Reflexivity and Whole brain Thinking: An Exploration

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Two Collaborating Organisations:

Great North Eastern Railway (GNER)

Smith & Nephew Plc

Contents

Chapter Three

Chapter Four

Chapter Five

Chapter Six

Chapter Seven

Chapter Ten

Chapter Eleven

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I wish to acknowledge the selfless dedication my parents demonstrated towards their ten children without which none of us would have been able to achieve the way we have across a multitude of disciplines. Their support and encouragement was unquestioning and never faltered no matter what challenge faced them. Their absolute belief that you could achieve whatever you set out to do simply because you were you and were willing to do the work required. To them I give my heartfelt thanks and all my love. I hope that as they watch over me they see me modelling their way of being.

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Abstract

This thesis details research exploring the synergistic combination of reflexivity and whole brain thinking.

The two theories are not competing theories but nor, at this time, are they seen as mutually synergistic theories. In the thesis these two theories that have been used before by others as separate entities are combined and the synergistic output is built into a Route Map Programme. The thesis explores the events and patterns and themes identified by the participants and the infrastructure supporting those patterns and themes. Multiple longitudinal case studies in two different category businesses are used as the research vehicle. The findings support that the synergistic combination is warranted.

The research focusses on a concern that in many organisations thinking is not encouraged or valued. The hierarchical model of organisation means that many individuals feel unable to contribute their ideas. The time poverty syndrome appears in abundance with individuals so very, very busy they have little time to think deeply.

Thinking that is reactive and uses only an individual's preferred filters will not produce robust personal strategic thinking. It is clear from the findings that time spent being reflexive using the whole brain improves the depth and breadth of personal strategic thinking. Improving the depth and breadth of that thinking creates more robust thinking.

By being whole brain reflexive individuals begin to take back control and build a robust personal career plan. The findings indicate that the participants, all well-educated, high powered, high commitment individuals do know how to learn and they can be good at it providing that:

- Sufficient reflexive time is dedicated to the learning
- A toolbox of process models is made available to them
- That the outcome is set by the individual

It is also clear from the findings that when the individual learns and grows both the individual and the business benefits.

The findings support the meta proposition that when individuals dedicate time to reflexive whole brain thinking the following patterns and themes emerge:

- Resistance to strategy is reduced
- Thinking increases in robustness
- Personal Strategy is more robust

The thesis findings justify the supposition.

Chapter One

Introduction

Introduction

In this chapter I provide a background to my research, describe the journey that led to this thesis, outline my interest in the research topic, clarify some key terms and set out my research aims and objectives. I then give an overview of the structure of the thesis.

Research Background

The Creation of the Journey

The journey of this thesis began back in 1993 as the Water Company I worked for was in the throes of privatisation. At that time I was a senior manager in the organisation responsible for the distribution of potable water to some 4.5 million customers. The end of the restructuring that occurred found me very tired, unsettled and dissatisfied with what the future seemed to hold for me. Redundancies were happening at all levels as people took advantage of the 'golden handshakes' and pension opportunities available to them. I was just short of my fiftieth birthday and was lucky enough to be in a position to be able to draw my pension from the age of fifty. As I received a very good salary that pension would be at a good level and in addition I had twenty years of service logged up which meant I would also be due a reasonable golden handshake. I spent much time pondering what I wanted to do and as I struggled with the paradox of safety versus risk, I had four children all at University at that time and I was the sole provider, synchronicity intervened and the company offered me an opportunity to spend some time with a 'coach.' I agreed to complete a programme of seven sessions of two hours each and engaging in that process changed my life.

I had the opportunity to 'sit still' and 'think' about myself for the first time in decades. I became hooked on the concept that if time is spent exploring how you have operated in the past and how you are operating in the present then future aspirations can be successfully delivered. At that time I did not identify the time as reflexive time that came later however the end result of that twenty one hours of coaching was that in 1994 I left the company and after a three month break joined the coaching consultancy that had conducted my coaching programme, as an associate. It was a two way benefit driven choice in that I gave the consultancy business experience and in return they 'coached' me in coaching. It was from here that the idea of a 'flow programme' originated that I later altered to a 'circular loop.'

Across the next three years I spent time and money learning about the many facets of 'coaching.' I studied Neurological Linguistic Programming[1] at many levels both in London and Boulder Colorado USA. I also attended any relevant seminars I could find about the coaching subject including sessions by Tom Peters[2]. At the same time I was 'learning by doing' coaching in companies in the Netherlands and in the U.K. I also took on the role of coaching the new associates recruited into the company and of course I was reading, reading and reading. After three years I left the consultancy and with an associate formed a company working in Asia, Europe and the U.K.

This was where I began putting all the information I had accumulated onto a flip chart to help my search for patterns and themes in order to create a 'template' of models to use in the 'reflexive whole brain' process. I researched models from many sources such as my work experience and from the many, many courses I attended on many topics including 'Competencies', Handling the Media, 'Managing for Productivity, Inter-personal Skills, Leadership, Media and many others. I also went through the usual three days of psychometric tests that told me I was in the top 14% of the population of the U.K. I completed the usual Belbin[3] and Myers Briggs[4] profiles and came away with the 'labels' for my identity full of enthusiasm only to realise a month down the line that

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1 Neural Linguistic Programming is the study of what works in thinking, language and behaviour. Knight, S. 'NLP at Work' (1995).

2 Peters, T. of the Tom Peters Group Seminars

3 Belbin, M. 'Management Teams Why they Succeed or Fail. Oxford in Butterworth Heinemans

4 Myers-Briggs Type Indicator – a personality-assessment instrument. (Myers, I and Briggs, K.T. 1991)

'pressure of work' had taken over again and the learning was on the bookshelf along with my good intentions.

My own work/coaching experience provided a lot of data/models. Some had been created by adapting ideas from reading, some from attending courses and some from seminars. Some models grew from a two way exchange of ideas with participants in coaching sessions. For example one participant I was coaching had recently completed a Leadership course in The Netherlands and from her input about 'veto' and my input on 'influence' a model relating to 'influence/veto' grew and I later incorporated that model into a Leadership session. Some models were created as part of group sessions that I attended exploring new ideas and concepts.

The Neural Linguistic Programming I did find quite difficult to translate into something that could be done with a C.E.O. or Senior Manager in a business context. 'Close your eyes' and 'clench your buttocks' may well transpose easily into touchy feely contexts however they do not go down well in the boardroom. I accept that this belief may well have been my perception of how C.E.O's would respond plus my own filtering preferences. However I did receive feedback that reinforced that belief from a number of sources such as participants and other coaches. From N.L.P. I did use the learning about pacing and matching, about observing, about visualising, about acknowledgement, about state and outcome etc. but dispensed with some of the 'touchy feely' things. Neurological levels from N.L.P[1]. I adapted and found it very useful when working on personal vision with participants.

From Senge I used the concepts of mental models, programming and system thinking. From Ross I used the concepts of the ladder of inference and high gain questions. (Senge, P., Kleiner, A., Roberts, C., Ross, R., Smith, B. 1994). From Argyris I took the concept of double loop learning using it specifically for individuals rather than organisationally as he suggests. (Argyris, C. 1994). From N.L.P. I took the importance of acknowledgement

1 Concept 2.5 a computer software program designed to model ideas; previously used by Borredon, L. (1999) 'Capturing essential meaning', Career Development International, Vol. 5, Issue 4, 2000:MCB University Press.

of both success and setback.

From Herrmann, Mintzberg, Sperry, Bacon and Bogan I became intrigued with the concept of thinking using the whole brain. (Herrmann, N. 1996, Mintzberg, H. 1976, Sperry, W. 1981, Bacon, F. 1960, Bogan, J. E. 1969 and Leavitt, H. J. 1975b).

From Buzan I took the concept of using pictures/models (mind maps) for review rather than just dialogue and labels in an attempt to encourage participants to develop areas of the brain they had previously considered weak. (Buzan, T. 1991:17).

The concept of time as a resource I collected from the many varied sources of Time Management Gurus.

I collected/amended/created the programme models from these many, many sources across some ten years and my first attempt at creating my own template, to use in the coaching process, held around fifty models some of which were quite complex. Over time as I worked with participants and received feedback from them the number of models was distilled down to twenty core models in the 'circular loop' called 'the Route Map.' This is the programme that all participants utilised in the thesis plus some additional models that are utilised dependent on participant need. Models that were simple and easy to follow were always the models that seemed to achieve the best results. These twenty core models are the switch that turns the light on for real change i.e. connecting at all three levels of the head, the heart and the feet. The models connect the head at an intellectual level, the heart at an emotional level as participants explore their own issues within the models and the feet at the level of behaviour as they get positive results from their action steps. It is this level – the behavioural level – that is hardest to achieve.

The Thesis

The thesis explores the synergy created by combining reflexivity with whole brain thinking. In addition the research aims to identify the infrastructure supporting the patterns and themes identified when the two stances are brought together. It does this using qualitative, longitudinal multiple case study research involving the findings of 12 months of fieldwork in two companies.

In many organisations thinking is not encouraged or valued. The hierarchical model of organisation means that many individuals feel unable to contribute their ideas. They feel that the ideas they do voice openly are either not passed up the chain (the damp proof syndrome), are undervalued or are taken on and misused without any mention of their originators input. The time poverty syndrome appears in abundance with individuals so very, very busy they have little time to think deeply. Individuals tend to place the blame for this time issue with a third party i.e. quantity of work and/or lack of resource.

Improved thinking and via that improved results will not happen unless both the individual and the organisation accept that to be busy is not the route to above average performance. The organisation needs to create a context in which mutual respect and receptive listening is in the very building blocks of the organisation. The individual needs to take ownership of the time issue and begin to explore where their time is spent. How much of their time is spent working on tasks that add value to their role/ outcome and how much is wasted on activity that adds no value.

To enable individuals to take ownership some of that time, which is in such short supply, has to be put aside to enable them to begin to explore how they are operating. Only after reflexively exploring their historic individual operating model can they begin to understand and initiate behavioural changes. Similarly organisations also need to follow the same reflexive path if a supportive context is to be put in place.

Research findings suggest that individuals and organisations are faced with the paradox of giving time up in order to make time.

This is not an easy decision for organisations that are cutting back on resource in order to meet targets or for individuals who already feel overloaded. Individuals need support from the organisation to enable them to take the time they need to participate and they also need to feel that the time spent will give them tools and techniques that they will be able to use unconsciously once they are back in the work place.

In the fieldwork the organisations supported the participants and indeed the chance to join the fieldwork programme was seen as an opportunity by the participants. As researcher I gave an assurance of total confidentiality with no feedback to the organisation. My role was to encourage individuals to dialogue with many people both within and without the organisation as part of their exploratory journey. The programme was with the individual and for the individual. The individual set h/er outcome for the programme not the organisation. As researcher my supposition was that as individuals improved their strategic thinking the individual and the organisation would benefit.

Unsolicited feedback from individuals within and without the programme supported my supposition and the findings are laid out in detail in later chapters.

This research responds to the 'thinking' gap that sits on the continuum where, at one end, the surface of understanding and meaning appears to be merely scraped in an effort to get to the market place first. At the other end of the continuum sits inertia where so long is taken in getting to the one right answer that market opportunity is lost to competitors. Working' across the past decade, with participant executives in varied business sectors around the globe it is clear that in today's context of speed of execution and response to the market place executives have less and less time to ensure that the strategy they are putting in place can be integrated with their business model and understood plus owned and engaged with by those who will have to deliver it. The casualties at both ends are clear to see – the Chief Executive who ends up with products that the market doesn't really want and the Chief Executive who fails to execute his strategy quickly enough and loses his contract. Between the two is an area rich in learning and information.

I now recognise I reached and fell casualty to this paradox of time as the Water Industry I worked for across some 20 years moved from public status to private status. There was the day job to do getting drinking water to 4,500,000 people and ensuring that it met world health standards. By reducing leakage, building new infrastructure, repairing decaying infrastructure, reporting on a level far exceeding what had been the norm in the public era, dealing with customers, managing emergencies and looking after some 550 employees plus numerous contractors. Added to all this was the implementation of new technology in many areas, outsourcing direct labour for the first time in the water industry history and moving from the public to the private sector with all that entailed. Yes I was short of time and at some points had as many as 3 'bosses' all asking for my availability and complaining when they did not have it. I have personally experienced most of the situations that the participants in the research programme raised as content.

Motivation Behind the Research

My solution at that point – not one I would now recommend – was to work horrendously long hours at work and to take work home to the point where I had no life other than work. I blamed third parties and yet it was my foot on the accelerator and I could have braked before I eventually stopped altogether but I didn't and it was the why of that failure to control that led me finally to this piece of research.

Since leaving the water industry over a decade ago I have focused on management development work with individuals. Post reflexivity I now know that, in that work, I was building a bridge – Pierce's cantilever bridge – plank by plank and each of those planks was put in place instinctively/intuitively. Pierce describes the bridge as 'A cantilever bridge of induction, held together by scientific struts and ties. Yet every plank of its advance is first laid by retroduction alone, that is to say, by the spontaneous conjectures of instinctive reason; and neither Deduction nor Induction contributes a single new concept to the structure. (Pierce 1934b:324 cited in Blaikie, N. 1993:163).

'What evidence do you have that what you tell me is true? What papers have you had published? What books have you written?' Asked Client 'X' (2000) London.

Self reflexivity during the journey home from that business development meeting gave an answer that I did not particularly want to hear – No papers had been published by me; no books had been written by me; indeed there was no visible evidence other than client references. Why then had I built that particular design of bridge and why had clients bought in to the extent that they were willing to walk across an untested bridge trusting me to deliver them safely to the other side of the canyon?

Was I having such a personal impact on the work that I was unwittingly steering the result or were individuals across the corporate world being faced with similar challenges and if they were was there a synergistic opportunity if whole brain thinking and reflexivity were combined to build a model for thinking that could be easily transferred across industry and culture.

Clearly for me this phenomenon was an area for research and equally clearly the research needed to be retroductive – 'building in reverse to find the premise that the cluster of conclusions searches for – the multiple possible explanations.'

Reduction was one of Aristotle's three types of logical reasoning – induction, deduction and reduction. Pierce translated reduction as abduction or retroduction or sometimes hypothesis. (Pierce 1934b:324 cited in Blaikie, N 1993:162). Pierce explains that 'Unlike Deductive reasoning which begins with a general statement, a rule, Inductive and Retroductive reasoning are synthetic or ampliative.' (Pierce 1934b:90) cited in Blaikie, N. 1979:164). Bhaskar also used the term retroduction to identify the manner in which we delve into underlying causal powers ... moving from 'surface appearances' to a knowledge of 'deep' structures which cannot be obtained through sense experience.' (Bhaskar, R 1975 cited in Johnson, P and Duberley, J 2000:155).

Past Experience

I have had the privilege and the opportunity to work with individuals in many countries such as Singapore, Taiwan, U.S.A., Holland, Luxembourg and the United Kingdom. The work has spanned many sectors of industry including Insurance, Energy, Water, Oil, Ministry of Defence, Research and Development, Pharmaceuticals, Chemicals and The Media.

During this time I have found that irrespective of country, language, culture or industry sector the patterns and themes of the challenges that individuals face in the corporate workplace were consistently similar. A key epistemological issue for philosophers in both empiricism and rationalism was in determining how we could escape from within the confines of the human mind and the immediately knowable content of our own thoughts to acquire knowledge of the world outside of us? Empiricists sought to accomplish this through the senses and *a posteriori* reasoning. Rationalists attempted to use *a priori* reasoning to accomplish it. A posteriori reasoning depends upon experience or contingent events on the world to provide us with information. A priori reasoning does not depend upon experience to inform it. Empiricists, such as Locke, Berkley and Hume, argued that human knowledge originates in our sensations. Kant argued that 'The blank slate model of the mind is insufficient to explain the belief about objects that we have. Some components of our beliefs must be brought by the mind to experience.' (McCormick, M 2006:3).

Prior to commencing the field work I held a presupposition that by doing this piece of research I would unearth some different patterns and themes. What I actually found was that during the research journey the patterns and themes identified were the same as those that individuals, in my earlier work, had faced in order to succeed in reaching the outcomes they desired.

'Some things cannot be spoken or discovered until we have been stuck, incapacitated or blown off course for a while. Plain sailing is very pleasant but you are not going to explore many unknown realms that way. We articulate the 'truth' in a situation by carrying the whole experience in our voice and allowing the process to blossom of its own accord. Out of the cross-grain of experience appears a voice that not only sums up the process we have gone through, but allows the soul to recognise in its timbre the colour, texture and complicated entanglements of being alive.' (Whyte, D. 1994:95).

> *'The first word, Ah, blossomed into all others,*
> *Each of them is true.' (Whyte, D. 1994:93).*

A memory/experience I hold is of being told, as a granddaughter of a shipbuilder, whenever things did not go quite the way that I wanted them to that 'the strongest steel is forged in the highest heat.' Something I now know to be 'true' but which earlier in life I did not understand or want to hear. I was receiving feedback but rejecting it.

Feedback as a word has percolated into society's everyday conversation but has lost its original meaning. Feedback is usually taken to mean a comment about performance, usually unfavourable. When someone tells you they wish to give you some feedback, you do well to brace yourself for some blunt criticism. Confusingly praise is often called feedback, while criticism is often called negative feedback.

Feedback in systems thinking however has a precise meaning – the output of a system re-entering as the input, or the return of information to influence the next step. Your actions have consequences, both recognised and unrecognised, and these consequences influence your next actions. Instead of thinking straight-line cause and effect, systems-thinking is about loops and circles. Feedback defines the relationship between the different parts of a system.

In our daily lives we experience feedback all the time, but it seems to come from 'out there.' We do not normally complete the circle and make the connection back to our own actions, usually because of a time lag. The consequences of our actions may take years to return. We experience the results of our actions, which shape our next actions. When there is a time delay between the action and the consequences it is hard to learn. We do not learn from experience unless we connect the action with the feedback. If we cut a finger slicing bread but the feedback of pain took a week to arrive we would probably end up with zero fingers. We would look for an explanation to something that happened shortly before the cut appeared.

'A system is a perceived whole whose elements 'hang together' because they continually affect each other over time and operate towards a common purpose.' (Senge et al 1994:90).

In the present period of uncertainty and ambiguity some of the anchors participants had have disappeared. For example job descriptions which for so long described, in detail, what a participant was expected to do to fulfil h/er role are rarely available to senior managers across business nowadays. They may well have descriptive objectives and a role title but rarely certainty as to what is specifically expected of them. Senior managers usually have to create their own version of what the role entails. Add to that the speed of execution required and the complex people, contextual and environmental issues they face and one can begin to speculate that dedicating time to whole brain reflexivity may add value to the individual and through h/er to the organisation in a variety of ways

However doing what Whyte describes as – 'if looking into a mirror, in a sobering moment of self-assessment' (Whyte, D 1994:236) takes courage and it is much more than 'feedback.' It is about making time to be reflexive at the level of self. Exploring what you can see and seeking explanations for what you now see versus what you saw previously. Then of course it also about what you really, really want from life and whether the reflection you now see will be capable of delivering what you want out of life.

'The half-turn of your face
Toward truth
Is the one movement
You will not make

After all
having seen it
before.
You wouldn't
want
to take that
path again.

And have to greet
yourself
as you are
and tell yourself
what it was like
to have come so far
and all in vain.

But most of all
To remember
how it felt again
to see
reflected
in your own mirror
the lines

of abandonment
and loss.

And have those words spoken
inviting you back
the ones you used to say,
the ones you loved
when your body was young
and you trusted
everything you wanted.

Hard to look,
but you know it has to happen
and
that it takes
only the half-turn of your face
to scare yourself
to the core.

Seeing again
that strange resolve in your new reflection.' (*Whyte, D. 1994:237*).

There are a number of faces in the thesis – my own as the participant who, post a session of whole brain reflexivity, realised that it was time once again to take that 'half turn of my face' – time to extend my own reflexive understanding of what epistemological and ontological commitments my 'reality' was based upon. The other faces are those of the fifteen participants in the case studies who, for differing reasons all volunteered to extend their reflexive understanding of what 'reality' was not only from their own perspective but also from the perspective of others in the organisation.

Definitions

What is Whole Brain Thinking?

The research of Nobel Prize winner Sperry, plus the work of McLean, Herrmann and Neethling identified four main thinking styles. The work also identified that all individuals have all four thinking styles to varying degrees. Herrmann added to this work his concept of 'whole brain thinking' which he began researching during his work at General Electric and continued as head of the Ned Herrman Group. His work is widely regarded as superseding left brain/right brain models and other earlier concepts. At the core of Hermann's whole brain technology is a metaphor of how the brain works.

It is founded on extensive long-term research and on observable evidence that thinking styles can best be described as a coalition of four different thinking selves. The whole brain approach is a set of organising principles of mental processes which demonstrate how the mental preferences of employees, managers and executives affect their work styles and productivity levels, which ultimately translate into bottom-line results. An awareness of our thinking styles and those of others involved in work places helps us to take advantage of the strengths we bring and to guard against the excesses we may also tend to exhibit. (Herrmann, N. 1996).

The kind of thinking that has brought us to where we are may not be the thinking that makes giant leaps forward. Equally, the kind of thinking that has created the problem is very unlikely to be the right kind of thinking for solving the problem! We need new ways of thinking but how do we find them? We have a 'whole brain' however the habits that brought us success become reinforced and we fail to notice when they become limiting. We need to understand ourselves so that we can better understand others.

Whole brain thinking is; 'Understanding and appreciating your own mental uniqueness and the mental individuality of those around you.' 'Knowing your preferences and your mental options positions you to supplement your existing competencies with needed situational competencies.' (Herrmann, N. 1996:43).

What is Reflexivity?

The concept of reflexivity as used in the social sciences is described in the literature in a number of ways and as different types of reflexivity.

Reflection/reflecting according to the Oxford English Dictionary (1989) applies to reflected image; mediation; thought; reconsideration.

The two words reflection and reflexivity are often used interchangeably in the literature and it is easy to become confused. In the thesis reflexivity is specifically used as the research is about movement towards a stated outcome. The research is also about gaining awareness on several levels. Firstly the level of events, secondly the level of patterns and themes and thirdly at the level of infrastructure. These three levels are reflexively explored for awareness of self, awareness of others and awareness of business.

Reflection, on the other hand, I describe as 'passive thinking' usually occurring on only one level (my definition).

Lash suggests two forms of cognitive reflexivity 'structural reflexivity' and 'self reflexivity.' 'Structural reflection refers in which agency, set free from the constraints of social structure, then reflects on the 'rules' and the 'resources' of such structure; reflects on agency's social conditions of existence.' (Lash, S., Beck, U. and Giddins, A. 1993:8, 1994:115-116).

Self-reflexivity in which agency reflects on itself.' Self reflexivity refers to inner reflexivity i.e. self-monitoring of self. (Beck, U., Giddens, A., and Lash, S. 1994:115-116).

Davis and Klaes describe three types;

- Epistemic reflexivity – an individualistic reflection on the nature of the subject.
- Transcendent reflexivity – drawing attention to the social-historical content of the subject.
- Immanent reflexivity – confined to the object of the investigation itself.

Any of these three types/levels can be combined with any of the others. (Davis, J, B. and Klaes, M. 2003:331-332).

For Marcus reflexivity is 'not so much a methodological matter as an idealogical one that, in turn masks anxiety about a broader but less conceivable postmodernism.' He describes 'Essential reflexivity as an integral feature of all discourse; one cannot choose to be reflexive or not in an essential sense –it is always part of language use.' (Marcus, G. E. 1998:190).

In the thesis reflexivity means taking time to review what has happened in the past and is happening in the present in order to learn before creating future strategy (my interpretation). This appears to be in direct conflict with the Marcus description?

However he agrees that what is important is how to deal with the fact of reflexivity, how to handle it strategically.' (Marcus, G. E. 1998:190). He goes further and states that we must be prepared to take what he describes as the 'null' form of reflexivity (self-critique) more seriously. (Marcus, G. E. 1998:193). Holland suggests reflexivity involves reflecting on the way in which research is carried out and understanding how the process of doing research shapes its outcomes. (Holland 1999).

In the thesis I use the 'Whole Brain Reflexive Thinking' model (page 165) for this specific purpose.

What is 'Whole Brain Reflexivity'?

By bringing together the two concepts of 'whole brain thinking' and 'reflexivity' within one framework it will be possible to enable individual participants to;

'Be iteratively reflexive at three levels using systemic whole brain thinking in order to learn before moving forward.' Level one exploring events, level two exploring for patterns and themes and level three exploring the infrastructure supporting those patterns and themes. (my definition).

The definition can be visualised by referring to 'The Whole brain Reflexivity' model (page 19).

The iterative journey begins in the bottom left process quadrant where time is spent exploring the present. The journey then continues moving from left brain to right brain at the same time as moving from the bottom left process quadrant to top right synthesis quadrant where time is spent exploring the 'new knowledge.' From here the movement continues on into the top left analytical quadrant where time is spent translating the 'new knowledge' into a storyline that others can understand and buy-in to. When the storyline is ready the movement continues again from left to right at the same time as moving from top left analytical quadrant down into the bottom right instinctive quadrant. At this point one iterative cycle has been completed at the level of 'events.' The pattern is continued for at least two more iterations moving through patterns and themes on into exploring the infrastructure that is supporting the patterns and themes. This model can be seen in action in chapter six in 'One Participant's Journey.'

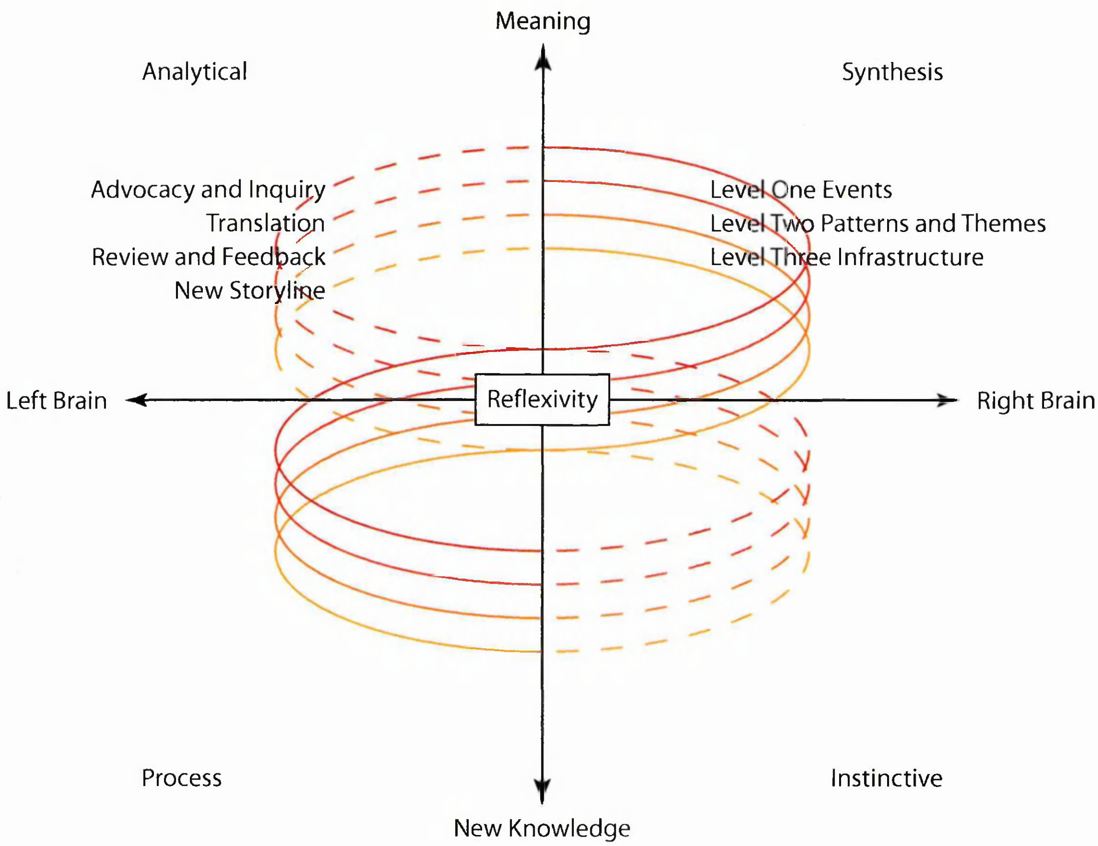


Figure 1: Whole Brain Reflexivity Model.

The Structure

The research process is a cyclical one in which the underlying methodology is a combination of whole brain thinking and reflexivity as demonstrated in Figure 1.

A qualitative approach is taken reference the findings and both primary and secondary data is used. The diagram on the next page shows the hierarchical model that underpins this research.

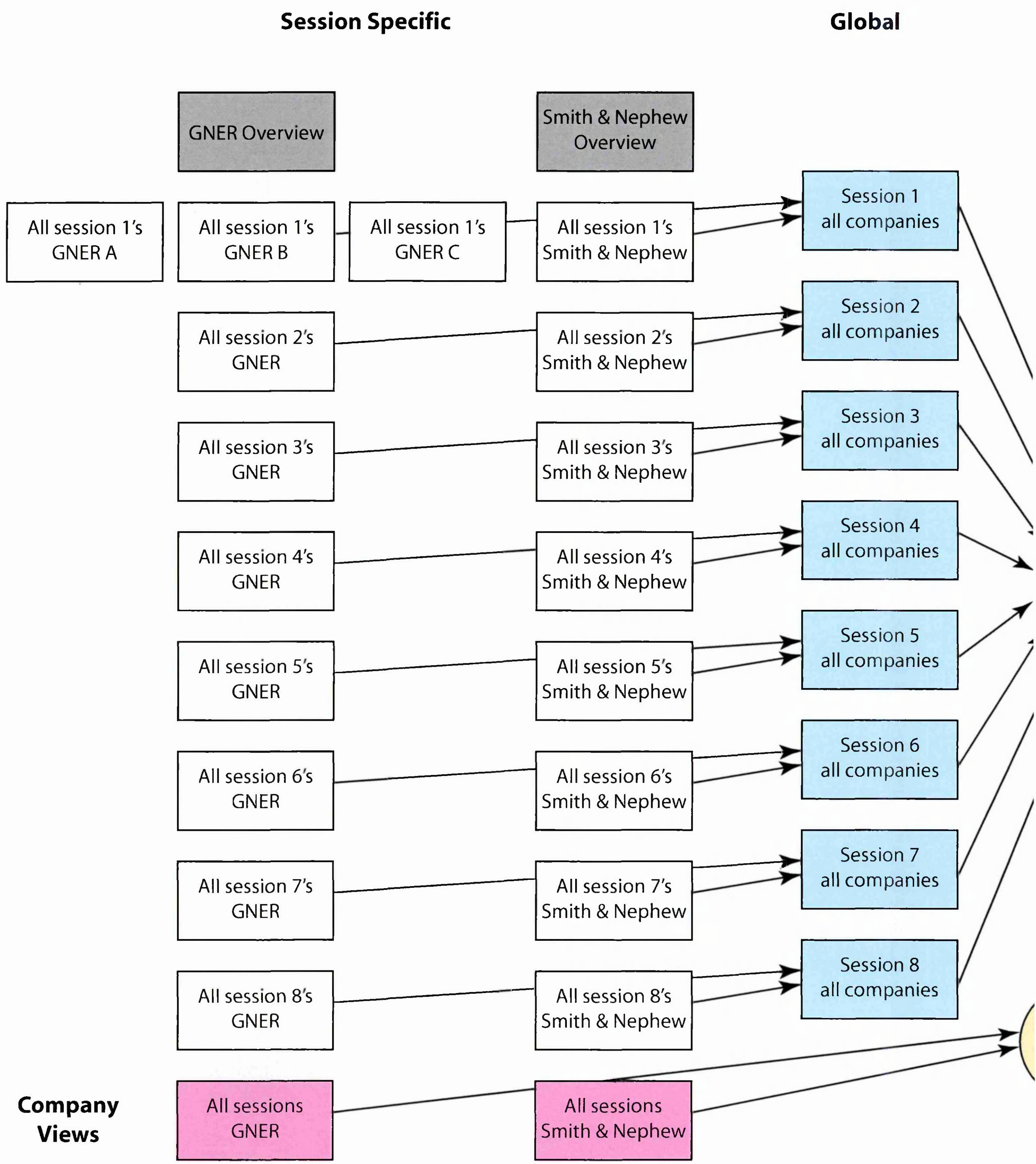


Figure 2: Global O

Contribution to Knowledge – Making a Synthesis

This heading found the fear in me just as the walker looking at the rickety rope bridge across the gorge in 'The Heart Aroused' found fear (Whyte, D. 1999:47). An original contribution to knowledge is not and does not mean an enormous breakthrough and can in fact be interpreted quite narrowly. It can and indeed should be limited in its scope. In the thesis I am applying tools that have been used before by many people in many ways however the tools have not to date been combined into a simple model that is easily understood and transferable into the modern day hectic chaotic workplace. I intend through the case studies to explore and evaluate the ease of understanding, the ease of use and the transferability of the model. The research combines two theories – reflexivity and whole brain thinking. They are not competing theories but nor are they seen as mutually synergistic theories at this time? When they are combined they significantly increase the robustness of the subject matter.

Whole brain thinking is a contentious area and debate continues as to whether there really is a split between the right and the left sides of the brain. It is however an area open for exploring and rich in possibility. I have drawn on the extensive literature available in order to explore this arena of contribution to knowledge.

Phillips and Pugh identified a contribution to knowledge as:

'Making a synthesis that hasn't been made before.' The output from this research will demonstrate that the synthesis between Reflexivity and Whole Brain Thinking is warranted. (Phillips, M. E. and Pugh, D.S. 1994:62).

As this research deepens and broadens other work that will impact on this contribution will emerge and as the task of analysing that enormous quantity of data begins future work has already been identified. For example 'Iceberg theory' (see page 40) would suggest that it would be valuable to explore what the infrastructure is in the organisations that is supporting the context that in turn is impacting on the individuals information processing? What is it in the context that causes the change in preferred filters?

Early findings suggest that of the fifteen participants thirteen favoured different filters in the business context from those they favoured in a personal context. Research findings suggest that as a result the business may lose valuable resource.

Epistemological Contribution

Some time has been spent prior to the fieldwork for this research exploring the four quadrant approach of Johnson and Duberley (2000) to reflexivity.

A subjectivist epistemologically and subjectivist ontologically would place me in the south-east quadrant where postmodernism and some conventionalism is placed. In this quadrant reflexivity is treated variably and 'can result in both silence and hypereflexivity.' (Johnson, P. and Duberley, J. 2000:184).

This research seeks to explore if it is the impact/pressure of the contextual situation that 'creates/constructs' this impression of 'impossibility' in synergy with the caveat 'time poverty' with additional variables such as core values of safety and security?

Would Scientists if they engaged in Reflexive Whole Brain Thinking understand better and accept more readily the theories of the Social Scientists? Would Social Scientists if they engaged in Reflexive Whole Brain Thinking find a similar situation?

Research findings suggest that when sufficient time is given to whole brain reflexivity the seemingly impossible becomes possible.

Laser technology came about as a result of lots of laboratory work that was not delivering followed by a 'sit on a park bench' that allowed the mind to trawl through the a priori and question if they were limiting creativity. The answer was yes and we now have laser technology.

Summary

This chapter describes the research background and the creation of the 'Journey' walking across the timeline from nature and nurture, through the corporate world and on into life long learning across the U.K., U.S.A. Europe and Asia. The gradual incremental build up of The Route Map Programme is explained and the feedback that was the motivation for the research for this thesis is discussed. The Contribution to Knowledge i.e. the synergistic combination of two non-competitive theories is outlined. The use of qualitative multiple longitudinal case studies in two businesses are proffered as the combined methodology and method. The difficulties individuals face when they attempt to input ideas into their businesses are explored and my personal experiences are also displayed. The chapter then goes on to give definitions for the two theories and for the 'contribution to knowledge' theory of 'Whole Brain Reflexivity.'

During this research journey I have been forced to face a number of issues about myself as researcher.

Firstly am I impacting on the research merely by being in the room? Secondly have I entered the fieldwork with a set of presuppositions and a predetermined outcome? In later chapters I discuss both these issues. The journey has provided me with a rich data store from the participants and their organisations however that store is very, very full. I have debated long and hard about whether I have chosen the right method of data analysis? Will I lose some of the richness of the data if I utilise the software I have chosen? This issue is explored later in the thesis.

Following this chapter I present a review of literature from which more specific questions emerged in relation to my initial aims and objectives. I then move on to highlight a gap in the literature that the review enabled me to identify. In chapter three I outline my methodology and my method. In chapter four I present the Route Map programme that each participant completed. In chapter five as an aid to understanding the Route Map programme I describe one participant's journey and explore the new knowledge he discovered and the learning that took place. In chapter six I present my findings using Visual Concept 2.5 to explore commonalities of patterns and themes across participants in GNER. In chapter seven I present the findings, using Concept 2.5 software, of the GNER Semi-Structured Interviews that were held and again explore commonalities of patterns and themes across participants. In chapter eight I present my findings using Visual Concept 2.5 to explore commonalities of patterns and themes across both participants in Smith & Nephew Plc. In chapter nine I present the findings, using Concept 2.5 of the Semi-Structured Interviews that were held and explore commonalities of patterns and themes across both participants in Smith & Nephew Plc. In chapter ten I explore the difficulties I encountered during my research. In chapter eleven I report my conclusions and recommendations referencing back to my primary and meta research questions.

