

Figure 2-6. In the Integration stage, everything feels like it will be solved, often by turning old ways upside down (as this diagram shows by inverting the balanced beam from resting on a fulcrum to hanging from the ceiling).

However, the moments of clarity are often replaced by old feelings of doubt, as feelings swing back and forth, albeit much more slowly and smoothly than during Chaos. For example,

- ❑ The individual with the bad heart gives up smoking and racquetball and starts walking four miles a day.
- ❑ The alcoholic father completes one dry week at the treatment center.
- ❑ A new building is announced, and planning sessions begin.
- ❑ A new, popular leader takes over the software development team.
- ❑ A design team visualizes an entirely different design approach for the inventory system, which starts by rearranging the stock layout.
- ❑ The company purchases a new software tool to assist in software development, the first such tool ever purchased from outside the company. It also purchases training to go with the new tool, and actually provides time for people to attend.

Some people describe the Integration stage as one in which they "feel like schoolchildren." They feel young, and giddy with anticipation, but they also experience a slight feeling of background anxiety, as if the good feeling will go away as mysteriously as it came.

People feel good, although unable to control the good feeling. To regain a sense of control, they often try to create fixed points to which they can anchor the feelings, like making a committee into a permanent team. They are easily disappointed when things don't work out perfectly the first time, and they need much support, although they may not seek it explicitly. Absenteeism diminishes, as nobody wants to miss a day because something new might happen.

A major component of the good feeling is the "Aha!" rush that often comes with the transforming idea. This feeling is so terrific, it's no wonder many people believe that *this* is the change—that all you have to do is have the right idea and the change takes place automatically. But this Hole-in-the-Floor Model belief cannot be correct, because the rush often accompanies other ideas: ideas that don't work out. If they don't work out, you go right back into Chaos, perhaps more discouraged than before.

The memory of this rush is so strong, however, that the work of *integrating* the transforming idea is often forgotten. Yet it's in the integration that we have the most control over the success or failure of the change process. Here is where we can create an environment that encourages *practice*—the opportunity to perfect a good idea, or to reject one that turns out to be bad—rather than demand immediate perfection as if we hold to the Hole-in-the-Floor Model. Or, if we hold to some form of the Newtonian Model, this is where we will push, rather than support. The Learning Curve Model, on the other hand, supports the proper kind of activity in this stage: appropriate training plus time and safety to enhance the application of learning.

## 2.5 Stage 4: New Status Quo

Successful Integration and Practice eventually leads to a New Status Quo stage. Unfamiliar things become familiar, and a new set of expectations and predictions evolves (Figure 2-7).

In general, things are getting a little better every day, as we can see by these examples:

- The individual with the bad heart discovers how much he enjoys walking, and how many creative ideas he gets about work problems while he walks through the neighborhood.
- The alcoholic father returns to work at a new job, and the mother joins a volunteer group that gets her out of the house four days a week.

As the  
people  
so that  
plishn  
it is p  
and th

Figure 2

The org  
ty. Pec  
unless  
wears c

## 2.6 He

1. Co  
Sa  
2-3

- ❑ The new building is well into its shakedown period, and people have posted new signs and pictures in their offices.
- ❑ All members of the software development team have found ways to contribute, and appreciate one another.
- ❑ The new inventory system has located most of the missing parts, and has solved other problems that people weren't even aware they had.
- ❑ Everyone is using the new design tool. Almost weekly, someone discovers a new way to use a feature and shares it with other designers.

As the transformation is integrated and the New Status Quo stage develops, people are calm, their posture and breathing improve, and their senses are alert so that they notice little things. They feel balanced and have a sense of accomplishment. They may feel a bit awkward, but rather enjoy the feeling because it is part of their new consciousness and deepening awareness of themselves and their surroundings.

