her or his views as a leader. In the context of a corporation, the client is the superior who made the request. It is usual and customary that a facilitator proposes what a superior wants. On the other hand, from the processwork view, the system is the client. Through interviewing relevant individuals

and gathering data, the processwork facilitator may think the issue is that a subordinate has a narrow view because of assumptions about a relationship with a superior and a tacit assumption about the organization, which should be first addressed. Alternatively, the processwork facilitator may find a point for intervention in that the attitude of a subordinate should be first addressed as a superior has mentioned. When conducting organizational transformation based on processwork, a facilitator runs into such dilemmas. It is necessary that a facilitator empathizes with a superior's claims and thoughts as a primary identity. Based on information gathered, it is also necessary to consider as more secondary that a superior may be a part of an issue. Simply, dealing with it as an issue based on the relationship between a superior and a subordinate may be a better way to approach a goal that a superior wishes to achieve. In other language, in most theories there is an outcome and subject and object, while in processwork the work is less clear and subject and object are not as sharply defined.

The distinction between "one changing" and "one to be changed" is seen as the most fundamental conflict structure. The structure of a confrontation is naturally established because a transformer is right and this way of thinking is often used to judge individuals and organizations as wrong. As Kotter (2008) says, it is extremely important to win over resistance against the transformation and the "No." Based on deep democracy, processwork tries to draw out knowledge and thoughts behind the "No" by thoroughly accepting and deepening the "No" of resistance without leaning toward the transformer side. This is recognized as secondary behavior from the view of corporate

culture. Accepting the “No” against a powerful authoritative transformer side, drawing and detecting affirmation behind it can generally be considered as behavior contrary to the mainstream of a corporation. Listening to the “No” expressed incompletely as complaints, dissatisfaction, and resistance against a transformation, detecting a difference of concepts in the transformer side, and surfacing the conflict are behaviors considered as secondary in corporate culture that basically does not like conflict. Thus, to address their dilemma, the conflict should be carefully identified and dealt with in its early stage until a relationship of trust between a client and a facilitator in the situation is established. It is also essential to establish the idea that the individuals themselves can handle the conflict safely and comfortably.

The element of establishing a goal and then working toward its implementation is found not only in a transformation project but also in various decision-making settings in corporate culture. Differences between the two concepts exist in comparison with processwork. The first difference is whether a concept is goal-oriented or process-oriented, and the other difference is whether or not the future is predictable. First of all, a corporation is a group that naturally aims at a business goal including some forms of benefits. By specifically defining a purpose and what kind of results are aimed for and a plan/a route to actualize such a purpose, a corporation judges whether or not the human resources and the costs can be invested in a project. Behind this, it is implicitly assumed that an aimed for result can be obtained if a clear goal and plan is delineated.

On the other hand, many organizational developments and facilitations are process-oriented. In process consultation, while having the major goal of maximizing an organization's power or becoming a learning organization, the assumption appears and disappears that whether or not the result can be obtained depends on both skill and lack of skill. Thus, for a goal of transformation, only wonderful and right goals or plans cannot lead to a desired result. It is important to establish a process wherein each individual participating in a transformation can actively deal with motivation or freely move according to her or his own determination. As for a vision or plan of transformation, not only creating a right vision or a plan but also the various opinions in an organization or an atmosphere where everyone can agree are considered. Simply, it is important whether or not a process intended to produce a vision or a plan that includes everyone works. Based in Taoism, processwork considers process as a natural flow and uses process as its method. Processwork posits that wisdom exists behind a facilitator and a client, not in them. In pursuing the process, wholeness can be recovered and healing may occur.

Corporate culture is based on the notion that by gathering the wisdom of organization members and members outside an organization, to some degree the future can be predicted and planned for. In order to secure a return for stockholders and the administration of a corporation, it is desired that the future be predicted and planned for as accurately as possible. Consequently, many corporations have both hard aspects (system, rules, etc.) and soft aspects (customs, thought, etc.) by establishing a long-term

plan (e.g., 3-year plan), planning an annual budget based on the 3-year plan, and establishing monthly or quarterly goals. A dynamic exists in corporations that supports business smoothly conducted as planned in order to allow organization members to survive and for evaluations. These plan-oriented and budget-oriented concepts are spread into various activities in corporations, yet recent business and organizational development theories consider that they do not predict the future.

The VUCA world is a general term for these concepts, and refers to the initials of Volatility, Uncertainty, Complexity, and Ambiguity. It was originally used in military affairs, and recently has often been used in the context of business activities. It is useful to position a corporation within the assumptions of the VUCA world, because detailed plans are not very useful, by predicting the long-term future in the accelerating developments of technology, globalization, and networking.

Before and after the oil crisis in the 1970s, scenario planning by Shell utilized multiple situations possibly happening due to their inability to predict the future, and overcame the oil crisis by being able to handle any one of those scenarios. For product and business developments in the Silicon Valley, it is natural these days to find a direction by repeatedly prototyping rather than utilizing design thinking or lean start-up approaches.

Processwork does not conduct facilitation by defining a goal or a process of transformation in detail. Similar to process facilitation introduced later, the process is followed by intervening with a hypothesis of the process structure and adjusting that

hypothesis based on feedback on the intervention from individuals and the situation.

Thus, when designing a project or a workshop of transformation, frankly speaking, “what will happen we will never know without trying.”

However, with this approach, it is impossible to stand close to the primary process of a corporation. Thus, ideas are required to overcome such a dilemma. For example, by defining a clear goal or its steps in the proposal stage, it is important to be able to make a small step to the secondary process by saying as follows: “However, just like in a general meeting, once a meeting starts, it is found that everyone does not agree with the goal as a result of honest discussion, or participants who are willing to do more can propose a better process as a result of following the defined plan. In such cases, we will confirm with you as project owner and will correct the goal and its steps appropriately based on confirmation with everyone in the group.”

Absence of appropriate image of transformation and steps. The next branch acknowledges the absence of an appropriate image of transformation goal(s) and steps. In reality when consulting with a corporation, in the situation where a relationship of trust does not exist between a new client and a consultant, it is not easy to make the decision for subcontracting a process consultation because it is difficult to see what kind of results can be obtained. Thus, from a client’s view, several components are needed. Responses to the following questions are required when requesting a process consultation. First, what are the policies and procedures that the corporation organizationally developed? Second, is there consent on the view of what it is that the corporation wants

to obtain? Third, is it possible to diagnose what kind of state the corporation is in? Fourth, what steps in detail need to be taken to go toward a desired image from the current state? Fifth, what are the hints and tools needed in order to proceed effectively from one step to the next? Many successful consulting companies of organizational development pragmatically tend to define a model and develop a diagnosis tool as a business plan. It is possible to conduct a transformation with relative safety because a client almost obtains a compass for transformation.

For example, the model proposed by Patrick M. Lencioni (2002) in *The Five Dysfunctions of a Team* and related books has been translated in 25 languages with over 4 million copies. The main model defines five points at which an organization does not function. Conversely, by overcoming these five points, it states that the desired result of business is produced. The Table Group run by Lencioni offers an organizational diagnosis by rating each process state, and organizes and systematizes tool kits and workshops for improving each process. With these compasses, if a model is persuasive, both clients and consultants can recognize a common language and progression of transformation, resulting in it becoming a convenient compass of transformation (Schein, 1998).

In this thesis, I have defined and explained the steps of organizational development by using the circulation model of organization proposed by Daniel Kim at MIT, a master of systematic thinking (Kim & Cory, 2009; see also Figure 2). Such

models are persuasive because they connect to an organizational diagnosis in order to visualize the state of an organization.

