

Strategies for Intervening in Organization Emotional Neglect and the Role of the Change Agent

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Twynstra Gudde

Joost Kampen PhD

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- **Practitioner at Van de Bunt and scholar at VU University**
- Organizational development: problems related to misbehavior, leadership and failed organizational change
- First publication in Dutch academic journal: 2005
- Dissertation in 2011: Intervening in neglected organizations (written in Dutch)
- Nominated Societal impact award in 2012 of VU University
- Business edition of dissertation awarded 'book of the year 2012' by jury of OD-professionals: 2014 3rd edition
- Paper Kampen & Henken presented June 19 2014 at Symposium Process Organization Studies, Rhodes, Greece



André M. Henken MSc PhD

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- MSc (1979) and PhD (1982), Animal Science, Wageningen University (WUR), NL
- Assistant and Associate Professor at WUR (1982-1996)
- Senior Fulbright Scholar (1992-1993, UC Davis, USA)
- Head of Microbiological Health Protection and Director EU Salmonella Reference Center (1996-2003), Dutch Institute of Public Health and the Environment (RIVM)
- Director Nutrition, Health and Consumer Safety, Director Public health and Deputy Director General (2003-2009) at RIVM
- Dean Faculty Applied Science and Technology at Utrecht University of Applied Sciences (2009 -). Role of transformational leader and commissioner of team coaches



Prof. Léon de Caluwé PhD

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- Senior partner Twynstra Gudde, management consultants, Amersfoort, NL
- Professor at Vrije Universiteit, Amsterdam, NL.
- 40 years of experience in consultancy.
- Publications: More than 25 books. Almost 200 articles.
- Topics: Change, Organization Development, Consultancy, Gaming.

Link to annual theme

The power of analogy:

Applying research findings of one scholarly domain (developmental psychology / child development) to **give words and meaning** to the phenomena in another scholarly domain (organizational development):

- behavior of emotionally neglected children versus emotionally neglected employees;
- parenting styles versus leadership styles.

Aim of this PDW

1. Introduce a new concept for OD-professionals and OD-scholars;
2. By presenting this PDW the interventionists expose their work to professional and scholarly review;
3. In reflecting on the process of OD of one faculty of the institution and doing research, they enact the strategy of the university, which is aimed at educating reflective practitioners;
4. The concept of emotionally neglected organizations is a relatively new organization theory that gains growing attention in the professional and academic field in the Netherlands, but needs more international application and scholarly research.

Timetable

5'	Introductions
15'	Case presentation: organizational reality
20'	Concept of Organization Emotional Neglect
20'	Application of instrument to diagnose symptoms
20'	Case presentation: interventions for recovery
20'	Reflection on process of intervening
15'	Role of the change agents
5'	Take away

Small group

Small group

Discussion

Case University of Applied Sciences:

Phenomena of malfunctioning

University of Applied Sciences Utrecht

Facts & Figures



- 38.000 students
- 3.200 employees (teaching & support staff)
- 6 faculties
- 75 bachelor programmes
- 27 master programmes
- Turnover : € 300 M
- Governing Board: 3 members
- 6 deans
- About 20 institutes

Faculty of Applied Science & Technology

Facts & Figures

- 6,000 students
- 450 employees (teaching & support staff)
- Dean
- 4 Institutes, each with a director
 - Engineering & Design
 - Built Environment
 - ICT
 - Life Sciences, Chemistry and Chemical Technology
- 3-5 teams per institute, each with a direct supervisor
- 15-20 fte lecturers per team

At my start

- Under-performing faculty (low ranking in student satisfaction, critical audit report, internally oriented)(2010).

To my surprise no one seems to care! I was astonished. We are educating students, the next generation, our leaders for the day after tomorrow. We should do our utmost to do that as best as we can!

Organizational reality (1)

- Faculty as outcome of unfinished mergers (1994): a conglomerate of former independent colleges;
- Much autonomy of the former colleges/education clusters;
- Integral management of the managers of the former education clusters;
- Low level of professionalism in support staff;
- Process of unification does not get going.

Organizational reality (2)

- Many policy documents at university level but no implementation;
- The board does not recognize the gap between ambitions on paper and organizational reality;
- Subordinates are not corrected or spoken to, they do not correct each others behavior or functioning;
- Responsibilities are not taken/executed;
- Management by exception is common practice: when supervisors interfere, it is not accepted;

Organizational reality (3)

- Customary cycle of appraisement interviews, but no consequences are in place when performance review is insufficient (<1%);
- Always returning discussions about decisions already taken;
- No visits to each others classroom or evaluations together;
- Going on sick leave as a common response in case being spoken to;
- All discussions deal with content, never about behavior or emotions.

Daily life: behavior of 'professionals'

(Kampen & Henken, 2014)

The professionals:

- do not respond to the invitation to participate in solving daily problems;
- reject accountability for the way of performing their own task as lecturer or tutor;
- do not collaborate with colleagues;
- do not accept accountability for their anti-social behavior;
- distrust any initiative of the senior management;
- see direct supervisors as their peers/colleagues.

Leadership?

- Levels of management function independent of each other:
 - Board of governors sets ambitious goals;
 - Top of Faculty is managing results;
 - Senior management is defending the specific interests of their education cluster;
 - Supervisors are facilitating the lecturers and organizing daily routines;
 - Lecturers successfully defend their 'professional space'.

What did it with/to me?