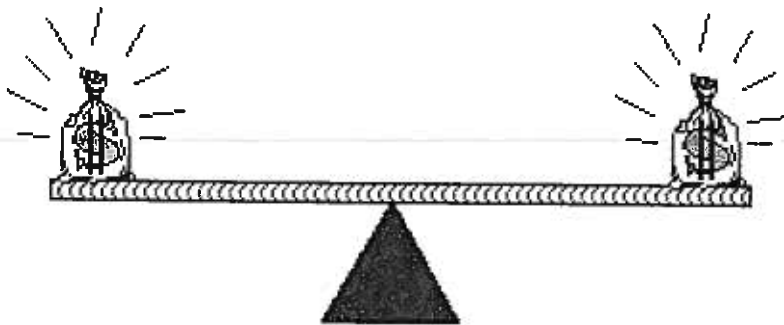


Figure 2-7. As the integrating proceeds, a new balance—a New Status Quo—begins to emerge, which is much more efficient and more sparkling than the Old Status Quo stage.

The organization itself is seen as less of an obstacle and more of an opportunity. People may even decide that management is not completely stupid. But, unless we take charge of the change process, the newness of the status quo wears off, and we drift toward another Old Status Quo stage.

## 2.6 Helpful Hints and Suggestions

1. Colleagues have suggested a relationship between the four stages of the Satir Change Model and four kinds of competence, or skillfulness. Table 2-1 shows one possibility, courtesy of my colleagues Norm Kerth, Fredric

Laurentine, Lynne Nix, and Gus Zimmerman, although they don't all agree on the precise mapping between the two models:

Table 2-1.  
A Popular Model of Consciousness and Competence  
Fitted to the Satir Change Model.

Stage in the Change Model	Consciousness/Competence	Description	Example
Late Status Quo	Unconsciously Incompetent	You don't know that you are making mistakes, but think you know what you're doing.	Ask five-year-olds if they can drive a car. They'll say yes.
Chaos	Consciously Incompetent	You're very aware that you don't know what you're doing, and you're bothered by that knowledge.	What happens when you're first learning to drive and your instructor tells you to tap the brake lightly.
Practice and Integration	Unconsciously Competent	You know what you're doing, but still think you're incompetent because you're very aware of small mistakes.	Driving your first car and not having any problems. How long did it take before driving became secondary to the travel?
New Status Quo	Consciously Competent	You know, and are aware of what you know.	You know you are a good driver, and you notice what you're doing that prevents accidents.
Transition from New to Old Status Quo	Unconsciously Competent	You are still competent, but no longer do things with awareness. You thus become vulnerable to incompetence if the environment should change—because you won't notice.	You don't notice that you're growing older and your reaction times have changed. You now have anti-lock brakes, but you still pump them.

This model suggests why the Routine (Pattern 2) culture tends to be unstable.<sup>3</sup> When things become routine, people start to lose awareness: "That's just the way we do things around here." They are on their way to an Old Status Quo, from which they are vulnerable to any environmental change. Anticipating (Pattern 4) cultures avoid this trap; Steering (Pattern 3) cultures may or may not avoid it.

2. Fredric Laurentine explains how he uses this model to help him manage new employees:

I explain that aptitude with the model will get them through the steps faster. For example, not only am I conscious of the fact that I am an incompetent software developer, but I have learned to infer that I make mistakes that I am unaware of. While learning software programs, I make a rapid progression through the four steps.

I also explain that by providing feedback, I will move them out of unconscious incompetence rapidly, and this will aid their learning process. For example, one of my new managers—being unfamiliar with local norms (when to leave voice mail versus when to make contact)—had ticked off a fellow manager. I explained that he was causing a problem and didn't know it, but that was to be expected of a new manager. Now, however, he needed to learn.

3. Dale Emery writes about how the Satir Change Model is related to the standard plot model that shows up in almost every Hollywood movie:

First, the protagonist and the setting are introduced. In a two-hour movie, this lasts for about thirty minutes. The introduction includes a description of a flaw in the protagonist. Then "Plot Point 1" happens. Something happens to throw the protagonist's world into Chaos. For about an hour, the protagonist tries one thing after another to overcome the flaw, but fails to deal with the problem. The protagonist nearly gives up. Then "Plot Point 2" happens (at ninety minutes into the film). This is when the protagonist either corrects the flaw or finds a way to turn it into a strength. The protagonist tries something new, and it works, and everyone lives happily ever after and gets an Oscar.