Chapter Two

Literature Review

Literature Review

Introduction

In this chapter I undertake a comprehensive but not exhaustive literature review. Two main domains of literature are reviewed and the interrelationship between them is discussed. Firstly Human Information Processing and the movement from left brain or right brain thinking to whole brain thinking. Secondly reflexivity and the varying levels described by different authors are explored. The contribution to knowledge proffered in the thesis is the synergistic combination of these two non-competitive theories. Strategic Thinking is also explored in this chapter as a means of gaining an understanding of what 'Strategic Thinking' can mean. In the thesis strategic thinking refers to 'engaging in shaping and clarifying your individual aspirations to enable review of congruence/conflict with the business aspirations for both the business and the individual.'

In the Route Map Programme participants spend time reflexively thinking about how to leverage their new found knowledge into the business. I am of the opinion that they are 'thinking strategically' when they do this. From the data obtained I review my original aims and objectives. I then go on to outline the gap that I perceive exists in the current literature.

Human Information Processing

Researching the literature produced some similarities of opinion and agreement between various authors on this topic:

- we do have a brain
- that brain has two distinct parts that can be accessed separately
- those two parts use different thinking styles
- one part is logical, rational, one part is non logical, emotional
- we can access either mode
- we usually prefer to access one mode more than another

Herrmann for example describes the brain 'as having two halves or cerebral hemispheres that are connected by some tissue' (Herrmann, N. 1996:11). The tissue is called the corpus collosum and was the tissue separated in the famous 'split brain' operations for epilepsy described by Bogen in 1965. Herrmann goes on to explain that 'the limbic system is a relatively small, complicated structure, divided into two interconnected halves nestled within each of the cerebral hemispheres.' (Herrmann, N. 1996:13).

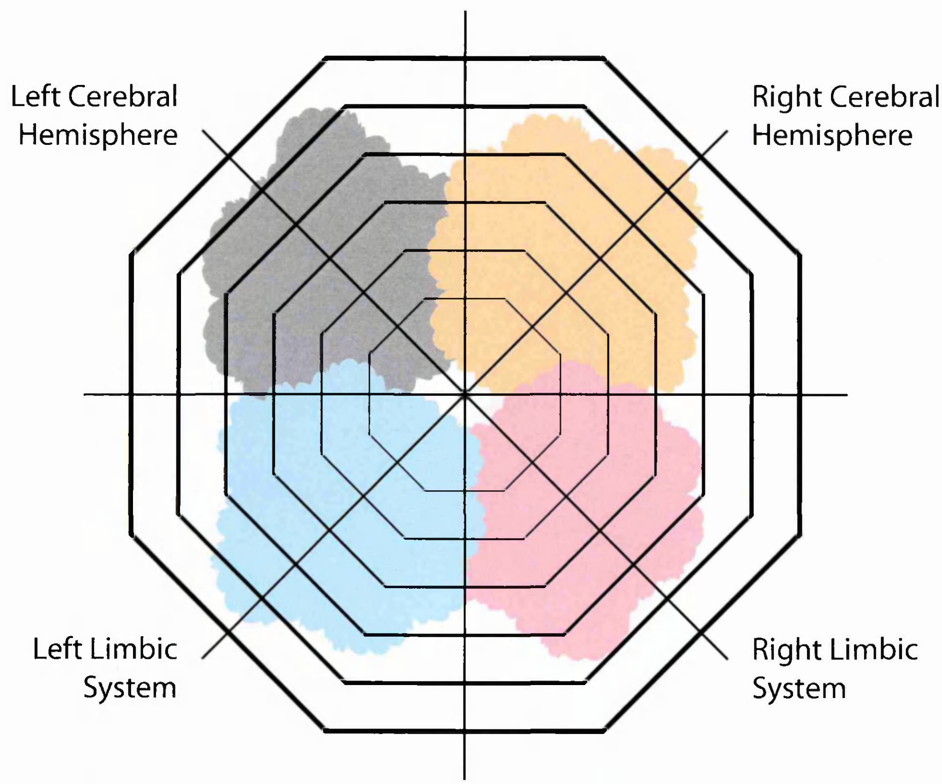


Figure 3: The Whole Brain Model, My Interpretation from Hermann, N. (1996).

The majority of research to date has focussed on the cerebral hemispheres and the limbic hemispheres both are capable of and involved in thinking. Herrmann describes the four preferences as detailed below.

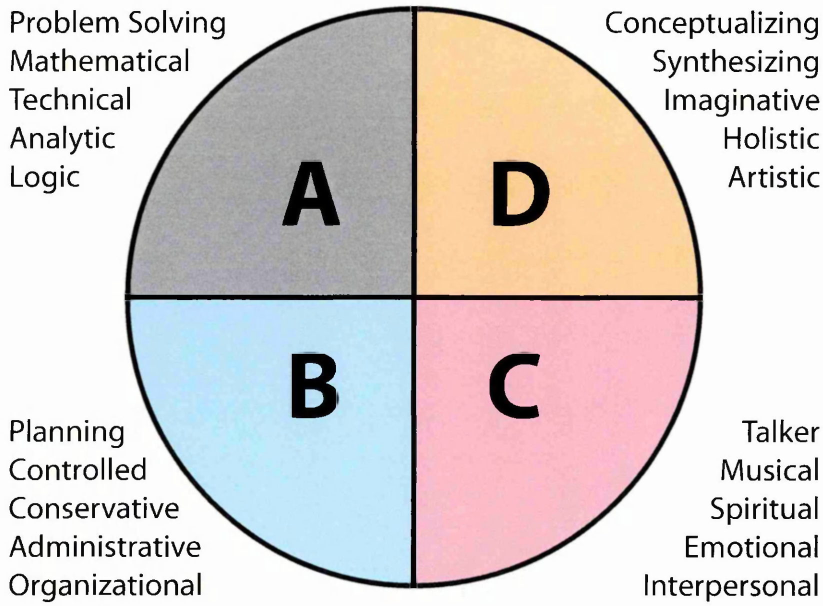


Figure 4: Herrmann Four Hemisphere Preferences - Source Herrmann International @ Herrmann International 2002.

Adams (2003) in his paper describes the four thinking styles discussed on page 33 of the thesis as:

'If you are a person with strong upper-right preferences, you will solve problems in a logical way, you are precise, will consider financial aspects, and not show much emotion. Factual accuracy and the evaluation of facts are important to you.'

Upper Left	Upper Right
• Likes working with facts • Deals with facts/issues in a precise and exact way • Looks at problems in a logical & rational way • Likes working with numbers • Interested in technical aspects • Performance is important • Prefers to analyse facts	• Seeing the whole picture, not detail • Likes change & trying new things • Enjoys being busy with several things at the same time • Has imagination • Does not readily accept "the only right answer", but looks for alternatives • Enjoys a challenge and a risk • Can have a gut-feeling for new ideas • Can rearrange ideas and put them together into a new whole (synthesising) • Does not always do things in the same way • Likes to find a connection between the present & the future

Lower Left	Lower Right
• prefers traditional thinking (the way I know how) • likes facts to be organized and orderly • likes to work with detail • prefers a stable & reliable work environment • feels comfortable with procedure • prefers security & safety to risk risk-taking • facts must be sequential & chronological • the task at hand is important – will complete it on time • likes practical aspects	• facts experienced in an emotional way • sympathetic & intuitive towards people • likes interaction • makes use of figurative language as well as non-verbal communication (body language, facial expressions) • feels empathy towards others • problem solving is often an emotional, not a logical process • shows enthusiasm when he/she likes a new idea

'The person with strong lower left preferences would prefer to organize and keep track of essential information. Projects are implemented on time and this person keeps a firm hand on financial matters. Security is a priority.'

'The person with strong lower right preferences would have a 'feel' for people and situations, be able to read the body language of others and enjoy social interaction.'

'The person with strong upper right principles would tend to see the big picture rather then the detail, recognize hidden possibilities, not always play according to the rules and act upon a gut-feeling rather than logic for problem solving; this person wants to do his or her 'own thing.' (Adams, J 2003:3).

He states 'The interesting part of this is that we are all dominant in one or more of the four thinking styles.

- 60% of the population are dominant in any two styles
- 30% in any three styles
- 7% are single dominant
- 3% are whole brained i.e. equally at home with all four styles.'

'There is no best profile. There are strengths of any profile just as there are challenges for any profile.'

Barnard in his essay 'Mind in Everyday Affairs' published as an appendix to his 'Functions of the Executive' 'found it convenient and significant for practical purposes to consider that these 'mental processes' consist of two groups.' Barnard highlighted the logical and non-logical processes that, woven together, form the decision-making fabric of an organisation. By logical processing Barnard meant 'conscious thinking that can be expressed in words or other symbols - reasoning. A non-logical process is one that cannot be expressed in words or described as a thought process, but may be recognised in the result as some action, such as a judgement or a decision.' (Barnard, C. I. 1938:302).

In Barnard's view a manager has access to either mode as the situation demands. From my research findings I would go further and suggest that to access a mode the individual requires awareness that that particular mode is called for in that situation. For example when talking to the bank manager about a loan it is important to access the logical mode rather than the non-logical mode if the loan is to be secured. Some individuals approaching a bank manager do so from a position of emotion – the loan is important to them, is connected into what they want to do next with their life. 'They may fail to access the very mode that would help them achieve their goal.' (Barnard, C. I. 1938:302).

Underpinning this research is the understanding that we as individuals are a coalition of four different 'thinking' selves and we prefer to use one or more of those selves compared to the others. We all have some most preferred and some least preferred thinking modes. These combinations can sometimes be so preferred that their consequences are visible in our behaviour. The corollary is also true, that the absence of preference can also have visible behavioural consequences. The chances are good that we will do the things that we prefer to do and not do those things that we prefer not to do. In the thesis time is taken to reflexively review the behavioural operating model that is in situ at the beginning of the programme and the comfort zones plus programmes that sit within that model. In this way individuals become aware of their preferences and the behavioural consequences that result which can be both positive and negative.

Leavitt urges 'moving in the direction of integrating wisdom and feelings with analysis.' He suggests that 'individuals who have this capability are worth a great deal to an organisation'. He further suggests 'that because management education emphasises the analytical style such integration may be difficult and that an integrated, flexible emphasis would better serve the needs of management education' (Leavitt, H. J. 1975b:20 cited in Taggart, W. and Robey, D. 2001:189).

When conceptualising and implementing strategy the consequences of thinking only in a 'preferred way' can be costly both in terms of the resistance you meet en-route and the amount of time it takes to execute your strategy.

Taggart & Robey in their article on Human Information Processing state that 'For hundreds of years humanity has been intrigued by the dual nature of human consciousness. They describe '...the dual nature of human consciousness' as 'from one perspective people are logical and rational, goal-directed and scientific, technical and analytical. From the other people are mysterious and intuitive, non-logical and subjective, artistic and emotional' (Taggart, W. and Robey, D. 1981:187). These contrasting terms are most often used to describe differences 'among' people.

Recent neuro-physiological research points to the existence of these two 'types of minds' within each person. The two hemispheres of each individual brain are processing information in different ways. In the past scientists have concentrated on supposed differences between the left (rational) and right (conceptual) sides of the brain. Herrmann goes one step further and extends the concept 'combining elements of the two separate theories (MacLean's and Sperry's) into a four-part model representing the whole thinking brain.' (Herrmann, N. 1996:15).

'The way we approach our work may be governed by which part of the mind controls our thinking, which in turn may be impacted by the contextual conditions. We all at some point in our working day use both sides of our brains, all four hemispheres. However we prefer to use the hemispheres that have, to date, given us the best results.' (Hermann, N. 1996).

The findings which are discussed in more detail in later chapters explore this concept as individuals gain awareness of how they have been operating behaviourally and how the context in which they have been operating has impacted their preferred filtering.

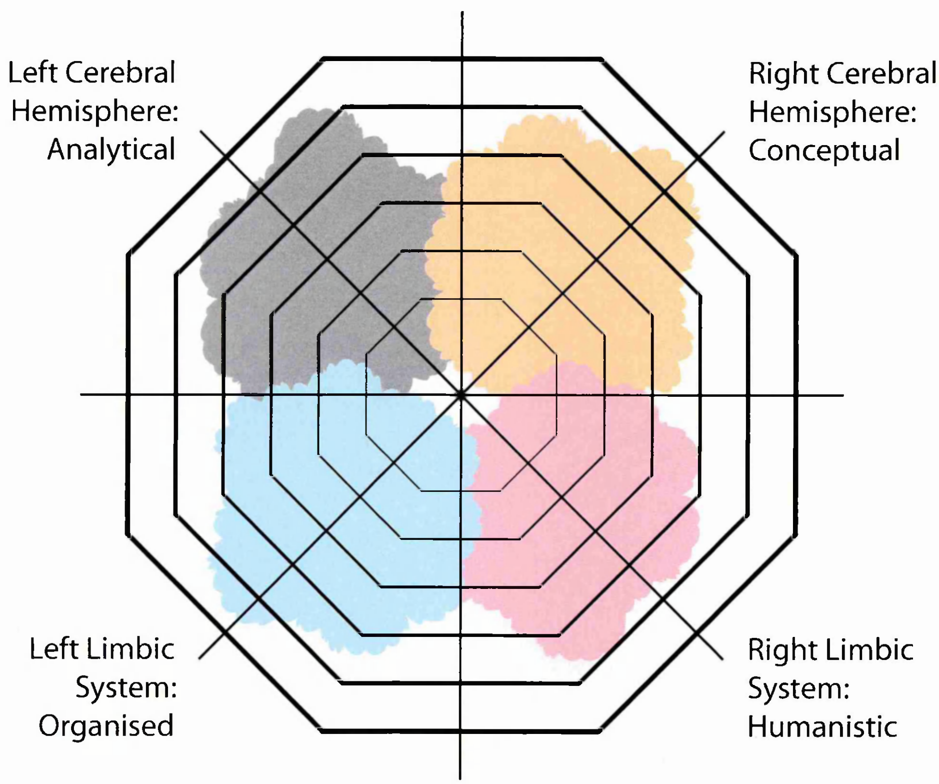


Figure 5: Whole Brain Model 2, My Interpretation from Herrmann, N (1996).

Mintzberg citing research in psychology and medicine contends that individuals who make good planners appear to exhibit the strengths of the left hemisphere while good managers exhibit the strengths of the right hemisphere. The important policy-level processes required to manage an organisation rely to a considerable extent on the faculties identified with the right hemisphere .... although they do require the faculties identified with the left hemisphere.' Formal planning seems to use processes akin to those identified with the left hemisphere.' (Mintzberg, H. 2000:57,53). He also states that 'Frederick Taylor's[1] work resulted in a shift of management activities into that of the conscious analysis.' He states that 'managers and those who work with them need to be careful to distinguish that which is best handled analytically from that which must remain in the realm of intuition, where, in the meantime, we must be looking for the lost keys to management.' (Mintzberg, H. 2000:58).

In more recent work Mintzberg and Gosling explore the different borders that get in the way of management education. 'The management education classroom should be a teaching place where managers can reflect thoughtfully on their experience.... MBA schools should graduate collaborative managers rather than individual specialists.' Whole brain thinking would describe individual specialists as favouring left side brain behaviours whereas the collaborative managers would favour more right brain behaviours. (Mintzberg, H. and Gosling, J. 2002:64).

Gosling outlines five mindsets – the reflective, the analytical, the worldly, the collaborative and the action mindset which he suggests blend into one integrated learning experience and says that they indicate how managers interpret and deal with the world. Mintzberg asks 'can you be worldly without the ability to adapt how you process your information? If the business context impacts on how you process information does it not also impact on your worldliness? Should the business be aware of its 'mindsets' i.e. the context it is encouraging'? All three of these questions are explored in the thesis. Gosling and Mintzberg describe 'mind set' as an attitude, a frame of mind that opens up new vistas. (Gosling, S. and Mintzberg, H. 2003:56)

1 Frederick W. Taylor was a mechanical engineer whose writings on efficiency and scientific management were widely read. The founder of "systems engineering," 'The Principles of Scientific Management' (1911)

Figure 6: Mintzberg's Five Managerial Mindsets.

Gosling and Mintzberg states 'change to be successful cannot follow some mechanistic schedule of steps ... There is no such thing as a straight line.' (Gosling, J. and Mintzberg, H. 2003:62). In the thesis the participant drives the progress along the 'Route Map' chooses the stopping places and the route.

Leonard and Strauss in their article 'Getting the Whole Organisation brain to work' make a number of key points: 'Organizations must innovate or fall behind.' This is difficult, since different ideas, perceptions and ways of processing foster innovation. This creative abrasion can be a productive process when understood and managed properly. Managers have various responses to this phenomenon. Some avoid conflict altogether, others simply hire and reward those like themselves. 'Managers who value employees with a variety of thinking styles frequently don't understand how to manage them.' Leonard and Strauss explain 'cognitive differences as varying approaches to perceiving and assimilating data, making decisions, solving problems and relating to other people. These approaches are preferences (not to be confused with skills or abilities) ... they reveal themselves in our work and decision making.' (Leonard, D and Strauss, S. 1997:112).

Leonard and Strauss also state that 'The best way for a manager to assess thinking styles is to use an established diagnostic instrument as an assessment tool. A well-tested tool is both more objective and more thorough than the impressions of even the most perceptive manager'.' Managers who use diagnostic instruments find that their employees accept the results and use them to improve their processes and behaviours.' (Leonard, D and Strauss, S. 1997:113). There are a number of diagnostics such as Belbin or Myers Briggs Type Indicator that can be used to interpret thinking styles however in most cases the diagnostic delivers a 'label' as a result. Individuals leave the room with an additional label to the ones they had when they entered the room. Not particularly helpful if what you are trying to achieve is more awareness of self 'as is.'

In the thesis a diagnostic is used to evaluate individual preferred and non preferred thinking. The diagnostic is not a scientifically 'valid' diagnostic in that there are no hidden checks and balances to sift the genuine entries from the false entries. My supposition is that the participants genuinely want to understand how they are filtering information and as a result they complete the diagnostic honestly. I did not share this information with participants however it was satisfying to note the congruence of the results with previous results. The diagnostic results are delivered as two 'shapes.' One shape is the preferred thinking result personally and one shape is the preferred thinking result in a business context. The model below shows an example of the output results for Participant A.

Your current preferences

Participant A

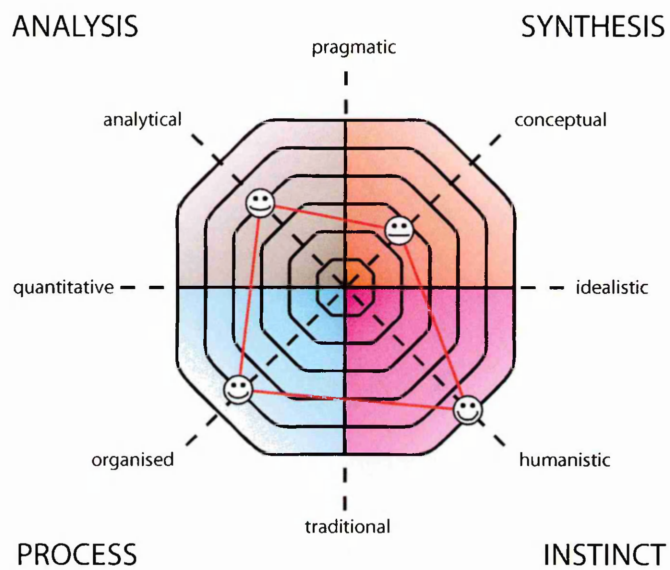


Figure 7: Current Business Preferences.

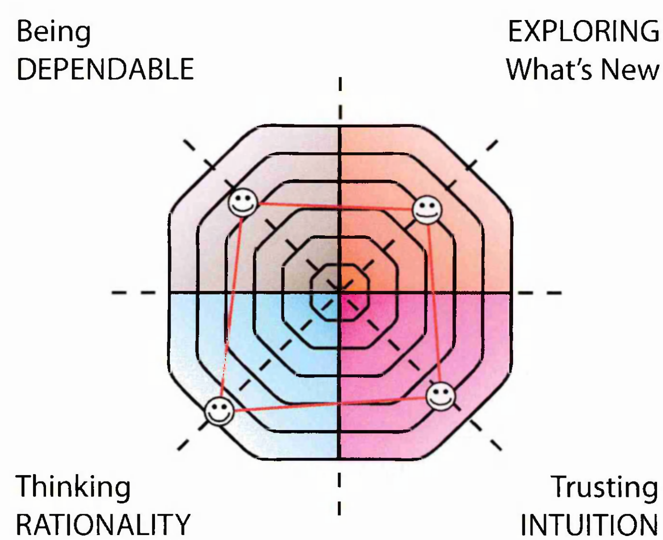


Figure 8: Current Personal Preferences.

The shapes do not 'label' rather they give an evaluation of the way the individual was thinking at the time they completed the diagnostic. In the above example the participant, in the work context, uses the bottom left instinct quadrant more than he does when left to himself. The result of this is that he uses the top right synthesis and bottom left process quadrants less than he does when he is left to himself. The consequences of this change are explained in depth in the findings in chapter four. The results have been accepted by individuals and groups across a decade of use however

I emphasise that the diagnostic has no scientific validity. The questions were deemed to be rational/analytical, organised/process, conceptual/synthesis, feeling/instinct via perception (mine and others) it has however withstood the test of time and lots of participants feedback. The diagnostic is used solely as a facilitative tool to demonstrate the preferred thinking style and to explore any congruence or variance between the two shapes.

Herrmann and Sperry raise the question, 'Should you aspire to be whole brained with equal preference for thinking in all four hemispheres'? Herrmann answers 'No. The world would be a very dull place indeed.' He suggests that 'everybody's objective should be to be as situationally whole brained as possible.' (Herrmann, N. 1996:38). This would mean that you retained the advantage of your dominant preference for everyday situations but that you would not be limited by that preference causing you to filter out some vital information. In the thesis findings suggest that it is the ability to adapt our thinking situationally that is a key driver to achieving a successful outcome.

Herrmann also questions whether we are genetically programmed and again he answers no. He concludes 'we are the product of both nature and nurture and that for most of us it is the nurture aspect that predominates.' (Herrmann, N. 1996:34). If we are as he suggests not limited by our genetic inheritance then the learning that takes place as we journey through life can enhance our ability to choose preferences situationally. In the thesis findings suggest that the positive learning experiences that deliver good results can also limit our situational adaptiveness as they reinforce a way of working that may not be effective in all situations and can lead to filtering out of important data.

'Substantial clinical evidence has grown out of Bogan's work with 'split brain' patients beginning in the early 1960's. In this surgery, as explained by Bogan, patients suffering from a severe form of epilepsy have the corpus collosum, which connects the two hemispheres to the cerebrum, cut to prevent the onset of seizures. After surgery the cerebral function is impaired under certain conditions. For example if an object such as a spoon is placed out of sight in the patient's left hand, the patient will not be able to name the object. The left hand 'tells' the right hemisphere that a spoon is being held but the left hemisphere, which is responsible for speech cannot name the object since the image of the spoon cannot be communicated from the right to the left hemisphere for conversion to words. 'The patient knows with 'one mind' what the object is but cannot verbally express it with the other mind. A variety of evidence has made it clear that one hemisphere of the cerebrum is sufficient to sustain an individual's personality or mind.' Bogen wrote 'we may conclude that the individual with two intact hemispheres has the capacity for two distinct minds.' (Bogen, 1969:157). In the thesis one of the aims was to enable individuals to become aware of those two distinct minds.

Reflexivity

Reflexivity is an emergent theme and in the process of this literature search I found the word used in many different senses such that confusion was easier to find than understanding. In the thesis reflexivity concerned with movement and with being reflexive on a number of different levels. On the level of self, on the level of others and on the level of business. In addition the researcher is reflexive about self and about the way in which the research is carried out.

Reflexivity involves reflecting on the way in which research is carried out and understanding how the process of doing research shapes its outcomes. Holland (1999).

Holland suggests that, 'human sciences have been infused with a new sense of flexibility and uncertainty concerning knowledge and learning.' This emergent theme he suggests 'comes in from many disciplines and specialities, there is inevitably some confusion as to the basis of this new sensibility and similarly as regards its application.' (Holland, R. 1999:463). There are however also those who argue reference the negative attributes of reflexivity. For example reflexivity has been argued to be 'self-defeating and potentially devastating for the sociology of scientific knowledge.' (Davis, J, B. and Klaes, M. 2003:329).

Alvesson and Skoldberg also raise this issue 'All research is in some sense reflective although often this element is limited and tied to a particular logic or theme, be it a formal method, gender relations, language or power that the researcher is trying to scrutinise. This can lead to situations of deadlock which is contrary to the whole idea of reflexivity.' (Alverson, M. and Skoldberg, K. 2003). By deadlock they explain that the quantitative approach of focussing on procedures and techniques may underrate the need for reflection. On the other hand there are risks involved in too big an emphasis on the need for reflection leading to hyper-reflexivity. The thesis proposes that taking a whole brain approach would enable the required balance to emerge.

'In the methodology of social sciences reflexivity is frequently discussed as a 'problem' which threatens to undermine the research efforts of the social scientist.' (Lentin, R. 2005:7) suggests that we beware, 'push reflexivity and it becomes objectivity.'

Beck meanwhile distinguishes reflexivity from reflection by suggesting that 'reflection refers to a subject's more or less conscious knowledge whilst reflexivity refers to unintentional self-dissolution, self-endangerment.' (Beck, U., Giddins, A. and Lash, S. 1994:176).

From my perspective to be self reflexive can best be described by thinking about an iceberg. The top of the iceberg sits above the water and in a business context this is where all the events of the day happen. Then there is a point on the iceberg which sits at the water level and at this level in business, if you were to take reflexive time to explore the events happening at the top of the iceberg, you would be able to identify patterns and themes in those events. However there is also a portion of the iceberg that sits below the water surface and at this level in business if you were to explore the patterns and themes you would identify the 'infrastructure' supporting the patterns and themes. In the thesis the participants were encouraged to work at the level of infrastructure rather than at the level of events. To do so requires willingness and a great deal of honesty and courage on the part of the individual.

Lafitte states that 'All learning depends on the reflexive interpretation of one's experience together with the experience of others.' (Lafitte, 1957:17 cited in Holland, R. 1999:464).

In the thesis to be reflexive requires interpretation not only of one's own actions but also the actions of others.

Much has been written about the need for the researcher to be aware of how little he/she knows about his/herself. Lafitte states, 'The psychologist's reflexive judgement will be limited by his knowledge of himself in some of the ways his subject's reports are limited.' (Lafitte, 1957:21 cited in Holland, R. 1999:464).

Gouldner explains that 'A reflexive sociology is an historically sensitive sociology, as it must be; for, to deepen the awareness of sociologists, it must, in part, offer them an awareness of themselves.' (Gouldner, A. W. 1970:507).

Lafitte further warned that 'investigators were prone to distortions and misconceptions just as significant as those of the subject under investigation.' (Lafitte, P. 1957 cited in Gouldner, A. W. 1970:504).

Linstead writes that 'a lack of reflexivity from a positivist point of view has been generally equated with the existence of bias on the part of the observer. Bias is assumed to distort the 'true' picture and should therefore be eliminated.' (Hardy, C. Phillips, N. and Clegg, S. 2001).

However many scientists concluded that the values of researchers could never be eradicated from the work and no amount of methodological technique or declaration of bias could strip them of their theoretical propositions. (Linstead 1994).

Reflexivity moved on to become less concerned with removing biases than with rendering them visible through personal disclosure so that readers could take them into account.(Hardy, C., Phillips, N., and Clegg, S. 2001:534)

Holland for his part describes varying levels and types of reflexive processes along with different consequences.

Reflexivity level one 'limited to self awareness within the thinking of one's own discipline where our own necessarily limited construct systems are being used to appraise the construct systems of other people. A local kind of reflexivity which is too weak to break through the boundary of its discipline.' (Holland, R. 1999:475). In phase one of the research the individual uses their own limited construct system to appraise interactions that have occurred with others in the past.

Reflexivity level two Holland describes as 'two-a and two-b, using the thinking of one discipline to update the thinking of another. In the thesis throughout the reflexive journey the new knowledge learned is used to update the thinking/learning.' (Holland, R. 1999:475).

Reflexivity level three is 'in touch with paradigm positions but with the focus on movement. At this level reflexivity has developed sufficiently to be aware of symptoms, meanings and their relationship to desires and actions. Throughout the Route Map journey the individual works hard to become aware of patterns and themes within their own construct system and create action steps for forward movement.' (Holland, R. 1999:476).

Reflexivity level four is where 'the paradigms are humanly constructed and an understanding of how and why they were produced is on the agenda. This level is trans-disciplinary reflexivity the highest levels of reflexivity.' (Holland, R. 1999:475-476).

At the end of the Route Map journey the participant constructs a new behavioural operating model with the new knowledge and understanding that they have gained. At this point they are working cross functionally to achieve their outcomes.

Herrmann addressed the two disciplines of sociology and psychology in an attempt to reach a trans-disciplinary understanding of reflexivity. However Holland argued that it was, 'possible to bring out the relationship between socialology and psychology ... But since the social context acts formatively on the self radical self-reflection includes the need for a sociology of knowledge; this is in addition to the more obviously psychological resources for self-reflection available in psychoanalysis and phenomenology.' Holland argues that 'reflexivity is dependent on a trans-disciplinary approach which uses an enriched sociology capable of clarifying both itself and psychology.' (Holland, R 1977:271).

In the thesis 'Thought style' is included in the reflexive process as a means of achieving 'whole brain thinking.' If the research supposition is justified then Burrell and Morgan with more 'knowledge of self' would have included the question raised by Holland of movement. Holland argues that, ' ... in missing this they missed the most important point in paradigm analysis' ... People, families and organisational groupings get stuck in their inherited paradigm and he asks' How can they be induced to move? (Holland, R. 1999:471).

Findings from the fieldwork suggest that to induce movement there is a need for:

- Awareness that we have two distinct minds
- Awareness of our preferred and non preferred accessing modes
- Awareness of individual behavioural operating models
- Knowledge from self awareness that enables adaptive behaviours.

Although as Holland point out there was parallel development in psychology in the area of reflexivity no cross border help or learning took place between psychology and social sciences. Here, as in business, the preferred filtering led to limiting behaviours that foreclosed helping 'opponents. It is as a consequence of this limiting behaviour that I have been able to identify a gap in the literature. There is an absence of literature that addresses reflexivity using whole brain thinking.

Individuals cannot undergo double loop learning without reflecting on their actions. Reflection means reviewing the reasoning processes they use for effectiveness. To assess for effectiveness requires a commonly accepted process, and criteria for testing. The movement that Holland calls for requires the existence of a way of testing that the move is occurring effectively.

In the thesis the 'Behavioural Operating Model' adapted from the double loop learning of Argyris, C. (1994:8-9) is used to review the reasoning processes and the SECURE model evidence is used at the end of the programme to 'test' achievement/effectiveness via a score out of ten.

Argyris uses the double loop in relation to organisations and how they need to adapt over time or go under. Argyris acknowledges it is the individual who does the work of adapting however in the thesis the model is used specifically in relation to individuals and how they too need to adapt over time if they want to avoid stagnation.

The findings suggest that it is by dialogue and listening i.e. advocacy and inquiry plus review and feedback that knowledge and understanding is gained and ideas assimilated to create a more robust strategy.

A prime characteristic of human science is that much knowledge comes about as a reaction to former systems of knowledge that dominated a discipline. Holland, showed how the predisposition and interests of authors were transmitted into the 'theories' they presented. By directing psychological criticism at sociological theories he demonstrated that similar patterns of cultural and professional bias were revealed. It was contended that 'these critical interdisciplinary interactions or dynamics within and between disciplines provided a strongly reflexive form of analysis.' (Holland, R. 1977:82). However that reflexive analysis can only be 'strong' if it is understood and engaged with rather than screened by a 'set of filters' biased towards one discipline.

Within the research it is at this juncture that 'whole brain thinking combines with reflexivity' to ensure adaptability/flexibility rather than the deadlock discussed earlier.

Holland saw postmodernism's 'linguistic turn' as part of the 'reflexive turn' in human science disciplines. He argued that 'possibly the best 'Pathway to Reflexivity' was paradigm analysis. We are socialised into assumptions as we internalise world views, world hypotheses, and cultures, cosmologies, thought styles or paradigms.' (Holland, R. 1999:466-467). We are 'programmed' as we experience life and hear things that are said repeatedly. 'An important function of reflexive analysis is to expose the underlying assumptions on which arguments and stances are built.'

In the fieldwork noting events helped to identify the patterns and themes of present behaviours. Exploration of comfort zones, programmes and thought preferences exposed the hidden infrastructure that was supporting the patterns and themes thereby enabling long term solutions.

The debate about paradigms began in 1962 with Kuhn's 'The Structure of Scientific

Revolutions.' Kuhn explains that scientific revolutions are taken to be 'those non-cumulative developmental episodes in which an older paradigm is replaced in whole or in part by an incompatible new one.' (Kuhn, T. S. 1970:92). Holland thinks the most important point about paradigms is 'that they are about movement not just tightly bounded antithetical spaces.' 'People, families and organisational groups get stuck in their paradigm. How can they be induced to move'? (Holland, R. 1977:471). This thesis explores how individuals and the business can be induced to move.

Reflexivity is shaped by metaphors, thought styles, historical beliefs, context, and other limiting influences within existing professional and disciplinary domains. These disciplines strive for recognition and once established, promote themselves by filtering out potentially fatal criticism. The filtering takes place as a result of using preferred filters. Filtering that has, in the past, bought success but which degrade over time if no learning takes place. Examples of this can be seen even in the top one hundred global companies where survival means changing your business model regularly - never an easy path to follow.

In the thesis absolute confidentiality was a must to enable the individuals to trust and be open with no fear of disclosure bringing reprisals or career setbacks. A 'no feedback from the researcher to the organisation' policy was agreed and adhered to throughout the twelve months of fieldwork. Each individual was encouraged to feedback personally to the business as and when they thought appropriate. In this way individuals felt able to be absolutely open and honest in the conversations with the researcher.

In GNER old mindsets/'ways of seeing' meant that the Strategic Rail Authority were perceived as 'the enemy' post privatisation. On the other hand The Strategic Rail Authority with a new mindset perceiving GNER as contractors all helped exacerbated the decline in working relationship. Individuals from GNER would approach meetings prepared for 'war' whilst individuals from the Strategic Rail Authority would approach meetings prepared to play one company off against another to get the best result. The participants have worked hard at being evaluative about their 'partners' and the emphasis has now moved to 'seeing' each other as partners in delivering a public service. This has bought about much improvement in working relationships within the participant population.

Recognising that theorists programmed in their paradigms have their counterpart in everyday life where people seek help from therapists and counsellors reinforces, for me, the thought that reflexivity can be worked with and facilitated. The fact that theory must be grounded in practise is both a discipline and a research opportunity. Fleck reminds us that we can never improve our thinking unless we examine and reformulate our assumptions. Assumptions are already incorporated within the choice and limitation of the object of investigation ... it is altogether pointless to speak off all the characteristic of a structure ... the number of possible determinations of characteristic depends upon the habit of thought of the given scientific discipline.' (Flek, L. 1979:92).

According to Fleck, 'under the influence of a thought style one cannot think in any other way ... a thought style functions at such a fundamental level that the individual seems generally unaware of it. It also excludes alternative modes of perception. Accordingly, no proper communication can arise between different thought styles.' (Flek, L. 1979:159).

In the thesis the mind filter tool is used to bring, to the individual participants, awareness of their own and others thinking styles. In the individual sessions time was spent on exploring variances in thinking styles between the various functions in the business.

'Scientific theory is the result of a struggle between a classification being developed for professional purposes by a group of scientists and the classifications being operated in the wider social environment. Both are emotionally charged. The emotionally charged quality of these interacting sets of classifications accounts for the defensive operations which attempt to preserve them against all competition. Similar struggles take place every day in business as individuals mount defensive tactics to slow down/stop specific strategies being implemented. Whole brain reflexivity increases systemic knowledge and the thesis explores whether that increased knowledge reduces resistance to the strategy.

Fleck insisted that the development of knowledge depends on how the knowledge is expected to intervene in practical life. In the thesis each process model is an intervention that encourages thinking and the creation of action steps. The action steps are interventions in day-to-day business life.

Human reflexivity defines personal experience and is the basis on which people form social units. It is therefore the process which needs to be kept at the centre of any method of appraising human existence. In the thesis the individual explores h/her personal experiences as they reflexively tread their career path from school days through to the present.

The study of paradigm arguments provides one pathway to reflexivity – makes individuals aware of the theories they are using or may pull into practise – it is a reflexive realisation. Reflexive movement or realisation depends on breaking out of an existential disciplinary, professional, paradigmatic or speciality 'thought style' which limits awareness and therefore movement.

In the thesis process models are used to aid this 'breaking out' and individuals 'walk around within the model' exploring possible bridges to 'breakout.' They need to feel safe as they explore within the model rather than sitting on the shore as the deer in The Heart Aroused until the fire on the shore swallows them up. (Whyte, D. 1998:41).

The reflexive researcher is able to look in from 'outside' a piece of research and, at the same time operate on the inside, by employing a philosophical and intellectual argument that bores within texts. 'We must become the critical self-reflective humble pedlars of questions rather than answers.' (Arrington and Francis 1989:25).

The use of positivist knowledge is often self-fulfilling whereas the reflexive researcher disturbs and disrupts what is readily taken for granted. 'Knowledge is continually being developed which is disruptive and undermining of this positivist knowledge in demonstrating the flimsy and accidental conditions of its production.' (Knights, D. 1992:532).

The reflexive researcher 'can reflect critically upon the previous project, not so much perhaps to find faults or weaknesses, although this is important for learning, but more to reinterpret earlier descriptions and ideas and to put them in a new context.' (Alvesson, M. and Skoldberg, K. 2004:286).

This is the position I strove to hold during the research. I continually explored the different ways in which the phenomenon could be understood and how they produce different knowledge? The flaw in this approach is that in using multiple perspectives there is no clear ground to choose from.