- Bewilderment, perplexity (how is it possible?) (2010)
- Anger (They seduced me into it/It is my fault to have accepted this)
- Curiousness (how evolves something like this?)
- Challenge (this can be better!)
- Loneliness (who sees this also and with whom can I talk?)
- Role switch (the organization is not ready for the Dean role: I must quit or I must face the challenge and do what I think is right)(2010-2011)

Theoretical research in Developmental Psychology

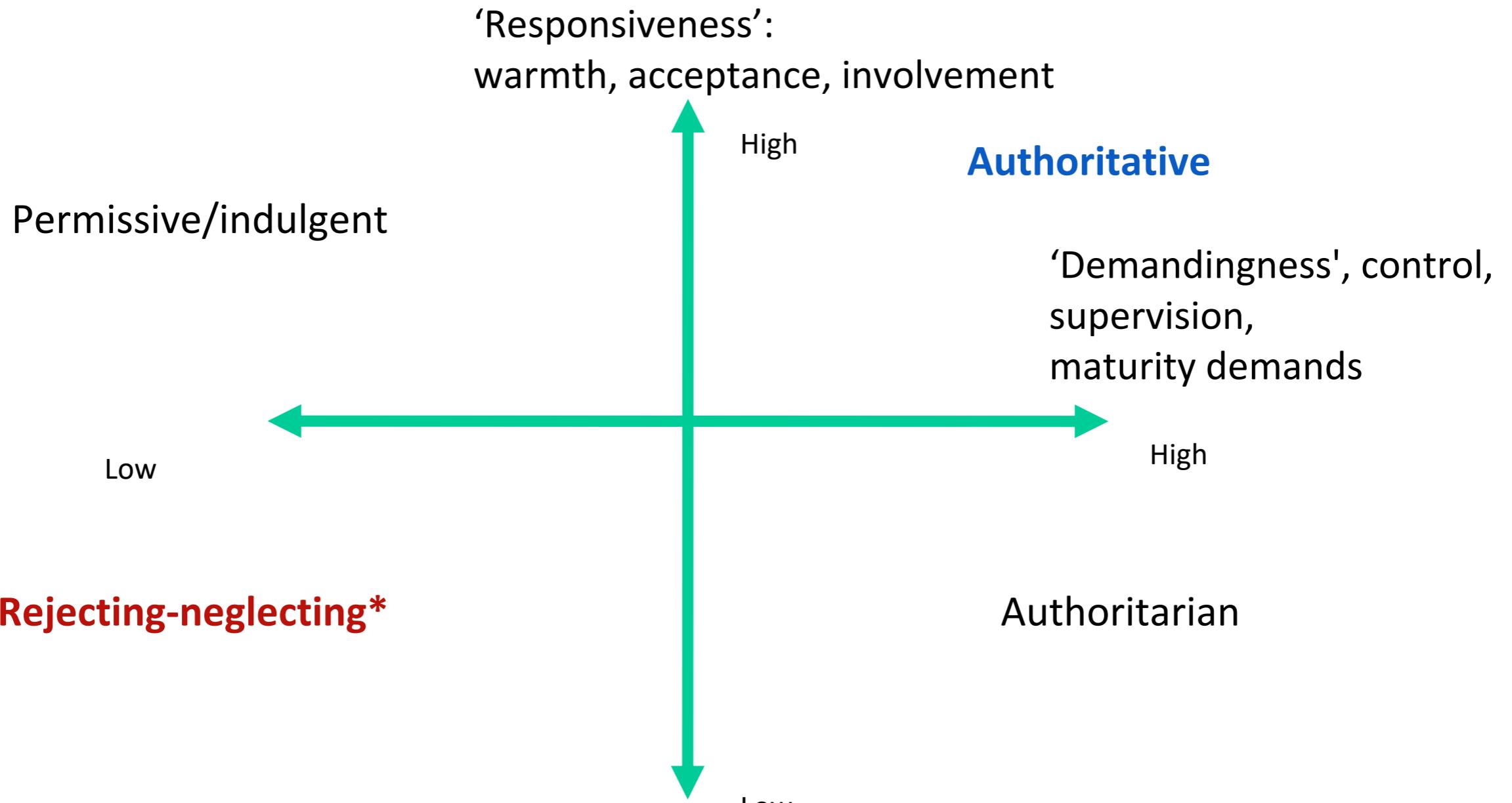
Analysis of anti-social behavior

of abused and neglected children and their response to the adult world
(Redl & Wineman, 1951)

Type of anti-social behavior	Behavior	Clinical diagnosis
Incompetence to handle discomfort	Extreme reality denial	Unable to cope with insecurity
	Ridicule, 'diffuse clowning'	Newness panic
	Becoming too demanding	Proving 'them' wrong
	Unable to reflect and learn from experiences	Having learned too well the lessons of traumatic life experiences
Crafty defense mechanisms	Ability to get away with it and not feeling bad about it	Avoiding repression and punishment
	Escape into virtue: ample use of camouflage and strategic retreat	Defense against change
	Denial of accountability	Avoiding to feel guilty
	Mood exploitation	Getting things done

Parenting style typology

Maccoby & Martin 1983, Baumrind 1991



* neglecting or unengaged parents neglect their responsibilities

Effect of parenting style on development of children and adolescents, Baumrind 1991

Children and adolescents of:

- Authoritative parents are more cognitive and socially competent;
- Authoritarian parents are obedient but less competent;
- Permissive parents are less achievement oriented and nonconforming;
- **Rejecting-neglecting parents were more antisocial and show a lack of social responsibility, cognitive competence and self regulation.**

The seriousness of the neglect is determined not only by how much harm or risk of harm there is to the child, but also by how chronic the neglect is

Types of neglect

Maccoby & Martin, 1983 and Baumrind, 1991

Types of neglect	Parental behavior
Indulgent	Parents always give in to the demands of the child. Fail to provide firm and clear rules and boundaries. Parents not in position.
Emotional	Persisted marked inattention to the needs for emotional support, affection or attention: 'Psychological unavailable' 'Parental unsensitivity'
Overestimation	Fulfilling the secret ambitions of the parents or what they have never achieved. Enroll their child to talentcontests: "X-factor" behavior
Authoritarian	Trying to shape, control and evaluate their children's behavior based on an absolute set of standards. Teach absolute obedience and respect for authority.
Overprotecting	A shelterd and very protected upbringing. Children do not learn to self-regulate and to be self-sufficient. Learned helplessness.
Educational	Failure to facilitate and demand schoolattendance. Permitting absenteeism.

Emotional abuse and neglect (psychological maltreatment): a conceptual framework Glaser, 2002

- Emotional abuse and neglect are defined as a **carer-child relationship** that is characterized by **patterns of harmful interactions**, requiring no physical contact with the child.
- The child's **development is impaired in all domains of functioning (severe developmental consequences)**.