I noticed today that this fits Virginia Satir's Change Model, with one pretty important difference. Plot Point 1 is the foreign element. Before that is the Old Status Quo, and after that is Chaos. Plot Point 2 is the transforming idea. The last three minutes of the movie (and everything that happens after we leave the theater) is the New Status Quo.

The difference is that the movies leave out the Integration and Practice phase of the change model. In the movies, the protagonist gets the transforming idea, tries it once, and it works! That's cheating, isn't it?

Perhaps the reason people don't pay enough attention to the need for practice is that we've been exposed to too many movies.

4. Sue Petersen notes: "It is probably impossible to maintain conscious competence in *every* part of your life, though it still strikes me, a perfectionist,

as something that I *should* be striving for. When I'm having trouble in one area (work, family, or hobby), I focus on that trouble spot and become unconsciously competent (or worse) in the rest of life. There is no such thing as 'perfect balance'—there is always going to be waver in the system. As I get better at balance, the waver becomes smaller—but it never disappears. It remains to cushion me against the truly unexpected event from the environment."

5. As pointed out by Payson Hall: One of the reasons that changing a culture is so difficult is that everything is connected to everything else. Thus, a transforming idea in one area can easily become a foreign element to another. For instance, if the architects introduce a new design method, the project managers find that their previous estimating parameters no longer correctly predict how long a project will remain in various stages, and the software testing group is surprised to discover a different distribution of faults.

## 2.7 Summary

- ✓ To manage change effectively, you must understand emotional reactions. Virginia Satir's model of how change takes place applies to individuals as well as to systems of individuals, and definitely incorporates the emotional factor.
- ✓ The Satir Change Model says that change takes place in four major stages, called
  1. Late Status Quo (or Old Status Quo, as it is called when it is *very* late)
  2. Chaos
  3. Integration and Practice (or sometimes just Integration, for short)
  4. New Status Quo

The model also describes a higher level of change, or meta-change, which involves changing the way we change.
- ✓ The Late Status Quo stage occurs as the logical outcome of a series of attempts to get all the outputs of the system under control. Everything is familiar and in balance, but various parts of the system have an unequal role in maintaining that balance.

✓ T  
S  
S  
V

✓ Ir  
v  
m  
th  
th  
re  
th

✓ Sy  
in  
me  
ele  
me

✓ W  
Sti  
ne  
me

✓ Ev  
ed,  
wo

✓ Pec  
sol  
pec  
cra:  
alie

✓ Wh  
fun  
eme

✓ Eve  
tran  
pha:  
ty, e  
ty a  
forth



- ✓ The Late Status Quo stage is a state of unhealth that always precedes the so-called crisis. The Satir Change Model recognizes that the crisis is not a sudden event, but merely the sudden realization that things have been very unhealthy for a long time.
- ✓ In Late Status Quo, people may be experiencing anxiety, generalized nervousness, and gastrointestinal problems. Constipation is a perfect metaphor for the over-control that characterizes Late Status Quo, where there is no sense of creativity, of innovation. The most important sign that the system is in Late Status Quo is denial: the inability or unwillingness to recognize all the other symptoms, or to attach enough significance to them to warrant doing anything.
- ✓ Systems stay in Late Status Quo until something happens that the people in the systems can no longer deny, a condition Satir calls the *foreign element*. The system usually tries—often successfully—to expel the foreign element and to return to Late Status Quo because familiarity is always more powerful than comfort.
- ✓ When a foreign element arrives, people become protective and defensive. Still, the foreign element may be the only thing that arouses any kind of new activity, but most of that is simply trying to expel the foreign element.
- ✓ Eventually, some foreign element cannot be denied or deferred or deflected, and the system goes into Chaos, where old predictions no longer work. The Old Status Quo system has been disrupted.
- ✓ People try random behavior and desperately seek sweeping, magical solutions in order to restore the Old Status Quo. It may not be easy for people in Chaos to acknowledge it's happening to them. They feel crazy, afraid, and vulnerable; and they become extremely defensive and alienated.
- ✓ When in Chaos, people encounter people they've never seen before, and functions they never knew existed. Some startling new ideas may emerge, but if they work at all, they only work for a short time.
- ✓ Eventually, one of these new ideas seems a real possibility. This is the transforming idea—the "Aha!" that starts the Integration and Practice phase. Chaotic feelings disappear, and during moments of apparent clarity, everything looks like it will be solved. However, the moments of clarity are often replaced by old feelings of doubt, as feelings swing back and forth.

