

Chapter 5

Implications for Improving Professional Practice and Policy

The overall picture of intentional changes is presented in the first four chapters. We have seen how large, significant, and beneficial these changes are. We have noted the dominant role that people play in choosing, planning, and implementing their own changes. They obtain some help from friends and other nonprofessionals, and less help from professionals and books.

Having seen this comprehensive picture of intentional changes in the first four chapters, we turn now to the implications for improving professional practice and policy. After I present the basic data regarding intentional changes to various professional audiences, the most common question they ask is, "What do you think we should *do* about all this: what are the implications for practitioners?" The question is usually marked by enthusiasm and puzzlement; the person eagerly wants to foster intentional changes but cannot figure out how to proceed.

Over the past few years I have spent a great deal of time thinking through my responses to this question. In fact, I am writing this paragraph at the end of twelve hermit days that I set aside to consider these implications more thoroughly and comprehensively than before. I have selected the seven directions that I consider most significant for action during the next few years. These are the most useful directions for fostering and facilitating beneficial

changes. Each significant direction is spelled out in one section of this chapter.

My purpose is to stimulate you to think through for yourself the implications for your particular situation. You might want to take a few minutes right now to jot down your own thoughts about the most significant innovative practices or research projects that could be developed in your own professional field or organization. In the next few months, what might you do differently as a result of your new understanding of intentional changes?

Before tackling that question, you might want to learn more about intentional changes. You could continue reading, for instance, or you could ask a few people to tell you about their recent intentional changes. You could choose your own largest, most important change from all the changes that you have chosen and achieved during the past two years. Ask yourself and the people you interview, "What were the greatest difficulties in choosing and achieving the change? What additional help and resources and competence would have been especially beneficial?" Probe leisurely for insightful answers.

I am often asked why we should become involved at all in trying to facilitate a natural process that is already reasonably successful. "We might mess things up and make them worse for people." It is true that we could blunder in and insensitively do more harm than good. I would rather do nothing at all than harm a reasonably successful activity. If we thoroughly and accurately understand the natural phenomenon before we try to be helpful, however, and if we try to fit into the person's natural process instead of making the person fit into ours, I believe we can be of great benefit. People do have great difficulties with many changes, and themselves say they would benefit from additional help and competence. I believe they are right.

During my two weeks of concentrated thought for this chapter, I read about 4,000 pages of notes on this question that I had made over the years. In addition, my suggestions are based on the interview responses of a wide variety of adults to questions 6A, 9D, 9E, 9F, and 11 in the Appendix. I was also stimulated by parts of McGinnis (1975) and by rereading chapter 9 of Tough (1967).

Within our own portions of the enormous enterprise devoted to helping people change, what can we do? To improve our impact in promoting beneficial and effective changes, here are the seven potential directions that I consider most significant during the next few years:

1. improve individual competence in managing change,
2. develop better help with goals and planning,
3. increase information about opportunities and resources,
4. reduce undue restrictions on freedom of choice,
5. widen the range of opportunities and resources,
6. improve ongoing support from nonprofessionals,
7. improve the effectiveness of professional helpers.

Professional practitioners could experiment immediately with certain directions during their teaching, counseling, or other helping sessions. Graduate students and faculty members could explore several directions in small-scale projects. Leaders in the women's movement and the self-help movement, teachers in free university classes and other informal settings, religious leaders, librarians, and authors could usefully implement several of the directions. High-level policymakers, public officials, and administrators could take steps to study or implement each of these directions.

Each direction is outlined in one of the following sections.

Improve Individual Competence in Managing Change

One potential direction is to help people become more knowledgeable about intentional changes in general, and more competent in planning their own. The benefits from this direction could be enormous. In my more optimistic moments I envision a far-reaching groundswell of people discovering their own power and success at changing, and as a result changing much more beneficially and effectively.

People are remarkably self-deprecating about their own self-guided change. They are simply not in touch with the variety, competence, and success of their changes, nor with how thoughtful, active, and responsible they are in these changes. They lack confidence in their ability to diagnose a problem or situation, to choose targets and strategies, and to evaluate the results. They feel powerless and incompetent at changing without the help of a professional. People simply do not recognize nor treasure all the change, learning, health care, and problem-solving that they perform on their own and with friends and family. Some people have even reached the point of believing that if change or learning is not conducted or at least certified by a qualified professional, it simply is not legitimate, significant, and worthy. Some people have these false beliefs: "The only way to change successfully is with profes-

sional helpers. Only in their hands am I safe, and assured of an effective, acceptable, legitimate path. Change is incredibly difficult, risky, even dangerous if I try it on my own or with uncredentialed helpers."

Many people believe they are strange and unique in how they change. They believe they fail to correspond to some common pattern, even though they cannot articulate what that pattern is. They lack a raised consciousness that "changing on your own, and with peers, is beautiful, effective, normal, and natural." As a result, they may not readily discuss their change process with others as a natural topic of conversation and may thus miss out on encouragement and suggestions.

A low self-image as a changing person and exaggerated faith in the power of professionals can make the person less confident at managing change, less likely to take initiative and responsibility for changes, and less powerful and competent at achieving relevant changes.

As professionals interested in fostering beneficial changes, what can we do to counteract the erroneous beliefs and self-perceptions and to improve individual competence in managing change?

The first step in this direction is to help people gain increased *awareness and knowledge* of intentional changes. Many people are ignorant about their own changes, let alone intentional changes in general, and even have various false assumptions that hinder their changes. Information about the normal natural processes of intentional change could be fascinating and useful for these people. They would be quite surprised by how important and widespread intentional changes are and affirmed by the fact that their changes are mostly do-it-yourself with help from friends and other nonprofessionals. It would also be useful for people to gain accurate knowledge about their own recent change efforts by listing these efforts, noting their paths and difficulties and outcomes. As people come to see the variety of goals and paths for change, they regard their own change efforts more highly. They no longer feel ashamed or worried because of the false belief that their ways of changing are somehow strange or inferior.

It is time to correct the unbalanced picture of change presented by many writers, professional helpers, and television programs. They often depict changes either as unintentional or as professionally guided (or occurring in groups or through preprogrammed materials). Highly intentional, successful, self-guided change with help from nonprofessionals is simply not portrayed very often in fiction,

nonfiction, television programs, professional literature, and research literature. I wish people would not write about intentional changes before thoroughly understanding them, examining their own change efforts in detail, and interviewing several persons at length about their changes. I do not believe that self-guided changes are somehow better than other kinds, but I do believe they have been neglected in the print and electronic media. The time has come for an accurate balance.

