Do you want to get the best out of your people? Manage relations, not individuals
A story:
The fortnightly meeting between admin and teaching staff in a school does not go well. Teachers dominate, while administrators are passive. The school does not get the best out of this.

Questions:
(a) Why? What stops participants contributing?
(b) How could the organization get the best out of its people?
Undesirable behaviors we see:
- “apathetic”, “indifferent”, “lacking initiative”

What we do not see:
- The context/field/background generating behaviors

What we would like to see:
- active participation, lively cooperation, productive reasoning, initiative and responsibility
### The invisible context/field

#### Teachers

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#### Administrators

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Vicious circles

Dominate

Teachers

Withdraw

Administrators
To bring about what you would like to see, create a new context

Manage relations, not individuals

How?
Manage relations, not individuals (1/6)

- Allocentric
  [other-directed]
Manage relations, not individuals (2/6)

See from within the *emerging whole* [you are not a detached observer but an engaged participant]
Manage relations, not individuals (3/6)

How?

- Let the background emerge
  [you notice new things, including your role]
Manage relations, not individuals (4/6)

How?

- Suspension: see your seeing
  [notice and suspend your habitual patterns of thinking, feeling, and acting; nonjudgmental awareness: observe without forming conclusions]
  In suspension, we notice emerging events and patterns that we did not notice before
Manage relations, not individuals (5/6)

How?

- Redirection:
  [turn your attention towards the emerging whole - the big picture - and your role in helping create/maintain/change it]

“What am I doing to help maintain the dysfunctional pattern?”
Manage relations, not individuals (6/6)

- Moment of awakening
  [you are a part of the problems you manage – A new attitude emerges]
(1) *Nightmares in the Kitchen*


(“The Secret Garden” - 1.03-3.01 mins)

- Notice how:
  (a) Michel talks about himself,
  (b) His staff talks about Michel and the restaurant
Two opposite examples (2/2)

(2) *Invictus*

http://www.youtube.com/watch?v=HHqi6ZB_FoU

- Notice:
  (a) the body guard’s objection to the Special Branch white officers;
  (b) how Mandela responds
Take home message:
Manage relations, not individuals