- ✓ During Integration and Practice, people feel good, but feel unable to control the good feeling. They are easily disappointed when things don't work out perfectly the first time, and need much support, although they may not seek it explicitly.
- ✓ A major component of the good feeling is the "Aha!" rush that often comes with the transforming idea. The memory of this rush is so strong, however, that the practice needed to integrate the transforming idea is often forgotten.
- ✓ Successful practice eventually leads to a New Status Quo stage. Unfamiliar things become familiar, and a new set of expectations and predictions evolves. People are calm, balanced, and have a sense of accomplishment. But, unless they take charge of the change process, the newness of the New Status Quo wears off, and they drift into another Old Status Quo stage.

## 2.8 Practice

1. Norm Kerth suggests: Think about your experience learning to ride a bicycle (or learning a similar skill). Can you identify each of the four stages? the foreign element? the transforming idea? Remember that you might go through the change model several times.
2. An exercise recommended by a CASE tool buyer is to critique the typical sequential process for implementing CASE in light of the Satir Change Model:
  - Identify the optimum methodology for system development.
  - Identify the techniques needed to accomplish the steps in this methodology.
  - Identify an integrated CASE tool that supports these techniques.
  - Choose a pilot project.
  - Educate your managers so they will understand what it will take to achieve the results you are planning.
  - Train the team members of your pilot project.
  - Run the pilot project, measuring the appropriate variables.
  - Conduct a review of the pilot project to refine the CASE process.
  - Break up the pilot team and put one member into each new CASE project.
  - Repeat these steps for subsequent CASE projects.

3. S  
C  
v  
F  
M  
b

4. M  
C  
S

W  
y  
in

5. A  
m  
w

6. Ly  
pr

•  
•  
•  
•  
•  
•  
•  
•  
•  
•  
•

Re  
Mc



3. Show how the Satir Change Model actually subsumes all the models of Chapter 1 as special cases. Give an example of a set of conditions under which the Satir Change Model will look like the Diffusion Model, the Hole-in-the-Floor Model, the Newtonian Model, or the Learning Curve Model. Discuss the emotional reactions in each stage and how they will be manifest in each model's stages.

4. Michael Dedolph points out that there are many individual signs that could tell us which stage of change we are experiencing. For instance, he says,

For me, the indicator that I'm in Chaos from a foreign element is my response to routine things. When I am under schedule pressure, I am likely to be ultrasensitive to noise and clutter, and less conscious of time—which is a thing I should be paying attention to. I have also spent hours on details such as meeting minutes and travel vouchers rather than the late task.

Work with a group of coworkers and discuss the signs by which each of you can know what stage the others are in. Discuss how you can use this information to help each other.

5. As suggested by Jim Highsmith: If Chaos is definitely not the time to make long-term decisions, when is? Look at the four stages and discuss when the optimal time to make long-term decisions might be.
6. Lynne Nix and others recommend: Recall a paradigm shift in your own professional career—for example, changing
  - to a new operating system
  - from tape storage systems to disk storage systems
  - from mainframe to distributed PCs
  - to a new programming language
  - from a procedural language to an object-oriented one
  - from undocumented systems to documented systems
  - from a hierarchical database to a relational database
  - from developer to tester (or vice versa)
  - from team member to team leader
  - from team leader to manager
  - from undocumented requirements to documented requirements
  - from saying "Yes" to everything to saying "Here's what it will cost you"

Report on your experiences in each of the stages of the Satir Change Model. Consider yourself, your colleagues, and people you regarded as

external to the change, such as customers, documenters, and quality assurance people.

7. Gus Zimmerman suggests: Make your own mapping between the Satir Change Model and the Competence/Consciousness Model (see Table 2-1). How well does it agree with the one given above? Make your own mapping between the Satir Change Model and some other change model you know, such as the Kübler-Ross Model of death and dying, or the Piaget Model of childhood development.

According  
and each  
which se  
points cre  
denly. Th  
which the  
the factor:

### 3.1 Choice

Figure 3-  
choice poi

•