The researcher must not only acknowledge that knowledge is situated, but redress this by opening up any individual research study to allow other research subjects to speak more directly in the text. I have attempted to do this in the thesis. The flaw in this approach is that I cannot know who is left out?

Reflexivity as Scepticism – emphasises the fact that knowledge is produced in a societal context that imprints the researcher as well as the research. The reflexive researcher, in being part of this landscape, is both subjected to and resistant against the controls embedded in the professional networks of individuals and institutions. It is also about trying to identify and resist social cultural conventions and fashions that lead to the production of sanctioned research and a positive career path. The individual 'feels' that by obeying the social cultural conventions they will 'get' the reward they 'feel' they deserve. The flaw in this approach is the inability to conceptualise paths through the constraints that are socially sensitive and sufficiently contextually embedded. In the thesis I worked with the individual to get them to identify the cultural conventions and to build strategies to enable 'resistance.' As researcher I have been vary aware of working hard to comply with conventions that were new to me.

Reflexivity and time are connected although opinions vary as to how they connect. Mead thinks that human action, when viewed over a sufficiently long time-span yields particular outcomes at certain points in time. He states' the social act is not explained by building it up out of stimulus plus response; it must be taken as a dynamic whole

– as something going on – no part of which can be considered or understood by itself – a complex organic process implied by each individual stimulus and response involved in it.' (Mead, G. H. 1934:7).

'There has been a growing realisation that social phenomena occur in time, evolve in time, and are shaped by humans whose perceptions, experiences and interactions are formed in time.' (Bateson, G. 1979).

Individuals are always at some point in time – thinking back, being in the moment or thinking forward. Research findings suggest that people 'choose' to give differing amounts of time to reflexivity and that there is a correlation between the amount of time dedicated to reflexivity and the successful achievement of a specific desired outcome.

Schon describes reflecting-in-action as 'sometimes thinking about what we are doing' and suggests that 'not only can we think about doing but we can think about doing something while doing it.' (Schon, D. 1991:54).

Polanyi believes 'that the function of philosophic reflection consist in bringing to light, and affirming as my own, the beliefs implied in such of my thoughts and practises as I believe to be valid; that I must aim at discovering what I truly believe in and at formulating the convictions which I find myself holding; that I must conquer my self-doubt, so as to retain a firm hold on this programme of self-identification.' (Polanyi, M. 1962:267).

What is Strategic Thinking?

'Many people use the term strategy in different ways. They think about strategy as goals or tactics, or as operational planning, although that is a different activity. The term strategic thinking actually refers to the kind of thinking done by a firm's C.E.O. and other key executives about how an organisation will look in the future. When you engage in strategic thinking, you shape and clarify your organisation's future profile. 'The strategic thinking process, therefore, can be described as the type of thinking that attempts to determine what an organisation should look like in the future. Strategic planning systems, on the other hand, help you choose how to get there.' (Robert, M. 1998:30).

There is a lack of clear understanding of just what is meant by the term and this, in turn, has lead to considerable confusion in the strategic management arena. Wilson discusses the difficulties associated with the term 'strategy.' He describes 'Strategy' as 'having different connotations in different contexts. It embraces a number of different dimensions. ... a strategy is a means to an end; it states the broad brush methods by which one intends to achieve predetermined objectives. On the other, the strategic (planning) process includes the every establishment of those objectives. At another level, strategy can be considered to relate to the organisation as a whole and yet the term can also be applied at a functional level ... Finally strategy is often viewed as being of grand and comprehensive substance and long term in its impact ... Yet a sales person will have a strategy for ... his/her next call.' (Wilson, I 1994:49).

Mintzberg by contrast, clearly emphasizes that strategic thinking is not merely "alternative nomenclature for everything falling under the umbrella of strategic management". It is a particular way of thinking with specific and clearly discernible characteristics. He explains the difference between 'strategic planning and strategic thinking by explaining that strategic planning is the systematic programming of pre-identified strategies from which an action plan is developed. Strategic thinking, on the other hand, is a synthesizing process utilizing intuition and creativity.' (Mintzberg 1994:107).

Hamel and Prahalad describe traditional approaches to planning as "form filling." They refer to strategic thinking as "crafting strategic architecture" 'Not only must our future be imagined, it must be built.' They are sympathetic to Mintzberg's view of strategy as an organic process.' (Hamel, G. and Prahalad, C. K. 1994:107, xiii).

For Stacey strategic thinking is 'not just about reasoning according to step-by-step rules and manipulating large amounts of detailed information. Nor is it primarily an intellectual exercise in exploring what is likely to happen ... an exercise in information processing, in analysis, and in forecasting future outcomes ... For this belief to be correct it could only apply to systems whose behaviour was predictable.' In today's world of unpredictability 'strategic thinking must be firmly based on the qualitative nature of what is happening now and what has happened in the past. It means focusing on anomalies in the current situation. It means generating new perspectives on what has been and is going on.' (Stacey, R. 1992:105).

In the thesis strategic thinking refers to 'engaging in shaping and clarifying your individual aspirations to enable review of congruence/conflict with the business aspirations for both the business and the individual.' (my interpretation).

Gaps in the Literature

There is little if any literature available on the combined topics of reflexivity and whole brain thinking. There is a range of literature available reference reflexivity however a large portion of it is from a philosophy stance. There is also a range of literature available reference whole brain thinking however the larger portion of that is focussed towards specific areas such as creativity, leadership etc. The thesis focuses on moving reflexive whole brain thinking to the level of unconscious business behaviour.

According to Argyris 'any company that aspires to succeed in the tough business environment of the 1990's must first resolve a basic dilemma' and he describes this dilemma as 'success in the market place increasingly depends on learning, yet most people do not know how to learn.' He also states that 'those members of the organisation that many assume are best at learning are, in fact, not very good at it.' He is talking about 'the well-educated, high powered, high commitment professionals in modern corporations.' He goes on to explain that companies have great difficulty addressing this dilemma because they are unaware that it even exists. He explains that learning is described 'too narrowly' and that 'managers need to reflect critically on their own behaviour and identify ways they often inadvertently contribute to problems.' (Argyris, C. 1992,1994:84).

It is here where reflexivity is beginning to be connected to thinking albeit not whole brain thinking. Although Argyris fails to connect the need to take time to make time for that reflexivity.

The dilemma is not that these professionals do not know how to learn but rather that because of how they are operating in this millennium's context of time poverty they do not dedicate sufficient time to the learning. Insufficient time means that the learning will not achieve the depth necessary for unconscious competence.

It is only when time is dedicated to reflexivity that the managers can begin to do what Argyris calls 'looking inward.' (Argyris, C. 1992,1994:84).

The dilemma for business is how to 'value' that time sufficiently to give it to the individuals for 'reflexivity' rather than 'activity.'

Time itself however is not the entire answer in addition business faces the challenge of how to understand and encourage 'whole brain reflexive thinking' when so little information is available about the subject.

Summary

In this chapter I reviewed two main domains of literature and the interrelationship between them. I explored the understanding that individuals are a coalition of four different 'thinking' selves and prefer to use one or more of those selves to others. I then moved to explore reflexivity and the concept of several levels of reflexivity. The synergistic combination of these two theories is used in the Route Map Programme' to support the participant in h/er search for more awareness of self and others. Having explored the positives and negatives connected to reflexivity I moved on to discuss gaps in the literature and the lack of literature on 'Whole Brain Reflexive Thinking.'

My work across the last decade leads me to the conclusion that the ability to think reflexively using the whole brain is an objective to aim for. The brain is specialised and interconnected in ways that position it to develop as a whole brain capable of accessing and using all its mental options. However my data on the individuals I have worked with across that decade suggests that few if any use their whole brain. What actually happens as these individuals journey through life is that every success they have reinforces a way of thinking that becomes their behavioural operating model complete with comfort zones and programmes. Setbacks, when they occur, are handled by turning up the volume of that model of working in some way for example being even more analytical rather than taking time to be reflexive and explore what is actually happening within their model of working. Individuals fail to notice that their behavioural operating model (working model) is in decay and continue to 'bang their heads against the wall' as they attempt to influence/implement strategy.

No time is taken to be reflexive about why they seem unable to convince people about the benefits of their strategy. No reflexive time is taken to explore the setback and take personal accountability for what happened. The setback gets 'put in a draw' in the memory bank and the individual goes onto the next task. It is only when the draw overflows that it gets noticed. Without reflexive whole brain exploration this usually means individuals going off ill with stress or ill-health, individuals withdrawing from participating in the future of the business and/or individuals leaving the business. All or any of which are costly both for the individual and the business.

Reflexivity delivers the action of turning thought back on itself and is a behavioural choice for human beings. Change and growth can result from the pursuits of our interests. As interests develop and expand they can result in enormous change in an individual's mental capacity and range of thinking. However the experiences that produce change can also build walls that prevent change from happening. Learning environments that limit rather than stimulate not only thwart development but also erect barriers that prevent whole brain thinking.

Research is in the early stages reference 'Blair's Specialist Schools' where a focus on a core subject as a specialism delivers, it is suggested, not just excellence in that subject but an improvement in the use of the 'whole brain' and improved results across all subjects.

The entire culture, divisions, and teams of an organization can become dominated by a particular thinking style. While homogeneity can be efficient and comfortable, it seriously limits opportunities and approaches to problems. In the current market, we must innovate and solve problems in different ways. This requires not just the left brain or the right brain- but the whole brain.'

What is required above all else is time – time to be reflexive – time to explore how we got to where we are and to think about where we want to go from we are. Time to think about what it is that causes us to move from effective behaviours to ineffective behaviours. Participants need time - time to build robust strategies that will enable them to get from where we are to where we want to be. To obtain that time requires them to be reflexive about how they are using their time and to choose to make changes.

In the following chapter I discuss why I chose the methodological approach of Case Study and how my personal experience and beliefs impacted on my choice. I also describe the specific research methodology/method employed in the study. Throughout the programme reflexivity is encouraged prior to each session, post each session, during each session and between sessions. In session two Whole Brain Thinking is discussed and the individual participant preferred filters are explored and understood using the Mind Filters tool. From that point onwards throughout the programme Whole Brain Reflexive Thinking is encouraged for each issue tabled. In the thesis strategic thinking refers to 'engaging in shaping and clarifying your individual aspirations to enable review of congruence/conflict with the business aspirations for both the business and the individual.'

Whole Brain Reflexive Strategic Thinking is introduced in the latter half of the programme as the individual works to leverage their new found knowledge into the business.

Chapter Three

Method & Methodology

Introduction

In this chapter I discuss why I chose the methodological approach of case study and how that choice stems from my ontological and epistemological beliefs. I go on to discuss how my personal experience and my specific interest in the thesis topic also impacted on my choice of methodology. I then go on to describe the research methodology/ method employed in this study.

Methodology

To understand the complexity of the simple statement 'design a suitable methodology' it was important for me to differentiate methodology from method and to see them as two related concepts that literature often uses interchangeably.

Blaikie defines methodology as 'the analysis of 'how' research should proceed and includes discussions of how theories are tested and generated, what kind of logic is used, what criteria they have to satisfy, and how particular theoretical perspectives can be related to particular research problems.' Method he defines as 'the actual techniques or procedures used to gather and analyse data related to some research question or hypothesis.' (Blaikie, N. 1993:7).

Gill and Johnson introduce a cautionary note to thinking about research as a linear sequence in that 'An idealized representation of the research sequence will help the naive researcher ...to review the research process as a whole and make a start; however it rarely accords with actuality.' (Gill. J, and Johnson, P. 1997:2).

Clark in his lectures at Sheffield Hallam University describes a 'spectrum' of research. 'At one end of the spectrum sits objective empirical research and at the other end of the spectrum sits subjective qualitative research.' (Clark, M. C. 2003).

I heard the statement from one lecturer that 'a researcher's life would be much easier, if less intellectually challenging, if each methodological philosophy was clear cut and defined in such a way as to be able to differentiate between and across them on the basis of a fixed set of principles and procedures.' However I also heard in lectures that 'to engage in methodological understanding is to enter into a quagmire of contradictions and conflicting philosophies, within as well as across paradigms.' As I enter this phase of writing up my thesis I heartily endorse both these statements.

Yin, R.K. States 'In other words the case study as a research strategy comprises an all-encompassing method – covering the logic of design, data collection techniques, and specific approaches to data analysis – it is a comprehensive research strategy.' (Yin, R.K. 2003:14).

In the thesis, case study is the research vehicle and therefore methodology and method are irretrievably inter-connected. In the following sections I discuss the relationship between my methodology and underlying theoretical assumptions as well as the relationship between my methodology and the research topic.

Prior Experience

Prior experience can affect the way the researcher understands the topic under investigation. It would be irresponsible of me to ignore my own experiences and any impact they have had on my research. I have spent some ten years working one-to-one with individuals in business who wish to improve their performance. This experience meant that I had already formatted a 'programme' that improved performance. I had therefore some presuppositions as I began this research:

- That the first step to improved performance, in whatever format, is improved thinking.
- That improved thinking begins with awareness of how one is operating/ behaving.
- That to gain that awareness requires time for reflexivity.
- That the knowledge gained from reflexivity will lead to action steps that create movement.

Being aware of these presuppositions meant that I needed to bracket my a priori.

What is a Case Study?

According to Yin the case study inquiry:

'copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result benefits from the prior development of theoretical propositions to guide data collection and analysis.' (Yin, R.K. 2003:13).

Yin defines a case study as an empirical inquiry that:

'investigates a contemporary phenomenon within its real-life context', especially when,

'the boundaries between phenomenon and context are not clearly evident multiple sources of evidence are used.' (Yin, R.K. 2003:13).

In an earlier work Yin stated that 'The case study allows an investigation to retain the holistic and meaningful characteristics of real-life events – such as individual life cycles, organisational and managerial processes, neighbourhood change, international relations and the maturation of industries.' (Yin, R. K. 1994:3).

'It is a separate research strategy that has its own research designs.' (Yin, R. K. 1994 :19).

Case study has also been described as 'an umbrella term for a family of research methods having in common the decision to focus on inquiry around an instance', (Adelman, C., Jenkins, D., and Kemmis, S. 1977 cited in Bell, J. 1999:10). Case study is much more than a story about, or a description of, an event or state and is concerned principally with the interaction of factors and events. (Bell, J. 1999:10) '... sometimes it is only by taking a practical instance that we can obtain a full picture of this interaction.' (Nisbet, J. D. and Wat, J. 1980:5 cited in Bell, J. 1999:10).

The most frequently used methods in case study are observation and interview and the great strength of case study is that it will allow concentration on specific participant instances. It is important to collect evidence systematically in order to identify the various interactive processes at work in the participant sessions.

Why a Case Study?

Using case studies for research purposes, according to Yin, remains one of the most challenging of all social science endeavours. So why then, he asks, do a case study rather than an experiment, a survey, a history or a computer-based analysis of archival records? (Yin, R. K. 2003:3). Each of these is a different research strategy and each is a different way of collecting and analysing empirical evidence, following its own logic. Each has its own advantages and disadvantages and to make the most out of using case study it is important to appreciate the differences between the strategies.

An experiment would specifically divorce a phenomenon from its context, so that attention could be focussed on just a few variables. A history would deal with phenomenon and context but usually with non-contemporary events. Surveys can try to deal with phenomenon and context, but their ability to investigate the context is very limited. My choice for this research therefore remains case study.

There is a view that research strategies should be arrayed hierarchically and many social scientists state that case studies are only appropriate for the exploratory phase of an investigation. This stance reinforces the view that case studies cannot be used to describe or test propositions.

Yin debates the hierarchical view and offers an inclusive, pluralistic strategy as a more appropriate stance. He sees relevant situations for different research strategies. Yin sees the distinguishing feature amongst the strategies not as 'hierarchy' but rather what he describes as 'three conditions';

> 'The type of research question posed
>
> The extent of control an investigator has over actual behavioural events
>
> The degree of focus on contemporary as opposed to historical events.' (Yin, R. K. 2003:3-5).

What Type of Case Study?

According to Yin case studies can be classified into three categories: the exploratory, the descriptive and the explanatory. (Yin, R.K. 1994:1).

This research does not study who creates more robust thinking nor does it study how much more robust the thinking is, rather the study focuses on why the thinking becomes more robust. Therefore in the thesis the research strategy is exploratory case study. In addition as the research looks at more than one study it is a multiple exploratory research strategy.

Designing and Implementing a Case Study

According to Yin 'a research design is the logic that links the data to be collected (and the conclusions to be drawn) to the initial questions of study.' (Yin, R.K. 2003:19).

The development of research design is difficult because unlike other research strategies there is no 'comprehensive catalogue' of research designs for case studies. There are no 'common designs' or textbooks. Case study designs have not been codified as yet. However that being said case study has now been recognised as a separate research method with its own research designs.

There are many important factors to be taken into consideration when designing a research strategy. The value of a case study is measured by the degree to which the incidents discussed can be generalised to other situations.

In the present climate of litigation there are also other factors to consider:

Permission

Prior to this research written agreement was obtained two businesses. Specific named individuals were proffered by both businesses and both – See Appendix E – were happy to have the company name disclosed. However I have taken the route of not disclosing.

Ethics

Prior to this research commencing both companies have had a copy of the Sheffield Hallam 'Ethics document.' See Appendix F.

Conformance/Regulation

All data utilised in the thesis is maintained and securely stored in accordance with the Data Protection Act. All data is returned to clients for review and amendment for accuracy post each session.

Case Study as a Strategy

For Yin 'in case studies five components of a research design are especially important:

1. a study's questions;
2. its propositions, if any;
3. its unit(s) of analysis;
4. the logic linking the data to the propositions; and
5. the criteria for interpreting the findings.' (Yin, R.K. 2003:21).

Research Aims and Questions

The Hypothesis/Hunch/Supposition

Dalton (1964) was concerned that, 'once uttered, a hypothesis becomes obligatory to a degree' and 'there is a danger that the hypothesis will become esteemed for itself. Dalton uses, 'hunches which served him as less exalted guides'. Some hunches he follows and some he drops. Hammond, P.E. (1964).

My hunch/supposition is that it is possible to 'do things differently' even in today's context of 'time poverty' that we hear so much about. I also think that it is possible via whole brain reflexivity to work at a deeper level of understanding and meaning that reduces resistance to change and increases robustness of thinking.

The Research Objective

The research objective is to explore the interrelationship between 'whole brain' thinking and reflexivity.

The Research Approach

The research approach is to identify the patterns and themes that emerge when 'whole brain' thinking and reflexivity are bought together within one framework for thinking.

Interrelationships

The research explores the interrelationship between the three concepts

- Whole Brain Thinking?
- Reflexivity?
- Strategic Thinking?

The Primary Research Questions

These questions were formulated in the early phase of my research.

- What is the interrelationship of 'whole brain' thinking and reflexivity in robust thinking?
- Is the 'whole brain' reflexivity combination an enabler of more robust thinking?
- If it is then is that thinking more 'strategic'?

From the literature search a further question has emerged:

- Is there is a correlation between the amount of time dedicated to reflexivity and the successful achievement of a specific desired outcome? The findings indicate that there is.

Meta Research Questions

From the early visual findings of the fieldwork further questions began to emerge.

- What impact does the context have on information processing and thereby thinking?

The findings show that the context does have an impact on information processing and strategic thinking.

- What impact do emotions have on information processing and thereby thinking?

The findings indicate that our emotions do impact on how we process information and on how we think.

- Do corporate aspirations impact on an individual's aspirations?

The findings indicate that corporate aspirations do impact on an individuals aspirations

- Does creating more robust thinking improve personal strategy?

In chapter nine all of the above questions are explored in some depth.

The thesis also explores what impact the researcher has had, if any, on this research?

Research Proposition

The proposition that 'combining whole brain thinking with reflexivity will:

1. Reduce resistance to 'the thinking'
2. Reduce the timeline to execution of the thinking
3. Increase understanding of and buy-in to the thinking and;
4. Increase the robustness of the thinking
5. Which in turn will increase the robustness of the personal strategy

Research Unit of Analysis

The primary unit of analysis in the thesis is 'the individual' and fifteen longitudinal individual cases are included in the multiple case-study

The meta proposition in studying these individuals is that 'if time is dedicated to whole brain reflexivity then patterns and themes will emerge in the data that are congruent with the benefits 1-5 listed above.'

Research Logic

Linking data to propositions can be done in any number of ways;

1. Pattern matching where several pieces of information from the same case may be related to some theoretical proposition.
2. Explanation building where the goal is to analyse the case study data by building an explanation about the case.
3. Time-series analysis directly analogous to the time-series analysis conducted in experiments and quasi-experiments.
4. Logic models which consist of matching empirically observed events to theoretically predicted events. They differ from pattern matching because of their sequential stages.
5. Cross case synthesis that applies specifically to the analysis of multiple cases and treats each individual case study as a separate study.

In the thesis cross case synthesis is used to link the data to the propositions. The synthesis is approached via two vehicles firstly a visual distillation and secondly a distillation using computer software.

Framework

The core of the research process in this study is in creating a context where reflexivity can be take place on a regular on-going basis with respect in safety and confidentiality. The geographical location that I chose was a meeting room in the headquarters of the organisation. There were three main drivers behind my choice of geographical location. Firstly the need for a room where confidentiality could be assured and quiet could be guaranteed. Secondly I wanted to specifically anchor the programme 'in the business' rather than off-site in order to ensure that we worked within the context that was in situ at the time. Thirdly the need to reduce to a minimum the time requirements placed on the participants. Travel today is a time consuming element that can mean the difference between attending and not attending on a particular day. By locating the session in the building where the participants worked this element was removed from the equation. This meant that time was available for preprogramme and post programme reflexivity by the participants. The sessions are personally challenging and the participant is encouraged to dedicate some time for reflexivity both before each session to review the results on agreed action steps from the previous session and after each session to plan the action steps that have been agreed for completion by the next session.

At an introductory session eight dates are set and written into diaries as part of a 'psychological contract.' In a psychological contract the aim is to engage your partner on three levels - the head at an intellectual level, the heart at an emotional level and the feet at the behavioural level. It is important to start by clarifying my expectations of the participant and to explore their expectations of me in relation to the programme. For example,

My expectations of the participant were:

- Commit 100% not to the programme or me but to yourself.
- Use everything for learning – some tools will be instantly useful and some will be useful later but I ask that you try everything at least once.
- Be open to challenge. It is about content it is not personal.
- Live by the guidelines.
- Do the work and write down your thoughts and feelings
- Agree session dates in advance with me and block them out of your diary -let me know in advance if you need to change a session date for an urgent reason.

I then ask the participant if they have any expectations of me ...

If we both agree the expectations are reasonable then we have a psychological contract at three levels:

- Intellectual – the head
- Emotional – the heart

- Behavioural – the feet

The importance of this contract is explored with the participant – 100% in gets 100% out.

The researcher and the participant commit to the set of guidelines mentioned in the expectations:

1. To take care of self in order to be in a position to take care of others
2. To not hurt self or others by being aware of comfort zones and programmes
3. To try everything contained in the programme at least once so that after the programme finishes the tool can be recalled for future use

Less than 3% of individual sessions required rescheduling on behalf of the participant. In those instances the reasons were ill health or operational emergencies. There were a number of drivers that supported this level of commitment. Firstly the psychological contract agreed with every participant. Some 360 hours were devoted to the programme across twelve months by fifteen very busy people. Secondly the fact that the programme was for the individual with them deciding what outcome they wanted from the programme rather than the business dictating outcomes. Thirdly the safe environment that guaranteed confidentiality and knowledge that the detail of the sessions would not be fed back to the organisation.

The programme used in the thesis is in a modular manual format and could appear to be process driven. However the programme is tailored to the specific needs of the participant and it is the participant that drives the direction that the programme takes through the modules. Participants are encouraged to create their own action steps and to take responsibility for their own learning and the learning of others. All action steps are centred on tasks that are already on their desks or ideas that they have but have not yet acted upon. Each participant selects from a toolbox of tools described in chapter four.

The first 12 hours of each individual case study focus on reflexivity; the second 12 hours focus on reflexive strategic thinking. A gap of some two months is then allowed before embarking on individual three hour semi-structured interviews. The process is detailed in the model below.

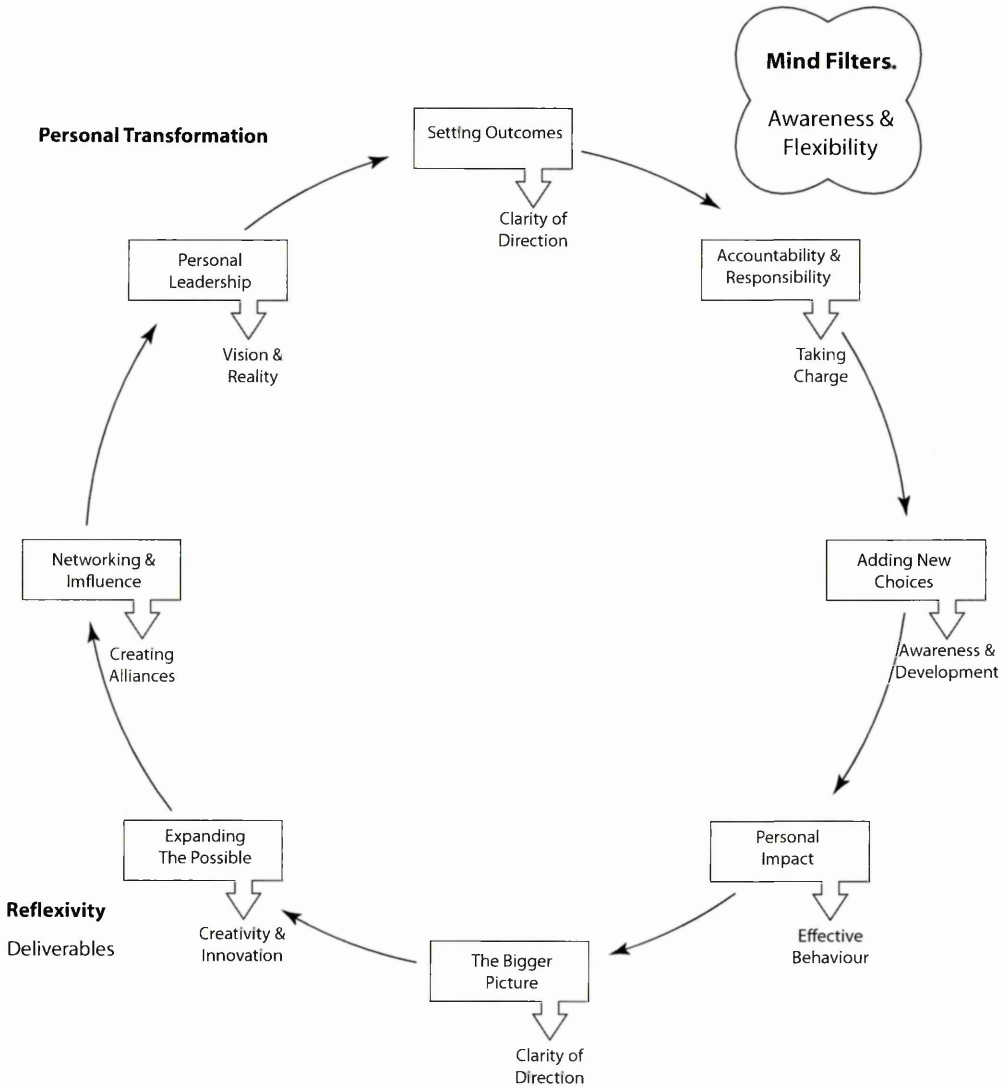


Figure 9: Reflexivity Flow Chart.

A semi-structured interview is also held with several senior organisational representatives at the end of the fieldwork. The 24 hours of 'semi-structured dialogue' is worked in 3 hour sessions once every month and conducted, in all instances, as face-to-face confidential sessions in a meeting room at company headquarters. The data gathered is on three levels – the individual/self, others and the organisation. I anticipated that this approach would provide the opportunity for cross-individual and, if viable, cross-site comparison. This approach gave the opportunity to study this research area in some depth and yet allowed me to stay within my 'self funded' limited time scale.

Research Instruments

An area of concern for me was that unlike statistical analysis there are few formulas available for qualitative analysis and therefore much will depend on my own style of rigorous thinking, as well as sufficient presentation of evidence and careful consideration of alternative interpretations. I have utilised a software recording programme Visual Concept 2.5 as the recording software. To ensure that I understood the software I had chosen to use and was able to set it up correctly at the front end plus use it efficiently and effectively I completed some training at the software headquarters. Taking time to do this would, I hoped, reduce the risk of getting downstream in the research only to find that the software chosen was not adaptive and flexible enough to cope with changes that may occur was reduced. This did prove to be the case as the quantity of data that I was handling was far in excess of anything that had previously used the software. At one point the trainer, not understanding that I was looking for patterns and themes across 128 individual sessions thought I was using the software as a recording device only which was not the case. The training did ensure that from day one a robust audit trail was in place. The infrastructure model can be viewed on page 22.

The highest priority, alongside familiarity with the software, was to formulate the general qualitative strategy in order to treat the evidence fairly, produce compelling qualitative conclusions, and to rule out alternative interpretations.

One of the concerns raised in my RF2 presentation was that some of the 'richness' from the quantity of data available could be lost if the software route was the only route I followed. Post a period of reflexivity I have therefore followed the two routes of analysis mentioned earlier:

1. A distillation method using Concept 2.5 software
2. Visual reflexive sifting.

Using this route gave me the opportunity to highlight areas of congruence and/or conflict between the two approaches.

Research Perspective

Two central concepts in the philosophy of science are 'ontology' and 'epistemology.' The root definition of 'ontology' is 'the science or study of being.' The root definition of 'epistemology' is the theory or science of the method or grounds of knowledge'

'There are important differences between common-sense theories and sociological ones. The former are based on individual values, usually one-sided, and not based on strong evidence. We often refer to common-sense theories as 'prejudices.' We all have prejudices. The main point is that we are all unreflexive about our common-sense theories.' (Abbott and Wallace 1990:3).

I do not accept that it is possible to access the world objectively – through theory-neutral observational language. Therefore I cannot call myself an objective observer ... In sitting face-to-face with participants and sharing their challenges and issues I am impacting on what occurs. I do not accept that social and natural reality has an independent existence prior to human cognition. What we take for reality is an output of our human cognitive processes.

If the world is not merely an object to be described with an allegedly objective language then our descriptions of it reveal as much about ourselves as about the world. The observer is part of the system of description; h/her language is one among several possible others. (Von Foester 1981).

Rorty states 'It is the notion that human activity (and enquiry, the search for knowledge, in particular) takes place within a framework which can be isolated prior to the conclusion of the inquiry – a set of presuppositions discoverable a priori – which links contemporary philosophy to the Descartes – Locke – Kant tradition.' (Rorty, R. 1979:9). He goes on to discuss 'the notion that there is such a framework only makes sense as imposed by the nature of the knowing subject, by the nature of his facilities or by the nature of the medium within which he works. The very idea of 'philosophy' as something distinct from 'science' would make little sense without the Cartesian claim that by turning inward we could find ineluctable truth, and the Kantian claim that this truth imposes limits on the possible results of empirical enquiry.' (Rorty, R. 1979:9).

In the thesis participants work to become aware of the incompleteness of their explanations, and use reflexivity to find out in what ways they are incomplete, how their explanations incorporate assumptions of which they are not ordinarily aware. They need to reflect on their reflections – be reflexive. From the research it is clear that very few of them take time to be reflexive for the reasons already stated. It follows therefore that they must also be unaware of how incomplete their explanations are. From the findings it is clear that this incompleteness leads to 'non robust' decisions in many scenarios.

> The Judgement v Evaluation model demonstrates the incompleteness of individual explanations very well. Participant C had formed an explanation of how his Resource Manager would respond to him if he went to him for support and advice reference his future aspirations. Time spent being whole brain reflexive allowed Participant C to explore what values, beliefs and presuppositions his Resource manager might hold. It also enabled him to explore what experiences his resource manager might have had. Time spent building an S.O.S. plan for the meeting was rewarded by a very useful meeting. When I next met with Participant C he said, 'I was amazed at how helpful, open and honest he was with me and I now regret having avoided him for all this time.'

It is accepted in research that the observer should get as close to the system as possible – an engaged observer as opposed to a detached observer. However there is a fine line between being an engaged observer and being an impacting observer. At times during the fieldwork I came very close to the stance of 'Enactivism' and debate where the line is between this stance and my perspective that proceeds from a subjectivist realist epistemology and a creative realist ontology – a believer in multiple realities and possibilities? In the thesis I worked very hard at 'bracketing' my pre-understandings so as to remain as neutral as possible and I explained to all participants that I was specifically non-expert in their world. This helped me to retain the minimum-impact stance I was aiming for.

Feedback from a number of Participants both during and after the programme indicated that it was the 'third party, confidential, non-expert' approach that made it easy for them to talk openly and honestly. Knowing that 'I had no axe to grind' helped them relax and be reflexive. They felt there were 'no wrong answers' to my questions. I was 'just there' at the right time.

Johnson & Duberley point out, 'that both within and outside our work organisation our behaviour is internally motivated and externally justified, by what we believe about the world.' At the same time, even though we might not immediately be conscious of it, everyone has a belief about what demarcates justified from unjustified belief. Our claims about being rational or irrational or about what is true as opposed to what is false are grounded in such implicit differentiation. 'Nevertheless our debates and conjectures about what is true presuppose prior agreement (a pre-understanding that is shared) about how we determine whether or not something is true.' (Johnson, P. & Duberley, J. 2000:2).

Within the programme each participant spends some time exploring their beliefs and where they originated from. In addition to be able to understand the position held by others participants they need to understand the difference between evaluation and judgement. They need to learn to evaluate others beliefs from the evidence they have once they begin to be reflexive. Understanding those beliefs eases the communication between individuals and removes some presuppositions held previously.

Bhaskar said, '... once we allow for open systems then laws can only be universal if they are interpreted in a non-empirical (trans-factual) way ... but once we do this there is an ontological basis for a concept of natural necessity, that is necessity in nature quite independent of men or human activity.' (Bhaskar, R. 1975:14).

Additionally Gladwell said, 'that we are all, at heart, gradualists, our expectations set by the steady pace of time but living in a world of the 'Tipping Point' where the unexpected becomes the expected and where radical change is more than a possibility. It is – contrary to all expectations a certainty.' (Gladwell, M. 2000).

Senge, pointed out, 'In systems thinking, the structure is the pattern of interrelationships among key components of the system.' That might include the hierarchy and process flows, but it also includes attitudes and perceptions ….' (Senge et al. 1994:90).

From the systems perspective; the human actor is part of the feedback process, not standing apart from it.' What did surprise me in my early findings was the degree to which people 'sit' in the midst of change waiting to find out what the future holds and that how once they take a personal hold of their present the future both personally and organisationally becomes far less worrying/uncertain even though nothing else has changed.

All participants in both businesses created personal development plans for themselves. The creation of the plans helped them move from being concerned about the future to feeling that they were in control of their destiny. Building the plans meant that they were spending time being reflexive about their future. It also meant that they had a template to dialogue with the people who could support and help them in achieving their desired outcome. There was a visible change in confidence in participants and feedback from Human Resources and Seniors confirmed to me that the conversations were not only taking place but were also very constructive both from a personal and a business perspective. The individual had an outcome they were working towards in partnership with the business who were then able to build in progression planning. That is not to say that all the conversations gave a positive result – they did not – however individuals heard honest and open feedback and individuals gave open and honest accounts of their aspirations. The business was still in the midst of all the concerns as to whether they would win a bid or not – nothing in the context had changed – however individuals felt more in control.

Holland saw Reflexivity as 'a fundamental human quality' … 'An inalienable human capacity' … 'Reflexive movement does not need to be argued for since it is the human capacity which defines our existence.' (Holland, R. 1999:463,478,482). Sandwell argues that, 'a failure to engage in reflexivity amounts to an abdication of intellectual responsibility which results in poor research practises.'

The findings suggest that failure to engage in reflexivity, in a corporate world, also amounts to abdication – the easier path – and results in poor practises (strategies) both on a personal and a corporate level.

Participant C when he met resistance would withdraw into himself and stop participating in the meeting even though he knew that the strategy being suggested was not the best solution to the problem. He was abdicating his responsibility rather than spend time being reflexive about what was happening and how he was behaving. Once he began to reflexively think using his whole brain he was able to see that he was contributing to the dynamics in the room and that he could in fact influence the outcome. What was required of him was a move out of his comfort zone and a strategy that would enable him to embrace conflict rather than withdraw from it.

It is also important to move away from the chronological time clock and adopt the notion of subjective time – time as experienced by consciousness. What really matters is how time is experienced. It is crucial that we understand time through experiencing movement. We can do that by looking at organising processes from within. By being drawn into what is to be described. It is important to capture not only the dynamics of real-life organizing processes but also to reflect those dynamics into our own theorizing making it more dynamic. This kind of theorizing does not invite practitioners to use theoretical models unreflectively to get things done, but rather asks them to move around the model, to draw on their own experience and use a model in such a way as to derive personal insight.

In the thesis process models are explored using a business example in which either I or a previous client was an active participant. The participant then explores the same model by moving reflexively around the model with a real life business example of their own. Reflexivity enables them to become aware of the partiality of their accounts, and to reflect to find out in what ways they are partial, how their accounts incorporate assumptions of which they are not ordinarily aware. They take time to reflect on their reflections, become reflexive, aware of how even the most mundane forms of action involve reflection and the exercise of considerable cognitive skills.

Issues with Case Studies

In this section I discuss the various criticisms of case study and how they can be divided into methodological and epistemological issues.