Definition of Organization Emotional Neglect

The result of long lasting rejection of responsibilities by leaders causing patterns of harmful interaction between members of the organization, in particular between supervisors and subordinates (Kampen, 2011b)

- *Managers abdicate their leadership responsibilities (Rink 1995)*
- *The direct supervisor is low both on demandingness and responsiveness (Maccoby & Martin 1983).*
- *The members of the senior management fail to support the direct supervisors in their role (Kok in Rink 2004).*
- *The board of directors and members of the senior management have neglected the symptoms of neglect (McSherry 2007)*

Lack of transactional and transformational leadership in an organization

Patterns of behavior: theory vs. observations

Neglected children and adolescents

- No reciprocity in behavior
- Patterns of harmful interaction
- Nonaccountability for misbehavior
- Inability to trust others
- I am to blame
- Loyalty to parents

In emotional abuse and neglect the “abuser” is almost invariably the primary carer and attachment figure for the child.
Glaser, 2002 p.700

Neglected organization members

- No reciprocity in behavior
- Patterns of harmful interaction
- Nonaccountability for misbehavior
- Distrusting every representative
- The organization is to blame
- Loyalty to peers

In emotional abuse and neglect the “abuser” can be anyone in the management: it is a leadership practice (Kampen, 2011).

Diagnosis: characteristics of neglect

Characteristics of Organization Emotional Neglect

Context and history of OD

The way the organization is functioning as a system:

1. A long history of failing organizational change and turnover in board and senior management;
2. A neglecting attitude of the board towards organizational reality;
3. Inconsistency in strategy and leadership style to organizational issues in the board and senior management;
4. Not being in role and no role identification of the senior management;
5. Not being in role and no professionalism of the support staff;
6. Not being in role and no role identification of operational management.

Characteristics of Organization Emotional Neglect:

Leadership behavior and -attitude

To what extent are managers:

7. Demanding to the task performance of their employees;
8. Responsive to the competences and emotional needs of their employees;
9. Physically and emotionally available and accessible for their employees;
10. Direct supervisors being coached and supported by the senior management and followed by their subordinates.

Characteristics of Organization Emotional Neglect:

Behavior of subordinates

To what extend are employees showing

11. Infinite ('bad') or incivil behavior;
12. Inability to reflect and learn;
13. Dodging of accountability;
14. Survival behavior;
15. Obstruction;
16. Cunning subversion/undermining of authority.

"I will be the first to strike. I will not allow myself to be in a position where I can be hurt, manipulated or controlled. I will be the one in charge. I will be the boss, the inflictor, the master of my own destiny. I will insist that all about me be ordered according to my own direction, and I will control others through intimidation."
Rosenthal, 1987 p.83

Case University of Applied Sciences:

Intervention strategy

what did it with/to me?

- Role switch (the organization is not ready for the Dean role: I must quit or I must face the challenge and do what I think is right)(2010-2011)

Process of intervening

Interventions at various levels:

- Strategic
- Role and position
- Operational
- Educational
- Emotional

Process of intervening: strategic development

Goal	Approach	Effect at organization	Effect at supervisors and subordinates
Decisions executed	Faculty structured	Dean meets with directors (FMT)	Anger because loss of autonomy
Execution monitored	Curriculum standardized Management routines (PDCA)	Director meets with supervisors (IMT) Supervisor meets with lecturers	Line is confronting next layer

Process of intervening: establishing role and position

Goal	Approach	Effect at organization	Effect at supervisors and subordinates
Clearity about everybody's role and task	Directors are responsible for OD Supervisors for education and personnel	Directors and supervisors have clarity about position and act as team to subordinates	Role consciousness increases 30 to 50% turnover in management
	Lecturers are lecturing	Lecturers discuss not only with supervisors but also with each other	Some lecturers are happy with change, others resist, some depart. Absenteeism increases initially
	Staff in support role	Organization grows in self confidence	

Process of intervening: operational development

Goal	Approach	Effect at organization	Effect at supervisors and subordinates
Expectations clear	HRM intervention plan implemented	% people underperforming becomes explicit (33%)	Individual results and performance become visible and can be discussed
Results monitored	Effective performance review of all personnel	Score insufficient increases (<1 to 6%)	Lack of professionalism becomes an issue
People are spoken to	Sick leave management	Nr of forced turnover increases	Standardization in education support processes
	Presence at work is demanded	% On sick leave decreases	

Process of intervening: educational development

Goal	Approach	Effect at organization	Effect at supervisors and subordinates
Start/connect at present level of competencies	Training in leadership Training in how to teach	More attention to attitude and behavior	Anger about loss of autonomy Freedom disappears
Personal development challenge is clear	Training in scoring student work Training in research Guidance in work	Awareness about changing role of lecturer Involvement and participation of workers and student council	More cooperation and things are better facilitated Awareness about own responsibility