Let me hasten to point out that a few books have already presented a balanced picture of intentional change. Good examples are Bolles (1980), Coyne and Hebert (1972), Faraday (1976), R. Gross (1977), Moustakas (1977), O'Neill and O'Neill (1974), Rogers (1977), Stevens (1971), Tough (1980), and some of the behavioral self-control books. More than 160 years ago, at least one writer emphasized self-guided change and learning, which he called "self-instruction, self-command, self-acting energy" (I. Taylor, 1820, p. 8). Later in the book he exclaimed: "Glorious is the prospect, most fascinating the hope, held out by self-cultivation to those who . . . gather every day and every hour something that shall open the mind to yet greater improvement, prepare for further exertions, and ensure success in studies, and arts, and pursuits, of highest importance, through years long to come" (pp. 87-88).

A second step is to help people *see the effectiveness* of their own natural change process quite accurately. Most people have a very low opinion of their capacity for bringing about changes in themselves and their lives. They see their failures and mistakes. They see how far they still have to go in their changes, but not how far they have already come. If they examine their personal changes more thoughtfully, they may realize that they are remarkably capable, powerful, and successful at bringing about various changes and at solving problems. They may come to treasure their own change efforts and to see themselves as an origin instead of a pawn (DeCharms, 1976).

The benefits of this new self-image could be far-reaching. After 40 intensive interviews, McGinnis (1975) concluded: "I suspect that the more that adults become aware of the process of personal change and the fact that they do indeed change, the more they will be able to resist undesirable alterations and manage their own personal growth" (p. 197).

John Loughary has developed in some detail the concept of self-empowerment. His unpublished manuscript provided a foundation for a factorial study by Bramucci (1977), and for a workshop ap-

proach to increasing the person's self-empowerment and planning skills (developed by Loughary and T. Ripley, and presented in Bra-mucci, app. I).

A third step is to help people *become even more effective at performing the various tasks and steps* involved in intentional change. Although many people are already performing these tasks reasonably well, my guess is that some of these people and many others could benefit greatly by becoming even more competent, thoughtful, and assertive. Instead of hoarding our professional expertise, we could give it away to anyone who wants it. We will have to be certain, though, that our principles and general suggestions really fit the change process of most adults and are not simply our own style or biased view.

To stimulate your thinking, here are some possible tasks and steps at which people might become more competent: (a) sorting out one's own interests, needs, problems, action goals, preferences, and priorities; (b) establishing the costs and benefits of potential change; (c) setting goals or targets or directions for change, when appropriate, in various areas of life (job, other contributions to society, health, inner personal change, family, human relations, spiritual growth, values, lifestyles, travel, generally having a happy effective life); (d) self-assessment, estimating one's desired level, and seeking and accepting feedback; (e) making the necessary plans, decisions (broad strategy and particular methods), and arrangements; (f) dealing with problems, difficulties, turmoil, sense of loss, pain, unanticipated side effects, and obstacles along the way; (g) obtaining encouragement and support when needed, but avoiding undue influence from the expectations of others; (h) time and money management; (i) actually implementing the change. The last task in that list might require effective reading and listening skills, developing a repertoire of other change techniques, improving one's memory, some basic knowledge of psychological principles, and some grasp of behavioral self-control procedures.

In addition, one-sixth of our interviewees spontaneously reported they would have benefited from additional skills at human relations, communications, and assertiveness. Also, several people mentioned their need for additional motivation, self-discipline, determination, courage, confidence, or physical energy.

As I think about the person who is highly competent at bringing about change, I often picture a long-distance runner or a cross-country motorcycle rider. Confident, determined, proactive, the runner or rider faced with difficult terrain will surmount or bypass

each obstacle calmly and competently. In addition, the competent changer of the future may be remarkably thoughtful, reflective, insightful, self-directing, flexible, effective, and joyful. Such persons may seriously consider a wide range of relevant options before narrowing and choosing. They may manage their changes and their lives with good cheer and an easy flair. They may be not only sufficiently thoughtful and goal-oriented, but also sufficiently loose and flowing and open to spontaneous opportunities.

Most people would also benefit from recognizing and cheerfully accepting the 80 or 90% of themselves and their lives that is not going to change. This ability to live cheerfully without certain changes is essential because there is a sharp limit to the amount of change one can successfully achieve. Health, money, or job can make certain changes very unlikely. Three of our interviewees were unable to find a suitable partner for dating, marriage, and travel respectively.

The fourth step is for the person to become *highly effective at getting appropriate help* when needed. People who are competent at managing their changes have to sense when they would benefit from help and when they can do without. Then they have to choose the most useful resources, whether a professional helper, a friend or neighbor, a particular book, or a group. Finally, when faced with that resource, the person must be proactive and skillful in getting the needed help and information.

As people become more aware, thoughtful, and insightful about their own change efforts, they may want to use far more professional services and resources than they do now. If professionals and their materials are flexible enough to fit emerging needs, the demand for them may double or triple as people become more in touch with their change process and its difficulties. The percentages in table 4 for professionals and books might rise dramatically over the next three decades. It is also possible, of course, that the opposite will happen. As people become more knowledgeable and competent in managing their changes, they may use professionals and books even less. It is hard to predict which way this will go, particularly because the outcome will be affected largely by how rapidly and flexibly professionals develop materials and resources that fit into the person's ongoing natural process of intentional change.

Some Possibilities for Implementation. As with several later suggestions in this chapter, this first direction could be initiated with a variety of populations. It could be implemented for the gen-

eral public, for the employees or clients in one organization, for the members of one occupation or union or professional association, or for one neighborhood. It could be provided for the entire range of intentional changes, or it could focus primarily on one area of life, such as health, career, male-female relationships, child-raising, spiritual growth, leisure activities, or time management.

You could experiment with this direction using whatever medium or approach is most suitable for you or your employer. For example, you could write a booklet, newspaper column, magazine article, or book. You could collect and display, lend, or sell any printed materials that are already available. You could consider films, television, radio, and cassette tapes as possibilities. Computers, interactive two-way TV, and other communications media might also be used for this some day. The distant future might also bring newsletters and magazines for those interested in developing their competence at changing and learning, just as magazines now exist for those interested in developing their competence at running, sailing, homemaking, and so on.

It would also be reasonably inexpensive and easy to develop workshops, courses, and peer groups for gaining competence at managing change. A group dealing with "Powerfully Guiding Your Changes" or "How to Manage Your Own Changes" might attract many interested persons.