On the other hand, these models tend to expect linear steps, yet in reality, a change process tends not to proceed linearly. For example, with Absence of Trust in the model of *The Five Dysfunctions of a Team*, such trust itself always goes along with a change process (see Figure 8). As Lencioni (2002) points out, if trust is present that enables oneself to show weakness or failure, it is understandable that the safety of a situation increases. However, individuals who are high performers or in a superior position often occupy a situation by telling their own stories of failures like heroic episodes. For individuals like this, sharing their own stories of failures can be the first step in building a relationship of trust. On the other hand, individuals who are low performers or are in a subordinate position frequently feel that they cannot show their weaknesses because it may not be safe.

The step of Avoidance of Accountability encourages members who commit to some specific results to ask for accountability when progress is not good. However, even if a relationship of trust is built so that each other's weaknesses may be shown, it is considered culturally impolite to ask for accountability from older individuals in Japan or request more from individuals who do their best and still do not have good enough results. To overcome such situations, it may be necessary to go back and build a relationship of trust again before mutually applying it in a new situation. Figure 8 illustrates these steps and their relationship to one another.



Figure 8. Five dysfunctions of a team: A leadership fable (Lencioni, 2002).

Even if a facilitator has ready access to these five steps, it is difficult to specify precisely what allows one to move forward to the next step as well as to determine what step an individual is in within a situation that changes from moment to moment. Even if an index can be defined, it is difficult to think about fully detailed interventions within the classification of five step levels. Let us take the example of *The Five Dysfunctions of a Team* (Lencioni, 2002; see also Figure 8). Even if fear of conflict is found, the way of intervention varies depending on which element is strongest on the way to conflict. Similarly, in processwork, a conflict may occur on a personal level, a conflict may be brought within a specific relationship, or a conflict may be brought into a situation.

Processwork has an advantage in that it maps the detailed nonlinear situation and generates transformation through the utilization of a systematized skillset of analyzing a situation and creating a hypothesis about its process structure. Then, conducting

detailed interventions for individuals and situations, checking the feedback, and revising the hypothesis follow. Although it is an effective tool for processwork facilitators, it is also necessary to be aware that a sense of distance from the primary process of a corporation may occur because the map of process structure may not be framed as an understandable transformation step in corporate culture. Thus, for example, clients may be dubious if a facilitator says: “Roughly speaking, a step generating a result often occurs in the five-steps proposed by Lencioni. On the other hand, a detailed situation varies depending on each corporation or each division. From an interview this time, the point is whether or not a relationship exists in which feedback can be freely given to each other regardless of age difference. In that situation, it may be better to discuss with role plays what kind of discretion or hesitation exists among young members, how senior members think, and what kind of relationship can be made a durable reality. However, it is necessary to check to see if you actually struggle with it by conducting workshops.”

Among recent approaches in organizational development, productive and nonlinear processes, as represented by Appreciative Inquiry (AI) or Open Space Technology (OST), have increasingly and swiftly spread. After shifting out of a stuck situation, such approaches are selected as innovations or changes occur because many individuals may feel the presence of possibilities after experiencing a productive and nonlinear process. A ground swell is being felt as though the practice of organizational management that is linear and well-planned has had an industrial revolution. Many facilitators engaging with AI or OST frequently hesitate to jump into a nonlinear and

productive process, yet there are situations in corporations that do adopt this approach and also adopt a facilitator who is being aware of the nonlinear and productive process. Current business management is swinging and shifting from an emphasis on linear and well-planned interventions to nonlinear and productive processes.

Existence of ideal course of action and sense of value. The last branch is whether or not it includes a specific ideal course of action or sense of values. This branch is one of the hypotheses in this thesis because it has room for interpretation. For example, because whole system approaches, such as Appreciative Inquiry or Open Space Technology, are processes which are nonlinear and highly productive, they are clearly distinguished from a goal-oriented linear transformation.

Personally, although I feel uncomfortable, I frequently use Appreciative Inquiry or Open Space Technology. My discomfort stems from my sense of an undercurrent of control in the implementation of processes, even though goals are not specific and points of compromise are not specified, as one side has more emphasis than another. For example, Appreciative Inquiry focuses on positive aspects such as strength or possibility, and tends to have fewer opportunities to bring in negative aspects. Diana Whitney, an AI advocate, does not look at negative components. Alternatively, she offers a skill to convert negative thoughts by accepting them as positive questions that she terms *flip*. When AI facilitators in Japan (including myself) conduct an organizational development based on a positive approach, it is secondary to shift rapidly to the positive mode due to the business status of many Japanese organizations and Japanese cultural traditions.

Thus, in the initial state of organizational development, the facilitator often allows complaints or negative feelings in a situation and gradually accesses the dreams or thoughts behind them. Alternatively, the facilitator often goes into deep dialogue by catching reconciliation or feelings of denial appearing in a setting at the same time that positive visions appear. In a situation where discomfort is found in a positive course of action or sense of values possessed by the original AI, I try to hold space for negative feelings and conflicts by utilizing the lenses of processwork.

Does processwork have a constant course of action or a sense of value? The concept of deep democracy can be applied. It is both a course of action and a feeling sense of the value of respecting all voices that exist, and that all are necessary in facilitating the situation at hand. The concept of following the process instead of set goals or plans is relatively radical compared to the general procedures of most in corporate culture. A course of action and a sense of the value of respecting the flow of Taoism exists.

Then, when processwork facilitation is offered, is there any feeling that some constant course of actions or sense of values take over processwork? From my personal experience, the answer is “Yes” as far as the main function of a facilitator goes.

However, the answer is “No” as a method. Rather, I consider that it is not accepted as a method only because it cannot appear due to factors such as personal psychology or the atmosphere of a situation. In fact, individuals who are not familiar with processwork often feel discomfort when participating in such situations. Participants may not be able

to specify if their discomfort is derived from a facilitator or a method, and specifying causes is meaningless. This is where a processwork facilitator needs to be able to educate and show the value in his or her interventions. Conversely, with a typical AI setting, such discomfort may not be felt when including a facilitator in a situation.

In case one feels a lack of value or a course of action in the processwork method, I wish to emphasize that processwork has the attitude of seriously considering feedback from individuals or situations (e.g., seriously following the process flow). Processwork identifies the skillset of noticing feedback and submitting it to analysis as part of mapping the process structure. Details are discussed in the feedback section of the process facilitation cycle that I formulated. To carefully analyze feedback, processwork facilitation accepts feedback for interventions including discomfort about what a facilitator tries to do, or of feelings being denied or otherwise taken away, and then carefully conducts analysis. Thus, when such feelings are detected, they are picked up and attempts are made to deepen them in the situation.

When positions emphasizing a vision or a possibility appear, a facilitator catches signals by observing opinions and attitudes happening in individuals or in the group at the level of the minute behavior of participants. If energy is found in it, a facilitator tries to thoroughly address its possibilities as well as any conflicts in reconciliation.

There is no one processwork facilitation manual available. While learning about these skill systems, a facilitator should remember that learning skills comes from one's training time and is necessarily complemented by one's ongoing personal development.

Traveling the distance. I hope readers understand that there is a sense of traveling a long distance with the primary process of corporation. This is because processwork facilitation believes that the process follows what is happening in a situation along its process, and goes the nonlinear route without any answers about what is happening other than through maps created by analyzing process structure and feedback.

This sense of distance turns out to be both opportunity and risk. Risks here include ones that processwork or a facilitator who proposes it consider as something risky, doubtful, or unlikable. Opportunities here include ones that new innovation or transformation may possibly make happen that which cannot be done as an extension of the previous method.