Methodological Issues

Context Specific Knowledge

The context specific knowledge of case studies is evident when examining the complexity and uniqueness of the world where every case is found. Even if a piece of research is carried out at the same time and place and by two different people, there are many factors to be considered from their differences. This research was carried out in two different organisations. In GNER the participants were working in a context of 'short termism' as they approached the end of their franchise term. In Smith & Nephew Plc the participants were working in a context of uncertainty as the organisation restructured.

Contextual Conditions

In the thesis I seek to describe and interpret contextual conditions as 'whole brain thinking' theory suggests that the contextual conditions you are in may result in you changing your preferred filters – thinking styles.

Variation

Variations in class, race and gender highlight the unique characteristics of the researcher that in turn influence the nature of the resulting case study.

Stacey writes that feminist researchers are unconsciously seductive towards their research subjects, raising their expectations and inducing dependency. (Stacey, J. cited in Gluck, S. B., and Patai, D. 1991:143). Post this research I spent some time considering whether I had raised expectations and/or induced dependency. As part of what I wanted to achieve was for the individual to be self sufficient post the programme. My conclusion was that I was not guilty of building in dependency. However the raising expectations issue was more difficult as I specifically wanted individuals to raise their expectations. I wanted them to do that as a result of their whole brain reflexivity with a robust realistic result and not as a result of my being the researcher. Was it possible in some way for me to evaluate what was happening in reality? This is discussed in more detail in the findings however post the research I feel that I did impact as a result of 'being in their corner', dialoguing with them reference their perceived constraints and demonstrating tools that had, in previous examples, provided solutions to overcome those constraints. Participants perceived I had more 'power' in the business than I had and that I held organisational knowledge that I did not.

Ethical Considerations

Research ethics is being clear about the nature of the agreement you have entered into with your research subjects or contacts. Ethical research involves getting the informed consent of those you are going to interview, question, observe or take materials from. It involves reaching agreements about the uses of this data, and how its analysis will be reported and disseminated. It is about keeping to those agreements.

In Appendix E are the two agreement letters that I obtained before starting this research. I also met with each participant and explained that the data obtained would be anonymous, confidential and used in the creation of a thesis. I checked that both businesses were happy to have their names mentioned in the thesis. I have held a workshop with the participants to enable them to view the findings as well as meeting with The H.R. Director and the C.E.O. of GNER. In Smith & Nephew Plc I have also enabled the participants to view the findings however to date I have been unable to meet up with a senior in Smith & Nephew Plc.

I am now aware; post the up front agreements, that it is very difficult to guarantee confidentiality to someone when the thesis will be open to scrutiny by others. Hopefully not using names will aid anonymity although the participants I am sure will see through the lack of names because of some of the detail in the accounts. I have also requested restricted access for the thesis.

Control

The case study's unique strength is its ability to deal with a full variety of evidence beyond what might be available in a conventional historical study and it has distinct advantages when the 'how' and 'why' questions are being asked about a contemporary set of events over which the investigator has little or no control.

I have questioned the level of control that there will be during these 'research sessions' and sitting in the position of non-expert demonstrating through models some historic business experiences I am aware that to some – semi-structured – degree I am setting the context and specifying the area of exploration. However from the moment that the participant begins to place their challenge into the model the power base shifts to them and my role becomes one of guide/mentor asking questions to stimulate deeper thinking on the part of the participant. The control level is therefore reasonably high but not to extent of a laboratory experiment as the participant may at any time change the specification of the area of exploration dependent on what thinking is stimulated as they explore within the model.

Energy and Stress

Much of the criticism of the case study method relates to the labour intensive nature of this research strategy. There is also the high degree of energy required that can be responsible for generating much researcher stress and goes on to suggest that it may be especially pronounced in the case of the lone fieldworker. Post the fieldwork period I would endorse the requirement for a considerable amount of energy being required and at times as a part-time PhD student working remotely from the university stress has been a factor. Stress evidencing itself in a 'concern' that I was not 'part of the university unit – an outsider and in dips in self- confidence as I struggled to overcome perceived obstacles 'on my own' feeling that there was no 'network' available to me. This is not a criticism of my supervisors rather a criticism of myself and my presupposition that everyone else doing a PhD must manage much better than I do. Help was provided by the university support network for 'distance learning' to cope with the fact that as a student who was not on a distance learning course but who having moved to Gloucestershire found commuting to Sheffield very difficult. In addition the arrangement that Sheffield Hallam has in place for students to use 'other' libraries was also set in motion to support me.

Length and Researcher Bias

Critics claim that the process of preparing case studies takes too long and results in unreadable, lengthy documents. Others claim that case studies report only the researcher's conclusions and have a risk of researcher bias. I have tried very hard to be reflexive about my role as researcher and I am aware that I need to keep my focus of research findings narrow such that the resulting document is readable and not lengthy no easy task with the plethora of data I have produced.

Stereotyping

Yin explains that 'the case study has long been (and continues to be) stereotyped as a weak sibling among social science methods. Investigators who do case studies are regarded as having downgraded their academic disciplines. Case studies have similarly been denigrated as having insufficient precision (i.e. quantification), objectivity, or rigor.' (R. K, 2003:xiii). Yin places the beginning of this stereotyping in the 20th century and continuing into the 21st century, especially compared to the computer based advances in quantitative social science. Yin does however hold out some crumbs of comfort in that, despite the stereotyping, case studies continue to be extensively used in social science research. Yin asks the question 'If the case study method is so weak, why do investigators continue to use it'? (Yin, K. R. 2003:xiii). In his book 'Case Study Research: Design and Methods Third Edition', he explores whether the stereotyping may in fact be inaccurate/wrong.

Conventions

Unlike quantitative research there are few conventions that the qualitative researcher can rely upon to defend him/her self against self-delusion or the presentation of 'unreliable' or 'invalid' conclusions. I need to follow the accepted convention for my discipline, my aim is to not mix conventions.

Generalisation

Most of the work on generalisability by qualitative researches has dealt with developing a concept of generalisability that is useful and appropriate for qualative work. Critics claim that there is little basis for generalisation if case studies do not represent a 'sample.' The idea of sampling from a population of sites in order to generalise to the larger population is commendable however in doing this research the sample was restricted to fifteen participants across two sites because of time and financial constraints. Stake argues that it 'single cases are not a string base for generalising to a population of cases ... people can learn much that is general from single cases.' (Stake, R. 1999:85). The aim is to expand and generalise theories (analytic generalisation) and not to enumerate frequencies (statistical generalisation). (Lipset, S. M., Trow, M., and Coleman, J. 1956) explain this in their single case study as, 'the goal is to do a 'generalising' and not a 'particularising' analysis.'

Denzin and Lincoln reframe generalisation in action research terms 'as necessitating a process of reflective action rather than as being based on structures of rule-based interpretation.' I suggest that this applies equally to case study. They go on to say that 'it is important to understand the contextual conditions under which the knowledge has been created.' (Denzin, N. K. and Lincoln, Y. S. 2005:55).

A frequently mentioned aim of science is prediction and control but they cannot be accomplished without something on which to base predictions or formulate controlling actions. Denzin and Lincoln define the positivistic approach to generalisation as having 'been to abstract from context, average out cases, lose sight of the world as lived in by human beings, and generally make the knowledge gained impossible to apply.' (Denzin, N. K. and Lincoln, Y. S. 2005:55). 'generalisations' as assertions of enduring value that are context-free. Their value lies in their ability to modulate efforts at prediction and control. This stance ignores the fact that researchers are not dealing with either/or propositions but rather deciding between nomic generalisations on the one hand and unique, particularising knowledge, on the other.'

According to Gomm, Hammersley and Foster the concept of generalisability does suffer from a number of deficiencies.

Dependence

- Dependence on the assumption of determinism – 'if there are no fixed and reliable linkages among elements, then one cannot derive statements about those linkages (laws) that will be found in 'truly universal' ways.' (Gomm, R., Hammersley, M and Foster, P. 2000:29).
- Dependence on inductive logic – 'If the logical consequence of indeterminism is that generalisations can be, at best probabilistic, the logical consequence of reliance on induction is that generalisations can be at best relativistic expressions.' (Hesse, M. 1980 cited in Gomm, R., Hammersley, M. and Foster, P. 2000:31).

There are no absolutes; all truth is relative; there are no final meta criteria. There are certainly no absolute laws. The issue is 'What is it' to which the generalisation is relative. (Gomm, R., Hammersley, M. and Foster, P. 2000:31).

- 'Dependence on the assumption of freedom from time and context – generalisations decay. At one time a conclusion describes the existing situation well, at a later time it accounts for rather little variance, and ultimately it is valid only as history. The half-life of an empirical proposition may be great or small. The more open the system, the shorter the half life of relations within it is likely to be' (Cronbach, L. J. 1975:122 cited in Gomm, R., Hammersley, M. and Foster, P. 2000:31).

Entrapment

Entrapment is the nomothetic-idiographic dilemma – Wildebrand, W. (1998) coined the terms to describe, on the one hand, the natural sciences (the term nomothetic implies 'based on law'). On the other 'cultural' or human sciences (the term 'ideographic' implies based on the particular participant. Entrapment is a reductionist fallacy – Gödel's theorem[1], is used by Gomm, Hammersley and Foster to explain that' All consistent axiomatic formulations of number theory include undecidable propositions' ... ' In other words there exists no consistent set of statements that can ever hope to deal with all propositions; some propositions will inevitable fall outside its purview unless you start with an 'inconsistent' axiomatic formulation.' (Gomm, R., Hammersley, M. and Foster, P. 2000:34).

Naturalistic Generalisation

Stake proffers two kinds of generalisations – the one kind of rationalistic, propositional, law-like i.e. the meaning we usually attach to scientific discourse. The other kind more intuitive, empirical, based on personal direct and vicarious experience i.e. meaning naturalistic generalisation. Stake sees case study as 'We take a particular case and get to know it well ... the real business of case study is particularisation, not generalisation.' (Stake, R. E. 1999:8). Naturalistic generalisations Stake describes as 'conclusions arrived at personal engagement in life's affairs.' (Stake, R. E. 1999:85).

A Continuum

Hammersley and Foster would replace the classic idea of generalisation not with naturalistic generalisation but with a new formulation composed by Cronbach of the working hypothesis. They see the issue not as either/or but rather as a continuum, the two ends of which do not begin to encompass all of the possibilities that exist. They ask 'if broad nomic generalisations, truly universal, unrestricted as to time and space, always and everywhere the same, are not feasible products of inquiry, are there nevertheless some ways of stating outcomes that might hold in Context B although

1 Gödel's Theorem

discovered in Context A? What are the bases for 'transferability', if not generalisation, from one context to another?' (Gomm, R., Hammersley, M. and Foster, P. 2000:39). The answer they say lies with Cronbach, 'When we give proper weight to local conditions, any generalisation is a working hypothesis, not a conclusion.' Cronbach suggests that 'there are always factors that are unique to the locae or series of events that make it useless to try to generalise.' (Cronbach 1975:124-5 cited in Gomm, R., Hammersley, M. and Foster, P. 2000:39). I will need to review whether I have given sufficient weight to local conditions in relation to my supposition.

Punch debates that 'not all social research does or should align itself with the traditional hypothetico-deductive approach.' He states there are two straightforward questions which can helping determining whether hypotheses are appropriate in a particular study.

Firstly for each specific research question, can I predict (in advance of the empirical research – that is, in advance of getting and analysing the data) what s/he is likely to find?

If I am brutally reflexive the answer is 'yes' as from experience gained across the past decade coaching participant executives I was reasonably clear as to the patterns and themes that should emerge from my research project.

That being so, is the basis for that prediction a rationale, some set of propositions, a 'theory' from which the hypotheses follow, and which 'explains' the hypotheses?

Again the answer is yes as the basis for my prediction is a rationale. (Punch, K. F. 2000:30-31).

Transferability

It is important to explore within the thesis whether it will it be transferable/generalisable? Lincoln and Guba discuss how positivist research often approaches exceptional cases by attempting to disqualify them, in order to preserve the existing generalisation. They go on to reframe generalisation in action research terms as necessitating a process of reflective action rather than as being based on structures of rule-based interpretation.' They suggest a two step model. 'First, it is important to understand the contextual conditions under which the knowledge has been created. This recognises the inherent contextualisation of the knowledge itself. Second, the transfer of this knowledge to another setting implies understanding the contextual conditions of the new setting, how these differ from the setting in which the knowledge was produced, and it involves a reflection of what consequences this has for applying the actual knowledge in the new context. (Lincoln, Y.S. and Guber, E.G cited in Denzin, N. K., Lincoln, Y. S. 2005:55).

In the thesis findings I discuss the generalisability of the Route Map programme.

Epistemology Issues

What is Epistemology?

The term epistemology broken down to its constituent parts episteme = knowledge or science and logos = knowledge, information, theory or account gives us an understanding of the word. Epistemology = knowledge about knowledge, the study of criteria by which we know what does and does not constitute warranted, or scientific knowledge. A position that is one step removed from actual scientific practice and which promises to provide some foundation for scientific knowledge – a science of science?

Epistemology's Debates

Scientists and philosophers have debated epistemological questions since the time of Plato and Aristotle. Popper propounded the thesis that 'Philosophers are free to use any method in searching for the truth. There is no method peculiar to philosophy' and yet he was also ready to admit that there was a method which could be described as 'the one method of philosophy.' Popper described the method as 'not characteristic to philosophy alone; it is rather, the one method of all rational discussion.' Popper's method was one of 'stating one's problems clearly and of examining its various proposed solutions critically.' He equated rational attitude and critical attitude. Popper's belief was that 'we ought to try as hard as we could to overthrow a solution to a problem rather than defend it.' (Popper, K. R. 1959:15-16).

How though are participant's in the case studies to reach the point where 'they can state the problem clearly' when the 'problem' is individual, probably personal and they are working flat out in a way of behaving that has been reinforced across many years of behaving in a particular way? It can be very difficult to have a rational attitude to a 'problem' that is connected irretrievably with one's values and emotions? It can also be very difficult to detach oneself from a personal problem sufficiently to critically explore it? Popper sees the problem of interaction between body and mind as a major puzzle that perhaps cannot be solved? Popper sees the deepest and most difficult problem of philosophy as the 'human situation.' 'Man is a spiritual being, as least as long as he is fully conscious.' (Popper, K. R. 1999:24).

Rorty states that 'it is pictures rather than propositions, metaphors rather than statements, which determine most of our philosophical convictions. The picture which holds traditional philosophy captive is that of the mind as a great mirror containing various representations – some accurate, some not – and capable of being studied by pure nonempirical methods.' (Rorty, R. 1979:12). This 'mirror metaphor' demonstrates the relationship between the researcher and their area of interest in terms of an 'epistemic dualism' – that by deploying the appropriate methodological rigor it is possible to acquire knowledge that is independent of the observer and is uncontaminated by the act of observation or knowing. In positivism this would be construed as a subject – object dualism – a differentiation of the knower researcher from the known – observed. I do not accept that this is possible.

Bloor stated that 'knowledge consist of those beliefs which men confidently hold to and live by ... knowledge must be distinguished from mere belief ... by reserving the word 'knowledge' for what is collectively endorsed.' (Bloor, D. 1976:2-3).

Steir states that 'reflexivity consists of an interest in the way we construct ourselves socially while also constructing objects (out there) in our research. For without construction, and without a constructing and constructed self, there is no meaning.'

(Steir, F. 1991a).

'According to Ravn the main criterion in constructivist research is somewhat vaguely expressed, but is thus liberal in its nature, and aims at emancipation: reality is not fixed or given; you partake in its creation and must ensure that reality does not rigidify. Hence keep the options open and the alternatives fresh, and grant others the freedom you would want - while being considerate of them.' (Ravn, I. 1991:97).

Linstead writes that 'a lack of reflexivity from a positivist point of view has been generally equated with the existence of bias on the part of the observer. Bias is assumed to distort the 'true' picture and should therefore be eliminated.' (Hardy, C. Phillips, N. and Clegg, S. 2001).

However many scientists concluded that the values of researchers could never be eradicated from the work and no amount of methodological technique or declaration of bias could strip them of their theoretical propositions. (Linstead 1994).

Reflexivity moved on to become less concerned with removing biases than with rendering them visible through personal disclosure so that readers could take them into account. (Hardy, C., Phillips, N., and Clegg, S. 2001:534).

'The question 'is a science of science possible' remains unanswered however it is clear that 'our epistemological commitments influence the processes through which we develop what we take to be warranted knowledge of the world. These deeply held taken-for-granted assumptions about how we come 'to know' influence what we experience as reality, what we mean by true or false, and indeed whether we think that true and false are viable constructs.' ... 'So in any discipline, profession, occupation or everyday activity where knowledge claims are routinely made, epistemology contributes by clarifying the conditions and limits of what is construed as justified knowledge, whether or not the people involved recognise this as so.' (Johnson, P. and Duberley, J. 2000:7-8).

In the thesis case study reflexivity begins with a meeting between me as researcher and the participant. Each participant may have different requirements/expectations of me as the researcher. Each participant will 'assess' me the researcher through 'their own criteria for distinguishing what is reliable and/or unreliable knowledge. Each participant will be presupposing that what 'they see 'with their own eyes' and/or 'hear with their own ears' refers to evidence which is epistemologically legitimate. However the participant's perception may be influenced by their last interaction, good or bad, with someone else prior to entering the room.

So already I am questioning has the participant observed me the researcher objectively or subjectively; has the participant seen, sensed, reflected or experienced the knowledge they are passing on. Does the participant think, that by joining the research programme, they can improve their thinking or do they believe that if they observe neutrally and do not participate in the research programme that they can inductively gain knowledge? Do they see the research programme as 'cause and effect' or a circle as described by Quine? Is everything 'relative' and what is the point of the research programme at all if that is the case? Equally importantly have I the researcher 'affected the meeting', 'intervened' by being a present in the session? How is the participant translating the knowledge they have gained in the session? As truth and reality or as someone else's perception of truth and reality that is truth and reality to them but is not necessarily so from the participant's perspective?

Rationalism, Empiricism and the Enlightenment

'Kant, I. (1781) defined the motto of the Enlightenment as 'dare to know' Aude Sapere which aired the possibility that human reason would triumph over ignorance and superstition. Its victory would ensure progress through allowing the application of human reason to the control of human affairs.' (Johnson and Duberley 2000:13).

Taylor states that reason may be characterised as when a person, 'who in perceiving the world takes in 'bits' of information from his or her surroundings, and then processes them in some fashion, in order to emerge with the 'picture' of the world he or she has; who then acts on the basis of this picture to fulfil his or her goals, through a 'calculus' of means and ends. (Taylor, C. 1993: 319 cited in Johnson & Duberley 2000:13).

At this time it was generally thought that our knowledge of the world came about through two sources – thinking or observing.

Rationalists gave priority to thinking whilst empiricists gave priority to observation.

An outcome of the Enlightenment was the radicalisation of earlier epistemologies, Philosophers united in discovering the 'laws of the world.'

Locke attempted to 'remove the connections between science and religion by considering from where ideas derive and if people can rely on what their senses indicate. He saw 'that religious faith entailed the acceptance of propositions on the basis of theological authority that articulated them' … he defended science from what he considered to be the dogmatic pronouncements of theocrats.' (Locke, J. 1690/1988 cited in Johnson, P & Duberley, J. 2000:15).

Locke addressed himself to a series of questions about human knowledge. Knowledge did not automatically arise from our sensation of the objects of experience which exist independently of our knowing them. The mind, albeit a blank slate at birth, is not a passive receiver of data but rather, through reflection (reasoning, believing and doubting) the mind processes sense-data. Sense-data enters our mind as simple, discrete units of experience which, through reflection can become complex ideas. Locke rejected religious metaphysics and assumed that scientists, through sensation and reflection could start from scratch and could inductively generate universal laws. (Locke, J. 1690/1988 cited in Johnson, P & Duberley, J. 2000:15).

If an empiricist stance is taken then the participant in the case study should through sensation and reflection, anchored in gathering objective sense-data, be able to inductively generate the change in behaviour required for h/er to improve their thinking? For example, if on some occasions s/he observed that when s/he was 'particularly detailed' in their briefing about a task to a senior that their senior became 'irritable.' Then s/he could reflect and infer that on all future occasions when s/he was 'particularly detailed' their senior would always become irritable. Is this correct or may it be true that in fact on some future occasion, that s/he has yet to experience, their senior may require his briefing to be particularly detailed. The assumption that being particularly detailed thus leads to irritability implies that the 'thus' is possible.

Johnson and Duberley describe Descartes as presenting 'the rationalists view that valid knowledge could be accumulated through the individual's sceptical contemplation of an external reality. In this he posited a world consisting of two kinds of entity – an external 'extended' god-given world and human thought ... These entities are construed as separate and independent of one another ... a Cartesian dualism of subject and object.' (Johnson and Duberley 2000:14).

Descartes argued that we could separate thinking from what we see – a separation between the observer and the observed. In his exposition of the Cartesian method Descartes argued that 'sensory grasp of the world can be deceptive and we can never be sure if we are being misled ... hence the necessity for systematic scepticism about the deliverables of our senses.' (Descartes, R. 1637, 1641 cited in Johnson, P & Duberley, J. 2000:14).

For a participant in the case study Descartes rationalist scepticism stance would lead h/er to doubt the 'truth' of their sense-data, to question whether the result would always be 'irritability.' Only if through the process of reasoning the 'irritability' statement survived systematic scepticism would it be rationally justified. Additionally if as Descartes believes 'truth' lies in the mind coming into agreement with reality then in taking on board others perceptions and aligning his own perceptions with them such that the two realities were congruent then that would deliver 'truth.' However this takes no account of the power relationships at play or the context in which the 'session' took place.

Hume advocated Locke's empiricism but combined it with a thorough scepticism. Hume asserted that 'all the perceptions of the human mind resolve themselves into two distinct kinds ... impressions and ideas.' He 'means by impression actual sensation, and by idea that which is present in the mind in memory and imagination.' He asserts that 'all ideas owe their origin to a previous impression.' (Hume, D. 1911, 1959:xiv). Hume opposed all ideas which could not be traced back to corresponding sense impressions. According to Johnson and Duberley Hume's empiricism 'led him to question the possibility of grounding scientific laws in an inductive accumulation of observations. He saw that no finite number of observations can ever justify a universal conclusion. He argued that we cannot generalise with any certainty from events which we have experienced to those which we have not yet experienced and which remain unknowable.' (Johnson, P. and Duberley, J. 2000:19).

For participants in the case studies, Hume's causality stance would necessitate verification that the reflexive feedback gained in the session met his 'four conditions of causality.' The first three i.e. the constant conjunction, the antecedence and contiguity may be able to be justified however the fourth condition of observing both events in all possible circumstances thereby justifying that there were no possible alternative possible causes could be an impossible task. There may be contextual, power, personal, historical or multifarious alternative causes which are not explicit in the reflexive feedback given. Indeed using Hume's causality conditions leads me to question whether 'feedback' is truly inductive or a mix of inductive and deductive observations/ perceptions. Hume's two different types of perception – impressions i.e. our immediate sensations of external reality and ideas our recollections of past impressions stored in our mind may indicate that during the process of recollection prior to completing the feedback, the mind could construct false perceptions/ideas severed from the collection of impressions that initially stimulated them. This false recollection may, in part, be as a result of the 'alternative causes' 'colouring' perceptions.

For a participant in the research programme the first session begins with a walk along the career path from student to the present role. In hindsight individual's 'see' things they did not 'see' at the time. For example that in reality someone else chose the career they would follow even though at the time of the decision it 'felt' like their decision. That there were 'things' they did that contributed to the occurrence under discussion which at the time they were 'unaware' of.

Though simple in concept, the feedback loop questions deeply ingrained ideas such as causality. Senge explains that to say we say 'I am filling a glass with water' without thinking very deeply about the real meaning of the statement. It implies a one-way causality – 'I am causing the water level to rise.' More precisely, 'My hand on the tap is controlling the rate of flow of the water into the glass.' Clearly, this statement from 'position of the tap' to 'flow rate of the water' to water level' describes only half of the feedback process however it would be equally 'true' to say 'the level of the water in the glass is controlling my hand.' Both statements are equally incomplete. The more complete statement of causality is that 'my intent to fill a glass of water creates a system that causes water to flow in when the level in the glass is low, then shuts off when the glass is full.' This distinction is important because seeing only individual actions and missing the structure underlying the actions lies at the root of the difficulty in understanding complex situations. Most causal attributions are embedded in linear ways of seeing. They are at best partially accurate and inherently biased towards describing portions of reciprocal processes, not the entire process. (Senge, P. M. 1990:73-79).

Epistemological Alternatives

Johnson and Duberley argue that 'most of the epistemological alternatives to positivism are most easily understood as developments of distinctive critiques of certain aspects of positivism's epistemological commitment.' For example, Conventionalism is described as 'undermining the possibility of a theory-neutral observational language and the consequent eradication of the scientist's subjective interpretation in the acquisition of warranted knowledge. Conventionalism replaces positivisms passive conception of the scientist's apprehension of reality with that of the scientist as an active social agent conducting a value-laden enterprise in a particular historical context.' (Johnson, P. and Duberley, J. 2000:62).

Kant argued that our knowledge always contained components deriving from ourselves prior to any experience. He claimed that the categories, concepts and meanings that we use derive from our a priori (i.e. prior to experience) cognitive structures. (Kant, I. 1781 cited in Johnson, P. and Duberley, J. 2000:65).

Popper assumed that our a priori knowledge has a hypothetical (or conjectural) character. Popper assumes that everything we know 'is only genetically a priori and not valid a priori; not a priori necessary, not apodictic.' (Popper, K. R. 1999:46).

For a participant in the case study these alternative views raise important questions. Where do h/er cognitive structures come from? Are they a fixed property shared by and innate to all, people or do they derive from the different social contexts in which they live and work? Many conventionalists would argue that we are trapped within a 'hermeneutic circle' – that we always engage the world via our socialised pre-understandings. This would mean that there is no observation free from the observer's interpretation based upon presuppositions that derive from their initiation into the 'know how' of a particular socio-historical culture. Each participant will be reflexive from a base built upon their experience, which will have been filtered and ordered, shaped, by their cognitive structures. Furthermore if all knowledge is phenomenal, how can the participant ever be certain that the cognitively independent reality that the researcher describes in their reflexive feedback exists at all? If Kant's noumenal world can only be postulated in thought itself – what grounds does the participant have for thinking that such metaphysical entities exist? How can the participant be sure that h/er cognitive structures are merely mediating and shaping an independent reality? From a Kantian perspective nothing exists beyond thought itself and it follows therefore that his/her cognitive structures are actually creating a conceptually dependent reality. Presumably therefore the participant first has to be clear as to whether s/he is retaining a realist ontology or a subjectivist ontology. Does the participant hold the reflexive feedback as true reality mediated by the cognitive structures, firstly of the researcher, and secondly of his own. Or as a reality that has been created by the researcher that he then needs to compare with h/er own reality and decide what action to take to close the gap?

I question how much validity can be placed on reflexive feedback where there is a lack of pre-understanding of an individual's and the researcher's a priori? I have given time to considering my a priori reference this research and approached it with my a priori bracketed and looking for that 'something else' only to find that during the journey, as in my earlier work, the individual inevitably ended up in the same cul-de-sac of patterns and themes in order to succeed in reaching the outcomes they desired.

This research explores whether I was having such a personal impact on the work that I was unwittingly steering the result or whether individuals across the corporate world were being faced with similar challenges.

Scientific Revolution/Problem Solving

Kuhn used historical examples to demonstrate how, in practise, science proceeds neither inductively nor deductively through falsification. He developed a theory of science that amounted to an alternative to Popper's reformulation of positivism. Central to his thesis is the concept of 'paradigm.' When Kuhn uses the term 'paradigm' he is referring to a set of beliefs, values, assumptions and techniques.

The paradigm provides a conceptual framework, which Kuhn describes as 'a relatively inflexible box' in which normal science can take place. Kuhn points out that 'those that will not fit in the box are often not seen at all.' (Kuhn, T. S. 1970:24). It is a dominant shared view post which debate ceases. Acceptance of a paradigm allows scientists to take a paradigm for granted and no longer have to justify the use of major concepts expressed in text books. Commitment to a particular paradigm allows research to progress in a purposive way with a clear conception of important problems which must be solved.

Kuhn describes the early stages of the development of a science as characterised by diversity in that there is no universally accepted set of theoretical and methodological commitments organised in to a received paradigm. Kuhn argues that because of their paradigmatic framework scientists assume that they will be able to find a solution to an acceptable problem – so during normal science the paradigm provides criteria for choosing problems which while the paradigm is taken for granted can be assumed to have solutions – puzzle-solving. The transition from one paradigm to another is characterised by Kuhn as a Scientific Revolution. (Kuhn, T. S. 1970).

This transition from one paradigm in crisis to a new one involves a complete change of viewpoint – e.g. In the thesis one participant had been attempting to gain support for a new business model which, he claimed, would ensure long term viability for the business. But this revolution entailed competition with the old paradigm and those who adopt the new see the world differently from how it has previously been seen – in future years competitors may well prove him right. However the drastic reorientation he was suggesting was taking longer than he thought it would to convert his bosses to the new paradigm. His claiming that it could solve the 'bottom line' problems that were leading the old paradigm into a state of crisis were not being taken up swiftly enough. To use 'The Tipping Point ' language his storyline line did not have sufficient 'stickiness.' According to Kuhn's thesis the participant's ideas did not conform to the existing dominant paradigm nor could the paradigm be criticised from the standpoint of his alternative paradigm. The politicians and civil servants he was dialoguing with were filtering via their paradigm and 'knew' what to expect in terms of results and as his results did not 'fit' they were being ignored and he was unable to create a 'mob psychology.'

Kuhn's work led to the abandonment of many of the central features of Positivism but Kuhn considered that the views were pre-paradigmatic i.e. 'to have failed to reach the point of normal science grounded in scientific consensus – therefore characterised by numerous contending paradigms.'

Postmodernism

Postmodernism as a philosophy can be seen as undermining notions of objectivity and neutrality in management. Postmodernists can be described as 'rebels without a cause.' They argue that the modernity period has ended and we are now entering post modernity - a paradigm shift? The epistemological issue is that bureaucracy began to fail and knowledge was no longer hierarchical. This led to new organisational forms which were post bureaucratic. If you cannot use rules to establish controls how do you influence how the people do the tasks? Do you attempt to establish culture control through responsible autonomy?

Flek, L. (1935) said 'every scientific fact is a social fact negotiated through the collective thinking of a community united in 'thought style.' (Belief system) A concept similar in some ways to Kuhn's paradigms. Not a neutral observation but participative. Flek describes 'though style' as functioning by 'constraining, inhibiting, and determining the way of thinking. Under the influence of a 'thought style' one cannot think in any other way.' (Flek, L. 1979:159). Alternative labels used in the thesis to describe Flek's though style are program, comfort zone and mind filter.

For Parker the world is seen 'as a system which comes increasingly under human control as our knowledge of it increases. The common terms for this kind of belief system are positivism, empiricism and science. All share a faith in the power of the mind to understand nature; that which is out there ... at their core is a rationalism that is unchallengeable and a faith that it is ultimately possible to communicate the results of enquiry to other rational beings.' (Parker, M. 1992:3).

As a result of the linguistic turn postmodernists think that language does not, and cannot, re-present an external reality. 'Man forgets his own authorship of the human world ... man, the producer, is lost to consciousness.' (Berger, P. L. and Luckman, T. 1971:106).

'The world is not already there waiting for us to reflect it. It is the result of a complex process of the will to know which orders and organises the world because we cannot tolerate not knowing.' (Cooper, R. and Burrell, G. 1988:100).

Postmodernists, 'in dismissing the possibility of privileged knowledge, argue that if one assumes that it is possible for an observer to passively register the facts of reality, that assumption ignores the possibility that the observer's linguistic apparatus is proactive and creative in influencing what we apprehend' (Johnson, P. and Duberley, J. 2000:99).

In this case study the researcher sits as 'non expert' in the business however across the time spent with the participant, and others who work with h/er, has 'knowledge' of patterns and themes and a direction that is deemed as 'preferred' for the participant to take in order to deepen their thinking. The researcher is contracted to deliver not only the outcomes of the participant but also of the research programme so has two perspectives to balance and evaluate. Quite often the 'outcome' is forgotten by the participant in the heat of the feedback and the wish for immediate response. Continually reminding the participant of the 'why' and facilitating the presentation of other's views in a way that can be heard means that the researcher is not only an 'active' player in the game but is also the upholder and amender of the rules of engagement. The practitioner will inevitably be proactive in guiding the 'feet' of the participant via value laden 'high gain questions.' Passivity would mean the participant stumbling through the feedback and receiving it still sat in h/her own paradigm and, if Argyris is correct, going through the same reinforced processes that got h/her to where he/she is - single looping.

Epistemic Reflexivity

Epistemological commitments are a key feature of our pre-understandings that influence how we make things intelligible. Often they remain unrecognised by us and yet they define how we ask questions, how we assess different research methodologies and how we evaluate outputs from our research. There are a variety of different epistemological positions which legitimise their own distinctive ways of engaging with management and doing management research. The aim for management researchers should be that they maintain consistency with regard to the epistemological assumptions they deploy. This means them being more aware of, and more critical of the substance and ramifications of those assumptions. This in turn raises issues about reflexivity on the part of the management researcher and raises a significant ambiguity since the form that reflexivity takes are outcomes of a priori philosophical assumptions.

Harley, Hardy and Alvesson saw 'reflexivity as a construction, which must itself be critiqued if it is not to become reified and glorified.' (Harley, Hardy and Alvesson 2004:1).

'Ashmore shows that reflexivity need not be conceived of as a problem. Classically, the struggle of all phenomenologically inclined inquiry has been to deal with the accusation that the contingent basis of all perception and representation applies as much to the analyst's own determinations as those of the subject.' (Ashmore, M. 1989:xviii). In which case the path I walked throughout my corporate career and through to the research has affected the form and outcome of my research. Reflecting on this aspect it was my stance of multiple possibilities that led me to take an exploratory format and my stance of creating reality to work with individuals to explore the possibilities open to them via reflexivity in order for them to create their futures/realities. Interestingly with epistemic reflexivity proponents seem to share the view that it is possible for the researcher to autonomously and rationally reflect upon and engage with their own mode of engagement at either a meta theoretical or a methodological level. For instance Neo positivists refuse to acknowledge that the reality they have observed applies to the researcher just as much as the researched. What is it in the epistemological stance that holds them back from this point of discontinuity? What holds them back from changing the rules of the game to close the 'circle' such that the theory of knowledge learnt is applied to self and then 'amends' the knowledge of the a priori for the next loop around the circle? What holds them back from inter-disciplinary reflexivity and learning? Perhaps paradigmatic thought styles are at play?

Fleck insisted that the development of knowledge depends on how the knowledge is expected to intervene in practical life. 'We can never improve our thinking unless we examine and reformulate our assumptions.' (Fleck, L. 1979:92).

Human reflexivity defines personal experience and is the basis on which people form social units. It is therefore the process which needs to be kept at the centre of any method of appraising human existence. The study of paradigm arguments provides one pathway to reflexivity – makes students aware of the theories they are using or may pull into practise – it is a reflexive realisation. Reflexive movement or realisation depends on breaking out of an existential disciplinary, professional, paradigmatic or speciality 'thought style' which limits awareness and therefore movement.

In researching 'whole brain reflexivity' if I was to deploy methodological reflexivity I may consider the impact of having 'presuppositions' as to the four specific areas for question focus, which may lead me to evaluate the adequacy of the operationalisation processes through which I have translated the abstract concepts that I needs to measure into a set of indicators in the form of questions on the diagnostic. I may also question whether every participant experiences the same treatment as far as possible in the quasi-experimental conditions that are set up. I may be limiting my reflexivity in evaluating my own style of play and its strengths and weaknesses rather like Kuhn's chess player.

It is the epistemic reflexivity which entails thinking about the rules of the game and whether to change them. Throughout this research I have been both poacher and gamekeeper and I will have to manage the duality of the role.

The participants may give reflexive feedback that supports their 'wants' rather than reflexive feedback from experience. Privilege their needs over 'reality/truth.' Politics may dictate that what may be reasonable behaviour to the participant is perceived as unreasonable by the organisation. Participants may be deterred from giving 'true' reflexive feedback as their future relies on maintaining their relationship with the organisation. Participants may give feedback from the position of 'fan club' or 'critic' depending on the politics and power games at play.

Summary

This research presents the findings of 12 months of fieldwork in two companies and is based upon review of fifteen longitudinal case studies. The method and methodology is case study in the exploratory qualitative style. The study is single investigator, multi source (three) and multi site (two).

The case study strategy was specifically selected because contextual conditions were very important in this study. In' whole brain thinking' theory suggests that the contextual conditions you operate in may result in you changing your preferred filters – thinking styles.

The aim of the research is to explore the synergy created by combining whole brain thinking with reflexivity. In addition the research aims to identify the patterns and themes that emerge when the two stances are combined.

The data sources are the individual reflexivity sessions, individual semi-structured interviews and senior company representative semi-structured interviews. The data is included in the research as transcripts, thick stories and distillations.

Chapter Four

The Route Map

Introduction

In the back ground section of the thesis I explained where the Route Map was conceived and where the ideas contained within it were generated. In this chapter as a means to aid understanding of the Route Map Programme I detail the process flow and the models that are contained within it. I explain why I chose these particular models and why I do not place them in a particular order. In the following chapter I take the reader on a journey through the longitudinal case study of one Participant. As the journey proceeds to its destination the models that I have used in the programme will be explained and the reflexive whole brain journey of participant 'A' will be revealed. The models when connected together create the programme that I have called 'A Route Map.' A route map to awareness, knowledge and new understanding.' The connecting is done by the participant and time is spent reflexively reviewing at the beginning of each session to make sure that the connections have been made. The programme consists of eight sessions of three hours conducted at monthly intervals. Prior to beginning work with any individual a preprogramme meeting is held to ensure that the working relationships is one that both parties are happy with and to agree a set of ground rules. In addition a start line is set to enable measurement of progress. This is done using the 'Secure' model. The aim at this early stage in the programme is to avoid adding any additional filters to the ones the participant already has in place. The journey is wholly at the level of self reflexivity and only later in the programme will we move onto other levels.