Knowledge and competence for managing change could also be gained in a one-to-one situation. Information centers, counseling, and everyday conversations might be used. The helper might be a professional, a lay volunteer, or a friend. In fact, one easy approach is simply this: the helper asks the other person to talk for an hour or two about his or her own change efforts. If the helper listens empathically, insights and resolutions may occur spontaneously.

If many of us experiment with various approaches, we will eventually learn which approaches work best for which sorts of people. Feedback and evaluation will enable us to develop even better approaches. Also, as more and more people try to develop their competence at managing change, we will gradually learn just what sorts of improvement are possible, how many people are interested, and what stops others from being interested.

Develop Better Help with Goals and Planning

Developing better ways of assisting with goals and planning is a second significant direction for action. I consider it so important that I have already spent four years working at it through a funded

development project. My hope is that many other people in a variety of situations and occupations will also experiment with this direction. Then, several years from now, we will be in a good position to select the especially effective procedures for various sorts of persons and media.

The purpose is to develop a variety of effective help with choosing goals and directions for change, and with choosing broad strategies and paths. In many of our interviews we asked what was the most difficult part of the entire change process. About 33% of the interviewees indicated they would have benefited from better help with goal-setting and 40% from better help with planning strategy.

Various sorts of help can give the person a clearer context or firmer foundation for assessing and choosing particular directions for change. Some people need exercises or a framework for setting their broad life goals and activities. They may also need to establish an appropriate balance among these goals through a time and money budget. Others need help in clarifying some problem or unsatisfactory area of life, or in clarifying their needs, wants, interests, fantasies, wishes. Many need to develop more accurate self-assessment and self-insight through feedback, simple self-testing and self-diagnostic tools, and exercises that provide people with snapshots of themselves from various angles. To help people see and appreciate their major skills and strengths, Penny Garner (of Taking Charge! in Washington, D.C.) has had people list their recent successful efforts to learn and change.

Each of us is bombarded daily with messages and pressures to change. These come from radio, television, newspapers, magazines, friends, colleagues, employer, spouse, children, and parents. Each of us has to select the changes to consider seriously. To obtain some notion of the number of change messages to which we are exposed, Susan Tough went through just the first section of our local newspaper one day (*Toronto Star*, March 3, 1979). She found 61 news articles and display advertisements that would probably stimulate at least 100 newspaper readers to consider changing. Of these 61 messages, 26 urged a change in product or store, 12 urged improvement of current home or moving somewhere else, 6 urged travel, 6 described a course or lecture, 3 suggested changes in how one does one's job, 3 urged changes in behavior as a parent, 3 proposed a particular recreational activity, and 2 urged conservation of energy or the environment. No wonder Toffler (1980, p. 392) proposed "a cadre of professional and paraprofessional 'life-organizers.'"

For some people, an important foundation for decision-making is their broad perspective on human life gained through studying history, alternative futures, psychic and spiritual literature, or astronomy. Powerful perspective can also be gained by listing one's major intentional changes over the years on a chronological chart. In a sense this involves examining one's own past in order to think about one's future. Another sort of valuable perspective can come from discussing or listing one's entire range of life goals at one sitting.

Several interviewees had a particular change clearly in mind but were uncertain whether to go ahead with it. They would have benefited from encouragement, from general advice, or from more information regarding the potential change and its likely effects on other aspects of their lives. Some people will need to estimate the time and money required for the change, investigate whether that much time and money is available, and decide whether the change would be worth the costs.

Two activities fall somewhere between setting goals and planning one's strategy. One of these is to set a series of immediate changes or subgoals that will eventually lead to the desired change. The achievement of each intermediate goal produces visible progress toward the distant goal, thus providing satisfaction and encouragement. It also gives the person a chance to stop at that point if the distant change loses its appeal as a result of experiencing a portion of it.

The other in-between activity is to survey a broad panorama of possible changes and opportunities. A workshop or television program can perform this function, as can books. Such books have been written by Grof (1975), Lande (1976), Matson (1977), Naranjo (1972), and Tough (1980).

We turn now to the possibilities of better help with planning the strategy for achieving a change. Some people benefit greatly from learning about the vast panorama of available paths and methods (guided by a professional, a peer, or oneself). Others need general advice and information regarding the various broad paths. One person who did not know how to begin a particular change effort said, "I felt overwhelmed and lost at first," and another said, "I was a beginner—and alone—in a complex field." Some need advice on raising money and arranging other logistics. A few interviewees found they had difficulty getting some other person (a family member or a business-relationship person, for example) to agree to the change or to perform certain actions.

A few people needed more help learning to perform the desired behavior (a new job or hobby, for instance) because of the high level of skill that it required. A surprisingly large number of people found themselves in quite a different situation. The new behavior was easy enough to perform—at least for a few minutes or hours. But the person needed greater self-discipline or willpower, or simply to remember. Examples were diet, smoking, and behaving differently in a particular relationship. These people would probably have benefited from learning various principles of behavioral self-control.

Toward the end of the planning process, it is time for the person to set priorities and choose one or two particular directions and paths for change. In my workshops and in *Expand Your Life*, I provide a simple chart for this purpose. It has just two columns, one labeled “What major changes do I want in myself and my life?” and the other “To move toward each change, what steps could I take?” I encourage people to jot down all their high-priority possibilities, and then to see whether any can be combined. The person is then ready to choose one or two for the next few months.

A thoughtful exploration of how to help people set goals and broad strategies for change, effectively manage their changes and the resulting stress, and take advantage of the opportunities embedded in every major transition has been provided by Adams, Hayes, and Hopson (1976, particularly chaps. 1, 11, and 13). *The Adult's Learning Projects*, too, presented some detailed suggestions for help with goal-setting and strategy-planning (Tough, 1979, particularly chaps. 10 and 14).

Some Possibilities for Implementation. The first two directions in this chapter could be combined by some helpers or centers. Throughout the process of providing effective help with current tasks, one can also help the person become more competent and confident at making choices and plans independently next time. As a result, more and more people will combine the delightfully effective qualities of a cross-country runner, a highly competent navigator or pilot, and Jonathan Livingston Seagull.

To provide the diversity of help described in this section, we need a variety of approaches and lengths. There should be something available for people of all ages, levels, lifestyles, values, and neighborhoods. There should be something available for the person with just a simple quick question, something for the person who wants to go through a thorough 120-hour self-exploration, and

something for all those in between. There should be a variety of approaches and content available to fit the great variety of needs and individual differences.