A specific method of risk hedge is to avoid the explanation and proposal of processwork as much as possible initially and to limit it to only as needed. In the current context of a corporation, explaining processwork and proposing the introduction of processwork itself are often secondary for corporations, frequently resulting in generating various negative reactions. Thus, most facilitators do not select it.

How processwork is explained is diverse depending upon the facilitator and the context of work. In my experience, I have found it necessary to choose a method that does not explain processwork in order to go along with the primary process of corporations and to run together for the first step of the secondary process (frankly speaking, to propose an organizational development project). One of these methods is to take the first step by going along with the primary process and explaining the

secondary process in their language in order to make them understand. To do so, a facilitator himself / herself is required to understand a client's context, for example, the value in conducting it in a nonlinear way instead of a linear way, and verbalizing it by matching with a client's context. The second method is that a facilitator is required to encourage clients to have passion and confidence to feel they can do more by having them experience a slight part of the secondary process instead of explanation because the utility of verbalization is limited. A small entrance to the secondary process is enough by asking in a conversational setting instead of more formal workshops. The third method is that many clients sense the secondary possibility from the atmosphere or the presence of a facilitator even if explanation and experience are not provided. Thus, a facilitator needs to smoothly handle the corporate context and create a sense of distance in this way.

Processwork for Facilitators of Organizational Development

The benefits and features of processwork for facilitators of organizational development are next explained. Application of the process facilitation cycle is clarified.

Small cycle and big cycle. The features of organizational development based on processwork are seen by comparing the diagnosis model in a typical organizational development and this process facilitation cycle. The period assumed by the diagnosis model of typical organizational development is frequently set as several months from the diagnosis to the intervention. An organization is typically diagnosed by using

questionnaires. Generally, detailed intervention is designed based on problems analyzed in the diagnosis and the transformation and workshops are designed as specific interventions. The framework and tools in the diagnosis vary widely, various methods for designing the transformation process are available, and tools to be used in specific workshops are also variously available. Conversely, when shortening the time base to 1 hour, 1 minute, or 1 second, the diagnosis model of typical organization development may adjust to the shortened time base. However, the analytical tools and the skill system of interventions that facilitators can fully utilize in such a time frame are neither well designed verbally nor systematically.

The process facilitation cycle assumes a time base from several weeks to several months. Through interviews with clients before facilitation, the problems of an organization are analyzed in order to design a specific workshop. The design and tools for the workshop are frequently selected or created depending on the facilitator, or other methods maybe utilized. Strengths of an organizational development utilizing processwork are in the process itself. In a field prior to conducting the workshop, changeable situations are analyzed by gathering comments and small movements of participants. These data are then precisely analyzed, illustrating the process structure of the situation in detail. Then, the analysis contributes to incorporating the data into the comments and movements of the facilitator.

The process facilitation cycle defined in this thesis includes interventions for any time base by analyzing the current situation for several weeks or several months,

based on the specific interventions for cycles identified by analyzing the process structure which is changeable every second or every minute. A defining concept in this thesis is that the importance of the data gathering activity in the analysis and the design activity in the intervention grows over the course of the cycle of several weeks or several months.

Fields processwork is good at. Which are the fields or themes in which organizational development can demonstrate its strength? To clarify the purpose and context where processwork is very appropriate, I would like to introduce a book called *Mapping Dialogue* (Bojer, Roehl, Knuth, & Magner, 2008) that compares many organizational development processes in terms of both purpose and context of the dialogue process (Figure 9).

There are 10 dialogue processes the authors compared in detail: Appreciative Inquiry, Change Lab, The Circle, Deep Democracy, Future Search, The Israeli-Palestinian School for Peace, Open Space Technology, Scenario Planning, Sustained Dialogue, and The World Café. The process called deep democracy (Mindell, 1992) states that every voice has something to contribute to the whole, and is essential to be heard. In the following figure, “✓✓✓” means very much appropriate, “✓✓” means appropriate, and “✓” means appropriate a little bit.

	Purpose of the Dialog Process										Context of the Dialog Process											
	Purpose Assessment										Situation			Participants				Facilitation				
	Generating Awareness	Problem-solving	Building Relationships	Sharing Knowledge	Innovation	Shared Vision	Capacity Building	Peers./Leaders. Development	Dealing with Conflict	Strategy/ Action Planning	Decision Making	Low Complexity	High Complexity	Conflictual Situation	Peaceful Situation	Small Group(<30)	Large Group(>30)	Microcosm/Multi Stakeholder	Peergroup	Diversity of Power Levels	Diversity of Culture	Specific Training Requirement
Appreciative Inquiry	✓✓	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
Change Lab	✓✓	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
The Circle	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
Deep Democracy	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
Future Search	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
The Israeli-Palestinian School for Peace	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
Open Space Technology	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
Scenario Planning	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
Sustained Dialogue	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
The World Café	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓

Figure 9. Comparison of dialogue processes (Bojer, Roehl, Knuth, & Magner, 2008).

Marianne Mille Bojer (2008) says that deep democracy is very well-suited to the purpose of generating awareness, dealing with conflict, and decision making. Also, she says that deep democracy is very well suited to the context of conflictual situation, small group (< 30), microcosm / multistakeholder and specific training requirements. I agree with most of her comments, and I have a different view. Although she says deep democracy is not so appropriate for the purpose of creating shared vision, I experienced many workshops in which we gained a deep understanding of the other sides and therefore a sense of oneness or unity emerged based on shared value that emerged. Thus, processwork is perfect for processes that contain various statuses and conflicts with medium-sized groups. It may be easily utilized for increasing awareness or trainings.

Affinity that is compatible for all OD process. Fields and themes in an organizational development process have different degrees of strength in compatibility.

Yet, in a situation where less compatibility exists, is there no option to apply processwork? For example, I frequently facilitate projects of organizational development on innovations or new business development rather than conflict facilitation. “Is processwork used for such innovative workshops?” I respond, “Yes, it is always used.” What does that mean? Simply, each layer of processwork used is different. To organize this, the following three layers of interventions are summarized as shown in Figure 10. The following layers are categorized as Process, Tool (Work), and Being-Doing.

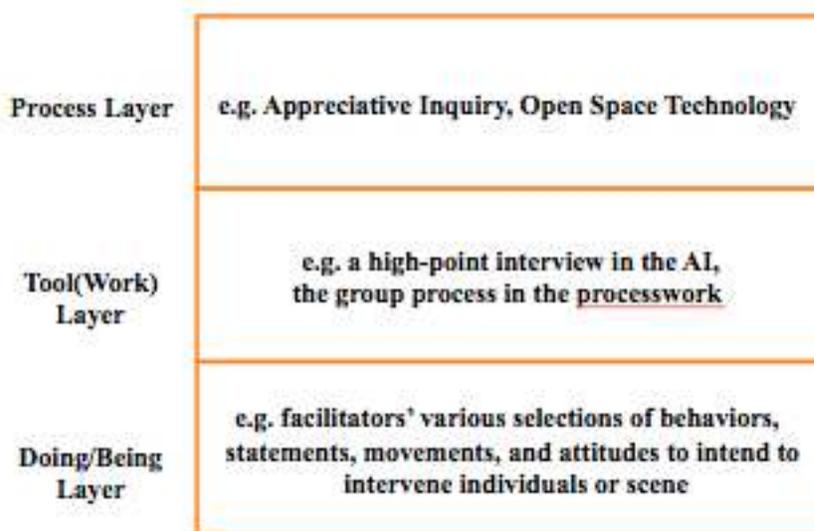


Figure 10. Three layers for intervention.