The Route Map

The model below details the areas explored on the Route Map journey. I was asked by my supervisors 'why this order'? The answer is there is no preordained order. The Participant unconsciously chooses the area to be explored as h/she reflexes in the session. The researcher as she listens selects the model that will supply the necessary opportunity for exploration of that area. To aid understanding of this aspect I explain to the participant that what they have on the desk in front of them is a box full of lego bricks of varying colours, shapes and sizes. As the journey progresses they will be selecting bricks to build their individual operating model. It will differ from others in its shape, size and colour however by the end of the programme all participants will have utilised all the bricks from the toolbox. The particular bricks in the box have been filtered over time by hundreds of participants and the result of that filtering sits in front of them on their desk. They will drive the direction and the pace of the journey. My role is one of logistics in that I ensure the brick that they need is available when they need it.

Although I state 'there is no preordained order' there is a basis for which tools are in the box. Chris Argyris' single/double loop model initially drove which models were incorporated into The Route Map. (Argyris, C. 1992,1994:8). The Argyris model includes an exploration of governing variables (values), of matches/mismatches (intended/unintended outcomes), of actions (conceptualisation/operationalisation). He describes single loop learning occurring when matches (successes) are created and double loop learning as occurring when mismatches (setbacks) are corrected first by examining and altering the governing variables and then the actions. He describes how skill workers make their skills programmes tacit but also rigid and not easily alterable. It is only when errors are made that the programmes become explicit but then their rigidity must also be dealt with if corrections are to be made. The tool box therefore, if learning is to take place, must contain at least these elements.

The Route Map at this time consisted of just seven models that I felt I could successfully use as tools in my participant sessions:

- Values
- Outcomes
- Career Path
- Single double loop
- Success loops
- Setback loops
- Actions

The box was expanded through my explorations with N.L.P. and their concepts of giving and receiving and of care of self. From here came:

- The Guidelines model
- The Abundance model
- The priority model

The box was further expanded via Senge who breaks down mental models into comfort zones and programmes. It was also Senge who drove the inclusion of advocacy and inquiry/feedback and review.

- Comfort zones
- Programme loops
- Acknowledgement loop
- Advocacy & Inquiry
- Review & Feedback

This took the number of models in the toolbox to fifteen.

I then became interested in diagnostics exploring a number of them but becoming disillusioned by the outputs, by the costs and by the complexity of them. Following time in the United States studying N.L.P. Trainer Training I spent some time explaining to one of my sons what I really wanted reference 'whole brain thinking' and from the information I gave him he wrote me a programme to deliver it. I wanted to be able to 'see' a picture of how someone was filtering information however I also wanted to 'see' how the context impacted on that filtering. Over time the programme has been tweaked and refined following participant feedback however the changes have been marginal. It sounds too simplistic to say that the questions in the diagnostic that produce the mind filters report were allocated initially to the four quadrants of the brain and secondly they were identified as either personal or business questions. However that is precisely what happened another example of Pierce's intuitive building of the bridge.

The toolbox now contained a diagnostic and a feedback session was created to aid reflexivity in the mind filters session. Initially I found that when participants identified challenges they felt were facing them I sometimes did not have a tool that they could utilise to explore the challenge. So I went back to Senge and his systems thinking for the systems thinking model which delivered part of the solution. N.L.P. delivered the other part in the form of a model about 'State' called the S.O.S. model – State/Outcome/ Strategy. The single double loop model was expanded to become 'Cues for Learning' by including aspects of N.L.P. of holding up a 'Screen' to protect values and exploring to identify the feelings connected with the values being hit. Neurological levels from N.L.P. was added to Argyris' matches/mismatches to create Cues for Operating. Simple questions were added to the 'Whole Brain Thinking Model' to add depth and breadth to reflexivity. There was a need to monitor progress along the journey and the model Reality Check was inserted into The Route Map. The Reality check plus Judgement v Evaluation are both N.L.P. concepts. This increased the number of models in the tool box to twenty two.

'Synchronicity' and my personal experiences played a big part in the building of The Route Map as did participants feedback about what they found useful/not useful. My own personal experience of having a coach in my corner and later having a mentor for twelve months left me with a strongly held belief that the learning journey is a continuous one.

I detail on page 117 how I work hard to ensure that all participants complete a standard session one from which I gain a huge amount of information that has been filtered using the participant's preferred filters before any new filters are introduced. From session two onwards the participant drives the direction and the pace of the programme.

I also include in the programme some reading for the participant to complete. I started out with a reading list that included:

1.	Jonathon Livingston Seagull	Richard Bach
2.	The Heart Aroused	David Whyte
3.	Managing on The Edge	Richard Pascale
4.	The Hero Within	Carol S Pearson

5.	Leading Change	John Kotter
6.	Fifth Discipline Fieldbook	Peter Senge
7.	Executive E Q	Robert Cooper/Ayman Sawaf
8.	The Simpler Way	Margaret Wheatley
9.	Leadership The New Science	Margaret Wheatley
10.	The Balanced Scorecard	Norton & Kaplan
11.	Value Creation	Adrian Slawotsky
12.	Rethinking the Future	Rowan Gibson

These were books that I had been introduced to by different people across the many courses I attended. Initially I attempted to cram everything that I had read across the years into the programme however feedback from participants that some of the reading was too theoretical and difficult to connect back into their own issues led me to reduce the list to just two books:

1. The Heart Aroused
2. The Fifth Discipline Fieldbook

I do still occasionally, where appropriate, introduce as background reading some of the other books however in the thesis the focus has been on The Heart Aroused and the Fifth Discipline Fieldbook.

The Heart Aroused I first met back in 1994 in my own coaching experience and the book intrigued me and still intrigues me with its messages and poems. Participants either hate it or love it. I have had double PhD scientists in the Ministry of Defence drop it into the dustbin only later to retrieve it and become hooked by it as they connected it into the programme. No matter how many copies I buy I always somehow end up without one as people 'borrow' them. The chapters of The Heart Aroused, again through synchronicity, connect into each of the sessions of the programme. Participants are encouraged to explore their inner self at depth by answering the questions at the back of the book. It is a tremendous tool for supporting and encouraging reflexivity. Feedback from participants, both those who loved the book from the outset and those who initially hated it, indicates that participants find the book a useful aid to understanding what they are experiencing.

The other book I utilise is the Fifth Discipline Fieldbook which has chapters on Mental Models and System Thinking explained via individual case studies and Participants find this a useful aid to understanding some of the topics we explore. The Route Map model can be seen below.

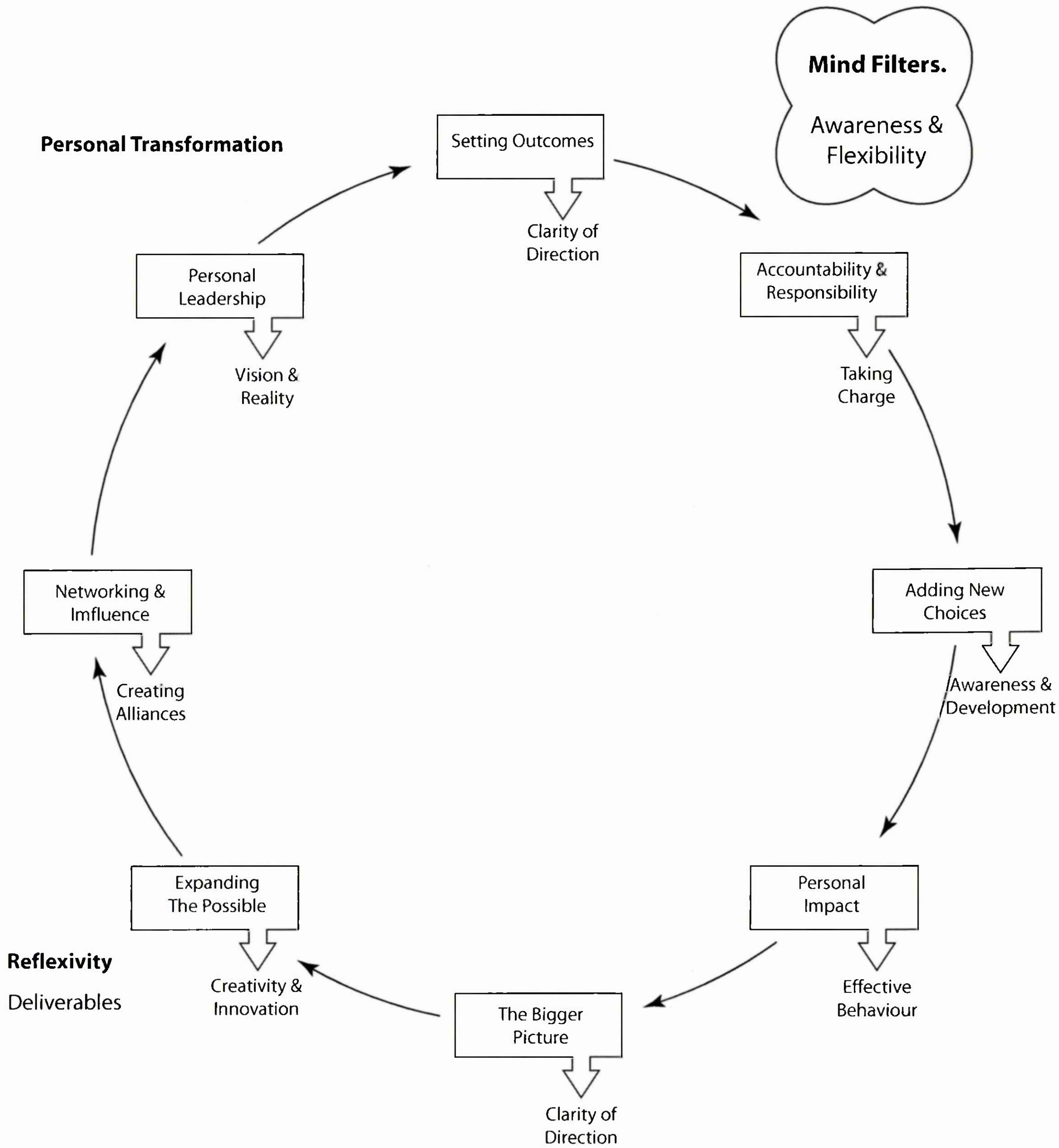


Figure 10: The Route Map Reflexivity Flow Chart.

The Route Map Toolbox

Mind Filters

Is a diagnostic based on the 'whole brain concept'. It delivers two profiles – a personal profile and a business profile and is accompanied by a feedback session.

Values

This model is a sample list of values that are placed in the four quadrants of the whole brain (group interpretation). Participants are encouraged in the session to add any that they feel are missing.

Guidelines

Three things are needed to ensure movement – care of self/time for self, awareness of how we limit ourselves and others and the need to use every tool in the Route Map programme at least once.

Career Path

This model through reflexivity facilitates a retroductive walk along the 'memory lane' of life from school through to the present exploring for patterns and themes.

Single/Double Loop

This model was adapted from the organisational learning model presented by Argyris. (Argyris, C. 1992,1994:8). In the thesis this model is specifically worked at an individual 'personal operating model' level.

Comfort Zones

Created to reflexively explore likes and dislikes this model uses the concepts of mental models from Senge.

Program Model

The 'riding a bike' concept in Argyris is used to encourage individuals to be reflexive about the beliefs that are driving their behaviours and the attitudes/feelings that accompany those beliefs. (Argyris, C. 1992,1994).

Secure

Uses concepts from N.L.P. such as consequences and execution to create a template to help individuals think about what they want to achieve.

Priority Model

Uses concepts from the numerous Time Management guru's such as making lists, delegating and prioritising adding to them the concept of 'Care of Self' from N.L.P. to create a model that helps individuals explore how they personally manage time.

Acknowledgment Loop

In this model the N.L.P. concepts of acknowledgement are enhanced with the concepts of feedback and review/advocacy and inquiry from Senge.

Success Loop

This model explores the concept of personal accountability/responsibility from Senge via acknowledgement and uses reflexivity to identify resources and learning.

Setback Model

In this model the same concepts are used to reflexively explore the topics of blame and power.

Cues for Operating

This model is the single double loop model with the learning from setback and success added to the content. In addition the elements of early warning signal, trigger, identity and label are also added to this model as they are identified.

Strategies for Success

This model takes the concepts of effective/ineffective behaviour and builds in neurological levels from N.L.P.

Emotional Cues for Learning

This model is used to aid the placement of individual values in hierarchical order using the concepts of emotions connected to values from emotional intelligence. Each value is explored reflexively along a positive/negative axis of +10 to -10.

Judgement vs. Evaluation

This model uses N.L.P. concepts to explore relationships i.e. it explores others presuppositions, beliefs, values and looks for similarities with those held by self.

Abundance loop

The N.L.P. concepts of giving and receiving are used to reflexively explore 'time.'

Strategic Thinking

Places simple high gain questions into the four quadrants of the whole brain model to help individuals be reflexively whole brained in thinking about their outcome.

Systems Thinking

This model uses system thinking concepts from Senge to help individuals be reflexive about the challenges that stand between them and their outcome.

S.O.S.

This model combines N.L.P. concepts about 'State' and 'Outcome' with whole brain thinking to help individuals build reflexive strategies for effective meetings.

C.I.A.

This model uses N.L.P. and whole brain concepts to help individuals reflexively explore their reactions to occurrences.

The Glass Screen

This model uses N.L.P. concepts to build a protective screen between the individual and a.n.other to help the individual stay at the behavioural level of content.

Reality Check

This model encourages movement by reflexively exploring commitment versus dream to identify any caveats that are in evidence and which may cause delay.

Summary

In the 'Background' section in chapter one I explained my own coaching journey prior to leaving Yorkshire Water. In that journey I now know I drove the direction and the pace. I dictated which subjects should be explored by opening up about the challenges that were facing me both personally and professionally. Throughout the journey that followed my leaving that company I have listened to participants and attempted to provide them with process models that would enable them to explore the challenges facing them. There is no one right answer as to what should be in the programme rather the programme should respond to individual need. That is not to say that a structure is not needed it is. It is needed to provide the backbone of the programme but it must be the participant who chooses the direction, the stopping places and the pace. The models when connected together create the programme that I have called 'The Route Map.' The connecting is done by the participant and time is spent at the beginning of each session making sure that the connections have been made. Prior to beginning work with any individual a preprogramme meeting is held to ensure that the working relationships is one that both parties are happy with and to agree a set of ground rules. I do aim to have all participants begin with the retroductive exploration of how they got to where they are. I also aim to have the participants clarify what it is that they want from the programme and to agree to a psychological contract prior to adding any filters such as diagnostics etc. The journey is initially wholly at the level of self reflexivity and only later in the programme will we move onto other levels.

The participant unconsciously chooses the area to be explored as h/she reflexes in the session. As the journey progresses they will be selecting bricks to build their individual operating model. The particular bricks in the box have been filtered over time by participants in many countries. Chris Argyris' single/double loop model initially drove which models were incorporated into The Route Map. Over time the process models and the diagnostic programme have been tweaked and refined following participant feedback however the changes have been marginal.

Synchronicity and my personal experiences played a huge part in the building of The Route Map as did participants feedback about what they found useful/not useful. All participants complete a standard session one however from session two onwards the participant drives the direction and the pace of the programme. Two specific books are also included in the programme and participants are encouraged to begin reading and exploring their inner self.

In the next chapter I take the reader on the journey of an individual participant as an aid to understanding the journey. The journey begins with the creation of an outcome for the programme and closes in session seven with a new higher level outcome for the next twelve months. Examples of other participant's journeys are also included in this chapter.

In chapter six the software programme is used to collate and reflexively review all seven sessions for the thirteen participants in GNER.

In chapter seven the software programme is used to collate and reflexively review the semi-structured interviews from GNER.

In chapter eight the software programme is used to collate and reflexively review all seven sessions for the two participants in Smith & Nephew Plc.

In chapter nine the software programme is used to collate and reflexively review the semi-structured interviews from Smith & Nephew Plc.

Each participant travelled the same journey as the individual participant however they may have visited particular tools at different times whilst building their own specific behavioural operating model.

In the individual participant's journey I lay out the detail of each session however to do this for all fifteen participants would have rendered the thesis unmanageable. The detailed records for the fifteen participants' were therefore 'distilled' using Visual Concept 2.5 to seek out the patterns and themes from all sessions across all participants.

Two months after the close of the programme Semi-structured interviews were held to reflexively review what challenges the participants' had faced in doing the programme and what work they felt they still had to do in order to complete their outcome. Feedback was also sought reference the programme itself and the researcher.

Chapter Five

One Participant's Journey

Introduction

This chapter details the journey of one participant however in order to give a flavour of some of the other participant's data I have included various examples throughout the chapter. I did not specifically choose Participant A based on how interesting that particular journey was or how good a final outcome was achieved by that participant. This participant was simply the one that I used to help my supervisors understand The Route Map. Having used it for that purpose it seemed sensible to keep using it. The findings demonstrate that all participants take a similar journey and the various examples given throughout this chapter support the findings.

In chapter four I explained that there is no preordained order to the programme although there is a basis for which tools are in the toolbox. There is also no right answer for how long the programme should be, seven sessions or 'x' sessions? I settled for seven as that number gave me sufficient time to reflexively explore that areas I wanted to with the participants. The beginning of the programme is about becoming more aware about self. About how we got to our present role, how we operate in that role and how we filter information? What programmes, comfort zones are limiting us and what values drive us? What emotions are connected to those values? How do we create our successes and our setbacks and what is the early warning signal that tells us we are moving from success to setback? How can we notice that signal more easily?

As this new knowledge bank grows the rest of the programme is about leveraging this new knowledge into the business. In all the sessions the content is aimed at achieving movement towards the outcome by creating action steps and practising tools. At the beginning and the end of every session time is spent reflexively reviewing what has been experienced and learnt both during the sessions and between them.

Session One

This first session is about introducing frameworks to help the participant begin to be reflexive and to help the participant become clear as to what they want to achieve from completing the programme. The participants in the theses were all very busy individuals and for the programme to deliver results they would need to begin to 'make time' for themselves. Three guidelines are introduced – firstly the idea of 'taking care of self' so that they were in a position to take care of others. This created a 'caveat' or an excuse for doing something that most participants at the beginning of the programme felt unable to do i.e. taking time for self. The second guideline of not hurting self or others introduces the concept of limits that can harm us and others. Guideline three ensures that all models are worked at least once and not just those that appeal at the time of the session.

Guidelines for Life

RESPONSIBILITY	Take care of yourself Take care of others	Remember the oxygen mask
AWARENESS	Don't hurt yourself Don't hurt others	Be aware of the limits that you set
LEARNING	Use everything in life for learning	Use every tool at least once

In addition a psychological contract was built with the participant in that I agreed to give no feedback to the company, to maintain absolute confidentiality, and to commit one hundred per cent to the programme. In return I asked the participant to live by the guidelines, to keep to the dates we agreed at the introductory meeting and to tell me if they at any time felt unsure or unsettled. I then ask the participant if there is anything they want to add to the contract and in the thesis 'challenge me', 'stretch me', no I don't think so were the common themes. The fact that very few sessions were cancelled and then only because of hospitalisation justifies this psychological contract approach that aims to engage the head, the heart and the feet. Throughout the programme each model is demonstrated to the participant by using a personal business example. The participant is then encouraged, using high gain questions, to place an example from their life into the model. The model is used to engage the participant in a walk along their path of life from school to their present role. High gain questions are asked such as:

- What subjects did you enjoy at school – if any?
- What did you do after school?
- Did you have many choices open to you?
- Why did you take that particular job?

Once the reflexive journey is complete then time is taken to discuss any patterns and themes that the participant has noticed.

Bids Now Part of Our Role

NOW

Concerned as to where 'Strategic Planning' sits with the business
Bids now part of our roll

A long commute
- gained a lot of experience about the real people
- improved my interaction with the business as an individual

12 months in complaince
- liasing with SRA and government
- wanted people to manage

Completed a Masters at York in Heritage Management then needed £££

Applied for jobs but no joy
- seconded to the DTI
- hacked off by year end
- remote appraisal which finished me off

I was not in the fast stream
- there is a class system
- did not want to spend my life stamping visas

Explored the area and the people

Then an 'aid program' in Eastern Europe for one year

Wanted to work in Russia

Wanted financial freedom

2002 development team

Post made redundant

250 people in Newcastle, a reality dose

Applied for a number of jobs and chose GNER

My wife was pregnant and we wanted to leave London so I decided to take the 'gap' year I had missed

We wanted children and stability for them
- I wanted recognition so decided to get into the private sector

1999 worked on Iraq sanctions
- personal satisfaction so got on with it

Met my wife who also worked for the Foreign Office
- got married

1992 went to Russia
- complete sense of freedom
- job with political department of embassy
- arranged visits, visitors and lots of travel
- different
- an adventure

Completed eight years
- Russia fell apart
- I was useful
- in a bunker under Whitehall

Arts editor
- interested in journalism
- passed selection panel for Foreign Office and was offered a job before I finished my course

Poor career guidance
- like to be getting on with something so applied for jobs in my final year

History, English Language, Russian
- visited Russia
- York Archaeology looking to do something different that I had not done a school

Student

Q: What are **the patterns and themes**? Looping, risk, personal satisfaction, different and adventure

Figure 11: Career Path for Participant A.

Participant 'A' began his journey enjoying History, English Language and Russian. He then moved on to York University and looking for something 'different' to do chose to study Archaeology. He describes himself as 'wanting to work in Russia', 'wanting financial freedom', and 'liking to be getting on with something.' He was interested in journalism and applied for jobs in his final year. He also passed the selection panel for the Foreign Office and was offered a job before he had finished his course. He enjoyed the work and completed eight years with them including working in Russia. He describes that time as 'a complete sense of freedom', 'different', 'an adventure.' He met and married his wife at the Foreign Office. He also spent time working on the Iraq sanctions which he describes as 'giving him personal satisfaction', 'so just got on with it.' He also spent time working on an Aid programme in Eastern Europe.

The downsides he describes as 'there was a class system', 'I was not in the fast stream' and 'I did not want to spend my life stamping visas.' He applied for alternative appointments with no joy and was then seconded to the Department of Trade and Industry. At the end of year one he describes himself as 'hacked off' and describes the final straw as 'a remote appraisal which did not do me justice.' He resigned and took a 'gap year' to study a Masters at York in Heritage management at the end of which he applied for a number of jobs.

The role he accepted was with GNER in Compliance – liaising with the Strategic Rail Authority but he wanted people to manage so some eighteen months later applied for and got a post in Newcastle managing 250 employees. He found this a steep learning curve but felt he gained 'a lot of experience about 'real' people' He felt that this role also improved his interactions with the business and his understanding of the business. The post was however written out in a restructuring and he describes how 'I knew which way the wind was blowing', 'my new post was vulnerable' and so in 2002 I moved into the Development Team. He describes this move as 'there were four of us working on the future direction of the business but it seemed like the business did not know what it was trying to do.' 'Nothing was ever said about working on franchises and I thought this was quite odd.' An individual then left the team and there were more changes. The team picked up 'leading the bids' - 'Now I am part of the Business Review Group.' His main concern was 'where responsibility for Strategic Planning sat in the business.'

During this reflexive journey Participant 'A' is working at the level of events only and as the aim of the programme is to get him to work at the level of infrastructure (Iceberg Theory – see page 42). I begin to stretch him to become aware of the patterns and themes that sit on his life path.

The patterns and themes identified by Participant 'A' were:

- Personal satisfaction
- Doing something different
- Not speaking out about his frustration/unhappiness
- Needing freedom
- Willingness to stretch his boundaries

On a personal basis most executives get success by demonstrating intellect.

For example: Working for one of the top 10 companies in the world as a manager in the top 1% of that organisation, the chances are you can safely say intellect contributed to you getting to that position. It is also probable that you will have worked reasonably long hour's say 60-80. Your operational strategy will be about long hours/energy and the commitment you bring. You will have as your historical and governing values and beliefs that intellect and energy often delivers success. Your intended outputs will have had a high level of success and your governing values will have been reinforced by that success. You are expert in your role. Every time you talk about your next time strategies you think about all the ways of working that made you successful. Then the world shifts - say from China comes products cheaper than yours and the company is demanding you keep delivering results to keep them ahead.

If you are a manager and not delivering those results you will try to intellectualise the issue. You will move into the single loop activity of twiddling the dial of your conceptual strategy - you will do more of something that has brought success in the past - work more hours etc. Part of being an expert means you know the answers - people come to you for decisions, the expert has created a persona and as the world changes the world collaborates, delegates, listens. It is a very powerful drug and creates addicts of us all. We are exploring a new ambiguous world, which needs a collaborative alliance- no one can do it alone! It is not easy and there is no single correct answer. There may be issues in the system that requires attention first. We need to learn to work with the system. We need to acquire new skills and behaviours and emergent values. Perhaps one of your responses is to go on a management development programme. In that experience you are trying to set up a new working model. This activity declares your old model is no longer appropriate. Most Managers practise the new model for a while but then slip back to their original ways their old habits. There are no reference points for the future so what we do is go back to our successes, to the things we know have delivered success before. Skills/behaviours training are all well and good but if you don't work on values and beliefs the training will not be self-sustaining. It takes much longer to change beliefs than to learn new skills. If you work to create emergent values you will change governing values. If you can impact on the governing values you open up possibilities of what is really important and urgent rather than attempting to do everything at once.

NOW: Director Y's team

Manager planning and network development
- one of three
- specialising on the relationship with Network Rail, contractual plus interface with regulators

1999 onto a team working on franchise renewal with Phil
- a bid for extension
- competition between us and Virgin
- then Hatfield happened
- went back to day-to-day running Hatfield

Spent two years plugging gaps
- negotiating agreements with Railtrack

Then asked did I want to go back into Operations
- Got Kings Cross up to almost privatisation then asked to work on a shadow franchise team one year

Did two years, met the Queen twice

Great experience, great grounding
- deal with unions

Six months of training and then appointed to Harrogate

A sandwich Business Studies
- did six months in B.R. travel centres

Took exams and passed but needed practical knowledge
- redundancy was being talked about

Then into Director Y's team

Two year extension to franchise submitted

Completed the project Choice was then Railtrack or an Operating company
- Railtrack would have bored me

Privatisation reared its head
- wanted this route - MBA

Then to Romford Essex
- bigger followed by London Victoria

Boss was in Leeds so on your own
- 70 staff, 40 miles of track, travel centre etc

Met and married my wife
- applied for B.R. Management Training Programme as a general management trainee

Still wanted to go to University
- asked for 4 years off
- they said yes and you can work here in your holidays and a guaranteed rate of pay when you get back

The job became signalman
- went for training quickly and 8 weeks later in charge of a 4 track line.

Accepted job as a shunter
- unaware of pay & conditions
- resigned from bank
- people were surprised

Saw an advert giving details about a film on Railways
- already a volunteer
- attended, chatted, got a job

Night school for extra 'A' level
- University was now possible
- could get a grant if you had worked three years

Joined Nat West bank
- influenced by a friend but quickly realised it was not for me

Student: Economics, geography

Q: What are **the patterns and themes**? Effort in, prove to self, dedicated to industry, willing to risk, being bored leads to looking for next challenge, strategic thinking and development

Figure 12: Career Path for Participant C.

Single Double Loop Learning

In using this model I am proactively seeking a mass of information and I use high gain questions to elicit responses. Questions such as those listed below and/or others that, in the moment, are appropriate.

Q Thinking about your background and some of the points on your career path, can you see any patterns and themes?

Q Tell me about your current role and responsibilities?

Q What tasks do you enjoy most and which aspects cause you most frustration within the context of your present role?

Q What have been your success strategies?

Q How do you know you are being successful in your current role?

Q Where in the hierarchy would you place your previous role?

Q What behaviours/skills did you need in that role?

Q Where in the hierarchy would you place your present role?

Q What behaviours/skills do you need in that role?

Q Where in the hierarchy would you want to be in the future?

Q What behaviours/skills would you need to demonstrate in that role?

Q What are some of the measure of success that you either set for yourself or others set for you?

Q What do you think others would say you do well, could do more of peers/ direct reports/bosses?

Q What are some of the key issues for you, your team and the business over the next couple of years?

Q How much would it be worth to you and the business to have solutions to these issues?

Q What are the people good at in the business?

Q What do you think they need to do differently?

Q What would be the benefits to the business if this happened?

Q What are the key questions people are afraid to ask

Q What is the worst question that your customer could ask you?

Q What is the worst question that your chairman could ask you?

Q What is the added value of YOUR operation?

Q What would 20% improved effectiveness be worth?

Q What two or three improvements would make the greatest difference to the business?

Q Imagine we are sitting here a year from now what has changed?

This discussion is also about eliciting values and beliefs and it is important not to focus down on specifics.

What beliefs have you been holding?

Were they limiting or positive?

What values have you been holding?

Q How have they been reinforced?

Q What image have you been portraying?

Q What identity have you been holding?

Q What new values might you need to hold?

Q What new beliefs might you need to hold?

Q What new image would you need to portray?

Q What would your new identity be?

Q What would really have to change to move you to being from doing?

Q What strategies can you use?

Q How open are you to material coming in?

In the model success is in the form of intended outputs. However this reinforced way of working, driven by a set of values that drive how we conceptualise and operationalise our strategies, delivers other outputs as well – unintended outputs which are not usually monitored and tend to go unnoticed unless there is a crisis of some sort. Unintended outputs can be both positive and negative. When the intended output is not delivered most individuals go into something that Argyris calls single looping i.e. they turn up the volume of their original strategy by doing more of something e.g. working harder or questioning more at an individual level or cutting costs at a business level. It is only if we are really desperate that we will move into the bottom double learning loop that Argyris describes. (Argyris, C. 1992,1994:8). It never ceases to surprise me how long an executive will continue to bang his head against the wall irrespective of visible opposition to his strategy. To encourage the participant to spend time being reflexive I ask them to choose a point on their life path which did not go as well as they hoped and place the information that the participant gives me into the 'Single/double loop' model. Participant 'A' chose his resignation from the Department of Trade and Industry.

Single Double Loop

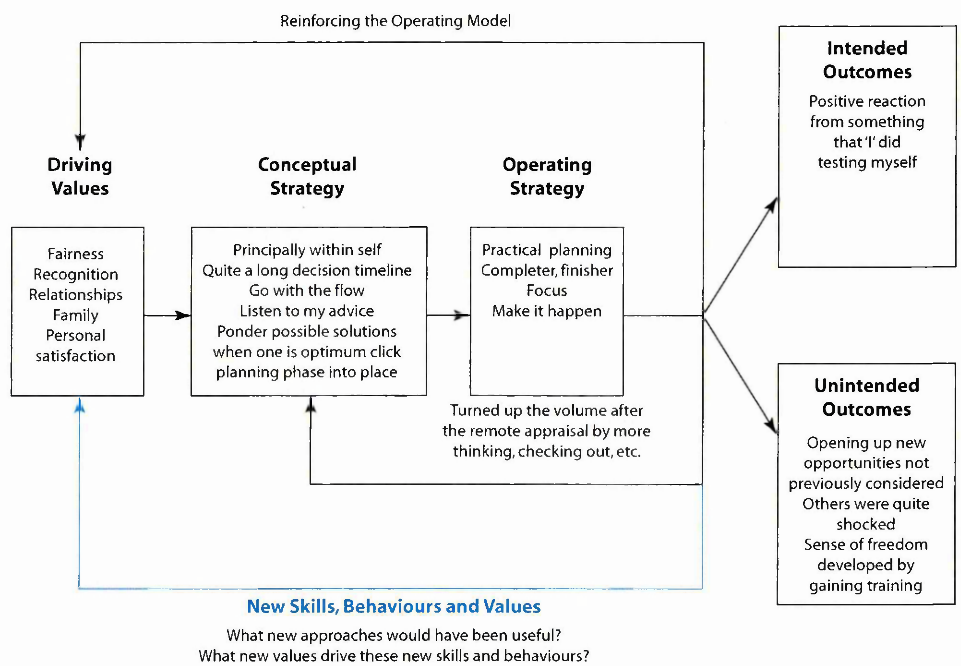


Figure 13: Single Double Loop for Participant A (adapted from Argyris, C. On Organisational Learning 1992,1994:8).

Participant 'A', post a period of reflexivity, describes his governing values as:

- Fairness
- Recognition
- Relationships
- Family
- Personal satisfaction

His intended outcome he describes as 'wanting a positive reaction from something that I did' – 'I was testing myself.' He describes conceptualisation of his strategy as principally on his own, within himself and having quite a long decision timeline whilst he pondered possible solutions. Operationalisation was by 'practical planning, focussing and making it happen once he had decided the optimum choice. His single looping, following the remote appraisal crisis, was to do even more thinking, more checking out before finally making the decision. He describes his unintended outcomes as 'the opening up of new opportunities not previously considered, how shocked other people were and the sense of freedom he got.'

Up to this point the participant is still working at the level of events and to get him to begin to look for patterns and themes I ask the participant to describe how they think others would label them at that time. Participant 'A' chose 'collator.'

Time is now spent being reflexive about what is going on in the top loop that has been reinforced over time. Inside that loop sit our comfort zones and our programmes. The first model used to aid reflexivity is 'comfort zones.'

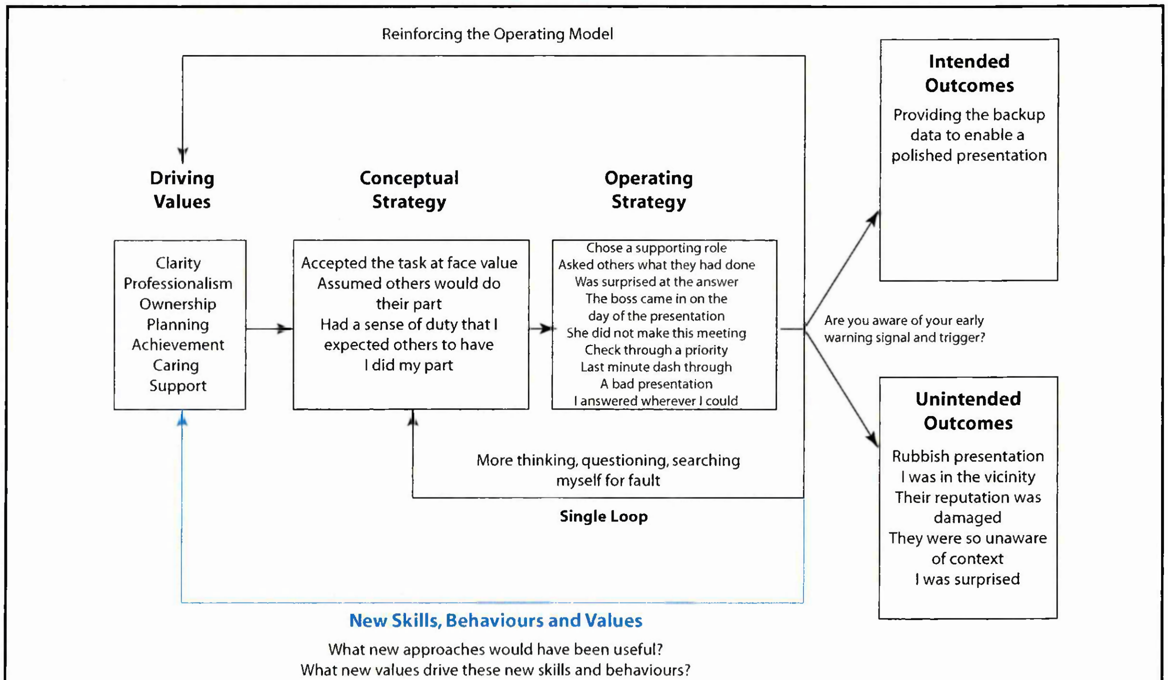


Figure 14: Single Double Loop for Participant B.

Comfort Zones

This model is used to help the participant be reflexive reference what they are attracted to in work and what they avoid. The model uses the baby elephant tied to a tiny stake who when he grows into a big bull elephant still stays inside the circle allowed by his rope that is tied to the tiny stake even though he could pull the stake out of the ground if he tried. All learning is outside the circle and at the edge of the circle is emotion. When we approach the edge of the circle – the edge of our comfort zone - whether we feel fear, anxiety or excitement, they all produce adrenaline and are all toxic. The human body therefore attempts to rebalance the chemical stimulus and we step back from the edge of the circle. Every time we step back we establish another limit for ourselves and quite often in stepping back we are hurting someone else by limiting their opportunity to grow.