Some of the help with goals and strategy will be aimed at the general public in one nation (a book) or region (a workshop or a counseling center). Some services will be aimed at one particular area of life, such as career, education, or human relationships. Other services will be aimed at one particular target population, such as women, managers, employees of one organization or department, parents, politicians, teachers, some other occupation or profession, or students enrolled in one educational institution or program.

Services might be offered by a variety of agencies. Public libraries, Y's, community centers, boards of education, colleges and universities, human growth centers, counseling and mental health centers, adult education agencies, staff development departments, professional associations, career and life-planning centers, educational brokering, and educational information centers are all possibilities. (However, I worry a little about help with goals and strategies being lodged in an organization that itself provides courses, programs, or other change paths. There is such a strong temptation to slant the "help" toward having the person choose that organization's own courses or programs.)

A movement called "assessment centers" might develop in a similar direction, according to the authors of an *Annual Review of Psychology* article. "Such centers are perhaps becoming environments for both assessment and personal development. In an increasingly bureaucratic and impersonal world, assessment (including self-assessment) centers and similar community outreach programs may become more common in helping people get in touch with themselves and in assisting them with life changes, lifelong learning, and general enhancement of coping skills and quality of life" (Sundberg, Snowden, and Reynolds, 1978, p. 208).

A comprehensive and highly integrative study by Cross (1978) suggests that the field of lifelong learning may increasingly become involved in helping adults set goals and plan strategies. The major need pointed out by many research studies and blue-ribbon panels, according to Cross, is counseling services (and printed materials or computer programs) to help people learn about themselves and about available opportunities, plan their own learning strategies, and find appropriate resources. Here is her resounding summary (p. 43): "The goal of the learning society is to make adults stronger,

better-informed, more self-directed learners; it is not to make learners increasingly dependent on others to tell them what, when, where and how to learn. Educators have a vital role to play in this effort. Research indicates that adult learners do want and need help. In particular, they need help in planning and utilizing learning activities that will help them to reach their goals. One of the greatest needs in a society with a rich variety of learning resources and a potential constituency of millions is to make the necessary connections between learners and resources. If that 'missing link' can be supplied, the learning society can become a reality."

As with the first direction, this second one can be pursued through three main channels: print and other materials, group programs, and one-to-one interaction. Let us turn first to books and other printed materials.

Government printers, public libraries, and bookstores handle countless books and booklets on how to grow vegetables, care for children, repair your home, and cook—but not on how to choose and guide your total range of changes. Printed tools for their clients could be usefully produced or bought (and given, lent, or sold) by virtually any helping professional or agency. Agencies and centers that choose not to display or lend these materials could at least provide an annotated bibliography for their clients. For example, I often hand out a list called "Useful Books for Choosing and Guiding Your Learning and Change." It includes such items as Bolles (1980), Browne (1973), Crystal and Bolles (1974), Ford and Lippitt (1976), R. Gross (1977), Lakein (1973), Loughary and Ripley (1976), Naranjo (1972), O'Neill and O'Neill (1974), Scholz and others (1975), Simon (1974), and Tough (1980). When Vida Stanius and I checked with people who had been sent an early mimeographed form of *Expand Your Life*, we found that 2 people had barely glanced at it, 16 had read it carefully or completely but recalled little or no effect, and 8 people reported some definite effect or change produced by the book.

Simple printed tools for diagnosis and for ranking the available options could usefully be produced by every professional helper and center. For example, the Ontario Society for Training and Development (1979) has published a 29-page self-rating list of skills and knowledge needed by instructors, designers, managers, and consultants. Diagnostic self-assessment kits for use by dentists, pediatricians, psychiatrists, and other professionals in discovering their areas of relative weakness and ignorance have been described by T.B. Friedman (1978).

Perhaps the day is not far away when this significant direction will also be facilitated by certain newspaper and magazine articles, television and radio programs, cassette tapes, and interactive computer programs.

Workshops and courses are another inexpensive way of providing better help. Group programs ranging from one hour to three weeks could be very useful in encouraging and helping both goal-setting and strategy-planning. The stimulating and supportive presence of other members can be very beneficial.

I have led two-hour and one-day workshops for the general public on "Choosing Your Paths for Personal Change." At first we do various exercises (described in Tough, 1980) to increase self-insight concerning goals, values, hopes and wishes for the future, and so on. Then we survey the various available paths and nearby places. Finally, each participant lists possibilities and then narrows them down to one or two. In two of my 13-week graduate courses, I include similar components. One course is called "Personal Change Paths." The other focuses on future possibilities for the professional helping enterprise and for each person in the class.

Nacke (1979) provided three-day workshops (developed by Thomas Brown) for Catholic Sisters to focus broadly on their ministry. Scott (1981) provided two-day workshops focusing on the human relations area for school board officials. In both types of workshops the desired outcome was a *plan* for further change. That is, people did not attend in order to learn *during* the workshop, but to set goals and plan strategies for achieving them. Life-planning workshops, women's consciousness-raising groups, and various peer self-help groups also help their members choose individual goals and strategies.

Individual help can be provided by phone or mail or in person, by professionals or trained lay volunteers or peers. One-to-one help with choosing and achieving change is already provided by some counselors and therapists, academic course advisors, thesis supervisors, mentors in nontraditional individualized education (Bradley, 1975), education information centers, educational brokering services (Heffernan, Macy, and Vickers, 1976), life- and career-planning counselors, leisure activities counselors, and staff and professional development officers. Perhaps the future will bring more counselors and centers devoted to fostering the entire range of intentional change, not just education or career or personality. I would like to see a center open 24 hours a day for quick questions

by phone or in person, and smaller neighborhood centers open at convenient hours for longer appointments.

Many of these services can be financed in the same ways that other books, television programs, workshops, courses, and counseling are financed. Additional funding might be required for early-stage developmental costs, and for the overhead of a counseling and information center. Unfortunately, no one in government is responsible for the entire range of intentional change, and public funding for a comprehensive center may therefore be difficult. Centers related to jobs, education, reading, or recreation fit well in one government department or another, but comprehensive centers may not fit well in any one department.

It is important not only to develop and provide innovative help, but also to study its effects. What changes in the person's knowledge, self-image, self-direction, competence, attitude, and behavior occur as a result of the type of book, workshop, or counseling described in these first two directions? At this stage, it is important to remain open to the entire range of effects, as Nacke (1979) and Scott (1981) have done. We are not yet ready to eliminate all surprises by limiting our questions to a narrow range of effects. We can also try to discover what additional competence and help would be especially useful.