The top Process layer is where to consider interventions by selecting and combining the processes to be used in accordance with rough aims and goals. Processes such as Change Lab, Appreciative Inquiry, and Open Space Technology define rough concepts or activities lasting for few days to few months, or the processes of facilitating

action learning cycles by using organizational diagnosis. The Process layer is defined as systematized procedures or tools that can transform an organization in a day or few months. In preparing a proposal for a corporation, in principle, it is necessary to organize interventions from all of these process layers.

Following and more detailed is the Tool (Work) layer. This is a group of activities that can be completed within few minutes or few hours, and can allow a facilitator to design interventions from the Process layer by combining multiple options. More specifically, this applies to a dialogue method such as the World Café, an interview in the AI, group process in processwork, and so on.

Last is the Doing/Being layer of facilitation. This refers to facilitators' selection of various behaviors, statements, movements, and attitudes intended to intervene with individuals or situations in some form. Providing encouraging statements can open some levels. According to processwork, questions may be asked to unfold signals from participants as a dreamdoor to the secondary process, or being playful like kids may be able to give relief to a situation.

By considering these three layers separately, there are opportunities to select something like processwork with a layer of the Tool (Work) of the process when facilitating innovation workshops. On the other hand, if a process is not active in an innovation workshop, the following interventions are generally utilized: analyze what is happening in a setting, find that there is fear which does not allow a situation to move, openly share a failure made by the facilitator, and use it as a role model to have fun with

a failure. Thus, as a facilitator, processwork is specifically used to select what to say at any moment or how to behave. It is notable that processwork can be readily utilized with any process of organizational development facilitation.

Features and skills of processwork compared with other OD models. Then, what kind of features and strengths does the skill system learned in processwork have in comparison with other organizational development models? From subjective evaluations I have made, having experienced various organizational development approaches, the following four points can be specifically considered as features and strengths of processwork.

Skills in dealing with conflict. Conflict facilitation in processwork is quite different from other organizational development models, and more specifically, from many of the organizational development processes for dialogue-type organizational development. According to Otto Scharmer (2009) who proposed the U-Theory, dialogues are guided and deepened by the following four steps: Talking Nice, Talking Tough, Reflective Dialogue, and Generative Dialogue. During this sequence, emphasis is on the importance of thoroughly revealing differences of opinions in Talking Tough. Although U-theory proposes various steps and concepts to deepen a stage, it does not reveal anything in current time about various skills such as how to work with conflicts that processwork shows need to be deepened. An approach that does show conflicts on the surface in the organizational development process is Five Dysfunctions of the Team.

This approach works with the Work (Tool) layer said to conduct conflicts specifically, but does not reveal anything about the layer lower or higher than that.

Essentially, there is no reason to work on conflict for a business person. Conflict with authority sometimes means death in business life. Reason and passion to deal with conflict include a shared vision and shared crisis. Conditions needed to deal with conflict include explicit and implicit consensus for safe space.

Skills in dealing with the edge. The skills that define the strengths and features of processwork link directly with the skills of dealing at the edge. The edge is the wall between an identity recognizing itself and an identity that does not. To enhance the likelihood of changes happening by following the natural flow of a process, it is necessary to notice the existence of an edge and cross it, in the processwork view. With both individual and group edges, individuals and members of groups lose her or his general awareness near the edge, and often avoid the edge through deflective behavior.

This example actually happened in a sales corporation. The corporation had clearly shrunk to existing business only and the president kept sending messages to employees to launch new solutions and new business. One day, when the executives of the corporation sent strong messages to young employees that new solutions should be rapidly launched in each working site, one of the young employees asked the following question in a slightly strong tone of voice: "I understand the necessity of new solutions and new business. Would you mind sharing with us what kind of solutions or images our corporation has and what kind of recent cases are close to such images?" When the

question was asked, breath was slightly held across the room and the executive who was asked the question also took a deep breath in instantly. This generated approximately one second silence. Then, the young employee continued, “Well, of course, we do have to think about them.” The executive took a microphone, somewhat repeated what he stated earlier, and ended the conversation, “Like you said, we would like you to think about them on worksites. That is why we want you to actively visit clients and be interested in new business materials while thinking” The scene ended peacefully.

In this example, the process structure as I instantly analyzed it in the setting was as follows. (I actually participated in the scene as an observer; however, if I had done facilitation, it would be held as a hypothesis.) First of all, the question asked by the young employee shifted them to the edge of the individual and the group. The young employee asked the question; however, the energy that was generated at the end of the question was slightly stronger than a simple question. In a word, there was a criticism of the business implicitly and unconsciously by saying, “You say that we should create new business; however, you should show us specific visions, course of directions, and examples of business that you want.” It could be said that there was an edge to speak to superiors publicly. The young employee made the comment, noticed that the atmosphere changed, and then returned it to the edge by saying something like, “Well, we should think about them.” The executives incorporated the president’s message in the message to the young employees but did not offer any clear business visions or examples. Therefore, the edge existed verbally while taking a stance of “I do not know. Let’s think

together.” The whole group may also go beyond one-way communication and has an edge about having dialogues on uncertain feelings and questions. The edge may have been a dreamdoor for an opportunity to be separate from management with the top-down system or the old business model, to accept that no one has correct answers, and to produce new opportunities while having frank dialogues with everyone. However, when almost going across the edge, everyone may be unconsciously ignoring it.

To be honest, I also had an edge. Although I had such a hypothesis, I did not choose to suddenly facilitate the situation because I was reluctant to do so as an observer who is unknown to everyone, and I knew that I would be able to officially be involved with the situation as a facilitator. I still believe it was right because I could not overcome all edges. However, processwork identifies such edges, holds, and deepens them as its key feature. At the edge, participants tend to hold unstable mental situations and a facilitator himself / herself also tends to have lack of awareness. Even in such situations, processwork can offer skills to hold edges by various trainings and can allow a facilitator to facilitate necessary dialogues at the edge for the growth of an organization or individual.

At the same client but in a later situation, I facilitated a kick off workshop for creating new business solutions with young sales leaders. Board members were absent, and the only senior person there was a general manager in charge of this program.

Many of them were having some fun with the workshop, but one fellow attacked me by saying, “I still don’t get the point of this program. I understand the company

needs to shift focus to finding business solutions but some salespeople are not doing this at all. I'm in technology sales, and I don't know why I'm in this program.”

As the person who selected participants was the general manager, I slightly looked at him but he was looking down at his lap-top, as if he was not listening to the conversation. I got to an edge because I felt I had to say a “correct answer” in that situation. This was the same structure as before, in that everyone had an edge to take power/leadership in their position although they may or may not know the answer.

Now I also realized my edge to take power/leadership as an outsider. So I tried to be honest and interacted with them.

I acknowledged the person / role by saying: “Thank you for asking because it is a very new venture for this company and there must be many areas to further revise. Your voice is needed to make this a better program, and to help clarify the vision. Honestly speaking, I don't know the official answer because I'm an outsider here, and I don't exactly understand your job description. But at least I can share my opinion. Also, I can think with you because this is a very new project and maybe everyone does not have a perfect answer. Can you tell me a bit more about your job?” By speaking in this way, the participant and I could have a frank dialogue that was also valuable for the other participants.