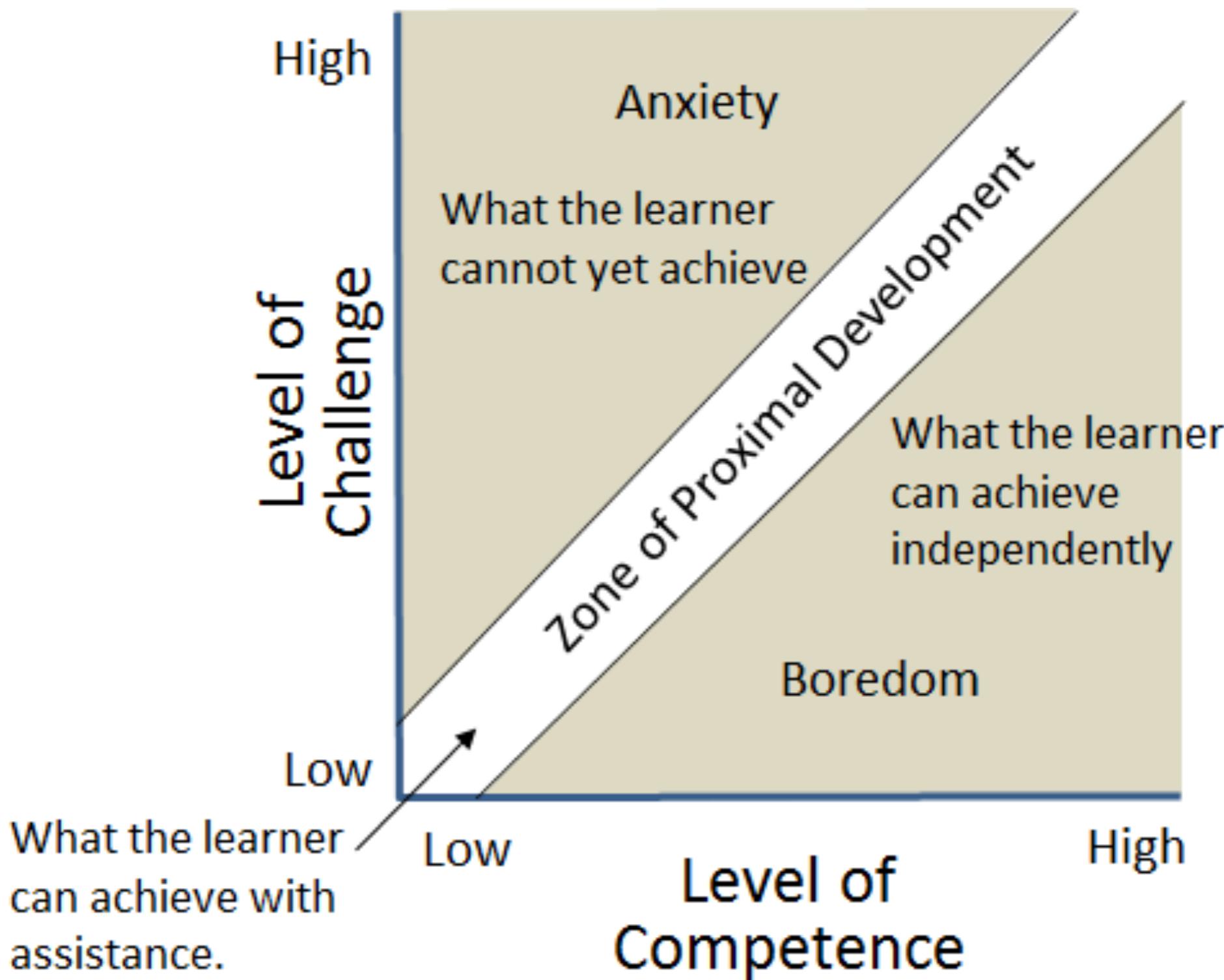
Process of intervening: emotional development

Goal	Approach	Effect at organization	Effect at supervisors and subordinates
Needs are addressed	Group Relation Conferences	Faculty realises what is happening and stabilizes	Much debate Heated emotions
Helping to contain	Reflection sessions	The university is retarded in OD compared to the faculty and threatens to hamper the development, but recently changes take place at university level as well	Recognition and support by growing group of lecturers
Presence at work is normal	Team development plans Individual development plans Workshop on professional teams		Satisfaction of subordinates decreased, work load is considered high

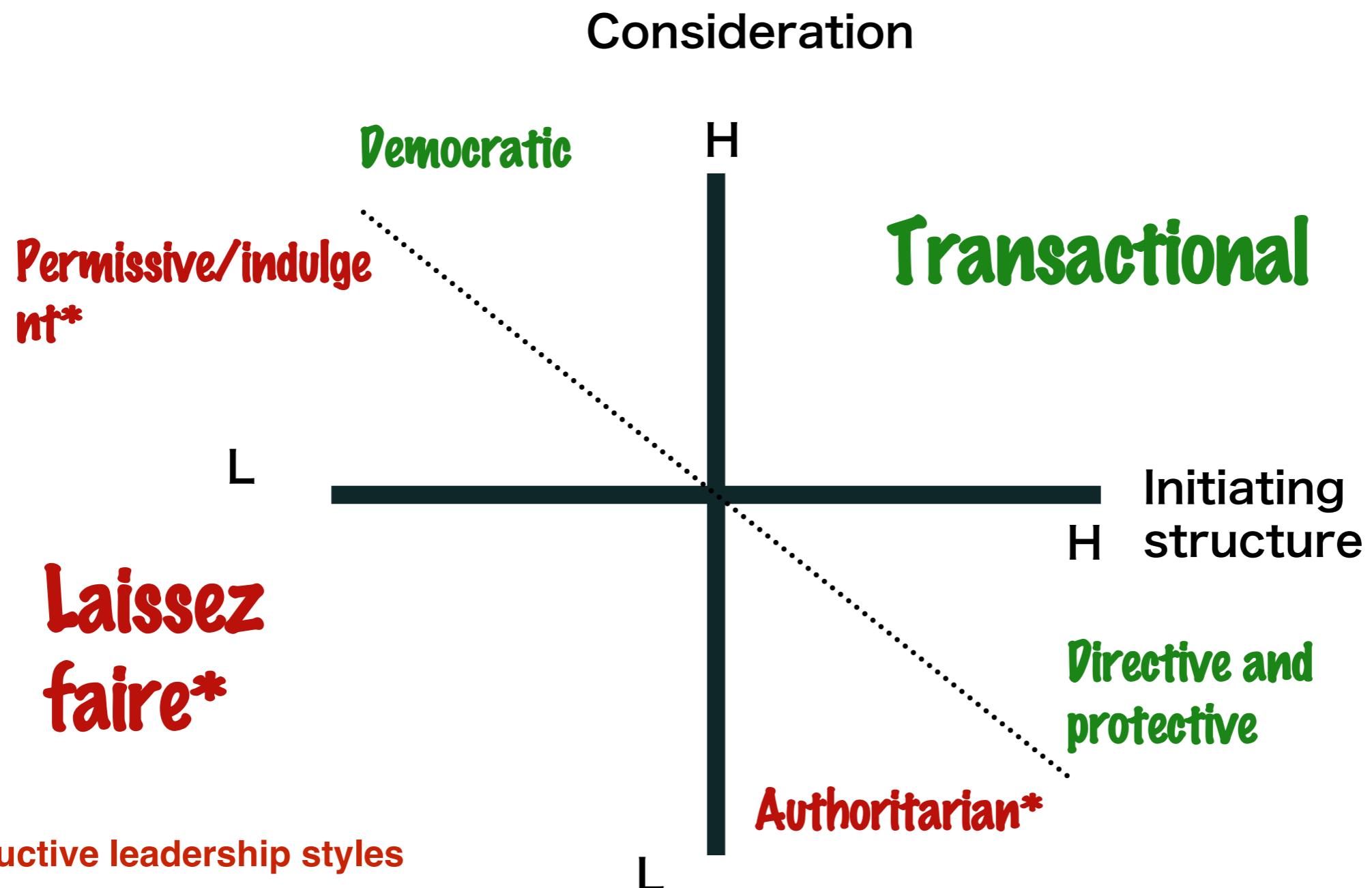
Case University of Applied Sciences:

Reflecting on intervention process

Process of intervening: Vygotsky 1930



Leadership dimensions (Ohio U., 1962, Kampen, 2011)



Nonleadership (Hinkin & Schriesheim, 2008)

Management by exception (passive): not intervene until problems are either brought to their attention or become serious enough to demand action.

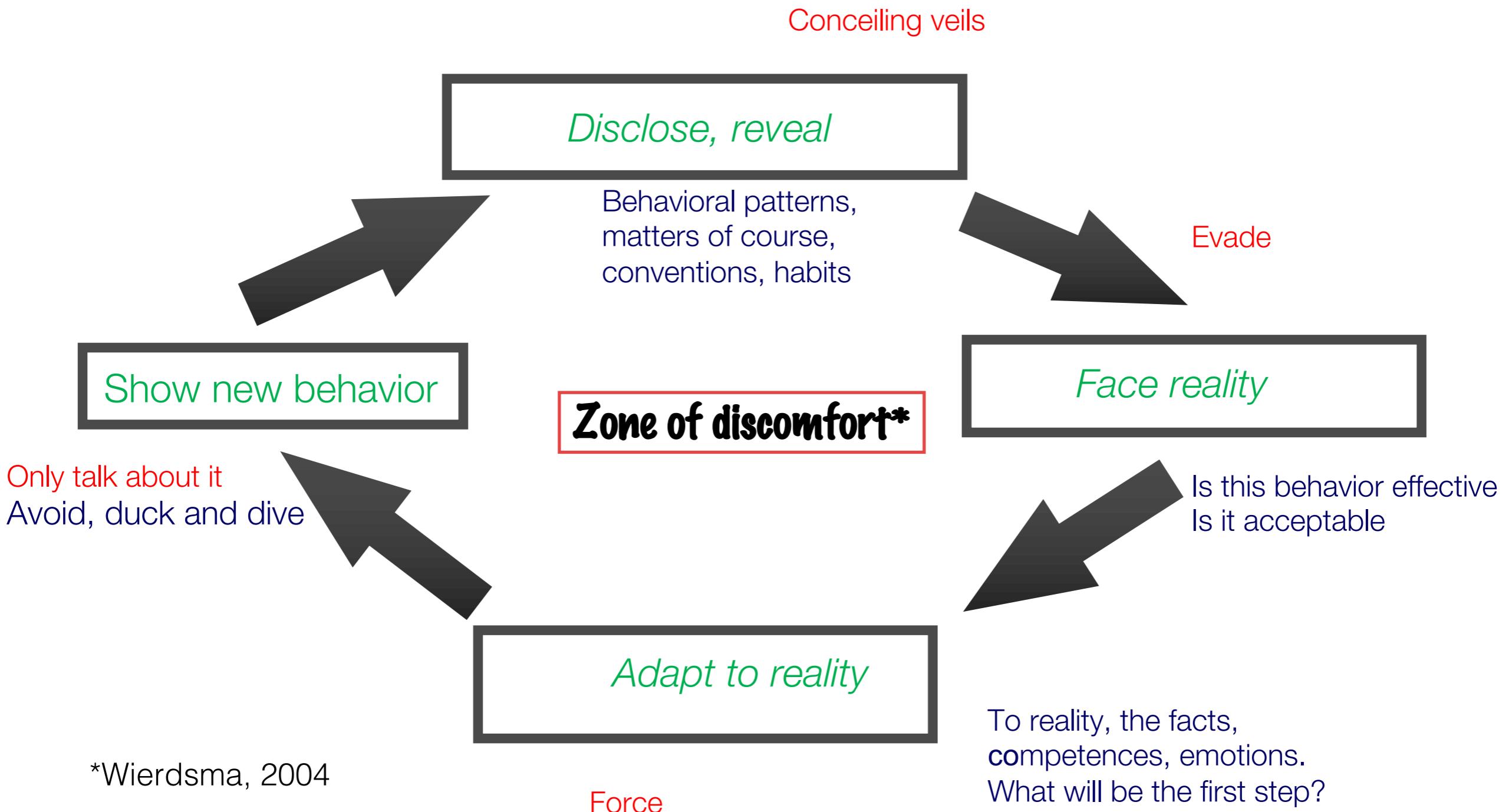
Laissez faire style: avoid decision making and the responsibilities associated with their position. Is not related to follower performance. The lack of leader response to a variety of potential stimuli in a variety of situations including **nonresponse to undesired behavior**

Negatively related to:

- business unit performance
- satisfaction with the leader

Will lead to: **negative subordinate affective and behavioral responses**. Role ambiguity and confusion about job expectations.