Increase Information About Opportunities and Resources

It is not enough for the person to have clear goals and an appropriate choice of strategy. The person also needs full and accurate information about the effective resources, opportunities, methods, and paths available for this particular change. There is little point in having resources and methods available if the person is not aware of them, or lacks sufficient information to choose wisely. Many mechanisms already exist to provide this information, but they could be strengthened and expanded. In addition, innovative new ways of providing such information could be developed.

Information about available courses, workshops, seminars, human growth centers, conferences, and therapy groups is already provided by direct mail advertising, newspaper advertising, and catalogs. It is important to make this information complete and accurate in the first place, or to provide further details in a supplementary announcement that is available on request. In Toronto, a

complete list of courses offered throughout the metropolitan area is available in all public libraries. By looking up yoga or French or human relations, for instance, any person can find the location, sponsor, time, and cost of every course in the city. Some cities have a central telephone number or information center that serves the same function. Toronto also has a 30-page monthly newsletter listing many meetings and events within the psychic and spiritual realms. Each institution could also have an open house at which people can get further information and meet the instructors and group leaders. Also, at special introductory sessions and the first regular session, the leader should spell out her or his objectives, methods, and expectations.

A model for full detailed information is provided by a 1979 brochure for a four-day life/work planning workshop called "What Color Is Your Parachute?" It spells out whom the workshop is for, quotes positive comments from previous participants but also states the number of persons (5 out of 225) who were negative, and provides details on meals and accommodations and commuting. Then a detailed section called "What is *Your Learning Style*, at Workshops?" describes nine dimensions or variables and locates this workshop on each dimension. To give the flavor, here is one of the nine paragraphs: "Some people learn best when material is presented in rapid order and style; while others learn best when the material is presented slowly and meticulously. You should attend this workshop only if you learn well in a slow-meticulous atmosphere. We go at a pace which enables everyone to keep up; this sometimes drives fast-learners crazy, in which case this is not the workshop for You, dear friend."

Various guides to television and radio programs are already widely available. However, I would like to see them include a weekly list of "Some particularly useful programs for your learning, change, and growth." Outstanding sports, entertainment, and dramatic programs could be noted in three other lists.

Information systems concerning books and periodical articles are well established. For almost any desired change, a person can find useful printed materials by consulting bibliographic tools and catalogs, annotated bibliographies, a librarian or bookstore clerk, or one of the newer computer information retrieval systems. Books are also brought to our attention by the book review section of newspapers and magazines, and by such tools as *Co-Evolution Quarterly*. Detailed information about available tapes, records, and videotapes is not as readily available.

For some changes, the person wants to find an expert or professional helper. Apart from asking friends, it is hard to get full and accurate information concerning this type of resource. I would like to see detailed directories, open houses or other semisocial occasions, or 20-minute videotapes available to those seeking an expert.

One excellent step in recent years is the learning network (Lewis, 1978; Lewis and Kinishi, 1977). A survey by Calvert and Draves (1978) found 42 of them in the United States. That report called them learning referral centers and stated that they are also known as learning networks, learning exchanges, and referral services. I originally thought they were limited to helping people find an instructor for such subjects as guitar, auto mechanics, and Spanish. The actual list of areas is far broader than I guessed and includes many areas of personal growth and lifestyle change. Robert Lewis, a cofounder of the first learning network (in Evanston), is now experimenting with a different model in Atlanta. Simple, yet extraordinarily effective at helping people find an expert or helper in practically any area, learning networks have enormous potential. They can be developed within a company, university, or professional association as well as in a city. I am often moved by their human drama stories of reducing loneliness, crossing generation and racial lines, and sparking large changes and learning efforts. Incidentally, the learning networks have discovered that most potential instructors do not view themselves as potential teachers. "Me! What would I teach? I'm just a car mechanic."

Sometimes the person seeks a partner or peer—someone who is interested in the same area or experiencing the same change—rather than an expert. Learning networks can assist with this function too. In addition, certain individuals in any community serve a natural linking function, spontaneously suggesting someone the person might want to talk to about a particular problem or interest. Exploratory efforts to support and encourage (not train!) these natural linking people could be useful.

How can a person get full and accurate information about available peer self-help groups and autonomous learning groups? Several cities now have directories of these groups, or a central telephone number or referral agency. Much more effort is needed, however, before most people will be aware of these groups and how to find them.

Our interviewees have also mentioned the need for complete, up-to-date, accurate information on various occupations, available jobs, and available apartments.

People also need plenty of accurate information concerning any methods or paths that are suited to their particular change. To some extent, such information is available. Such books as Matson (1977) and Lande (1976) describe a variety of paths and methods for personal change, a few books do the same for leisure activities, several books present self-insight and growth exercises, and many suggest paths for physical fitness and robust health. Even in these areas of change, and certainly in many others, people still have trouble obtaining enough accurate detailed information to choose the best option.

In the realm of intentional change, how long will it be until objective consumer information is readily available? At great expense, such information is compiled and disseminated concerning automobiles, stereos, retirement savings plans, mutual funds, insurance companies, drugs, even soap and diapers. It would be just as beneficial to have consumer ratings plus objective test results available for all the resources and opportunities in the area of intentional changes. What really are the outcomes of various spiritual and personal growth paths? Do the LSD techniques described by Grof (1975) produce the same effects as tedious Eastern religious techniques? Just how much change do people actually achieve through a self-guided approach? From which TV programs, newspapers, magazines, tours, and museums does one gain a reasonably accurate and complete picture of life on earth? How much do the previous customers say they gained from a particular therapist, instructor, leader, or program? What paths or methods of helpers are dangerous or harmful more often than others? How does the dropout rate or dissatisfaction rate vary from one path or agency to another?

Reduce Undue Restrictions on Freedom of Choice

As a general principle, each man and woman who wants to change should usually be free to seek help from anyone who is willing to give that help, possibly in exchange for money, goods, or bartered services. Also, the man or woman should usually be free to choose *not* to seek help from anyone. Unfortunately, such freedom of choice is being eroded by some government actions, insurance plans, and professional associations. Those of us who are involved in the helping enterprise can make significant contributions toward reversing that erosion. Doing this will require a great deal from

each of us: altruism, thoughtful exploration of the issues, and commitment to the entire range of intentional changes.