Skills in dealing with nonverbal communication. Our communication is filled with nonverbal information that is frequently used in daily communication, self-expression, or in self-awareness processes. Conversation, the content of words

themselves, and physical movement can all tell stories about varieties of experience. Individuals may often become aware of their feelings and their state by looking at their facial expressions or postures in mirrors. However, in the primary process in business, verbal language tends to be more emphasized than in daily living situations. While daily meetings are occupied by verbal language, many corporations try to effectively adopt nonverbal methods in specific settings such as reconstructing a vision of their own corporation by an image, and emotionally conveying the thoughts of the business administration through storytelling. While dialogue itself relies heavily on verbal language in the organizational development approach, a trend increasingly seen is that core values are being expressed by using objects such as Legos or clay or accessing thoughts usually in the unconscious. Graphic facilitation is spreading to document workshops.

The approach systematized in how the Doing/Being level intervenes in nonverbal language is rarely seen in the organizational development process. In coaching, approaches using our five senses such as expressing an individual's feeling in colors or an individual's vision by a dance have increased. However, processwork analyzes where a bud of the secondary process might appear by using the concept of channel. When having a dialogue that a sense of unity is necessary in a business organization in which individual members are scattered like an individual business, every member says that the team needs a sense of unity and the discussion does not continue further. One salesperson sits down deeply on a swivel chair while crossing his arms and slightly

turning his body and his gaze away, slightly looking back, and saying, “Well, the team actually needs a sense of unity, but” In this example, the voice of the need for a sense of unity in the primary process appears in the verbal channel. The word after “but” may verbally hint of the secondary process, and it is not expressed. On the other hand, his posture may most likely express the secondary process in the movement channel because a sense of unity is a movement of separation from a center. If so, because the primary process is located in the verbal channel and considered as safe enough to go along with in a business context, an intervention for the secondary process can be verbally and interestingly accessed by saying, “What is after the word, ‘but’?”

A much more effective approach is to directly access the channel in which the secondary process appears. It is necessary to confirm whether or not the business context can accept it by thoroughly confirming feedback in a setting. However, a facilitator may also ask by showing his interest and being playful: “You said, ‘but’ and showed these movements. To me, these movements show something important. What do you think?” Further, if a significantly deep relationship of trust is built in therapy or business contexts, it is possible to clarify the secondary process with movement by asking an individual to show a related movement (it is termed unfold or amplify in processwork).

In a practical case, the second intervention introduced here was applied. However, other opinions about the secondary process showed up: the strength of fighting alone separate from the primary process emphasizing a sense of unity, and respect for

being free for what wants to be done. In channels besides movement, many cases do not successfully unfold if the secondary process is amplified. It is very likely that accessing the secondary process would not proceed well using a visual channel intervention common in personal coaching by saying, “How do you describe a sense of unity in color?” The secondary process is hard to access because it does not appear in the visual channel clearly, and using a sense of unity as a keyword derived from the primary process returns to deepen the primary process. These are examples of analyses and interventions while being aware of channels. In this way, it can be said that the organizational process that has a layer of Doing/Being and utilizes the specific skill of nonverbal intervention is significantly rare.

Chapter 5: Cases Using Processwork in Each Organizational Development Phase

The previous sections discussed what kind of analytic method was used by a facilitator and how he / she intervened in accordance with the process facilitation cycle. In this chapter, cases of using processwork in each organizational development phase are described. The basic organizational development processes are divided into five steps (Figure 11). The first two steps are marketing and sales. This refers to Marketing and Sales for organizational development consultants. If they refer to marketing and sales as decision makers or as key members for internal consultants, they may be applicable as well. How processwork may be used in a step seemingly unrelated is introduced.

The next step is design, that mainly means designing a transformation for several months and a workshop for several days. The step called delivery refers to an offer of a program or a facilitation. Then, the follow-up step refers to a follow-up after events such as workshops.

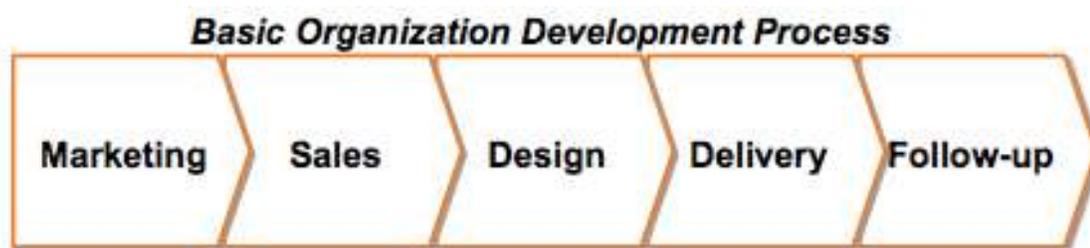


Figure 11. Basic organizational development process.

Marketing

For some readers of this thesis, it may be difficult to imagine a connection between processes such as marketing and sales and processwork. This chapter

introduces surprising connections and indicates that processwork occupies an important position. By looking at a simple and brief history of marketing, the marketing flow shows that the selling period is over after manufacturing items with production-oriented marketing, and the marketing period comes along with the sales-oriented marketing which focuses on how manufactured items are to be sold. This marketing trend has recently shifted to customer-oriented marketing that focuses on how potential challenges among customers are solved due to the limitations of selling.

In response to this trend, for both external and internal organizational development consultants, it is significantly difficult to sell processwork without products in a situation where a relationship of trust is not yet built. In other words, even if consultants try to deliver how good processwork is as “a product,” it may be difficult to be understood because the sense of distance from corporate culture is large. Thus, it is necessary that marketing for processwork should be transformed to customer-oriented marketing that can rapidly increase the fields in which processwork can be utilized. An innerwork or a role-playing activity that is conducted by an external consultant in advance of a workshop or facilitation can provide an opportunity in which a client can explore their secondary process. The consultant can gain data, analyze what is happening for a client, and also respect the client’s primary process, prior to a larger event in the company.

Further, processwork states that it recognizes a client as a system. While it is necessary to respect and include the intention of shareholders in the primary process of a

corporation, only being bound by that intention usually does not contribute to system transformation. Processwork aims to spark an overall system transformation while also respecting the primary process.

For example, I conducted the seminar, “Train powerful personnel at a worksite,” for human resources and responsible personnel for organizational development. Every corporation tends not to train personnel because managers are busy, more or less. The human resource division tends to ignore such a problem and requests a proposal for organizational development or trainings to grow managers’ ability to train personnel. However, making a proposal based on the request from the human resource division results in siding to one side and is not processwork organization development. A more process-oriented approach to marketing is to see the need of an organization and then frame it as a proposal that addresses that need. In this case, as facilitator, I did innerwork and role-play to help me determine what needs to address.

In the background, the human resource division insists upon growing their ability to train personnel, the numbers of products and rotations increase, and the business model is not so simple now. The business environment does not train personnel by leaving them alone as was previously done. Long-term competitive priority is threatened and good personnel are lost. On the other hand, managers insist that although they understand the reality, they do not have enough time to train personnel because they are increasingly under the pressure of sales numbers, and their time is taken due to various policies from headquarters or the human resource division. Even if they want to train

personnel, they feel awkward because they do not have ideas to do so. They even feel awkward because only managers are responsible for training personnel. The marketing message is derived based on such innerwork. The following statement is part of material I used.

[The previous part has been omitted.] Lately, I have frequently heard from clients of my corporation that they would like to do something about the decrease of training ability at a worksite. It takes a longer time for young employees to be independent at work because many corporations tend to handle various and complex products and customers' needs vary. Because rules such as compliance have become stricter, opportunities for letting young employees be in charge and have some responsibilities and let them learn from failures decreases, resulting in an increase of partial operations. Managerial personnel who were responsible for training personnel sometimes have to go out to the front line and show numeric sales results. With this trend, the human resource division and the organizational development division may become concerned that training ability at work greatly decreases and long-term competitive priority is damaged in comparison with global corporations (Respecting the primary process).