Revealing organizational reality: patterns of harmful interaction



Behavioral patterns



Results: no reciprocity at first



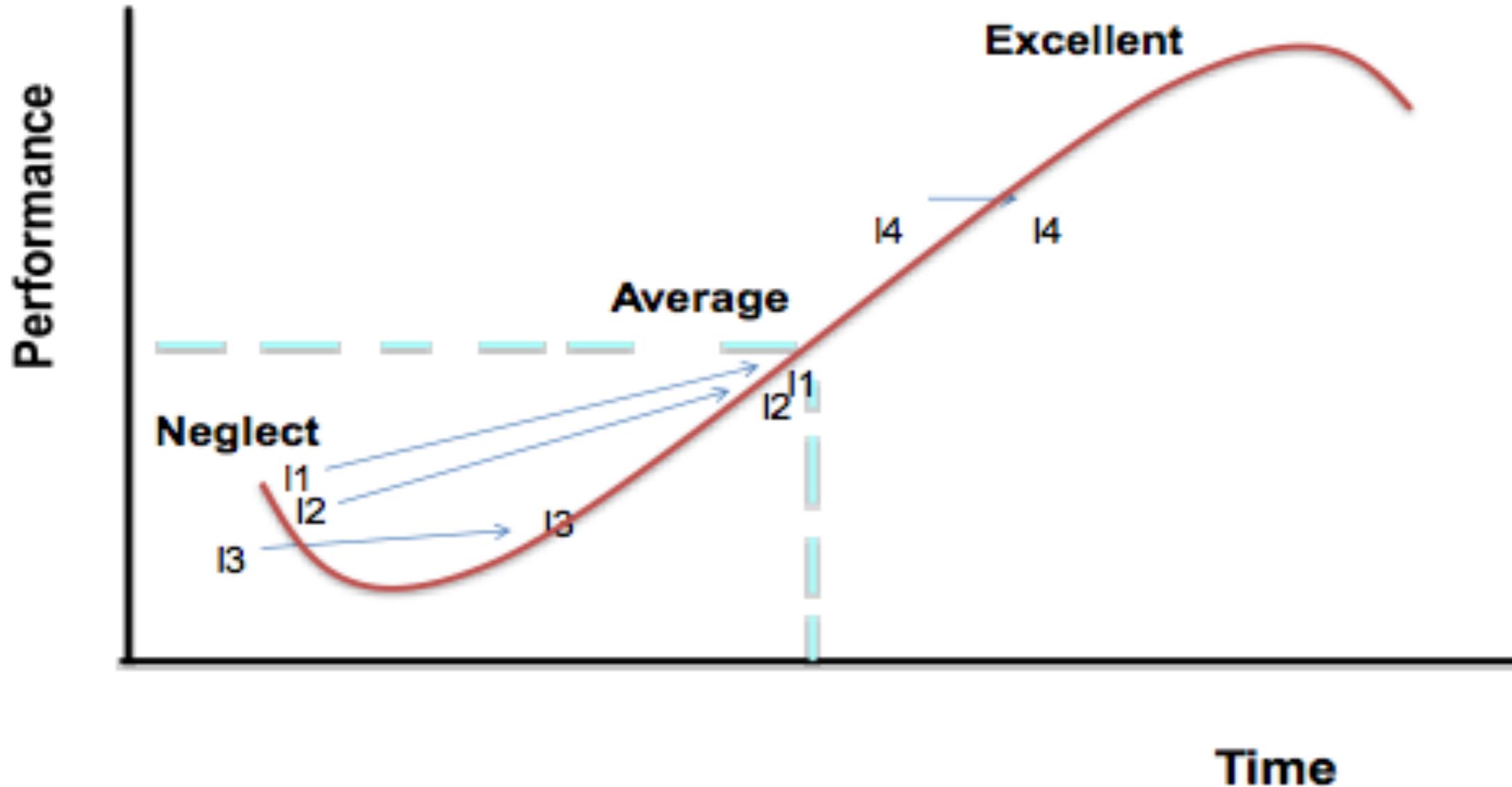
Reflection on intervention strategy

- Stability and predictability of organizational life are conditional for reciprocal interaction;
- Severe resistance in first two years (High levels of absenteeism);
- Assessment of leadership competence (30 to 50 % turnover);
- Enduring close supervision in task and relations is necessary;
- Transformational leader has to contain lots of negative projections.