Let us look first at the issue of differential costs. Government funding and insurance reimbursement go largely to professional helpers and their institutions. Little or no money is available for the person doing the changing (even if that person is poor and needy) if he or she chooses to use nonprofessional helpers or other resources such as books. Funding goes to education, doctors and hospitals, therapists, and social workers rather than to the entire range of learning, health care, personal change, and problem-solving. The person does have a free choice if he or she can offer money or services to the helpers who require payment, but some choices are penalized by differential costs. In effect, government and insurance plans establish and support huge helping enterprises (at great financial cost to taxpayers and insurance plan contributors) without awareness of the narrowness of their funded portion. Perhaps 70 or 80% of all problem-solving, physical and mental health care, and learning could proceed without a professional, but some legislators and other policymakers ignore the person's natural process of choosing and guiding change. The general public, in turn, becomes less aware of alternative paths and helpers and comes to see the government-financed way as the only effective, normal, legitimate way.

Many companies reimburse employees for course tuition fees, but not for any costs of self-planned learning. Paid educational leave, a significant and growing trend in Europe and being studied in Canada, provides time and money for course-taking but not for learning in other ways. Students in colleges and universities receive financial benefits from government, but would lose them if they switched to learning on their own.

Next let us look at differential legitimacy. How would your boss react to your spending an afternoon in a university library reading in your field of expertise? Would the reaction be different if you spent that afternoon at a university-sponsored workshop in the same field?

To enter many professions and occupations, you must do your learning with the credentialed experts: learning in other ways and then demonstrating your competence in examination situations is simply not an option. It would be more effective if the person who wants to work at a particular occupation (electrician, nurse, lawyer, etc.) had a choice of several paths for achieving the desired compe-

tence. At least one of these paths might be preprogrammed or professionally controlled through tapes, programmed instruction, classes, or apprenticeship. At least one other path should be self-planned without a professional: it might consist of peer groups or individual paths, for instance. The person's choice of path should not be unduly restricted by requiring course attendance or academic credentials instead of demonstrated competence, nor by examinations biased in favor of one path.

Differential funding and legitimacy are not the only ways in which the person's range of choices is restricted. For certain types of changes, it is actually illegal to use certain helpers, or at least is illegal for them to provide help. Certain professional associations have persuaded governments to outlaw many potentially useful helpers. Physical health and law are the two most obvious examples: regardless of your expertise or effectiveness, you cannot practice medicine or law without a license. Illich (1978, p. 24) put it in his usual blunt way: "Unlike the hookers of old, the modern professional is not one who sells what others give for free, but rather one who decides what ought to be sold and must not be given for free." In fact, Illich (1978, p. 23) has gone even further and has claimed that professionals actually create the needs that they are then mandated to fill: "Educators and doctors and social workers today—as did priests and lawyers formerly—gain legal power to create the need that, by law, they alone will be allowed to serve."

Although Illich's criticism may be too severe, there is some evidence that professional licensing does not, in fact, serve the public interest. After reviewing the literature on professional licensing, psychologist S.J. Gross (1978b, p. 1015) concluded that "licensing arrangements do not seem to be providing the structure for effective solutions to the problems of delivering quality care in the health and helping services. Instead, the evidence overwhelmingly supports the conclusion that licensing maintains a structure that is in the self-interest of the service giver and in opposition to the public interest. Licensing actually results in the institutionalization of a lack of accountability to the public."

Many years earlier, economist Milton Friedman (1962) argued persuasively that there is no good reason to license any occupation, including medicine, because certification does as much good. Certification means that a governmental agency "may certify that an individual has certain skills but not prevent, in any way, the practice of any occupation using these skills by people who do not have such a certificate" (p. 144). One may have to pass an examination or

meet certain other requirements before certification as a medical doctor, public accountant, architect, or psychologist, but anyone else would still be free to go into the business of accepting fees for helping people with their health, accounting, house design, or mental health. Under licensing, by contrast, one cannot practice the skills of the given occupation (at least, not for a fee) before passing the examination or meeting the other state requirements. "Anyone who does not have a license is not authorized to practice and is subject to a fine or jail sentence if he does engage in practice" (p. 145).

S.J. Gross (1978a) has proposed registered disclosure as an effective way to protect the consumer. People offering a service, such as counseling, to the public would be required by law to make available information about the nature, scope, philosophy, orientation, techniques, and requirements of that service. From this information, consumers would make decisions about the quality and appropriateness of such service. The information would be required to be complete and accurate, and governmental and judicial mechanisms would be extended to act on complaints about fraud.

Whether it is dance instruction or psychotherapy, physical fitness programs or self-help books, mind-control groups or religious groups, people should have ready access to reasonably complete and accurate information about the approach and its effectiveness. They should be free to make their own choice. They should also be free to quit or leave any time without intimidation, threats, heavy financial penalties, or other undue consequences. In my opinion, professional associations and governments should support these three conditions and should definitely not restrict the person's choice of groups, cults, helpers, books, and other resources and paths. If a government or professional association believes that one particular person or path is harmful, they can try to spread that message to the general public, and in some cases can prosecute under existing laws dealing with misleading advertising, high-pressure sales techniques, and violence or threats of violence.

My position is clear: freedom of choice is unduly restricted when one says, "If you want help with this particular problem or change, you must use these helpers and you cannot use or pay any other helpers." However, the person in that situation at least has the freedom of whether to proceed with the change, and whether to use any helpers at all.

An even greater restriction of choice can occur when one says, "You must get help from designated professionals with your par-

ticular problem or change, whether you want to proceed with it or not." Yet that is exactly what happens in certain situations. Most people accept the notion of mandatory professional intervention when someone has committed a violent crime. Most of us would agree with the need for an ambulance and medical attention without the person's consent if the person remains unconscious and seriously injured after an accident. Many people accept compulsory schooling for children (though the voices in opposition are becoming stronger). There is much less agreement on just how severe mental illness must be before the person is involuntarily committed to a mental hospital, though it is clear that the days of unnecessarily forcing some people into these hospitals have not yet ended.

Another example of forcing a person to enter a situation in which certain professional helpers try to change the person is provided by mandatory continuing education, which I prefer to call "compulsory sitting." This may be spreading. Members of several occupations must attend particular courses (or choose from several possibilities) for a certain number of hours, or suffer severe consequences. Instead of periodically testing competence or soliciting consumer evaluations, many states now require one *method* of learning (sitting in a course or workshop) for health care professionals, certified public accountants, lawyers, and others. The person must acquire a certain number of continuing education units in order to continue practicing her or his occupation: these units are granted for mere sitting, because there is no assessment of what people learn from these courses. Ignoring the astounding amount of highly effective and energetic self-planned learning that professionals engage in to improve their competence (McCatty, 1973), legislation forces them to learn from a professional instructor. Surely we should give credit for self-planned learning efforts instead of giving credit merely for sitting in certain rooms at certain times. Even better would be the development of adequate assessment procedures to test the person's competence periodically.