While managers are expected to grow their ability to train personnel, the situation is not that simple. Managers at worksites insist that they know the situation. However, they do not have enough room for training personnel physically because they are increasingly under pressure due to the sales number daily announced, they lose time due to various policies from headquarters and the human resource division, and they have to handle various and complex lineup of products and customers' needs. Further, when it is said that managers cannot get out of the fixed idea that they neglected training personnel in the past, it is severely criticized that the human resource division and the business administration cannot get out of the fixed idea that managers should train personnel (Entrance of the secondary process).

In this situation, how is it possible to train powerful human resources and to administrate a business that can maintain competitive priority? The solution

varies from one corporation to another corporation; however, there is one thing that can be said for this training ability at the worksite. It is necessary to find suitable solutions by gathering voices from various positions because it may be a new challenge that no one knows the answer to (Taking action by the overall system).

This is just an example. [What I did illustrates a processwork perspective, in that I used different skills. More specifically, I understood the map and structure, I paced and respected the primary process, then the secondary as it began to show itself. Then I sought to gather many voices for my data, in order to take best action by the system.]

After clients of my corporation deeply discussed personnel training ability with managers and the human resource division, it was concluded that worksites at which personnel are trained should get out of the paradigm of “superiors with experience and knowledge train subordinates,” and should shift to the paradigm, “self-learning.” Thus, because no one has the answer, the structure should be designed so that personnel can learn from customers’ feedback, not only from superiors, they can have quality experience, and they can learn from anyone at worksites, instead of fixing who teaches in a corporation. On the other hand, there must be skills and intelligence although customers and products change. These are gathered as the DNA of a corporation, resulting in growing into “training.”

In this seminar, the process and examples of what kind of process is selected to handle with such a challenge will be introduced although the solution to personnel training ability may vary depending on each corporation. I hope clients will be able to gain some hints in solving their challenges.

By sending such a marketing message and respecting the primary process of clients, it is possible to reach clients who want to go across the edge and explore the secondary process. Thus, I believe that the consulting process has already begun.

This message was meant to offer an impression of how external organizational development consultants do marketing. However, the message line that consists of

respecting the primary process when communicating with decision makers of the budget, showing the secondary process, and dealing with the whole system can be utilized for internal consultations as well, indicating a processwork perspective.

Sales

Once clients show interest in marketing, the next step is sales. In this step, the assumed situation is that a relationship of trust is not fully built by decision makers and responsible personnel of a corporation for external consultants (or internal consultants), and trust should be developed through the sales process. Thus, the situation is tougher than the one prior. Where influential executives or external related parties introduce consultants, consultants themselves are famous, and clients want them to offer consulting services.

Sales dilemma. When listening to the client's situation and making proposals, there is a structure called "sales dilemma" that is often experienced. I clarify this dilemma by dividing it into the following two cycles: angel cycle and devil cycle. The angel cycle is defined when a relationship of trust between a client and a consultant has already been built and the client is ready to talk about their own corporation and personal issues openly in their own way. When a client is at least slightly open to talk, a consultant can gain a variety of information and can share proposals or values that may be invisible to a client, while a client then expects trust and talks about deep feelings or worries openly. However, in the business context, this cycle rarely appears with new customers. Thus, everything generally starts without a relationship of trust.

In a business context, a consultant generally encounters a client in an evaluative and judgmental mode, and is required to submit a request for proposal (RFP) and proposals are compared widely. In this situation, the devil cycle is likely to appear. That is to say, a client hardly talks, a consultant talks increasingly and one-sidedly, and a client becomes further evaluative and judgmental. This cycle leads to a situation wherein a client does not talk about their deep feelings or worries. Consequently, a consultant cannot make a proposal or offer viewpoints that fit well for a client. Thus, a client does not trust a consultant and does not talk about worries.

Many consultants who carefully listen to a client's issues and propose solutions to issues do jump this barrier by depending on an introduction or gain various skills to obtain trust from a client quickly due to this dilemma. For example, some consultants have various tips which surprise clients. They can obtain trust with the power of these tips and that can create a cycle that allows clients to talk about issues gradually. Tips include instant skills that can show a facilitator's ability, such as offering actions or successful cases of other corporations by research or hearsay, or making a good guess about issues a client may have. Alternatively, the way a facilitator exists or creates the atmosphere naturally lowers a client's defense to letting her or himself speak. For example, some consultants are very accepting and open-minded, and that can release tension in a scene.

How to utilize processwork in the sales stage. With processwork background in addition to general consultation, it is possible to utilize various advantages to increase

effects in the sales stage. For example, besides listening to the status by interviewing a client, the process structure can be analyzed from various other signals.

For example, the reception area at the headquarters of a client of mine is significantly gorgeous and is decorated with expensive furniture and art collections. Many design magazines report about this corporation. However, taking a look at the office space, employees sit at narrow desks and work until the late evening. These signals can be utilized to analyze the process structure. When actually observing this corporation, employees gossiped that upper executives had built their fortunes with IPO and had stayed in luxurious hotels for their executive training camp. It sounds bad on the surface. Yet, looking deeper as I observed the corporation, I heard that many executives started the corporation from scratch, originally suffered, and later gained success as a myth of the corporation (story told repetitively about the origin of the corporation). In other words, these are metaphors of success, compensation, and confidence. All of these are not found in the initial stage, yet they can be observed from signals sensed in the initial connection.

In another example, when interviewing site staff about a current issue, I observed that there were many difficulties, and a sense of resignation consequently and strongly appeared. At that moment, I felt different from my usual self and realized that I had to solve these issues by making every effort and said, “How about this way?” or “Can we solve an issue like this?” I noticed that dreaming-up in processwork terms occurred at that moment. In other words, the primary process of this team consisted of being

powerless and having a sense of resignation. Conversely, the secondary process consisted of being powerful, hopeful, and with a sense of leadership. Because no one took the role of power, I, generally a listener in interviews, took over the secondary process without my noticing it. This is an example showing that inner experience (information) experienced by a consultant is utilized as a signal indicating what is happening in a situation.

It is possible to collect information from a client effectively while conducting a small intervention going across a client's edge. For example, when interviewing a client who was planning a transformation of sales organization, the client hesitated by saying, "First of all, it is important that every sales person can be energetic but" Because a client said, "First of all," and then he did not finish the sentence, I analyzed that the sentence after "but" is considered the edge. As a consultant, encouraging a client to say something more by "but . . . ?" or intervening by being aware of a slight metaskill and saying, "You said 'but . . .' and there is something more to say" may draw some words going across the edge. Actually, this client mentioned with a grin, "Yes. Although some actions are taken at the worksite, the top sales executive says, 'Show the result before doing anything extra.' Then, we are at a standstill." By offering the intervention to go across the edge, the top executive appeared as a ghost role, resulting in clarifying my analysis of process structure at the worksite.

Lastly, even in the sales stage, offering small interventions can have a variety of effects. I believe that this is the most difficult but effective and important step in the

sales stage. Here is a specific example. The previous example of the sales organization aimed at not only gathering existing cases but also an organizational climate that generated many challenges through new cases with the keyword of energetic sales. However, there was the issue that a sense of resignation existed because it was impossible to challenge new cases for several reasons such as pressure sent from the superior.