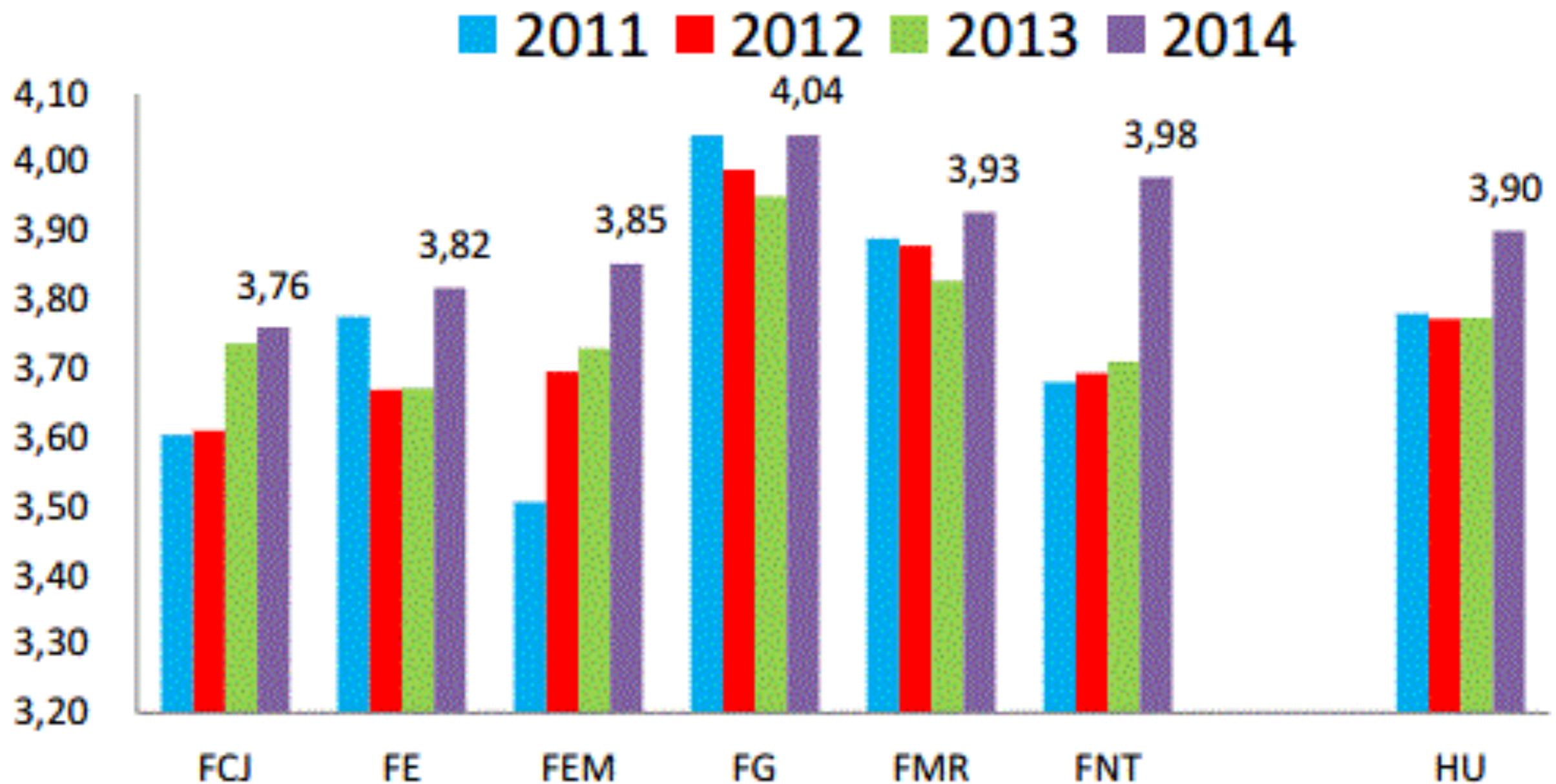
Conclusions

- The concept of organization emotional neglect proved a useful concept to diagnose the malfunctioning organization and recognize problems as developmental stagnation.
- The concept provides a strategy and an intervention method for organizational development to catch up from a situation of organizational deprivation.
- Kampen & Henken (2014) discovered three phases in the process of changing the harmful behavioral patterns over a period of three years:
 - *the phase of disclosure of organizational reality;*
 - *the phase of restoring daily organizational routines; and*
 - *the phase of accountable interaction.*
- The change agent needs strong negative capabilities (Simpson et al., 2002)

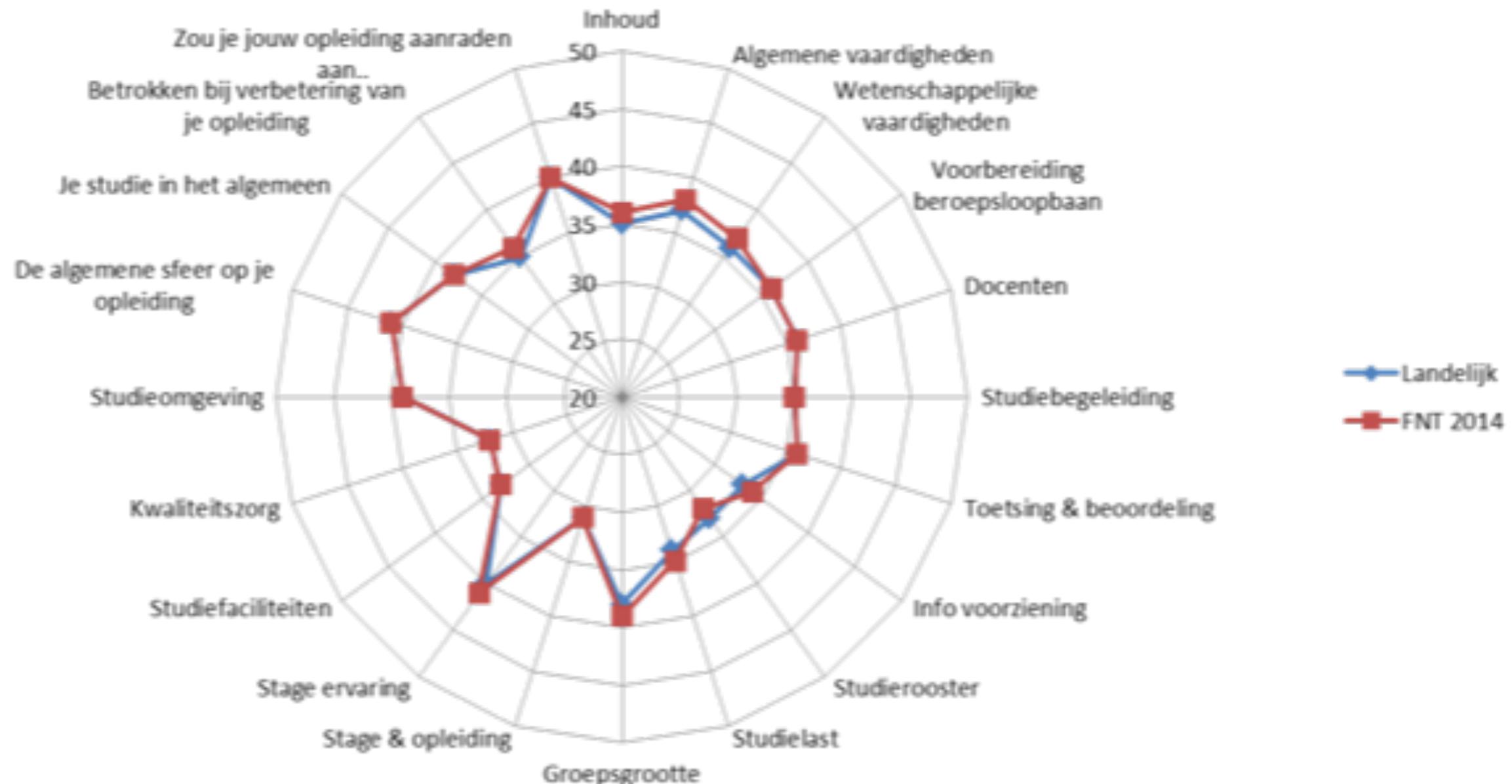
Performance in time



'Would you, as a student, recommend your education to your family and friends?' (scale 1-5)