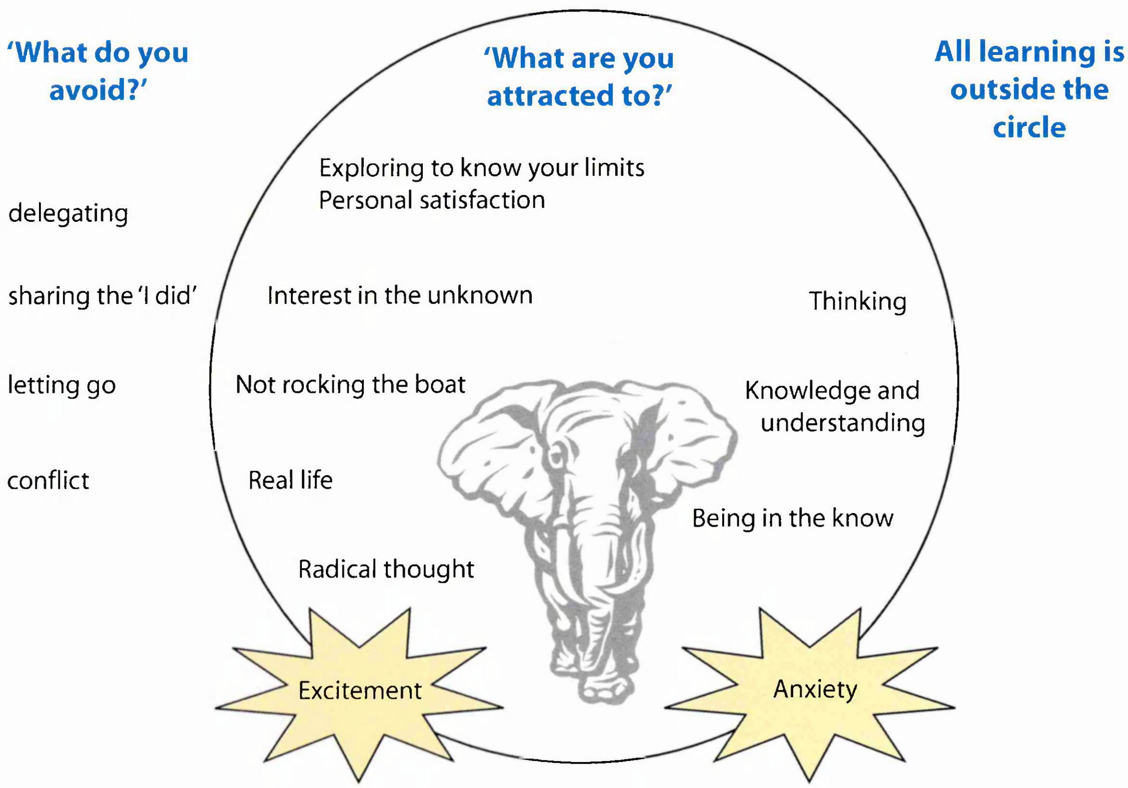


Figure 15: Comfort Zones for Participant A.

Participant 'A', after a further period of reflexivity, describes the areas he was attracted to as:

- Personal satisfaction

- Exploring to know his limits
- The unknown
- Being in the know
- Thinking 'Real' life
- Radical thought
- Knowledge and understanding
- Not rocking the boat
- The areas he avoided he described as:
- Conflict
- Letting go
- Delegating
- Sharing the 'I did'

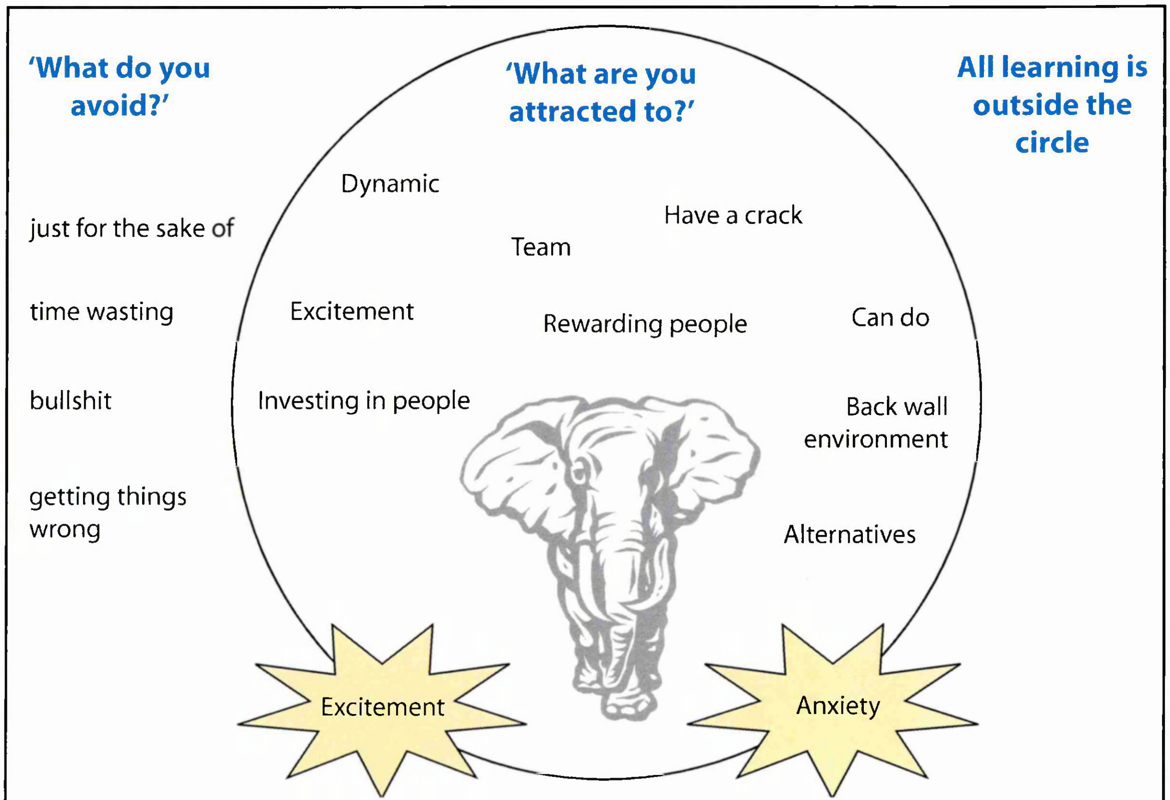


Figure 16: Comfort Zones for Participant G.

Programming model

The second model used to aid reflexivity reference how the participant is working in that top loop is the 'Programming Model.'

Within the baby elephant circle is our life's experience up until now. That experience tends to be the result of things we've done before, things we've told ourselves about what we've done, things we've taken on board that other people have told us. Professionally it's what got us to where we are now. We begin to create beliefs in our head about the reality out there. Our experience of life is responsible for creating the beliefs we hold. Using reflexivity I want to question if they are still useful or whether they are now self-limiting as with the baby elephant story.

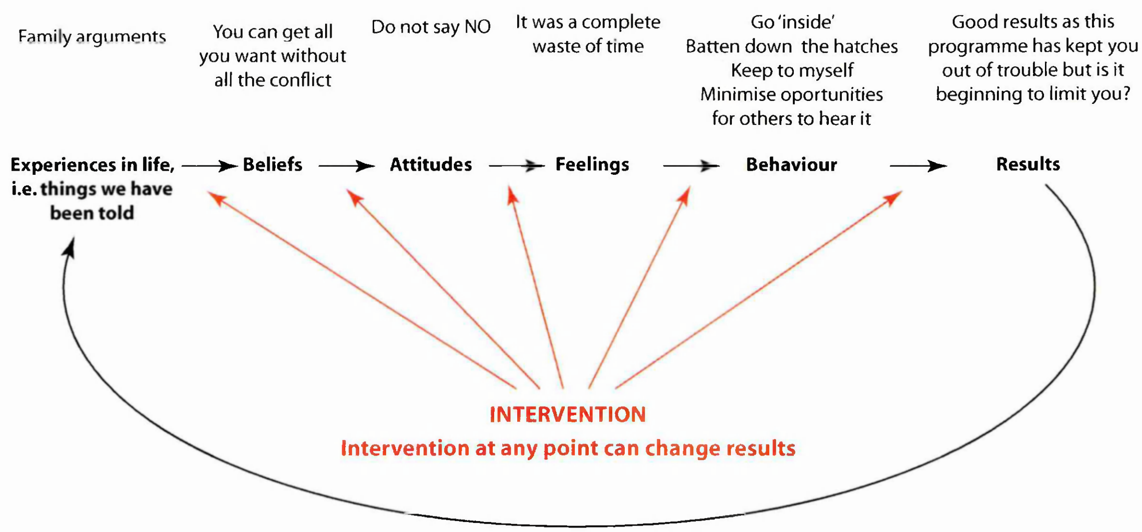


Figure 17: Programming Model for Participant A (adapted from 'How Beliefs Influence Your Life' Knight, S. 1995:87).

Participant 'A' describes the experience of 'recurring family arguments.' That experience has led to the holding of a belief that 'arguments hurt people.' The attitude that he holds he describes as 'attempting to get what he wants without conflict' – 'not saying no.' The feeling held is that argument is a complete waste of time. The behaviours that argument induces are described as 'going inside self', battening down the hatches, keeping to oneself, minimising opportunities for others to hear.' So far in life this programme has been protective and trouble has been avoided however there have been costs. From

'Career Path' the resignation from the Department of Trade and Industry demonstrates what happens when the participant 'goes inside' and doesn't ask for feedback as to why the appraisal gave the result it did. At this point in career in the development role it is vital that powerful dialogue takes place in the franchise negotiations. This programme is about being reflexive about the beliefs we hold and working to change beliefs by supporting people. Supporting them to change beliefs to create the results they want. To create good results requires an intervention at any point in the cycle. It is very important that the participant understands that it is not necessary to think hard about this or to try to understand it. What is absolutely necessary is to do something, to take action.

The focus in this programme is on being reflexive, becoming aware of the need to change behaviour by providing people with some tools and that is a much easier focus than saying to someone, change the way you believe ... it is much easier to change behaviour. If you change your behaviour, the belief change will automatically follow.

Participant 'A' wanted to change some behaviour and as we moved into session two and explored his programme outcome we agreed to be specific about what those changes would be. I then introduced the Secure model for him to take away to work on an outcome for the programme.

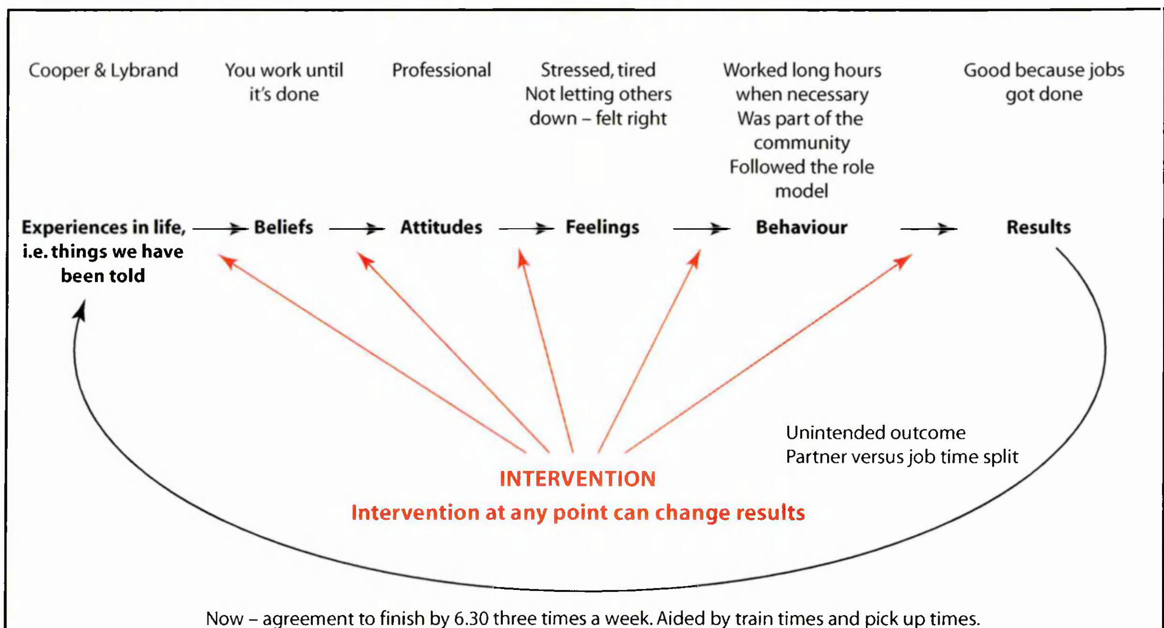


Figure 18: Programming Model for Participant D.

Secure Model

Statement Is it in the present tense?

Is it positive?

Is there a measurable element?

Have you included the motivation?

Evidence How will you know you have achieved your goal?

What behavioural evidence will there be?

What will you hear, feel and see?

Control Is this goal within your control to initiate?

Can you maintain it?

Understanding the implications

What are the costs and benefits for going to this goal? (includes £'s)

Who else will be affected?

Does it reflect who you are?

Resources What do you need? (inner and outer resources)

What do you have available - What do you need to find?

Execution What are the first steps?

What are the time scales?

When will you reach success?

Figure 19: The S.E.C.U.R.E. Model for Participant A.

At the end of the first session of reflexivity Participant A has a new awareness of how his values, comfort zones and beliefs impact both positively and negatively on his effectiveness. He is aware of patterns and themes that have flowed throughout this session:

- His dislike of argument/conflict and his desire not to 'rock the boat'
- His need for work to involve personal satisfaction, to be different and to allow him his freedom.

- His governing values of fairness, recognition, personal satisfaction, family and relationships.
- His habit of keeping ideas to himself/ not sharing until they are in his eyes 'complete.' His dislike of letting go.
- His reaction to argument/conflict of 'battening down the hatches' and 'going inside.'
- His wish to change to achieve his outcome

The participant had travelled a long way in three hours and to focus him on continuing to be reflexive between sessions he is given a number of tasks to complete before the next session. Firstly to spend time reviewing his personal and strategic outcomes for the programme using the SECURE model. Secondly to spend time exploring whether his environment would support him achieving his outcome? Thirdly to note, during the time between now and the next session, which comfort zones he inhabits and how he is limiting himself. Fourthly to note, during the time between now and when we meet again, of any programs that he operates?

He is also asked to read chapter two of the book The Heart Aroused and note any messages in the reading for him, his team and the organisation.

Session Two

The first part of this session is allocated to reviewing, using high gain questions, what has happened since session one.

Review

Participant A had spent time being reflexive and had noticed his programme in play several times which he acknowledged now made him feel uncomfortable. He had worked hard at living by the guidelines however care of self was still an issue he felt. He had also been reflexive about what he wanted as his outcome and the 'Secure' model below details his work.

Secure Statement – Participant 'A'

Statement 'I am letting go of power and building a way of working that involves other people and enables others to develop and achieve their potential.'

Evidence What you will see, hear, feel etc.

I will be able to deliver the franchise bids

Others will be delivering and growing because I will be delegating

I will be supporting them

My ideas about strategic thinking and planning will be understood by others and therefore they will have bought in

My personal satisfaction will be high

Control Yes it is within my control

Understanding the consequences (costs and benefits)

Costs I may need an alternative strategy for handling conflict

Others will see a difference and change their perception of me

Some may not like it

Benefits I will have more time to think and more time to spend on the important strategic pieces

I will be saying 'no' more

Resources that I may need

Some process tools

More use of support

People

Execution September 2004

In the thesis this outcome is the one that is measured reference achievement out of a possible score of ten.

Reading - The Heart Aroused - chapter two - Beowulf

Participant A had read the chapter requested and spent time being reflexive using the questions at the back of the book.

Beowulf is a masculine story of descent into the waters of the unconscious, but where the restoration of a profound inner feminine power is essential to his survival. Fears in the dark water are almost always irrational and one cannot reason them out of existence. Through reflexivity participants accept the lake is there and by using the models find solutions to help them find the courage to go beneath the surface. Everything we do is determined by the fears and hopes we bring to a situation. Our greatest struggles are in effect our greatest spiritual and creative assets, and the doorway to whatever creativity we might possess. A narrow image of what it means to be professional can continually prohibit us from taking any first step as we vainly attempt to exclude human darkness and inner struggle from work life.

Participant A had explored his equivalent of Grendel's mother. He had explored what clues or hints he had as to what he found difficult to confront about himself. From the work he had done in session one he thought that 'challenging and embracing conflict' was his monster at the bottom of the lake. He had also explored what things he found difficult to face about his own relationship to his work. He worked very long hours as a result of 'not letting go' and had begun to realise that holding on he was limiting both himself and members of his team. Himself in that he spent less and less time with his family. His team by not allowing them to develop and grow partly because he was afraid they would get something wrong. He had gone on to explore what conversational waters he needed to enter that seemed dark and fearful to him and had concluded that he needed to start sharing his thoughts earlier and accept input to his ideas. When it came to the question who were the people in the workplace with whom he could discuss matters of the heart he had surprised himself by realising that there were people he felt he could trust.

The programme is driven by the participant and therefore at this point it was important to spend time being reflexive about his life balance.

Secure Statement – Participant 'H'

Statement 'I have a three year strategic plan for Customer Operations within my area.'

Evidence
I am building on the Burnham Rosen output
My confidence is high
I am working at a strategic level
Others are developing as I let go more
I have time to think and plan
Business results are improving
Team feedback is positive
I am respected for my contribution
My plan is replicable elsewhere?

Control Yes it is within my control

Understanding the consequences
I will need to let go and allow others to grow
They may initially make mistakes
I may make mistakes
I may not always know the answer
I will need to hold others accountable for their decisions/tasks
Others may not always like what they hear
They will respect the contribution
I will have two agendas running

Resources that I may need
Burnham Rosen
This programme
Performance review

Balance in Life

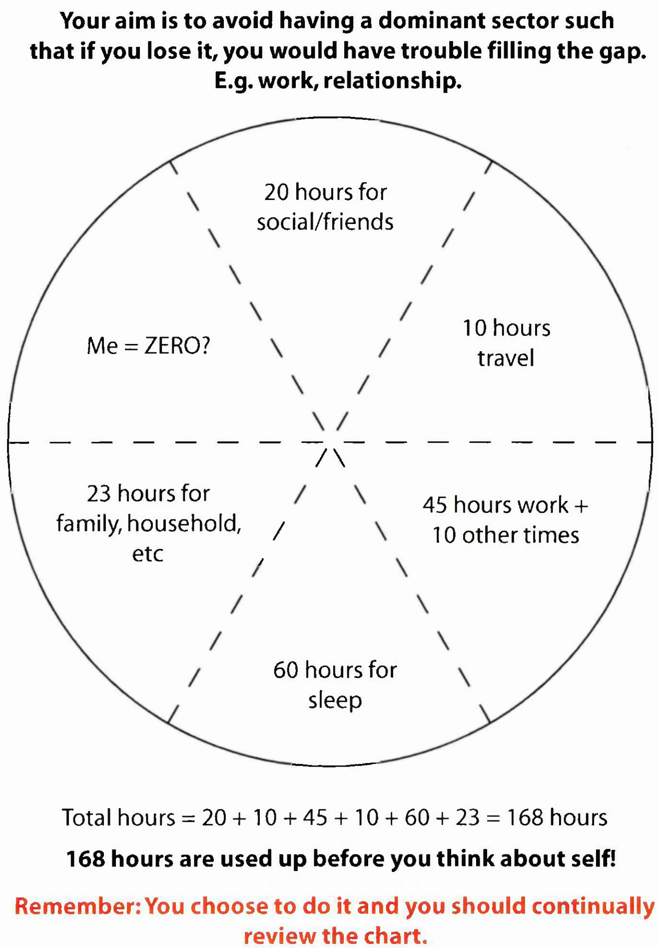
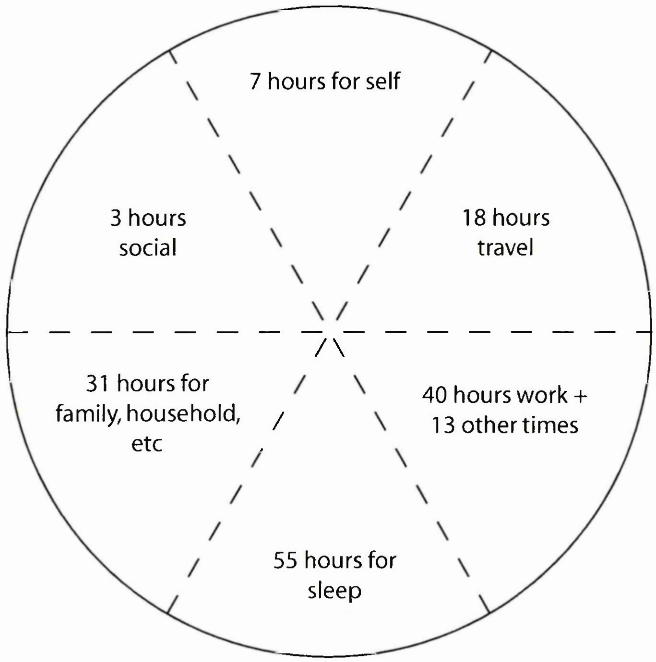


Figure 20: Balance in Life for Participant A.

Participant A is clearly in need of some time management tools and this information was logged by me for the next session. He was underestimating the amount of time he spent working at home and overestimating the number of hours he slept. He appeared to be a very tired individual however even with the data he had provided it was clear that 'me' time was in short supply. If I wanted him to spend time being reflexive then something had to change. I asked him to spend some reflexive time exploring how he could find some 'me' time.

Your aim is to avoid having a dominant sector such that if you lose it, you would have trouble filling the gap. E.g. work, relationship.



Total hours = 55 + 31 + 18 + 7 + 14 + 3 + 40 = 168 hours

127 of your 168 hours are used up before you think about self or family! Your are looking for one third on 1's, one third on 2's + 3's and one third on 4's.

Figure 21: Balance in Life for Participant E.

At this point I move into feeding back on the Mind Filters results.

Mind Filters

Mind Filters is a developmental tool used to raise the participant's level of awareness reference how they filter information. As explained earlier the participant completes a diagnostic and the results in delivered in a feedback session. The aim of this model is to provide a framework for the participant to work within to reflexively explore the perceptual filters they bring to work and life. To reflexively explore what impact the context they work within has on their preferred personal filters. To reflexively explore the concept of influence and the impact their preferred business filtering has on their ability to influence. This part of the session begins with reflexivity reference concepts underlying whole brain thinking. The concept 'everyone is born a genius' i.e. we are all born with all that we need to be successful and that it is life that de-geniuses us.'

Secondly that in this world of fast change it is the individual who is able to be adaptive and flexible that will succeed. The concept that everyone has the ability to use all four quadrants of the brain and that at some time during every day we all use all four quadrants just not all at the same time.

How we approach our work is driven by how we filter information and the model below is used to describe some of the behaviours that are indicators of filtering in the respective quadrants.

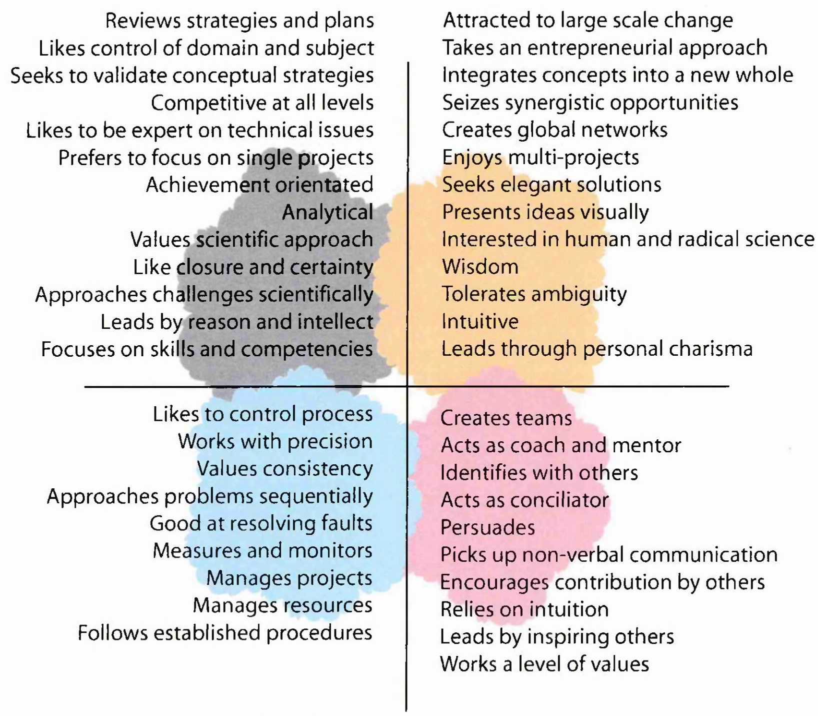


Figure 22: The Four Approaches to Business.

The Scoring

This reflexive exploration is followed by an exercise of 'purchasing a car' which facilitates the participant 'evaluating' what they think their filtering profile would look like. The participant considers which criteria in the four quadrants of the diagram they would normally use when considering the purchase of a car. They are then asked to place an 'x' in each of the quadrants at the position that they feel demonstrates how much they would use that quadrant and to join the 'x's to create a shape. The purchase can be anything that is of importance to the participant. I have had participants who did not own a car and in those cases I used the purchase of a house as the example. It is not the item that matters but that the participant can reflexively explore purchasing it.

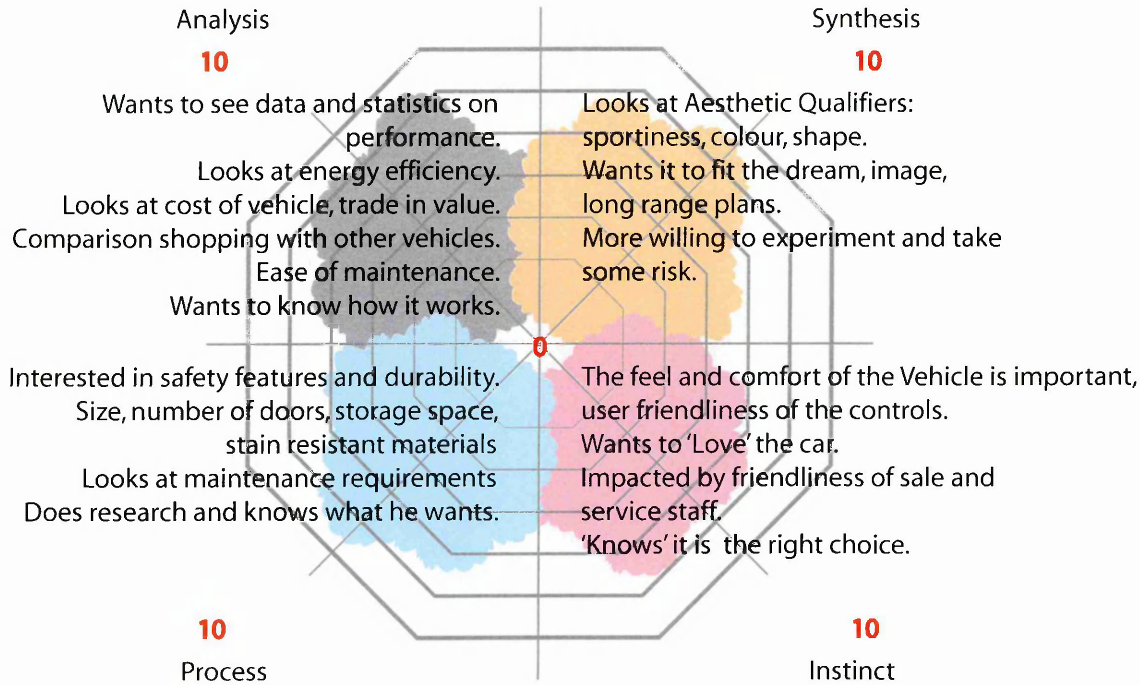


Figure 23: Purchasing a Car.

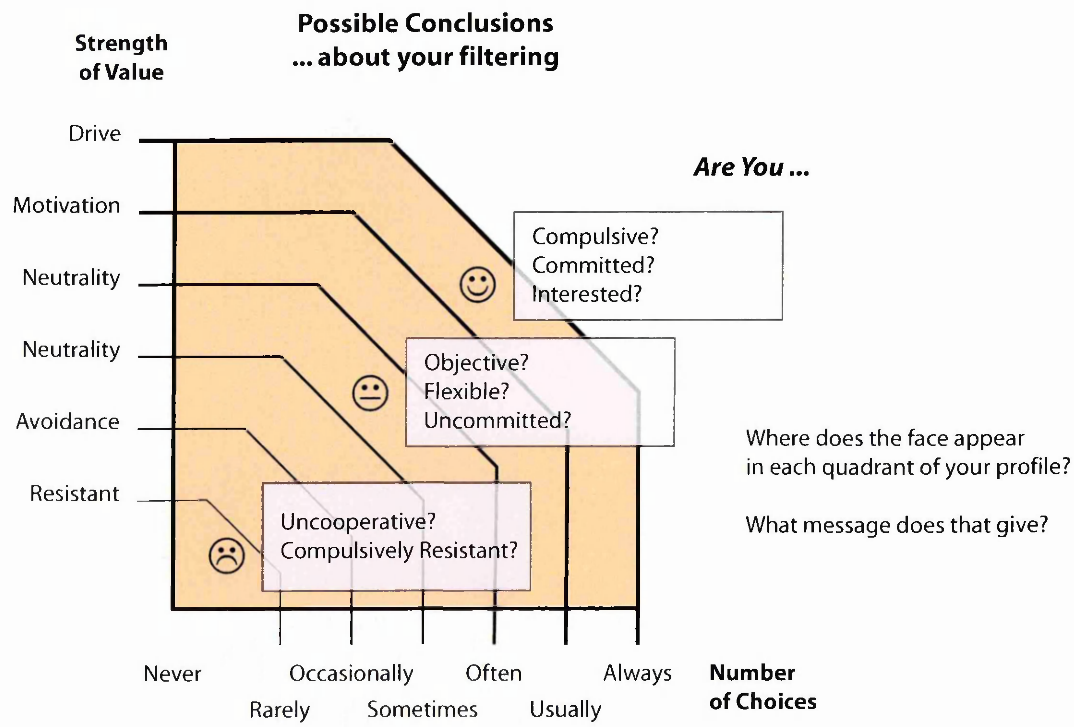


Figure 24: The Scoring Explained.

The scoring is explained as zero at the centre moving out on each axis in each quadrant to reach ten at the outer edge. At the centre a score of zero would indicate that the participant would never use that particular filter i.e. be very resistant to using that filter. A score of five at the midpoint would indicate neutrality. A score of ten would indicate that the participant would be driven to use this filter.

Participant A felt he would utilise analysis and synthesis reasonably equally at say 7/10 with 0 being at the centre of the model and 10 being at the outer edge. He also felt that process would be about 7/10 and instinct at about 5/10. The shape looked like:

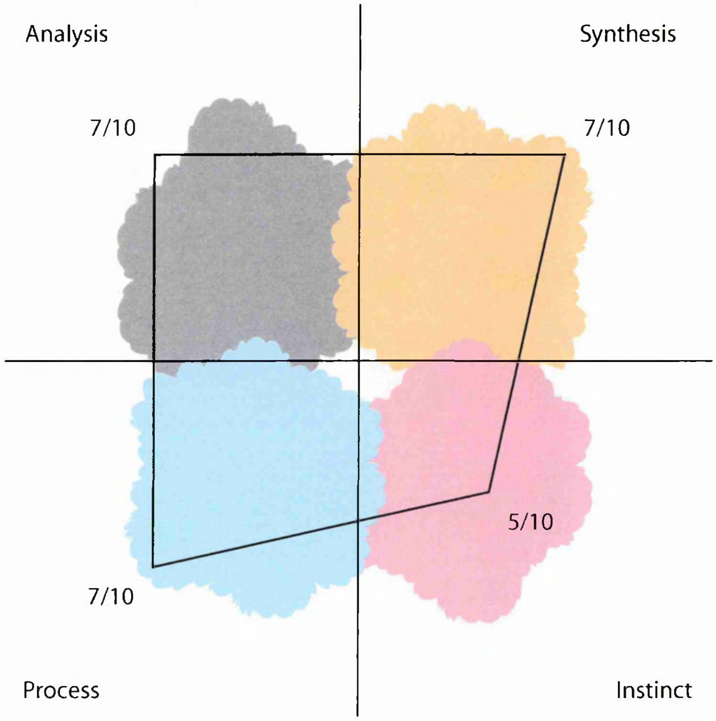


Figure 25: Purchasing a Car: Participant A's Score.

This is the shape the participant will use to view the 'correctness' of his result.

Reflexivity continues as the participant explores the resources available within each quadrant. In the analytical quadrant resources such as thinking rationally, being logical, realistic, making sure of the facts, using technology. In the synthesis quadrant resources such as exploring, challenging, speculating, being creative and imaginative. In the process quadrant resources such as being responsible and well organised, creating sanity and order and taking charge of safety and security. In the instinctive quadrant resources such as building bridges to others, being perceptive and imaginative, being able to pace and communicate feeling. Participants are encouraged to add to these examples. In addition reflexive time is spent considering how others might view those qualities for example someone using their instinctive filter when meeting their bank manager to arrange a loan may notice that if they use language such as 'I feel' or 'I imagine' they will get questions from the bank manager about 'facts' such as how will that impact on the turnover?

Perceptions are someone's reality and if you use the analytical filter predominately you may see someone who filters using the synthesis filter predominately as 'off the wall' or unrealistic. They may see you as lacking vision and unimaginative. How we filter information also impacts on how we communicate. If we listen to individuals who filter using the analytical quadrant we will hear phrases such as 'analyse it' or 'problem solve it.' In the synthesis quadrant we will hear phrases such as conceptualise it or strategise it. In the process quadrant we will hear phrases such as 'act on it' and implement it.' In the instinctive quadrant we will hear 'become involved in it' and 'build teams to do it.'

At this point the participant has a profile of themselves that they have drawn and are able to compare to their profile in the diagnostic that they are now given.

The reflexivity begins by the participant turning to the page with their 'Personal Profile' on it and checking how close they feel they were in drawing their own personal profile. This is an important psychological connection point for them either positive or negative and in the thesis zero participants had a negative experience. The aim of the 'Buying a Car' exercise is to obtain engagement on three levels Participants engage emotionally because they are curious about their results. Participants engage intellectually because they understand the theory that has been explained to them. They engage emotionally to the pictures of their results. Behavioural engagement is the hardest level to achieve however by creating their own profile participants buy-in to the result if it is gives a similar profile to the one that they created.

Time is spent explaining to Participant A that the personal feedback section of the diagnostic is available for them to work on in their own time and to discuss any particular issues they may have about it with me. I go on to explain that the thesis interest lies in any variances between the personal profile and the business profile plus the impact of their business profile on their success now and in the future.

Participant A's Profiles

Participant A

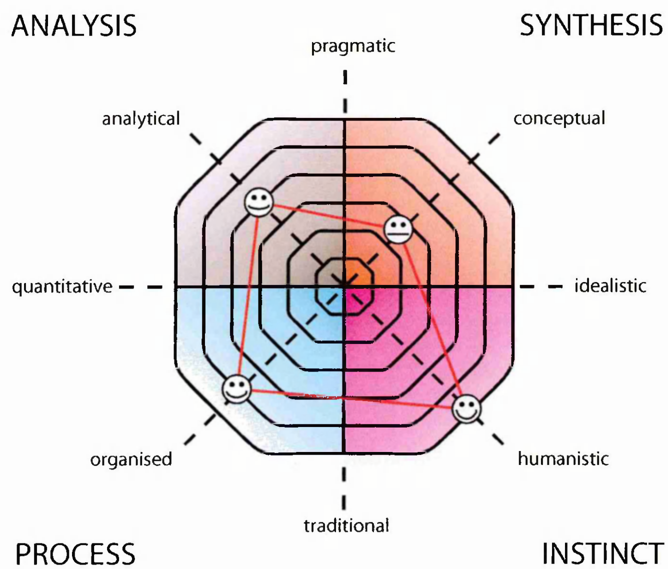


Figure 26: Business Preferences.

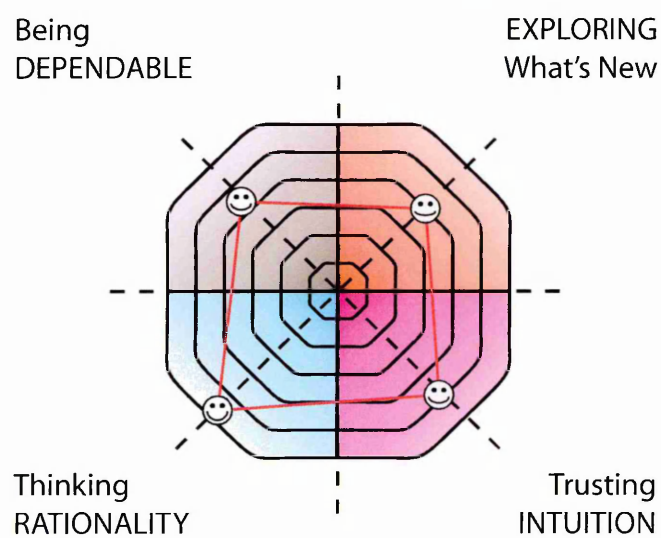


Figure 27: Personal Preferences.

Reflexive time is then spent comparing the personal results with the earlier profile drawn by the participant. He felt that the two were very close and were how he perceived himself. Time is then spent comparing the business profile with the personal profile and exploring the variances between the two. The participant works through the development pages answering all the questions holding h/her outcome in focus. They are asked 'do they do the behaviour well' or 'could they do more.' Action steps are created to develop filtering where appropriate in relation to the role and outcome.

Participant A's business profile demonstrated a pull from the business context that meant he was using his instinctive filter in work more than he would outside of work. He confirmed that he was putting a lot of time into people attempting to get his ideas accepted and doing most of the work himself.

The consequences of this pull into instinct were visible in the top half of his business profile which demonstrated a reduction in the use of both the analysis and the synthesis filters. Reflexivity at this point enabled the participant to go back to the patterns and themes from his career path, single/double loop, comfort zone and programme models and note that he feels uncomfortable when there is argument about his ideas/ strategy. That he withdraws rather than stay and debate the issues. His withdrawal into self means that he ploughs on with his strategy regardless and consequently has tremendous difficulty getting buy-in if at all to his strategy. Under-utilising his synthesis and analytical filters means that the business does not see his true potential.