Lisman and Ohliger (1978) have charged that employees of industrial corporations are increasingly being pushed into training courses, parents of juvenile delinquents are sometimes ordered by the courts to obtain family guidance from social service agencies, some food stamp recipients are pressured to participate in nutrition programs, and some illiterates on welfare are ordered to enroll in adult basic education classes.

We have been discussing situations in which particular change methods or techniques (all involving professional helpers) are re-

quired. The opposite sort of restriction is to ban or outlaw certain methods, or to stamp them out in some other way. This is fairly rare, with one major exception. Because of highly inaccurate news stories and public beliefs, most national governments have banned intentional changes through LSD and other psychedelic drugs. Now, however, more balanced evidence is available concerning the benefits and risks of these drugs (Grinspoon and Bakalar, 1979; Grof, 1975). They are clearly of significant benefit for the intentional changes of some people, at least when used under appropriate supervision with known dosages of pure drugs. Surely the time has come to explore prudent ways of making psychedelic experiences legally available with appropriate screening or supervision.

Content, methods, and helpers vary enormously from one intentional change to another. How can one justify eliminating or requiring certain methods or helpers? In my opinion, undue restrictions on freedom of choice should be reduced. For each of us, the first step is to study the issues and literature carefully. Each of us will then be better able to develop a thoughtful position.

In addition to eliminating undue restrictions on freedom of choice, we can also foster intentional changes by offering a wide choice of opportunities and resources for people. We turn to that direction in the next section. We switch our focus now from avoiding the negative to enlarging the positive.

Widen the Range of Opportunities and Resources

We can significantly facilitate intentional changes by ensuring a wide choice of options for the person's changes. Ideally people should be able to choose their changes from an excellent variety of possibilities, and then should be free to choose from several effective methods or resources. A pluralistic society is tolerant of a wide diversity of changes and paths as long as they do not unduly interfere with anyone else.

Mentally list the organizations that you know best, including the ones for which you work. Could their scope or mission or services be broadened to facilitate a wide range of individual changes? Are there fresh creative ways in which they could encourage and assist the entire range of intentional changes? Whenever you or your organization, department, or community group is facing a major decision, ask yourself a simple question: Which choice would increase the opportunities and resources for intentional changes?

Whenever given a choice, let's move toward greater variety of

available jobs, lifestyles, marriage partners, homes, legal psychedelics, spiritual and religious paths, and personal growth methods. Let's encourage autonomous peer groups and self-help groups to form around common interests and needs. Let's encourage and finance a variety of methods of learning in the community and in a company, not just courses and workshops. Let's support self-directed learning or individual interaction with a learning consultant for disadvantaged persons and unemployed persons, instead of providing only classes and courses for them. Let's reduce the monopoly of the health establishment and permit people to seek health advice and treatment from a variety of practitioners. Let's be sure self-help books or periodicals are published to assist the entire range of intentional changes. Let's support public libraries and bookstores in small and rural communities as well as cities. A wide variety of cassette tapes, records, kits, films, and videotapes should also be widely available for borrowing or inexpensive purchase. Let's make available, and finance fairly, a range of counseling, therapy, and personal growth methods. Let's encourage special interest travel, tours, visits, and observations. Let's support innovative television programming, art galleries, public lectures and film showings, free universities, human growth groups, and empathy workshops.

Governments and institutions typically encourage and finance only the highly visible helping enterprise, the "overside," the professional and institutional activities, rather than the person's own natural process. Given the agency's supposed goal of fostering health, learning, or ability to cope with problems, fostering and financing the individual's process might be more effective and far less costly.

Professional associations and professional regulatory bodies should encourage fresh, innovative, emerging paths and forms of help for the person's changes. Only clear abuses should be dealt with when developing and enforcing regulations. During my many years as a member of the American Psychological Association, I have sometimes been amazed and chagrined at the enthusiastic efforts of some members to squelch an emerging variety of opportunities, techniques, and resources for change. The APA guidelines for "psychologists who conduct growth or encounter groups" insist on a screening interview or equivalent with every participant. If the group has a psychotherapeutic rather than an educational purpose, the guidelines also insist on "before and after consultation with any other therapist who may be professionally involved with the par-

ticipant" (American Psychological Association, 1973, p. 933). I consider these restrictions barely acceptable, but I remember well my reaction to an earlier draft. I was so angry and baffled that it took me an hour to compose a very simple letter in response to that draft.

Then, at the annual APA meeting in 1978, I was astounded by the meeting of a small task force interested in controlling all self-help books and tapes produced by psychologists. In their well-intentioned zeal to eliminate dangerous abuses, they came dangerously close to controlling and repressing the fresh creative possibilities. No doubt many books give stupid or useless advice on marriage, divorce, searching for a job, nutrition, child-raising, religion, investments, breaking a habit, losing weight, and 101 other areas of life. Most people are aware of this situation and are reasonably competent at selecting suitable books or advice for their own needs. To me it does not make sense to try to screen and control the writing of the members of one professional association or even, as one person suggested, to issue an APA seal of approval for certain books and tapes. Surely it makes much better sense to help the lay public understand the uses and limits of self-help books, to publish contrary opinions when the public becomes interested in one opinion that seems wrong to other professionals, and to explore whether present laws are sufficient to control misleading claims and eliminate any resources that are actually dangerous.

Printed materials and television programs are useful in some intentional change projects. In recent years, these resources have become even more relevant to change by becoming more varied and focused. Magazines for special interests and activities have multiplied while some general mass-circulation magazines have folded. Multichannel cable TV with some community programming has widened the person's choice. Flexibility and access may improve even more dramatically over the next ten years. Libraries and information systems are being revolutionized by computer technology, making literature searches much quicker. Interactive television, perhaps combined with personal home computer capabilities, may bring greater access to information right into the home and office. The person may soon be able to use the home TV screen for fast searching and access to thousands or millions of published documents and practical facts. In experiments in several countries, the person can already see printed news on the home TV screen seconds after it is typed at the central news-gathering agency. Interactive television also provides a much wider range of TV programs

and videotapes, including many self-education courses, with the possibility of individual choice of program or tape at any time. Youngblood (1977) sees a shift in the communications field from centralized one-way distribution of messages to two-way communication involving decentralized input as well as output. The mass audience is being replaced by special audiences or groups, and soon there will be "public access to information specified by the user and public access to communications channels controlled by the user" (p. 10).