Faculty of Applied Science and Technology (FNT, in red) vs Benchmark (NL, in blue)



Case University of Applied Sciences:

Reflection on the role of the change agents

Role of the manager as change agent: competences

Popper & Mayseless, 2003

The transformational leader

- Gives individual attention: listens, is sensitive and accessible for personal needs and for development and growth
- Sets realistic challenges and inspires faith in one's ability to achieve them
- Sets goals and standards for performance, but is not critical, judgmental or aggressive
- Wins complete trust and respect, and creates feelings of admiration and pride in being near him/her. Sets personal example. Serves as a model for imitation and identification

The 'good' parent

- Is sensitive, available, and responsive to the child's needs, understands the child's needs, and adapts his/her responses to those needs
- Sets challenging goals for the child according to the child's maturity level; trusts the child to be able to cope in these situations
- Sets limitations, establishes rules and discipline, but does not criticize, dominate, pressure, or forbid without a reason
- Generates a sense of trust in him/herself. Serves as an example and positive model for the child. Serves as a model for identification and imitation

Role of the consultant: positive vs negative capability

(Simpson, French & Harvey, 2002)

Where positive capability supports
'decisive action',
negative capability supports 'reflective inaction', that
is, the ability to resist dispersing into defensive routines when
leading at the limits of one's knowledge, resources and trust.

The role of the transformational leader in emotionally neglected organizations



What did it with/to me?

- Fatigue (a long stretch, how do I keep fit myself?)
 - Support by top is necessary, but not a matter-of-course
 - 'Leg versus Body'
 - I get neglected myself
 - I become part of the system and must take care to not neglect others
 - For how long can I do this effectively?
-
- Also kind of pride, self confidence, my intuition had it right, there has already been achieved a lot!(2014)

Competences to survive?

- Ideas about what is (un-)civil behavior;
- No fear and dare to raise questions;
- Persistence (kind of stubbornness?);
- Commitment;
- Cope with negativism;
- Ability to keep professional distance ;
- Activities outside work;
- Support from home!

Change of harmful patterns of interaction between team supervisors and lecturers

Kampen & Henken, 2014

Behavioral patterns emerging from laissez faire leadership and effects on individual self efficacy and organizational performance (Kampen & Henken, 2014).

	Leadership behavior	Employee behavior	Behavioral pattern as group attitude	Neglecting effect on individual self efficacy	Ultimate organizational effect
1	Only tells me what I have to know to do my job	Performs his task as told	Just do what you are told to do	My needs are not acknowledged	Decrease in quality of work
2	Does not seem to care about results	Determines results by himself	Results are not important	My performance makes no sense	Personal goals prevail above organization goals: performance decreases
3	Avoids making decisions	Takes a wait-and-see approach	Managers never take decisive action	I cannot rely on managers	Decrease in quality of work
4	Stays out of our way	Takes some slack	Bless your freedom	I can do what I like	Personal goals prevail above organization goals: performance decreases
5	If we don't bother him/her, he/she doesn't bother us	Avoids attracting attention	Do not expect anything from managers	It doesn't matter what I do	Personal goals prevail above organization goals: performance decreases
6	Does not make a difference to our group's performance	Determines his own performance	Take care of yourself	You're just one of the group	Personal goals prevail above organization goals: performance decreases
7	Is likely to be absent when needed	Seeks support with peers	Managers here don't care for their subordinates	I am not important	Decrease in quality of work
8	Is hard to find when a crisis arises	Avoids taking risks	Keep your head down	Take care of yourself	Decrease in quality of work
9	Whatever we do is OK with him/her	Sets his own standards	Manage on your own	I'm expendable as a worker	Personal goals prevail above organization goals: performance decreases
10	We don't know where he/she stands on issues	Takes his own stand without reference	Don't expect answers	I have to find my own way	Decrease in quality of work

Restrictive leadership in an emotionally neglected organization aimed at the breakthrough of harmful patterns of interaction (Kampen & Henken, 2014)

	Behavior leader	Employee behavior in a neglected organization	Leader response behavior	Behavioral pattern	Effect in daily organizational life
1	Explains to me how to do my job	Performs task in his own way	Does not tolerate behavior and demands the job done as expected	You are expected to do the job as demanded	Execution of work is predictable
2	Is interested in the results of my work	Answers evasively about the results of his work	Replies the answer is not satisfactory	It matters to obtain results	Predictability in getting results
3	Makes prompt and clear decisions	Says 'yes' but does 'no'	Upholds decision and tackles employee about dishonesty	Decisions are expected to be executed	Direction in our work is always clear
4	Sets clear limits	Crosses the thin blue line	Demands to go with the crowd and holds employee accountable	Responsibility for your own behavior	Accountability for violating limits
5	Asks me how I perform, even when I needed no attention	Harbours a suspicion about intentions of supervisor	Observes and reflects on competencies of employee	The way work is done is noticed	Appreciation for performance
6	Has an obvious contribution to the team performance	Considers the contribution of supervisor superfluous	Sticks to division of roles	Everybody does what he is supposed to do in his role	Division of roles is clear and accepted
7	Is always approachable when needed	Tries to prove the opposite	Knows when he is needed	Leadership is available and attentive	You can trust that leadership is available when needed
8	Takes the lead when a crisis arises	Is on his qui vive	Provides structure and contains uncertainty	It is clear what everybody's role is in case of emergencies	We can handle emergencies
9	Gives dedicated feedback	Denies and evades	Reinforces the achievements and provides feedback without judgement	Learning is part of the job	Development is expected, stimulated and guided
10	States his vision on important issues	Is not interested	Demands attention	Management has a vision on what is important	Strategic choices are no surprise