When interviewing several planning members of the organizational climate transformation, I had a certain sense. They said, “It would be great if the management side insisted that they do new cases and wait for them. But they order us to increase the sales number when the deadline gets closer although they say new cases are important.” In addition, they said, “Our worksite is our life and it would be great if we can find an enjoyable job. But we are not really trying these days.” A sense of resignation was there and everyone sighed. No one said anything anymore. I said, “We sense that there is an atmosphere which is hard to express here, like a sense of resignation” When I looked at their faces, they nodded. Then, I continued, “This means that what is happening at worksite may be happening here as if it were a small scale of the larger worksite.” Everyone nodded and said, “Certainly.” It may be better to stop the intervention here depending on a client’s readiness. However, I felt that these members could handle more and continued, “If so, what is happening now? If we can find out, there may be some hints to change worksite.” What I did here was a sales skill, in that, I saw the process happening in the moment and framed it, so people felt really understood.

After a silence, one of them started talking, "Everything is left to other people, including ourselves." The other member continued, "Well, we expect of others that they would do this but we give up when they do not do it at the same time." Another member said, "Then, we give up ourselves as well." I added, "I see. To change the situation, you see a mutual possibility in the form of expectations for how you want others to behave but you give up that they would not behave the way you expect and you give up yourself as well." They nodded.

I asked, "By the way, what kind of expectations or a sense of resignation do you as planning members receive from worksite? Tell me from your personal experience from when you were at the worksite." One of them answered the question, "When I was at the worksite, I had an impression that the planning division does plan events but does not change the actual status. I am now in the planning division and am resistant to what I would say now. What I really wanted the planning division to do was to take actions to change daily worksite life by negotiating with the executives who focus on the sales numbers or changing policies." The other member continued, "There are many difficulties in reality but everything starts with being energetic. So we want to plan to be that way." I added, "That sounds wonderful. Let's do plan such energetic plans. In addition, if executives or employees at worksite can go through the process that just happened here, the organization may change. It is great to incorporate such elements into the planning design." They nodded again, "Yes, let's do so."

From this example, it can be noted that what is happening at a worksite often appears in the meeting in fractal form. Training is necessary to notice it. If what is noticed can be returned to the worksite, every employee can consider a problem as a real one and take it as her or his own problem. As a consultant, offering a small intervention can create an opportunity to transform the process structure (prototyping in business terms). In addition, it is a perfect opportunity to physically feel one's ability as a facilitator and brew trust with clients as if the angel cycle were present. Organizational development based on processwork has a difficult to imagine goal and its own process. Thus, letting clients experience it is the most effective sales action.

Meaning of intervention in the sales stage. The last section introduced an intervention example in the sales stage. I believe there is more important meaning here. In order to change an organization, the initial stage is not the point where actual contact and facilitation begin. It is the point where a planner as a change agent changes by going over the edge. It may be easily understood if it is compared with a general training. In the general training, problematic segments or segments to be grown are determined and a training to change these layers is introduced. To do so, self-transformation on the planning side is not necessarily required.

On the other hand, organizational development based on processwork is a client-oriented system. This does not require correcting the problem by appointing someone in the system as the person who made the problem. Instead, this requires everyone to recognize that everyone is part of the problem and generates transformation

of the system. Thus, if the initial transformation occurs in the sales stage, clients consequently want to attempt processwork organizational development, resulting in the receipt of an order. In other words, whether or not the organizational transformation project can be a project changing someone or a project wherein everyone can change the organization is determined in the sales stage. The same thing can be said to us as facilitators. Trying to change a client's viewpoint does not work. It is necessary to influence clients by being in the system, going across the edge, and changing oneself. This requires using processwork skills of pacing the primary process, recognizing the secondary process based on mapping the process structure and making hypothesis based on data gathered, then making an intervention and watching the feedback. Such feedback in combination with the map of structure then guides the next intervention. Framing of the ongoing process helps to create a sense of safety in the individual or group. Metaskills of curiosity, playfulness, and persistence were useful in this situation.

Design

Once the sales phase is passed without trouble and a contract is made, then movement into the design phase can happen. It is customary that a part of design happens in the sales stage. Once a contract is made, an interview is held with related stakeholders in order to understand the then current process structure. It is desirable to select individuals who have diverse viewpoints in terms of topics and issues that the project theme aims for. If such individuals are not requested for the interview consciously, individuals who have the same concept as the project owner or mainstream

individuals may in many cases be the ones who attend. At the same time, an hypothesis of process structure is built by knowing the business status and external environment on the consensus reality level, the organization's history (myth), similar actions in the past, and its evaluations (these may be traumatic in some cases).

Then, the next phase is to design an intervention plan. When designing this, clarify the intended intervention target (e.g., individual, relationship, team, division, corporation, between corporations) in accordance with the process structure analysis. At the same time, select tools and approaches, and plan each phase, using processwork behind the scenes. As discussed in Chapter 3, there are various tools and approaches in the organizational development field. On the surface, clients may be familiar with combined tools and approaches. Below the surface, utilize processwork analysis to design the fine details of the work.

For example, when designing a workshop to generate shared vision based on AI in an internet corporation, I incorporated processwork behind the scenes in the agenda.

1. Check in	9:00-9:20
2. Background, objective, concept	9:20-9:40
3. Dialogue based on survey	9:40-10:20
4. High dream, Low dream	10:30-11:10
5. High point interview	11:10-13:30 (with lunch)
6. Personal and shared vision	13:30-14:30
7. Creative tension between realities	14:30-15:30
8. What's next?	15:30-16:30
9. Check out	16:30-17:00

According to the interviews before the workshop, both reconciliation and negative voices about the future of the corporation were present. I assessed that only positive work may function well in such a situation. Thus, to draw out voices in the early stage, a dialogue about high dream and low dream of the team was designed in the beginning of the dialogue about a positive future (agenda 4). In addition, for visioning the future, only a hopeful future is discussed in the default method. However, I switched the design to include dialogue from both positive and negative viewpoints (agenda 7).

When it comes to behind the scene currents, my agenda was aware of the group process flow. In other words, dialogue from the organizational diagnosis shown in agenda item 3 is a voluntary topic raised in the group process, as well. The shared vision is created in agenda items 5 and 6. To prompt the future, consensus-building is suggestively conducted as if dialogue included conflicts. However, this consensus building process also deals with conflicts in the group process as well. Having said that, then have dialogue about group tension in agenda item 7. This can also be a part of the dialogue in group process. In this way, in the design phase, the organizational development process is utilized for the visible parts. The detailed design that is behind the scenes is based on processwork analysis.

Delivery

After the design phase, next is the delivery phase. Details of this phase are omitted here because the facilitation cycle introduced previously was fully applied.

Follow-Up

After the design phase, a follow-up phase concludes the process. In the usual organizational development process, the follow-up phase includes ways to avoid results being just temporary. For example, self-organization is encouraged by following-up in the action-learning style, having reviewing dialogue, and / or supporting the generation of a voluntary project in a recent AI or OST intervention.

I personally believe that processwork can conduct effective follow-up in this phase although processwork does not focus much on this aspect. This is the skill to frame and hold the edge that has been mentioned several times. The reasons why the actions can be temporary although it worked well on the day of the workshop are several. First, while working on the secondary process in the workshop, the primary process or the edges were also worked on and negotiation was not made. Second, there is no facilitator who can hold it. Thus, as discussed in the section about holding the edge, framing the process structure clearly and taking it over to participants can create the ground to negotiate both dream and reality.

From processwork's point of view, the most effective follow-up is to take over the facilitator's role in actual worksites. In a long-term project, creating a planning team with fewer members, having several facilitated meetings, and naturally training individuals with facilitation sense can be one of the most important of follow-up processes.