Improve Ongoing Support from Nonprofessionals

People who are intentionally changing receive a great deal of help and support from friends, relatives, and other nonprofessionals. We saw in chapter 4 that 68% of all the help came from this source. If such help were improved and more accessible, it could contribute even more to the success of intentional changes.

Educational and human services agencies might develop ways of strengthening and supporting nonprofessional help. Most people could improve the effectiveness of the help they give to their friends, family members, and coworkers. For instance, they might improve their empathy, thoughtfulness, genuineness, or caring in these helping interactions. They might become more knowledgeable about intentional changes, and thus offer better suggestions. Strengthening, supporting, and improving nonprofessional help is an enormously difficult enterprise, one in which we must be particularly careful to avoid doing more harm than good.

Professionals and organizations might also help people *find* suitable nonprofessional helpers or simply a partner in change. This could be done through a learning network or other means of listing or matching interested persons. We might also form and advertise (but not run) groups of persons going through similar changes, or simply a group of persons going through any sort of change or transition at all. Groups could also be formed to stimulate and support people who engage in a wide variety of self-planned learning projects (Tough, 1979, chap. 14).

Several studies have underlined the importance of fostering ongoing human support for those engaged in major efforts to change or learn.

Two decades ago, Cyril Houle interviewed people who were conspicuously engaged in learning. He concluded that "there is no doubt that most of the people studied felt that their learning activi-

ties were disparaged by their associates, and often this feeling was intense. [These people have] taken seriously the widely expressed belief that American society supports education, culture, or self-improvement wherever it is found—and they think they have discovered this belief to be untrue. . . . Many of the attitudes and values of American society are directly and specifically opposed to the idea of lifelong learning and . . . this opposition has a vehemence and spread of impact which is not apparent to those who do not feel it directly themselves. The enemy is not apathy, as many would like to believe, but outright opposition, and opposition from places where it counts most—from the family, associates, and friends who surround the person who feels an inclination toward learning" (1961, pp. 44–46).

Stimulated by Houle's research, I studied the person's difficulties and help during major learning efforts. Several interviewees would have liked encouragement and support in dealing with their doubts about their progress and competence, and others wanted the stimulation and companionship of others engaged in the same change or learning (Tough, 1967, pp. 66 and 70).

Vida Stanius and I distributed an early version of *Expand Your Life* (Tough, 1980) to 100 interested persons, and interviewed many of them about their experiences with that tool. One of our questions asked, "What other tools or help would have been useful?" Many of the responses expressed the need for a person who could listen, understand, help clarify the change, or encourage the interviewee not to abandon the change.

McGinnis interviewed 40 persons regarding their changes over a five-year period. He then stated, "I was struck by the relatively large number of [interviewees] who felt the lack of some human support during their process of change. They were referring generally to an individual who could understand their situation but was not a 'professional helper.' Perhaps adult educators could organize informational centers which would attempt to put people who needed some support during their process of change in touch with other members of the community who had experienced a similar change or were in the midst of such a change" (1975, p. 201).

The Society for the Advancement of Continuing Education for Ministry (1978) studied several group programs designed to help clergy plan their directions and strategies for personal and professional change. Many respondents emphasized the importance of continuing afterward to meet with one or more colleagues for support, discipline, and integration.

In the interviews conducted specifically for this book, the need for developing better support stood out clearly. In one question (6A in the Appendix) we asked for the one most difficult part of the person's total experience in choosing, planning, and achieving the change. One-quarter of the respondents gave replies indicating that they would have gained from a supportive group or partner. Some of them needed someone to help them actually continue the new behavior: the behavior itself was easy enough, but it was hard to remember to do it or to discipline oneself. Others needed someone to bolster their confidence in their ability to achieve the change. Some would have benefited from support to help overcome the sense of loss at what had to be given up as part of the change.

Later in the interview (question 9E) we asked what additional help "in the form of a particularly helpful or encouraging person, an expert, a group, or a professional" would have been beneficial. The most common response was a friend or other person with whom to talk over the change. A smaller number of interviewees said they would have benefited from more support or less blocking from a particular family member.

Improve the Effectiveness of Professional Helpers

A final significant direction for action is to increase the effectiveness of professional and paraprofessional helpers. Improving their effectiveness would greatly benefit the change efforts of their clients, students, and patients.

Each helper can choose from a variety of paths for improvement. For instance, a helper can read about intentional changes, read about becoming an effective and innovative helper, discuss problems and methods with colleagues, attend a workshop or professional association meeting, observe a colleague in action, invite that colleague to return the visit and offer suggestions, try to listen better to each client, attend an empathy-training or personal-growth group, try to be more loving or spontaneous or authentic, study his or her own change efforts. In order to choose directions in which to improve, a helper can also seek constructive feedback by observing the client's or student's reactions, by reflection after a helping session, by taping one session and listening to the tape a few weeks later, or by directly asking the clients or students to make suggestions individually, in a small group, or in writing.

I also urge all helpers to interview five of the people they help. This requires simply asking five people individually or in a group

to describe their recent change efforts, using some of the questions in the Appendix. It is important to give each person an hour or two to reply at leisure and in some depth. Five or ten hours spent at this listening can transform a helper. He or she will see that the person's own ongoing efforts to change are common, normal, and effective. Many people are capable, powerful, and successful much of the time, and are willing to change rather than unduly resistant or static. Through interviews, a helper may also see how the particular sorts of changes that he or she facilitates are embedded within the person's total range of intentional changes.

I first became aware of the powerful impact of interviews a few years ago in my graduate course on self-guided learning and change. I required each student to interview five persons. The most dramatic change occurred in a literacy teacher who had himself experienced poverty and who was clearly sensitive to illiterate and working-class persons. Through interviews with five of his students, however, he gained much greater appreciation for the life of illiterate and working-class people, and realized deeply that they were adequate, fully functioning persons with full lives rather than deficient. He summarized his experience by saying quietly, "Those five interviews raised my consciousness more than I thought anything could."

As the helper becomes more familiar with the natural ongoing process of intentional changes and with their effectiveness, he or she may try harder to build on that process or to fit into it. Instead of imposing goals on the person, the effective helper tries to help each particular individual clarify and choose the highest-priority goals, no matter how specific or narrow these are. Instead of imposing his or her favorite methods, the effective helper tries to fit flexibly into each particular person's process and preferred style. Such a helper may also suggest a variety of methods, exercises, and books for the person to consider exploring after a helping session. The effective helper neither overcontrols nor undercontrols the choice of goals and strategy. Many professional helpers and fields are shifting from overcontrol to shared responsibility. Achieving the optimum amount of professional control is so important that it deserves a separate chapter.