Participant A worked through the feedback sheets for the four quadrants and entered some actions to pursue to enable him to leverage his strong personal profile. The notes are in his feedback book which he holds however the specific tools he explored for solutions were:

In the analysis and the process quadrant creating end goals and steps to share with others using the Psychological Contract model to take away any possible hiding places that might occur with lack of clarity.

Psychological Contract

My expectations of you are ...

In order for you to deliver my expectations do you have any expectations of me?

The two then negotiate those expectations until they have agreement.

This tool reduces 'fog' for both parties and also ensures there are 'no hiding places' for non performance. The participant has the ability to measure and monitor (process quadrant) as well as feedback and review (analysis quadrant).

In the case of Participant A this tool helps him feel safe outside his comfort zone as it protects his need to 'know the task will be done.' It also helps him embrace argument/conflict without having to say a blunt 'no.' The same approach can be used when seniors ask him to do something or he wants them to do something for him.

Q In this role your expectations of me are?

Q In a future role your expectations of me would be?

Q If that is correct then

Q My expectations of you are

Q Are they deliverable by you?

If NO then lets negotiate until we are in agreement?

To help him hold his head up in the business context and filter using the synthesis filter which was important for him in his new role I introduced the Acknowledgement model. This model aims to help him involve others and begin feeding back to others to create two-way system loops. It is a tool to improve his ability to engage by seeking the opinions of those who could influence or veto his strategy (analysis quadrant) rather than 'talk and persuasion' (instinct quadrant).

Acknowledgement Loop Model

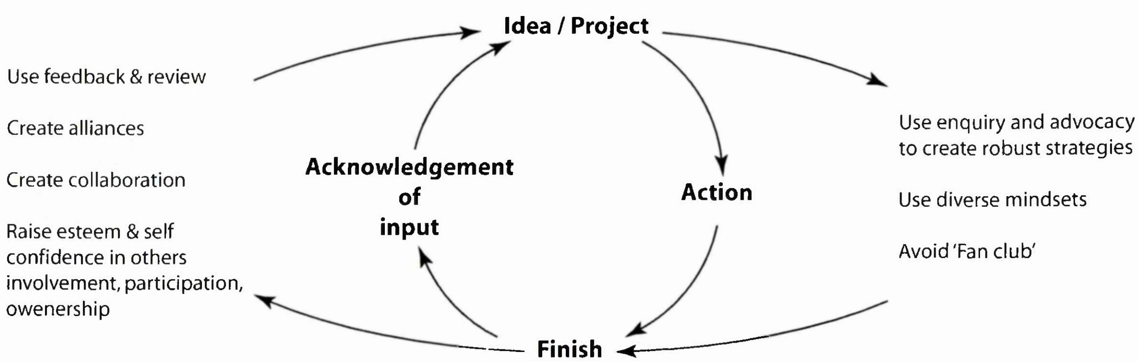


Figure 28: Acknowledgement Loop.

The Acknowledgement model has an inner and an outer loop.

The inner loop is about taking time to acknowledge what you have finished. To check that what you have finished is what you set out to do. Too often in business today the completion of one task is immediately followed by shooting off to the next task. No reflexive time is spent evaluating what has been accomplished for learning, self esteem, confidence and trust in self. It is very difficult in business today to hold what you have just created in your hand and enjoy the feeling of achievement. The aim of the model is to encourage reflexivity and to take on board, by looking backwards, the learning. This in turn will build self trust, self esteem and confidence.

The outer loop encourages participant A, before he begins to action his idea/strategy, to make time for advocacy and enquiry – advocacy 'here is my idea and this is how I reached my understanding' – enquiry – 'allow others to input even if they knock holes in the idea.' Then and only then will Participant A take action and finish the task. The next stage for Participant A is to follow up the action by review and feedback – talk with everyone that participated and let them know how their comment was or was not used in the final result. The aim in using the outer loop is to encourage debate about strategy and to build a more robust strategy by including all opinions. It is also about building others self esteem, trust and confidence, in them selves and in you. By so doing participant A will begin to build alliances, increase collaboration and reduce resistance to his ideas. Over time as the model is used again and again a two-way system of engagement will begin to emerge where Participant A will feel comfortable sharing and debating with others and others will begin to come to him with their ideas to share and debate.

Summary

At this point in programme Participant A is beginning to fill his tool box with models that he can practise between this session and the next. All the models used in this session are aimed at helping Participant A deliver his outcome. Two models in this session were specifically aimed towards parts of his evidence:

Acknowledgement loop - 'my ideas about strategic planning will be understood by others and the will have bought in.'

Psychological Contract - 'others will be delivering and growing because I will be delegating.' Participant A had added to his knowledge store information about how he filters information both personally and professionally in his work context. He also has information about how others that he works with filter information and how that may differ from how he filters information. He is now aware that this difference can result in misunderstandings and miscommunication. He has new action steps that he has created to help him move towards achieving his outcome and again is given things to do between this session and the next to keep up the momentum and encourage reflexivity. He is asked to work on the action steps in his feedback. To spend time being reflexive in identifying four individuals who are integral to his achieving his outcome through having the opportunity to either influence or veto it. He is also asked to read chapter three of The Heart Aroused and answer the relevant questions at the back of the book. In addition he is asked to practise using the tools we have explored 24/7 and note how he feels and the results that he gets. He is also asked to spend some time being reflexive about the questions we discussed in this session reference his outcome.

Session Three

Review

Reading-The Heart Aroused – chapter three – Fire in the Earth

Understanding the fiery moments hidden within the daily round of our work we come to understand a contradictory part of our nature – our love of creative fire, its warmth and intensity, and at the same time our fear of being burnt. Fire and passion has always been a two-edged sword. We had better know where we are going, or we might become slaves to the desires and needs of someone else's destiny, which for all its qualities has nothing to do with our own path. Loyalty in organisations is now based on both ends of the creative spectrum. It is no longer enough just to turn up you are expected to turn up on all three levels of head, heart and feet. Security comes in the form of money and power plus the additional benefits of creative engagement by way of excitement and innovation. A soulful approach to work is probably the only way an individual can respond creatively to the high temperature of stress of modern work life without burning up to a crisp.

Participant A had done the reading and spent some time being reflexive before answering some of the questions at the back of the book. Creativity involves a vital and often fiery participation in life that does not easily meld with our wishes for control and safety. He felt he had quite often refused the first steps toward his creativity because he was not sure who would emerge at the other end? Participant A was very clear that his 'holding ideas to himself until complete' rather than face argument/conflict was his way of sabotaging himself. He particularly remembered organising a Royal Visit. He remembered the feeling of achievement when it went very well and the feeling of freedom as he was left to organise it pretty much on his own. In answer to the question reference his own creativity at full flow Participant A was clear that if he only had more time and influence he could clarify the direction that the business needed to travel in. He was now very aware that by avoiding argument and debate he was holding back his true capability/potential from the business.

Influence

The third section of the diagnostic is about the concept of influence. My belief is that if you are aware of your own filtering preferences you can by observation evaluate others filtering systems. Each participant has the opportunity to 'profile' four individuals who they feel will impact on the achievement of their outcome. Participant A had chosen four individuals and time was spent being reflexive reference time he had spent with them. Using the four quadrants and the same process as in 'buying a car' four profiles are created. The size of the shape might not be particularly accurate but the shape itself usually meets the 80:20 rule in that it gives the participant a base line to work from which h/she can then modify as more information about the individual is gathered. The process is completed to engage the participant in reflexivity at the level of others. To reinforce that others might filter information differently and that this could cause misunderstandings in communication.

Participant A then created a 'communication map' for each of them, using his new knowledge about filtering, to increase his ability to influence them. For example he considered which filter they were usually using when he met with them and considered the consequences of him using his preferred filter at that time. If he was using his instinct filter and the person he was talking to was using his analytical filter then communication would be very difficult. He kept notes about each plan and agreed to practise these communication maps at low risk level and check how accurate he was in his evaluation. If dialogue became easier and more productive then he had been reasonably accurate. If not then he was to review the profile.

The aim of the exercise was to deliver his outcome – so any increase in collaboration or influence that became available to him as a result of his action steps would be used on his journey towards his outcome.

Values

Values drive the top loop in the single double loop model and therefore it is important to determine the participant's four 'core' values. This exercise involves choosing twelve values from the values model. The list contained in the model is by no means complete and the participant is free to add any values he feels are missing from the list. I then ask the participant to give up four of the values chosen. I then ask the participant to give up a further four values leaving them with just four values left as the chosen values. Choosing the twelve can be a testing time for participants however they usually manage to give up the first four quite easily. The second four however cause a lot of angst as the decision is made as to which to give up.

Mind Filters: The VALUES that influence actions

Analytical	Future
• Achievement • Knowledge • Accuracy • Reason • Clarity • Caution • Intellect • What's happening now	• Freedom • Space • Variety • Ideas • Influence • Risk • Beauty • What will happen in the future
• Control • Order • Safety • Commitment • Protocol • Status • Past Experience	• Relationship • Trust • Learning • Warmth • Co-operation • Feelings • Ritual • Traditional values
Process	Instinctive

Figure 29: Values Model.

At this point Participant A had achievement, order, relationships and influence values remaining. We then spent reflexive time exploring how important it was for him to protect his values so that he could hold debates at content level and not let emotions trigger him into his ineffective behaviours such as 'going inside himself/withdrawing. In his single double loop example he identified achievement as the value that had been hit when his appraisal was done remotely and gave a poor result. As a consequence he withdrew into himself and left that business.

Protection Strategy

The purpose of this model is to enable the participant to protect h/her core values. To do this Participant A practised creating a 'glass screen' between him and the other person to protect his values and yet allow him to dialogue. The aim was to put the screen in place prior to starting a meeting to help him stay at 'content' level during any discussion/conflict. He also practised using three small phrases to give him time to put the screen back into place if it slipped. Using these three phrases puts the onus on the other party to say something and gives the participant time to review what is going on, check which value is at play, and regroup.

1. Yes and ...
2. Help me understand a little more ...
3. What I think I heard you say was ... Is that correct?

If necessary participants are advised to ask for a short break and have a coffee or walk about to enable them to regroup to the extent that they can carry on the meeting in an effective manner.

Early on in his reflexivity Participant A had become aware of a programme that he was operating that resulted in him withdrawing rather than face conflict. It was important for him to identify resources he had available to him in his pursuit of his outcome. Two models were used to facilitate this reflexive exploration. The first model searches for the 'things that had not gone well' and the second model searches for the 'things that had gone well.'

Learning from Setback

Participant A was asked to select something that had not gone as well as he would have liked. He selected the GNER role he applied for and got in Newcastle.

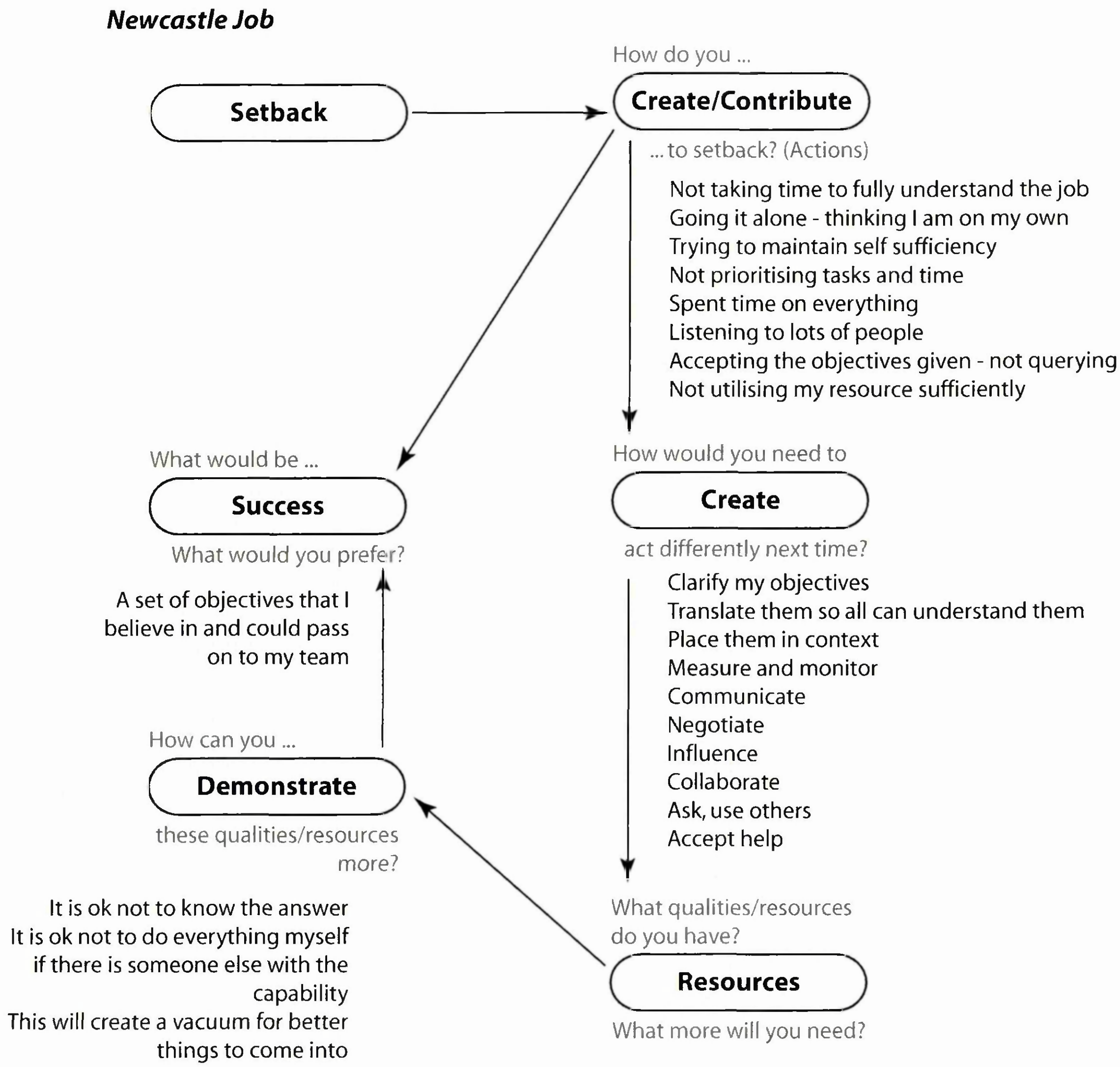


Figure 30: Setback Learning for Participant A.

Participant A's biggest learning from this piece of reflexivity was that he had applied for and accepted the job as a result of being in 'ineffective' behaviour mode. He had not clarified what his objectives were nor had he put in place a way of measuring or monitoring them. He had not asked for help rather he had gone 'inside himself' and tried to cope. He had felt as if he should know answers to all the questions he was asked i.e. he should be expert even though new to the role and he felt there was too much at stake to trust others to do things for him. He also learned that 'in hindsight' what he would have preferred when he took the job was 'a set of objectives that he engaged with and could pass on to his team.'

This exercise tends to leave the participant feeling a little down so it is always followed by being reflexive about something that went well.

Participant A had responsibility in his new role for the Pre-qualification bid for a new franchise. He had been surprised when his boss said 'I am off on holiday so you take it on and deliver it.' He had all the things he enjoyed – freedom, the chance to be creative, the chance to influence and to grow. Plus he had a set of objectives that he engaged with and could pass on to his team.

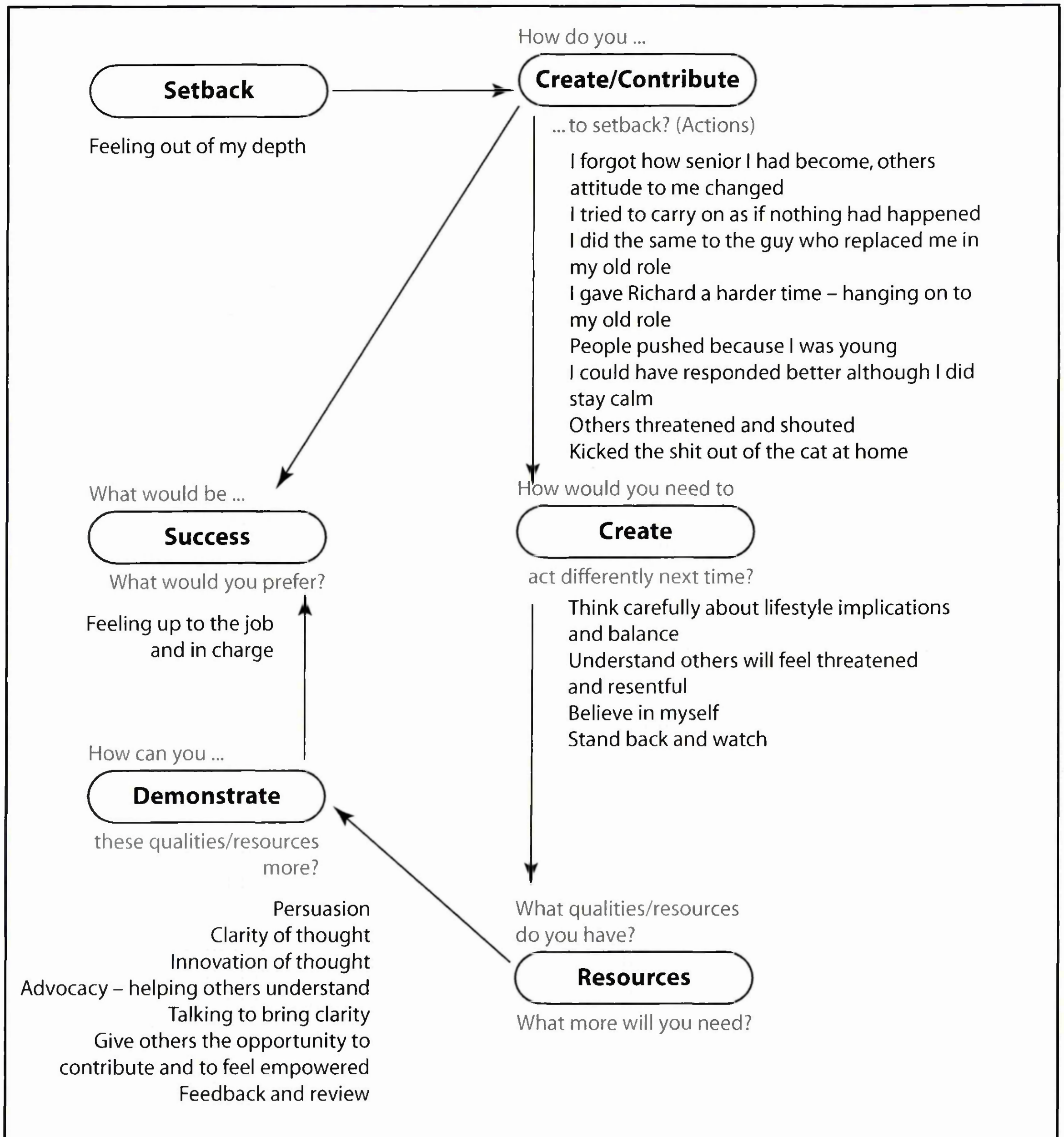


Figure 31: Setback Learning for Participant O.

Learning from Success

Pre-qualification for the Kent Bid

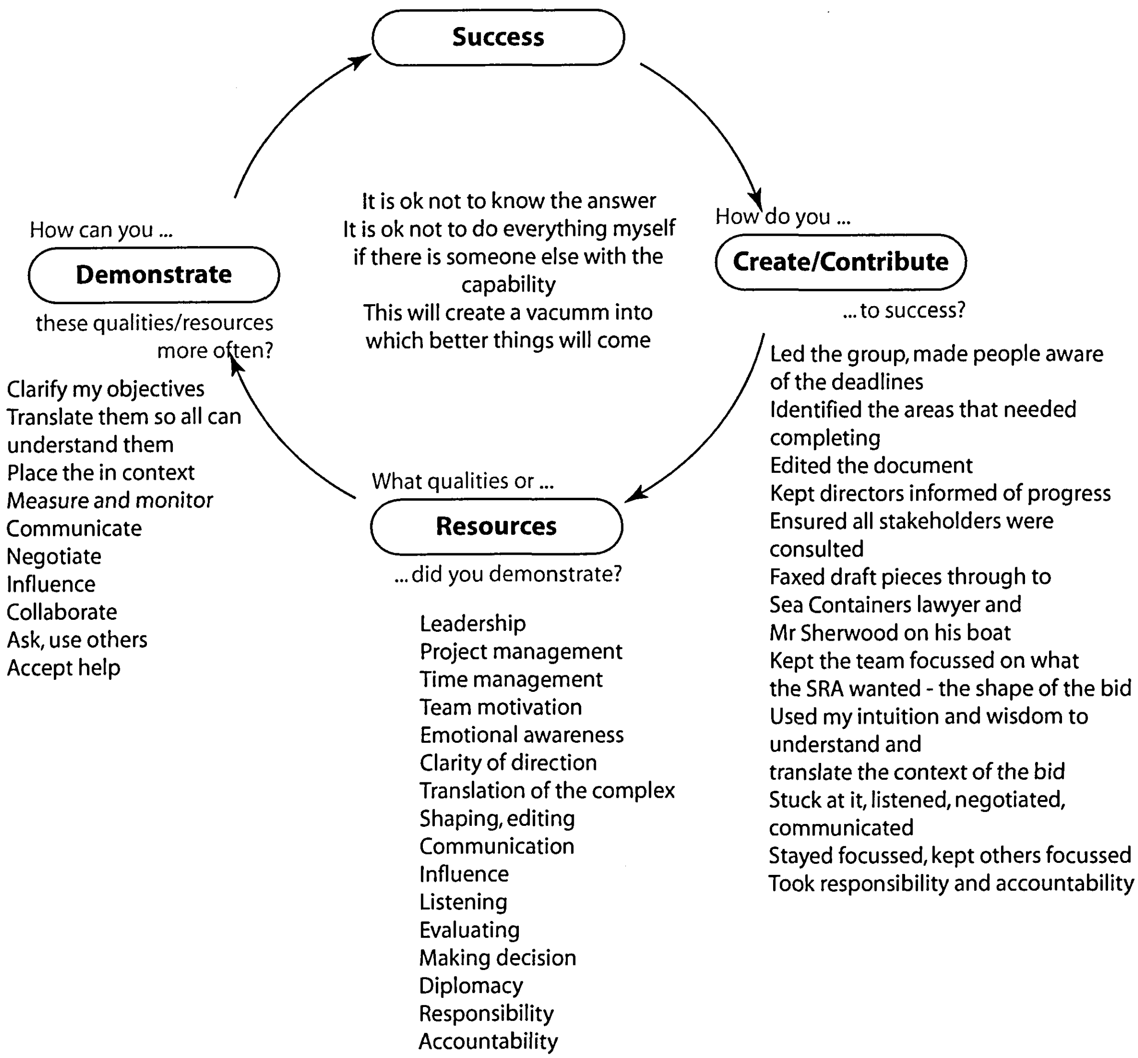


Figure 32: Learning from Success for Participant A.

In this success Participant A took responsibility and worked hard to ensure individuals had clarity of deliverables and deadlines. He worked hard to keep people informed and up-to-date. He ensured that every opinion that needed to be sought out was sought out. He kept the team focussed on what the SRA wanted from the bid reducing unnecessary diversions. He listened, he negotiated and communicated. He was able to utilise his intuition and wisdom to help others understand the bid and lastly he stuck at it to the end.

He identified the resources he had available to him to help him achieve his outcome as leadership, project management, time management, team motivation, emotional awareness, clarity of direction, translation of the complex, shaping, editing, communication, influence, listening, evaluating, making decisions, diplomacy, responsibility and accountability. These were the resources he called on when he was effective however he also had some learning from his setback example to add to the list. It is ok not to know the answer on the spot; it is ok not to do everything himself if there is someone else with the capability. Delegating to others using psychological contract will create a vacuum for other things to come into as well as giving others an opportunity for growth. He knows that he needs to clarify objectives before accepting tasks and that he needs to translate them so others can understand them, he needs to place the objectives in context and set up a measuring and monitoring process. Above all he needs to communicate, negotiate, collaborate and influence. He needs to ask, to use others and to accept help.

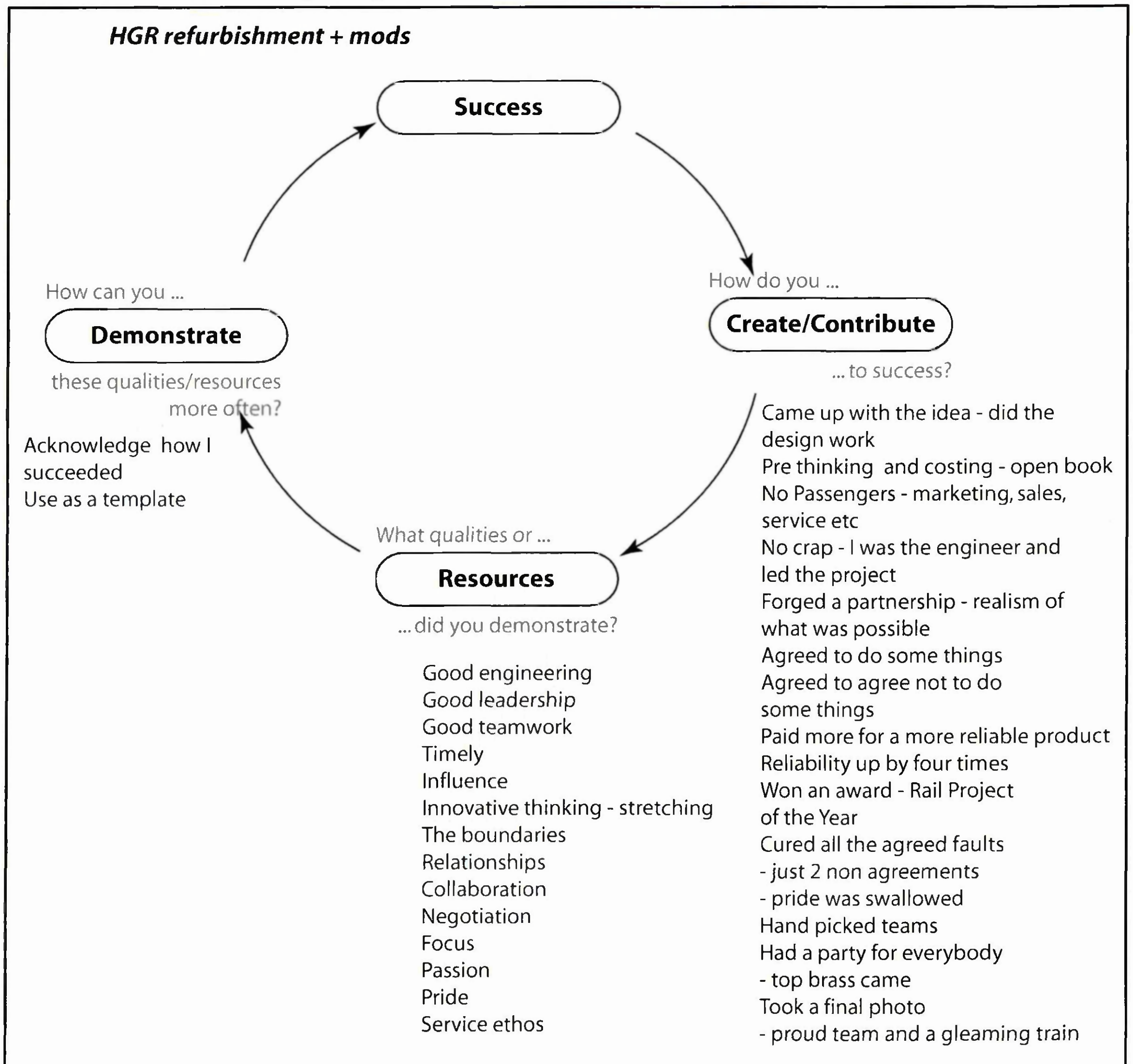


Figure 33: Learning from Success for Participant L.

Summary

At this point the participant has amassed a huge amount of learning and needs reflexive time to take it all on board and to practise the tools before he moves any further on this journey. He needs time to make the connections between the models. To understand The Acknowledgement Loop model on the left hand side will help him communicate, help him obtain others opinions, help others understand his strategy and help with engagement. That on the right hand side of the model there is help in building alliances and partnerships. Help in building collaboration, self esteem and trust in him and others. He needs to connect filtering with how people react to his communication and how his new knowledge will help him influence and build understanding. He needs to keep reading and to stay reflexive. A lot to ask of a very, very busy person so no additional tasks are given to him at this point other than to practise the tools 24/7 and to read chapter Four of The Heart Aroused.

Session Four

Review

The first part of this session is again about reviewing what the participant has experienced since the last session. The fast environment of the present pushes individuals to the limit – old mindsets are no longer viable and if we as individuals do not change we subject ourselves to the spinning treadmill. Participant A had spent time being reflexive and answering the questions from session three. He felt that he left the 'leader explorer' outside the door and took into work the guise of 'collator.' He considered the cost to him was that he was undervalued and therefore not as influential as he would like to be. The knock on effect was that he felt frustrated and bored. The cost to his team as a result of his behaviour was that they too were undervalued. The organisation failed to receive the full benefit of his capability/potential. The filters he was using when inside his comfort zone in the business context were the instinctive and the process quadrants. By being reliable and dependable, not questioning or pushing back going along with history and tradition. There was no 'exploring to his limits' or 'radical thought' which would have meant him using the synthesis quadrant. If he had the opportunity to interview for his own role tomorrow he felt he would be looking for more synthesis and analysis in the profile and less instinct and tradition.

This then led to a discussion about his role and how he perceived that role versus how the organisation perceived the role. The same pattern that was evident on his career path model emerged in that his new role he again had no job description and again was quite unclear as to what it entailed. This in itself would be an issue as in senior roles in business today job descriptions are quite rare. What this does is put the onus squarely on the individual to clarify objectives and boundaries etc. It is very important to ensure this happens as timescales for delivery of strategy has also reduced in today's business. Participant A had failed to clarify boundaries and as a result was meeting with resistance in some areas where he was treading on peoples toes. This area we agreed to explore further using the 'Strategic Thinking Model' as we discussed the changes that were about to happen/ or were happening in his business 'life' in the next session.

At this point in the programme we are still reflexively exploring how Participant A operates in business. In session three we explored Participant A's value set. In this session we want to explore his values further and identify the hierarchy of his four core values.

Emotional Scorecard

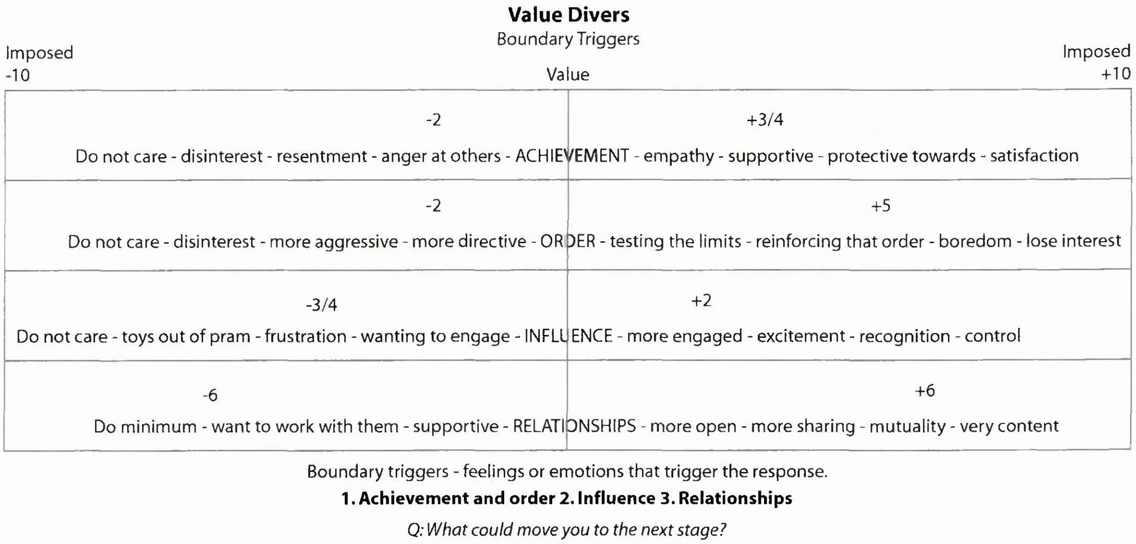


Figure 34: Emotional Scorecard for Participant A.

Emotions are not something that participants find easy to discuss. In this country executives appear to believe that professionalism means not showing emotion. However by exploring the feelings and emotions, both negative and positive, connected to each value it is possible to 'score' the point at which the emotion kicks in. Some emotions connected to certain values will kick in faster than others. Participant A placed his values in the hierarchical order that placed achievement and order as joint top value followed by influence and finally relationships. Achievement and order sit in the analytical quadrant of mind filters. Influence sits in the synthesis quadrant and relationships in the instinct quadrant demonstrating congruence with his personal profile and highlighting the conflict that could occur in the business context that is calling for process and instinct. Being reactive does not sit easily with Participant A, who prefers order and planning, and as a result he quite often feels he isn't doing a task justice in the time he is given. The 'Protection Strategy' explored earlier in this session was revisited to reinforce the importance of the model.

Value Divers

Boundary Triggers

Imposed -10 | Value | Imposed +10

-10	Value	+10
-2		+4
Disappear - cross - need to deal with it - frustration - REA	SON - comfortable - in control - encouraged - happy to go ~~along with it~~	
-4.5		+4.5
Take control - feel out of control - live with it - OR	DER - calm - comfortable - in control - satisfied	
-1		+2
Withdraw - do the necessary - question - feel hurt - LOY	ALTY - empathy - on side - strong bond - reliance - trust	
-2		+2
Total mistrust - frustrated - disappointed - upset - T	RUTH - feel trusted - reliability - trust - strong bond	

Boundary triggers - feelings or emotions that trigger the response.

1. Loyalty 2. Reason and Truth 3. Order

Figure 35: Emotional Scorecard for Participant M.

Modelling Strategies for Success

In the previous session we used an example of a success and an example of a setback to identify resources and qualities that Participant A possessed. We now take those two examples and insert the data we have plus additional data into the following model.

Level of Operation	**The Newcastle Job: INEFFECTIVE**	**The Bid: EFFECTIVE**
Sense of vision and mission	Survival Keeping my head above water	Public acknowledgment Doing our job - give them something better
Identity	Rider of a wild horse	Leader/explorer
Beliefs and values Intellect Co-operation Ritual/Tradition	My intelligence will get me through I should do it myself I should be self sufficient If I can understand everything I will be OK They do not have any respect for me I want to do a good job	We will be successful, it is worth doing really well The people down there deserve something better We are not over promising in terms of value Care, positivity, professionalism, pride, knowledge, empowerment
Capabilities	Being self sufficient, keeping to self Emotional supportive Instant answers	Focus on the end result Quality of the presentations Collaboration, translating for understanding context Emotional awareness, clarity of direction
Behaviours	Treading water Doing everything rather than prioritising Accepting of objectives	Listening, leading Keeping people informed/involved Motivating both self and others
Environment	Lonely, busy, busy around me, little time to think Emotionally charged	Mutually supportive, steady, calm

Q: What are your early warning signals? *In my head - impossibility of task.*

Q: What feelings do you get just before you move to ineffective? *Inability to connect the little pieces and see the big picture.*

Q: What is your trigger? *My core values of achievement and order being hit.*

Q: What is your strategy for remaining effective? *Screen, STOP, advocacy and inquiry.*

Figure 36: Modelling Strategies for Success for Participant A.

Using this model Participant A was able to identify, through reflexivity, the early warning signal that occurred prior to him moving into ineffective mode. In his case the signal was in his head, it was an inner dialogue about 'the impossibility of the task.' The feelings that came with that signal were a feeling of inability to connect the little pieces and to see the big picture. Reflexivity helped him to identify what was happening 'in the moment' and he was clear that in the example his values of achievement and order were being hit really hard. Time was again spent revisiting the protection strategy for Participant A to implement whenever he noticed that early warning signal.

Level of Operation	**The Newcastle Job: INEFFECTIVE**	**The Bid: EFFECTIVE**
Sense of vision and mission	Doing what is valuable and what makes a difference Avoid unnecessary work and oppose waste	Be the best at what we do and be proud of what we achieve To build a solid professional foundation A system that was sustainable
Identity	High Moral Stance Person	Sven in the dug out
Beliefs and values Trust, knowledge Sense of right and wrong Intellect	This is not what we agreed – I am suspicious of his motives I hoped he would realise that we would do it at qtr end He should have talked to us before sending the numbers out They need to knock marketing down a bit	There was a concern that some of what we did was a black art. We would be challenged but it needs to be done Some will wait for us to fail but this is for the greater good Making effective use of the railway Values = achievement, learning, new, challenge, future
Capabilities	Ability to ignore something and box it To overreact and become emotional about things To be dismissive of suggestions that create waste	Choosing the right people, trusting my intuition Taking a risk Knowing what was under control and what wasn't
Behaviours	Dismissing and boxing Getting worked up Reacting – getting things off my chest	Managing the game and when it would be played Setting the rules and selecting the players Supporting the team and keeping Directors and suppliers happy
Environment	Ratty, concern from others, Q taken aback	A lot of enthusiasm to let it happen, focus and commitment A lot of indifference elsewhere Hard work, passion, a crisis a day, energising, interesting

Q: What are your early warning signals? *I think I am on the back foot.*
Q: What feelings do you get just before you move to ineffective? *I feel worked up.*
Q: What is your trigger? *Withdrawing, putting into a box, dismissing, avoiding.*
Q: What is your strategy for remaining effective? *Screen in place, STOP, yes and's ... check which value is being hit? Achievement, Future and Family, Learning? Regroup and try again.*

Figure 37: Modelling Strategies for Success for Participant E.