Chapter 6: Contributions of Processwork to Organizational Development

This chapter summarizes how processwork can contribute to organizational development as a result of its research and analytical practices. As seen in Chapter 3, while the concepts of processwork may seem far from the primary process of a corporation, for organizational development practitioners, there are a significant number of contributions in areas that conventional organizational development approaches have not covered. When researching these specific contributions one by one, one key word repeatedly came up: facilitation-*do*. The meaning of *do* in Japanese includes reasoning, method, philosophy, master, and the like in the martial arts and artistic fields, and also refers to a continual process. In addition, the written form in kanji (Chinese character) is as the same as the one for “Tao” as in “Taoism.” Simply, processwork can be facilitation-*do* for organizational development practitioners. Next, I look more closely at this hypothesis by looking at specific contributions made by processwork.

Contribution as a Guide for Facilitators

As discussed in the small cycle section in Chapter 3, many organizational development approaches are based on long-term analyses and interventions, and many methods are based on Process or Tool (Work) in the three levels of intervention. On the other hand, areas that processwork facilitation covers are on the micro level such as one second and one minute unit, and are in the Doing/Being areas, located at the undermost layer of three levels of intervention. Thus, this is the guidance for facilitators to analyze the details of process structure in that moment through signals of participants’ verbal

communication and movement, and to indicate specific interventions for the facilitator's action at every level.

I have experience and training in not only organizational development approaches but also in adjacent fields such as coaching and psychology. Yet, I have never seen another approach that can indicate specific guidance and which can be utilized in personal and group settings at the micro level. More precisely, while there are many methods of teaching facilitators various intervention skills, this particular skill system is rare in that it can show facilitators what is happening in the moment and is directly relevant to information immediately obtained in the area of analysis, when taking both the analysis and intervention into consideration.

I used the phrase "cutting edge sword" at the beginning of this thesis. This sword is invisible. Further, it is not only invisible, but also users sometimes do not realize they are using it because it is a part of every action of facilitators. Without doubt, it is as if an Aikido master confronted an opponent by using precise Aikido skills and flung him off instantly.

Detailed analytical skills have been introduced previously. There are more than five skills, and I selected those skills that can be easily utilized in the organizational development field in particular.

- Map 1: Primary process, Secondary process, Edge
- Map 2: Fractal
- Map 3: Role, ghost role
- Map 4: Rank
- Map 5: Channel

Detailed intervention skills are the following five skills. Although there are more than five skills, I selected those that can be easily utilized in the organizational development field.

- Intervention 1: Framing
- Intervention 2: Using metaskills
- Intervention 3: Utilizing role or role-playing
- Intervention 4: Holding edges
- Intervention 5: Working with accusations

Further, skills to the use of self that can be utilized both for analysis and intervention have been introduced in this thesis. Because these skills are also utilized on a nearly invisible microlevel, the practice of processwork may be considered as a lifelong facilitation-*do* as well as being an ally that can inform and direct every action of organizational development practitioners.

Because other organizational development approaches are roughly based on intermediate-long term design and process design at the macro level, it can be said that processwork's affinity and mutual complementarity with other organizational development approaches is significantly high. Practically, when I have held workshops by utilizing AI or OST in organizational development, my analytic glasses and my interventions into a situation are based on processwork, utilized with mutuality and complementarity as if it was that way already.

Contributions Rarely Covered by Other OD Approaches

As discussed in Chapter 3, the fields that processwork is good at tend to be fields that other organizational development approaches hardly ever cover. In short, they are

the fields whose degree of facilitation difficulty is high. The significant contribution of processwork is that not only does it clearly provide skills, but also it provides a context that I am framing as facilitation-*do*. In turn, this provides access to an essential and expertise based skill obtained through training one's inner self, and this then creates the foundation for stepping into situations with a high degree of difficulty.

Dealing with conflict. Dealing with conflicts is the first skill. There are few approaches that deal straightforwardly with conflicts amongst the various organizational development models. Further, when dealing with conflicts, many approaches put everything into a controlled and carefully delineated framework in order to guarantee safety and positivity. As discussed in the accusation skill example, when applying it with actual corporations, it is beneficial to put it into language familiar to them.

However, even if conflicts outside the controlled framework occur, a sense of safety and confidence that processwork facilitation can cover such conflicts are significant values for organizational development practitioners. Conflict facilitation approaches in international organizations or political institutions tend to focus on consensus building and negotiation on the consensus reality level, meanwhile taking less care of emotions. They also tend to lean toward the consensus reality of the region, resulting in limiting the possibility of connecting with true connection and oneness on a larger scale.

Dealing with the edge. Skills of dealing with the edge are significant and effective. As Haneberg (2012) states, organizational development includes the meaning of change, and a significant number of change approaches are available for use in

organizational development. These often focus on changes considered desirable by business executives and external consultants and are quite likely to spread to corporations. There are few approaches other than processwork that detect an edge a group should go across or a point at which an individual can transform naturally. Further, change as typically addressed does not go into the details of levels such as “create an innovation.” Simply, there are significantly few approaches indicating generative developmental edges in a group or individuals at every moment.

Nonverbal communication. There are skills needed in order to work with nonverbal communication. Although it has been given some attention by organizational development practices (e.g., utilizing Lego and clay in the AI approach), there are few approaches that can identify which channel to analyze at the level of primary and secondary processes in detail, and then, suggest how to intervene. This is a significant contribution to an organizational development field that seeks to expand its fluency in nonverbal communication.

Benefits of Utilization in Each Organizational Development Stage

As Chapter 5 proposed, let us organize processwork applications by dividing organizational development into five stages: marketing, sales, design, delivery, and follow-up. The marketing stage can provide messages that facilitate a shift to the transformation stages by going along with the primary process of a responsible individual through process analysis using innerwork. The sales stage can contribute to both obtaining the trust of a client and designing the project for organizational development by

analyzing the process from various signals, even if a relationship of trust with a client has just begun and may not yet be stable. The design stage can provide facilitators with key points and a clear hypothesis about what barriers should be overcome according to their analysis of process structure, and then by following feedback. The delivery stage contributes various specific values as indicated in prior discussion.

In the follow-up stage, processwork can clearly frame remaining edges, and can arrange strategies to assist in a situation where everything goes well in the workshop but everything reverts after returning to the daily routine. In this case, innerwork and role-play by the facilitator may usefully contribute to reduce chances of reversion by predicting what might happen in the future in a given situation.

Conclusion

Contributions made by processwork to organizational development fields can be specifically discussed by using the notion of facilitation-*do*. Considering what has been discussed in this thesis, some descriptions are expressed as being partially static or still. Like Aikido, *sado* (tea ceremony,) and other *do*, *do* itself is a continual process. Processwork itself constantly changes and organizational development also continuously changes. I continuously make mistakes and learn. This thesis is a work in process and marks one of the transit points of my ongoing quest and training process in facilitation-*do*.

An awareness brought by my work on this thesis is that the number of facilitators who utilize processwork in a business context is steadily growing. I would be glad to

stimulate and support individuals who would like to work as organizational development practitioners and incorporate processwork elements, or individuals who are familiar with processwork and would like to engage in a business context. If this thesis could offer an incentive to increase the number of organizational development practitioners who are familiar with processwork, I would be pleased. Frank feedback from such population is also appreciated.

I have several reasons why I chose to engage with a business context. First, I am familiar with it. Second, when looking at the world as a global system, I believe that the impact of the business paradigm and business players is immense, and that changing the system from inside the mainstream is significantly meaningful. Third, I have made a contribution to the field of processwork by showing its applications in the world of business. Further, I believe that my thesis contributes to organization development facilitators who are based on processwork and enables us to meaningfully connect with and support the health of the entire business world.

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