Time

Time is obviously a key element to the successful achievement of Participant A's outcome. Time as a resource is in limited supply and unlike our bank account we cannot go for an overdraft or put what we need on a credit card. There are only 24 hours in a day and if we want to 'save some time' then we have to look at how we budget time.

	Urgent	Non-urgent
Important	My own fires and crises **1**	**4** Your dreams and ideas ... including your outcomes
Not Important	**2** Someone else's fire	**3** Most peoples' work most of the time

Figure 38: The Priority Model.

The aim of the model is to encourage reflexivity about prioritising for value-add by asking high gain questions how the participant manages his/her time and prioritises tasks. I begin by asking the participant to think of their head as a computer – 'if we downloaded the content of your 'to do' file what would be in it'? The participant then spends ten minutes listing all the things they have 'to do' whole life. Some participant already keep 'to do' lists and if so then they review those and add anything they have missed. The lists can be paper based or on the computer the choice is theirs. At the end of ten minutes I ask the Participant which of the items have been on the list longest and which s/he view as most important? I also ask where the participant is putting most of his/her time and energy. The first step to taking charge of time is to clear any backlog that has grown – worrying about things not done is paralysing. Clearing things not done releases energy and allows the participant to move forward. The participant is clearing physical space in order to have more room for new ideas.

In the model tasks that are urgent and important are described as 'your own fires and crises' and are labelled '1.' These have to be done there is usually no choice. Tasks that are urgent but not important are described as '2.' These tasks are usually someone else's fires and crises that they need you to do. Sometimes they come from the boss and sometimes from peers/direct reports but none of them lead towards your outcome. Several tools are offered as a way of dealing with these tasks.

A task marked as urgent from a senior needs dealing with respectfully. However simply because it is from a senior does not mean that it does not need clarifying. 'Yes and I am happy to do the task however the consequences of me doing it will be that task x will be delayed by several days or will need to be given to y is that ok'? Quite often the senior will not know the full picture and the clarification will assist h/her decision making. It is not unknown for a senior to make a suggestion that is then interpreted as an order that results in duplication of effort and wasted time. Peers/direct reports do not always realise that their constant interrupting for advice or the passing on of information creates problems for the recipient. 'Yes and I only have two minutes at this time is that sufficient or would you rather I put some time in the diary for later? This tool has two purposes one - to retrain the individual to pre-book if they want to spend time with you and two – to restrict the amount of time they expect to have available to them whilst at the same time recognising with respect that their request might be urgent. In both these examples the aim is to retrieve time that would otherwise have gone to tasks that would not have added value reference the participant's outcome.

Some tasks are neither urgent nor important these are labelled as '3' and they comprise of most people's work most of the time – the routine. The aim with this category is to delegate as much as possible particularly when it will give someone else the chance to grow and develop. The participant also reviews these tasks to be sure that they actually need doing. Quite often processes are put in place but not regularly reviewed for functionality and even when no longer required the process is still operational and eating up time.

The final category is labelled '4' – the 'A's of life our ideas and dreams. They add great value but usually get pushed aside for other tasks until there is no time left to treat them seriously. We really do not live for ever!

Participants have emotions about their lists – usually they are frustrated at the amount of work waiting to be done and the lack of resource. Sometimes participants demonstrate emotional detachment – 'there isn't a lot I can do about it.' In this case participant's usually look for meaning outside of work. Participant B worked hard to stay emotionally detached and had become a school governor. This meant him leaving work at a specified time and 'forced' him to reduce the unpaid overtime hours he worked. However another consequence of his emotional detachment was that he also collected a label of being 'difficult.'

If you are a decision maker you should not give time to routine tasks and yet how many businesses have cut costs and posts by getting those very people to type their own letters and do their own filing etc? Every item that a participant does should be adding value to where they want to get to. They should be clear as to why they are doing something and should focus on a successful end outcome. They should fill empty moments by completing tasks off their lists. Their lists should be kept up-to-date and reviewed regularly to see if any are no longer need doing for some reason. Every task when received should be prioritised 1,2,3 or 4 and treated as such. From the acknowledgement loop model we already know that every task should be acknowledged however at this point I introduce the idea of using a highlighter to demonstrate the task is complete and to give a sense of achievement as each page becomes completely coloured.

Procrastination is an enemy and needs dealing with sharply. Time spent being reflexive will demonstrate why a participant is procrastinating.

Procrastination

What are the tasks that are put off? Is there a common theme? Are there benefits to not doing the tasks? Why are they being put off? The two most common reasons are apathy and anxiety. If the reason is apathy then the solution is to:

- Be clear why you are doing the task
- Keep your outcome as the end goal

- Do it anyway – with commitment and speed
- Decide not to do it and be happy with the solution.

If the reason is anxiety then the solution is to:

- Check if the task is too big or too complex if so break it down into small next steps and tackle them one at a time.
- Check if the task is emotionally or physically distasteful (I don't like to). Keep your outcome as the end goal and do it quickly or find someone else to do it. Finally just do not do it and cross it off your list because it probably will not return to you.
- Check if you are fearful of failing or demonstrating incompetence. Visualise yourself doing it easily. Remember learning comes from failing. Do it quickly or find someone else to do it. Finally if it still sits on your list then just do not do it, cross it off your list and wait and see if it returns to you. Quite often they do not.

As well as deciding if each task is a 1,2,3 or 4 the participant is asked to write a word describing why the task is on their list. They must do it, they need to do it, they should do it or they want to do it. The participant is then asked:

Q What would happen if you did not do it?

Q Is that result acceptable to you?

If the participant answers yes then they are asked to cross the task out. If the participant answers no h/she is usually saying they would rather do it than face the consequences therefore they are choosing to do the task. I 'have to' pushes responsibility onto someone or something else. It gives away the participant's power to make change. I 'choose to' keeps responsibility with the participant for what has been produced up to now both good and bad. It gives the participant power to produce something different. It puts the participant in charge of his/her life.

Participant A was given the task of working on his 'to do' list between this session and the next session. He was asked to write the name of a person to delegate to next to those tasks that could be delegated. To review the list and cross out any tasks that no longer needed doing. To review any 'others' fires and crises for consequences reference their outcome.

Individuals feel that as long as they are 'delivering' and being busy they are doing their job well. Individuals are usually so busy operating on the day-to-day tasks that purpose gets very little attention. They get no chance to spend time just 'being' and most of their energy goes on 'doing' so that there is little or no energy left for ideas and dreams.

The aim of this exercise is to introduce the concept of using time to add value and to introduce the concept of personal responsibility and accountability. Effective use of time is to begin choosing what to do because it will add value to what you want to achieve in the long term. This exercise is not about time but about the participant. Writing tasks down will allow him/her to forget about them and release energy for other things. When we achieve less than 100% of what we intended we erode our levels of self esteem and confidence and lose faith in ourselves.

Summary

The aim of the programme is to build independence and unconscious competence. Participant A has acquired, in this session, a huge amount of new knowledge and tools to utilise to stay in effective mode. He now needs to practise the tools real life on his own to experience the learning and get a positive result to log into his memory bank. He needs to become aware of his early warning signal and tune in to the feeling connected to it. He also needs to practise protecting his values and holding himself at content level. To achieve his outcome he needs to find 'time' and to find that time he needs to review everything that crosses his desk for value add to the achievement of his outcome.

Session Five

Review

Participant A had practised noticing his 'early warning signal' and using his defence strategy to stay effective. He fed back that he found this particular tool very helpful. He had also taken time post meetings to review which of his values was being hit. Reference the 'time' challenge Participant 'A' had also taken some time to review his commitments using the 1,2,3,4, model. He intends to execute some of his action steps across the next weeks.

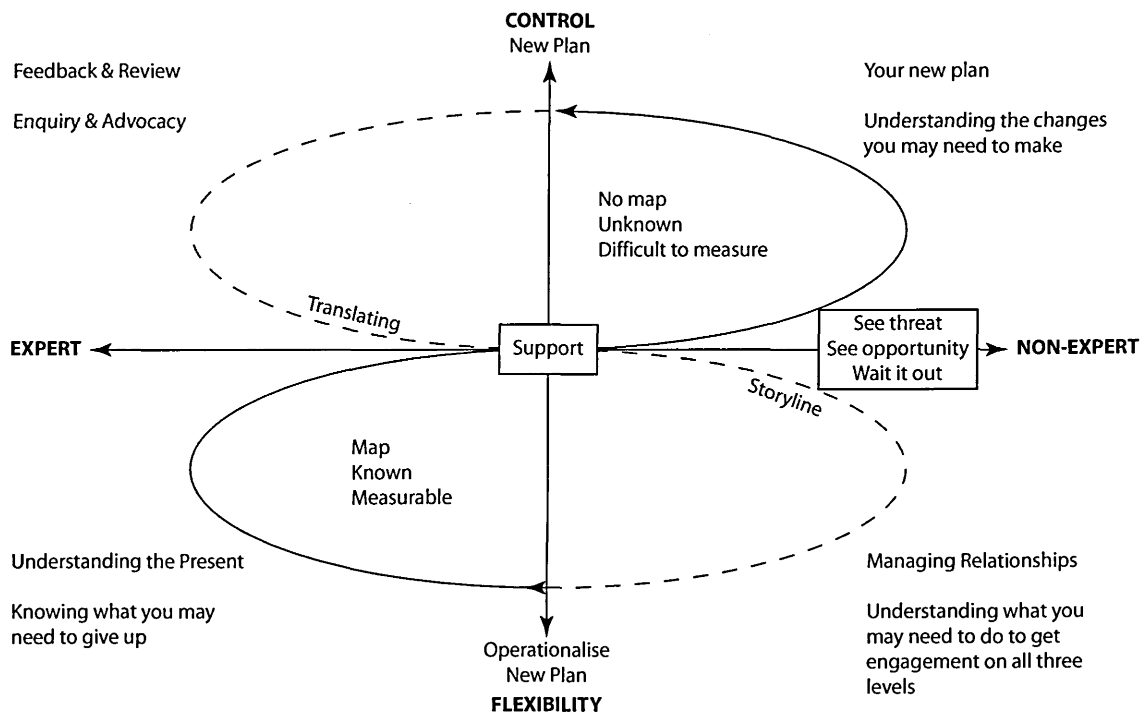


Figure 39: The Transformation Model.

In this model the 'Whole Brain' concept is overlaid with an explanation of the journey of transformation. The left hand side of the model i.e. the analytical and process quadrants is labelled the expert side of the brain. These are the filters used when we know our role and have spent some time in it, qualified/trained for it. The right hand side of the model is labelled non-expert and these are the filters we use when we move beyond expert to a role where there is no one right answer and where we are comfortable not knowing the answers. The bottom left 'process' quadrant is the arena where we all spend most of our lives – it is the role we are doing in the present. We have a map of the role, we know the role and we can measure the role. Then something happens to change things such as a promotion or a reorganisation and willingly or unwillingly we move up into the top right 'synthesis' quadrant. When we make this move we are not only moving from the process quadrant to the synthesis quadrant we are also moving from expert to non-expert. If it is something we volunteered to do that is good however if it is something that is imposed then that can be stressful and it is at this 'cross over point' that support and time for reflexivity is vital. Some of us who are young and ambitious may see opportunity in the proposed changes, those of us who are a little older may feel uneasy/threatened by the proposed changes and then of course there are those of us who have been here before and know it will all go away if we ignore it and just sit at our desks with a blanket over our heads resisting/blocking everything that we can. Throughout it all there is noise, noise, noise everywhere – in the corridors, in the toilets, in the canteen and in the pub. Large amounts of productive time that is lost whilst we all engage in this noise/gossip generation about the proposed changes. The less we know the more noise we make.

When we arrive in the top right 'synthesis' quadrant we do not have a map, we are exploring the unknown and it is very difficult to measure something you do not know. Yet often individuals decide quite quickly that they know what it is they want to do and they move straight down the centre line to get others to accept and co-operate with them in delivering it. When this is the action that is taken then the results usually fall well below the 100% anticipated and hoped for. In the example of Participant A he applied for the Newcastle job and then his later role and in both cases he moved from the synthesis quadrant straight down to implementation using his own meaning/ interpretation. Using reflexivity and whole brain thinking in this exercise he will move from the synthesis quadrant to the analytical quadrant to share his perception of the new bid and to seek opinions of those who have influence and/or veto reference the bid. Only when he is clear as to his storyline will he move to implementation and consider who to tell, what to tell them and when to tell them.

The model is intended to be iterative and in the programme participants travel around it at least once so that they understand how to use the model. To stimulate reflexivity and aid strategic thinking questions are inserted into the model.

Reflexive Whole Brain Strategic Thinking

In this model, explained in the definitions section, the participant moves iteratively around the model whilst reflexively considering questions.

The questions are specifically aimed to underpin the work done so far within the programme. For example in the process quadrant where we spend most of our lives questions such as 'what might you need to relinquish' reinforce the learning from the comfort zone and programming work that has been done. In the synthesis quadrant the question 'what might you need to embrace is aimed at getting the participant to think about the new knowledge that they have and what they need to action. In the analytical quadrant the questions 'whose opinions might you need to seek and how might you do that is specifically aimed at encouraging advocacy and enquiry plus judgement v evaluation. The overall aim is to get the participant to utilise their 'whole brain in acknowledging what they now know and in putting action steps into place to move them towards their outcome. As the participant moves from quadrant to quadrant several changes take place. When moving from the bottom left process quadrant to the top right synthesis quadrant the participant is also moving from the left expert side of the brain to the right non-expert side of the brain. Similarly when moving from top left analytical quadrant to bottom right instinct quadrant the participant is again moving from the left expert side of the brain to the right non-expert side of the brain.

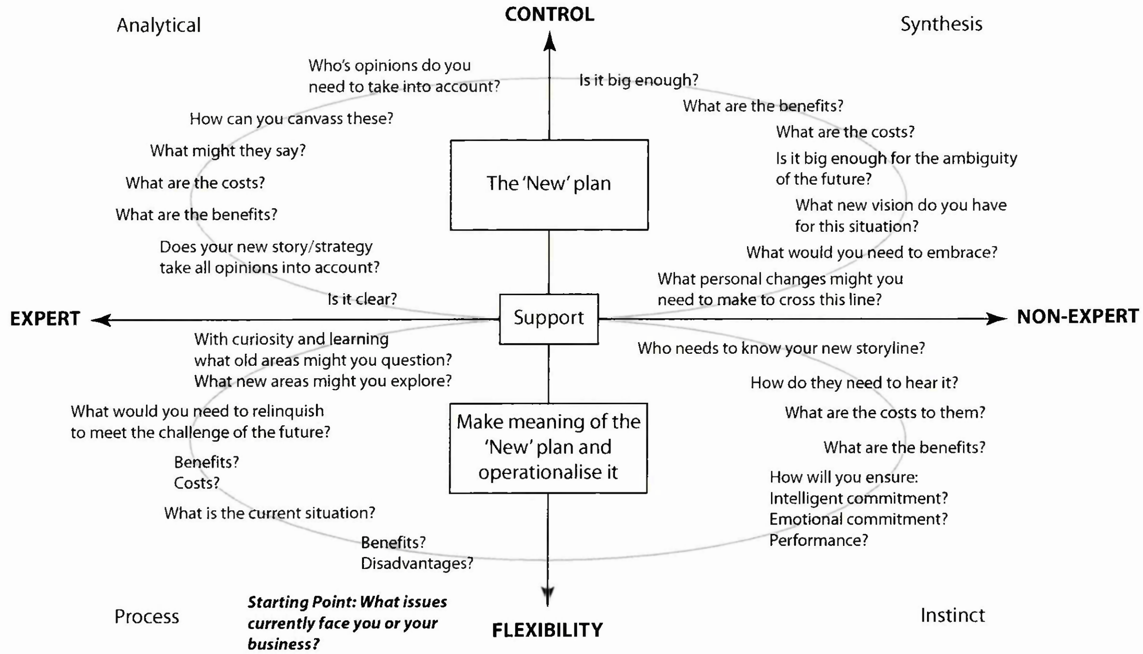


Figure 40: Whole Brain Reflexive Strategic Thinking Model.

Participant A in his journey around the model produced the following data.

Process

What is the current situation?

'The business has been given a very clear statement that I am lead manager for the bid. That was important for me – this certainty supports my core value of 'order.' I am clear in my own mind what I need to do in terms of managing a project plan to achieve a successful bid. I believe that I have more or less the right resources in place. I/we do need some more time to reflect and think about the vision. I believe the company is dysfunctional about strategy and that the group culture is opportunistic. The business view is much more inclined towards 'individuals are personally responsible' for strategy. The company corporate structure is such that Directors are not actually Directors – they look down not up – I believe they are not peers to the C.E.O. This creates conflict with senior managers who desire to be more strategic. I believe that the company sees strategy as the Directors arena. We (me plus my team) said early days that we needed some idea of where the bid should go – a vision. We finally looked at vision a week ago – at 4.30pm after a full day of meetings and day-to-day grind. I am trying to write a paper about the future approach of the business.'

What are the benefits of the current situation?

There is a personal benefit to me as I can see the need for a vision. I have time and can keep asking for it. We (me and my team) do understand the business. There is still time to recover the situation. The people involved are intelligent people. The C.E.O. is now holding weekly meetings.

What are the costs of the current situation?

It may well impact on the quality of the bid. It affects the current work on the bid. It causes some frustration for me and my team plus others in the business. It costs time and energy.

What might you need to relinquish to have the future?

I need to relinquish my old way of managing time. I need to influence the company to relinquish the old way of managing time. I need to let go of strategy to the strategy development team and focus on leading the bid. Some of the business has to start letting go more as well.

With curiosity and learning what old areas might you question?

I need to question the old hierarchies. I need to question what sort of work particular people do. I need to push the fact that the bid needs to take precedent over traditional divisions of activity. I need to push that we should all work for the greater good.

With curiosity and learning what old areas might you explore?

I need to explore being more willing to take personal risk when providing solutions. I need to influence the company to let go of the belief that strategy is the domain of only the Directors.

Synthesis

What personal changes might you need to make to cross the line?

I need to be more willing to take risks. I need to be more willing to not know the answer. I need to let go of my self sufficiency. I need to manage my time better to release time for my ideas and dreams. I need to prioritise my work more effectively. I need to be more persistent/ruthless with respect for clarity of objectives.

What is your vision for the future?

A business where people are happy. Where people are really growing the business. For the past 5/6 years the mantra has been we must grow the business. It hasn't happened yet. This is the opportunity to do just that. The company is a well run train company and in any normal situation that would be a reason for success. We are on the road to success and if we do not achieve it this time we will not be able to blame the SRA. We are turning the corner – value is beginning to flow back into the business. I am leading and exploring.

What are the costs of going for this vision?

I have to continue to pursue influence. I have to continue networking. It will take time and energy. I need to take care of balance in life so that I can take care of others.

What are the benefits of going for this vision?

It is very satisfying personally and will deliver recognition and fulfilment for me. It will safeguard my family's future and safeguarding survival of the business.

Analytical

Whose opinions matter most?

B,c,d,e,f,g,h.

How might you canvas those opinions?

'b' at the weekly meetings plus by utilising ongoing dialogue opportunities.

'c' at the weekly meetings plus by utilising telephone conversations plus by asking. Remember he has a scatter gun, group approach so make sure 1-1.

'd' at the end of the day - make sure he hears my questions.

'f', 'g', 'h', – when we sit together and chat a lot.

Family – at the peaceful times.

'e' – I have known her for a long time so just pick up the phone

What might they say?

'b' – He would recognise the vision. He would want it and support it.

'c' – He would recognise it however he would say achievement is dependent on certain answers within the bid whereas I think it is about a way of working.

'd' – He would recognise it and support it however he would qualify it by a comment about the managerial structure.

'f', 'g', 'h', – They would recognise it however 'g' is slightly worried about his future. He has a railway mindset that comes before GNER began bidding for work. G can see why GNER is important and the importance of growing as a group. If someone else won the bid then it would not necessarily be for the better. He is also slightly worried about the future.

'e'– would view it from a sea containers viewpoint and achieving the bid is paramount to Sea Containers maintaining a holding in the U.K. Rail Industry. Creation of the bid to submit costs a lot of money.

Winning only one bid would be a poor result.

What is your storyline?

General population - I am working on growing the business. I really want our people to grow the business and to be happy doing that. For the past five/six years we have talked a lot about growing the business but have achieved not a lot. This time is different – we have an opportunity to win the bids and grow the company. In my opinion GNER is a well run train company and it would be very sad if it ceased to exist because we failed to maximise the opportunity we have in front of us. 'c' – To maximise that opportunity we need to be really focussed about what we do and very clear as to our objectives. It would be very helpful for me if you could indicate how you would prefer to see my time divided across the bids? If you could outline for me your specific expectations of me in relation to the Kent bid that would be very helpful? Others I wish to engage – We are on the road to success and if we fail this time we will not be able to blame the SRA only ourselves. 'b' – We are beginning to turn the corner; there is evidence that value is beginning to flow into the business. To win the bids we need to know what is driving that inflow and take that and add it to what we do now in order to achieve the best bid possible.

Is your storyline clear?

Yes

Have you taken all opinions into account?

I have included the opinions of the SRA but I have not talked to them as yet.

Instinctive

Who needs to hear your storyline?

All of the people who will be contributing to the bid

All of SMT

How do they need to hear your storyline?

Face-to-face

On their turf

At any opportunity that occurs naturally

When do they need to hear your storyline?

I am unsure of timing as yet but before the bid! I acknowledge that some of this is outside my comfort zone and I need to prepare well to go through the edge of it in relative comfort.

Participant A now needed some tools to help him prepare for the next stage of his journey.

The reading Participant A had completed talks about courageous speech holding us in awe. The voice carries the emotional body of the person speaking and is as important to our identity as anything we possess. Whyte describes the Via Negativa as the discipline of saying no when we as yet have no clarity about those things to which we can say yes. 'We say no in order to bud and blossom in our own time.' (Whyte, D. 1994:137). Participant A knows that his strategy requires him to find the fire in his voice.

Summary

At this point on the journey Participant A has spent time being reflexive about his present situation and what he visions for his future. He has then spent reflexive time building his strategy to deliver that vision. The strategy considers whose opinions he needs to take into account and what they might say. He has created his storyline and a communication plan. Finally he has practised tools to create time for implementation of his strategy. The participant now needs time to begin implementing his strategy so the only additional task he is given to do between this session and the next is to read chapter six of The Heart Aroused

Session Six

Review

Reading - The Soul at Mid-life - chapter six

Learning, partnerships and the ability to adapt are at the core of life, at work or at home. Certain parts of us have been condemned to the dungeons in order to get ahead. The masculine and the feminine have turned their backs on one another and marched to their prospective corners in an unconscious sulk. Some of us begin to see ageing not as a fearful consolidation but as a graceful way of uncovering what we have to offer by way of our experience and wisdom. For every man and woman mid-life is a pivotal time of internal rebirth.

Participant A had used his travel time on the train to London to continue his reading. He had found a number of messages in chapter six particularly the idea that he had consigned his creative self to the cellar as a result of 'refusing' challenge/conflict

Participant A had also arranged some meetings with the individuals whose opinions he seeks and he had spent some time being reflexive about the challenges that stood between him and his outcome and felt that he had three main challenges. The tool I use to explore these challenges is Systems Thinking. A system is perceived as a whole whose elements 'hang together' because they continually affect each other over time and operate toward a common purpose. When they do not work together the parts are ineffective/useless. Examples of systems would be diseases, chemical reactions, factories, engines etc. Systems thinking is a language and a process by which people understand the relationships of the different parts of a system and act upon them as a whole system, rather than in isolation. A good system thinker is someone who can see three levels operating simultaneously: events, patterns of behaviours and systemic perspective. To help the participant use system thinking as a tool the following model is used.

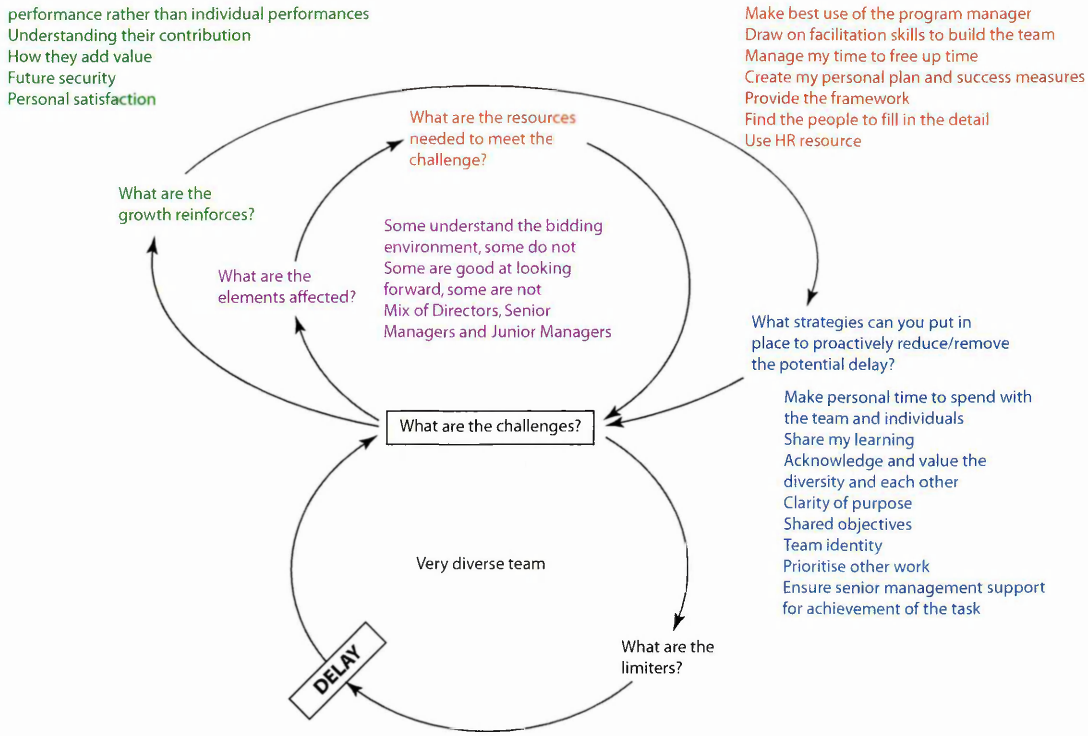


Figure 41: Systems Thinking for Participant A Challenge One (adapted from Senge Et Al. 'The Fifth Discipline Fieldbook' 1994:87-184).

Challenge One

Participant A identified challenge one as the fact that he had a very diverse team. Reflexivity and questions are again used to explore the challenge.

Q What is your problem? – do not include solutions or be judgmental.

Q What are the events?

Q What are the patterns?

Q What are the systems i.e. the key interrelationships and causal relationships?

Q What are the mental models i.e. the beliefs people are holding that keep the systems in place?

Q How can you talk about the problem – how will you tell the story?

Participant A made a list of the key elements. He used Ross' five whys and avoided talking about events. (Ross, R. 1994:109-112) He spent time checking if he had a balancing or reinforcing loop? According to Senge reinforcing loops generate exponential growth and then collapse. Senge's example is the 'pile up of overwork on an over burdened team.' Balancing loops generate the forces of resistance that eventually limit growth. They also fix problems and maintain equilibrium. They ensure the system stays in the 'safe' zone. They are always bound to a target that is often implicitly set by the forces of the system. (Senge, P. 1994:117-120) Participant A concluded that there was a balancing loop at play. Delays often occur in both types of loops at the point where the link takes a particularly long time to play out. They have enormous influence on a system, frequently accentuating the impact of other forces. They are often subtle, usually taken for granted, often ignored altogether, always underestimated. One of the purposes of drawing systems diagrams is to flag the delays that we would otherwise miss. Removing delays is a key method for speeding up cycle time.

In the model Participant A identifies the elements that make up the challenge he faces. He identifies the resources he will need to devote to the challenge. He goes on to identify growth reinforcers and strategies to reduce/remove potential delay factors.

Systems thinking is a discipline by which you study, understand and influence your organisation from a 'systems' perspective. In other words instead of running around putting out one crisis after another, you proactively focus on strengthening the system as a whole, identifying the key relationships in the organisation that are driving the problems.

Participant A identified two other challenges that stood between him and his outcome.

Challenge Two: Defining The Tasks

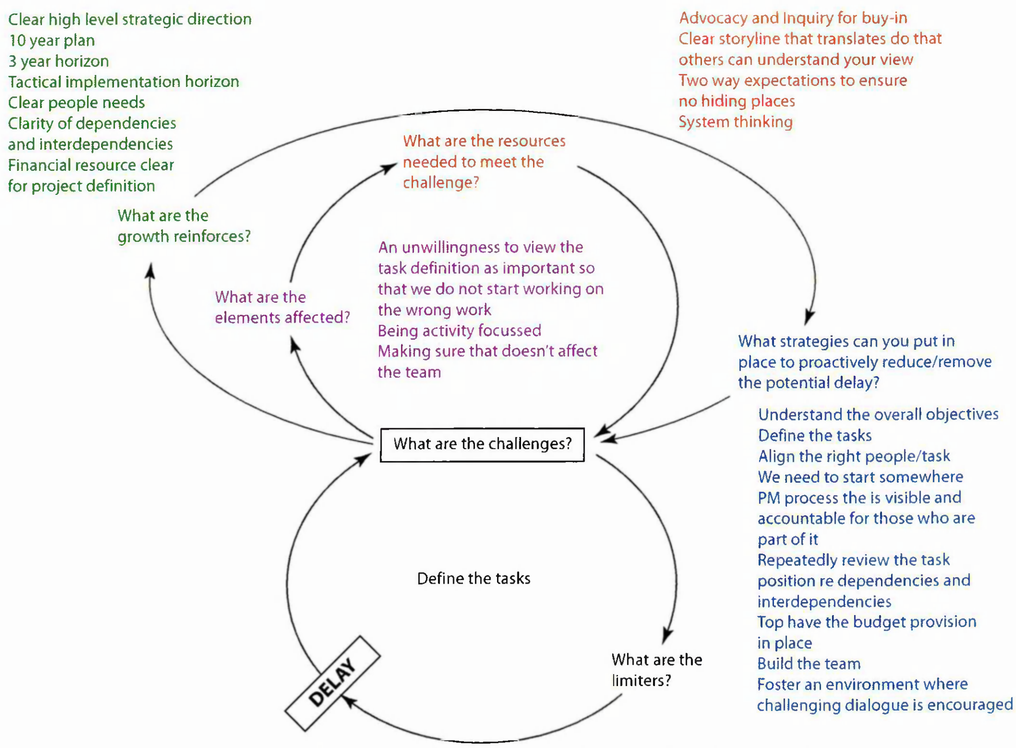


Figure 42: Systems Thinking for Participant A Challenge Two (adapted from Senge Et Al. 'The Fifth Discipline Fieldbook' 1994:87-184).

Challenge Three: Communicating Relevant Information

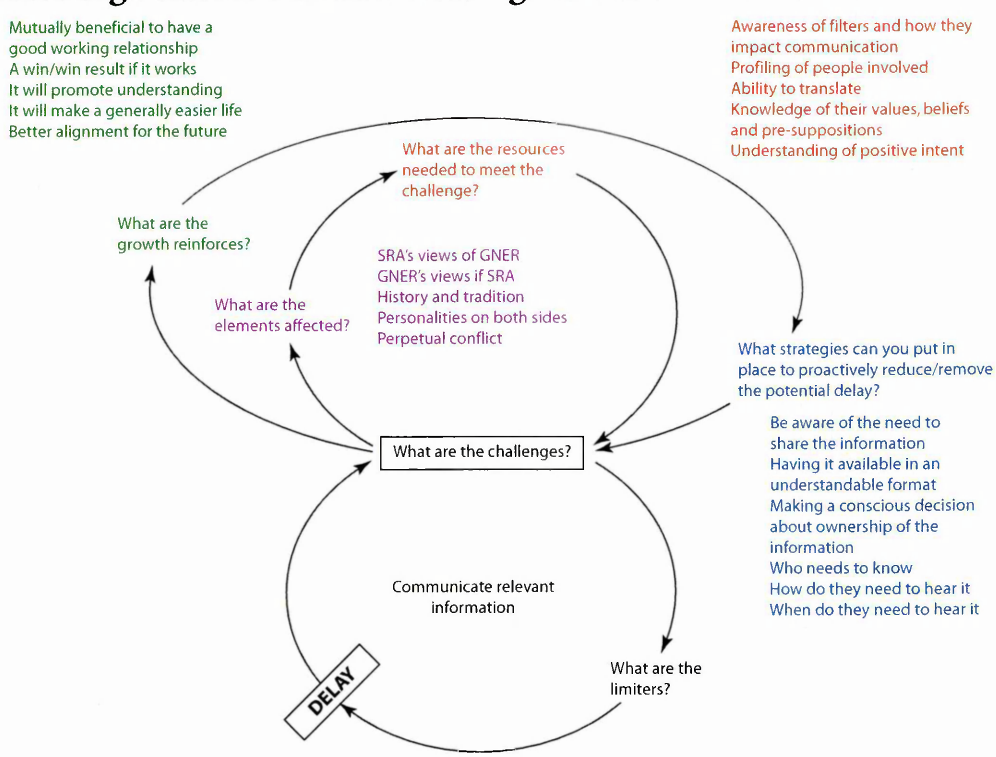


Figure 43: Systems Thinking for Participant A Challenge Three (adapted from Senge Et Al. 'The Fifth Discipline Fieldbook 1994:87-184).

It is important throughout the programme to be sure that the Participant is on target to achieve their outcome and has not veered off route or fallen behind. At this point in the programme therefore a 'Reality Check was completed to check progress and ensure that the outcome was still valid. The data was populated in the model below.

System Thinking for Participant F

Challenges

1. New dynamics in the team post W
2. V's experience
3. Staying sane

Challenge One

New Dynamics

The elements of the challenge?

The number of masters making demands

Everybody in the team is trying to impress W

Increased competition in the team – key people are extra keen

Acting as a set of individuals rather than a team

Walking on eggshells

U is re-establishing his own role post W's arrival

Resultant raised workload

I feel guilt if I leave early

The type of work – there is a lot of pressure from the SRA

SeCo do not really understand so I have been meeting with COB and the SRA

SRA see me as COB

Therefore expect me to be expert in the bigger picture not just finance

Others perception of me is bigger that the role I perceive

I am reluctant to risk getting something wrong

Sorting out the issues should be given more priority

What are the growth reinforcers?

We now have a true head of finance and a leader

This is helpful in the balance of power on the executive

It should take some pressure off U

He should have more time for his team

Clearer boundaries should be possible

We should have more coherence

What strategies can you put in place to enhance the growth reinforcers and thereby reduce the limiters?

Accept the hat I have been given to wear

Give myself permission to not have the answer at my fingertips – use my screen

Remember to take a breath and use the yes and tools to give myself time to go away and check the various scenarios before answering questions

Manage the key relationships

Keep U in the loop

Ask him if there is anything specific he would like me to do to keep him in the loop

Share expectations with him yours of him and ask him for his of you

What resources do you have and what might you need?

Resources you have?

From your Success Loop

Determination to succeed

Able to overcome lack of natural ability by brain power

Relationship management

Going the extra mile

Able to identify what others

Want and then to work on that

Ability to adapt when necessary

Ability to work on the middle ground

Be clear what the 'customer' wants

Adapt a little where necessary

Lead the room and manage it

Work on the middle ground

Manage relationships

Use my grey and orange filters

From your Setback Loop

Patience

Able to see both sides of the argument

Non political

See the bigger picture

Knowledge of the detail

Business case preparation

Teacher's hat

Grey and orange filters

Hold a pre-meeting to agree the ground rules

Use my 'yes ands…….

Manage the others relationships

Prepare my business case

What might you need?

Time = time management

A different image in my head

Systems Thinking V's Inexperience Participant F

Challenge Two

The elements of the challenge?

She has a pink profile

She is older than me

I am her senior

She has difficulty focussing attention on the detail

She seems to react well to people who demonstrate a laid back chatty personality

I am constantly checking everything

There are no consequences for her getting things wrong

I save the day and then we continue on the same path

What are the growth reinforcers?

Career development

Progressing in the career she has chosen

Her credibility

I could relax more

She would feel more confident

Some of these elements apply to Z as well

What strategies could you put in place to enhance the growth reinforcers?

1. Put aside some time for coaching both of them on performance

Use what went well and what did not go so well (success and setback loop models) to build ownership and accountability

Do one success loop

Then do a setback loop

Then another success loop

Close with two-way expectations

Going forward my expectations are:

You will challenge me if what I am asking you to do is unclear

You will challenge me if you think I am wrong

You will ask me if you need help and support

You will work with me to eliminate time that is taken up in checking work before sending it out and in correcting errors both before and after things are sent out

Do you have any expectations of me in order to do this?

Remember to negotiate her expectations and then to ask 'are we in agreement'?

Confirm by email

Follow up feedback and review one month later using the same models

Begin with the reality check model

Review the gaps and the caveats

Another set of two-way expectations

2. Create some consequences for non performance going forward

Whoever made the mistake corrects it to the others and takes responsibility for it.

If you find the mistake – the ownership still sits with them when it is corrected upwards.

3. Left hand column

Read the topic in the chapter on mental models in the Peter Senge Fieldbook. Work at getting your left hand column onto the table and thereby coach her to get hers onto the table also.

Some left hand column statements you wish to say to V:

I am fed up with checking your work for errors = what would I need to do to enable you to focus more on the detail?

Do you realise that mistakes like these undermine the business confidence in us = Business confidence in our department is slipping and I believe it is because of some of the mistakes that have occurred lately. What do you think?

If you remember the Z conversation we had well I feel exactly the same and just as frustrated about some of the work you do for me = I know you will understand how frustrating it is to have to keep checking someone's work because you experienced this yourself about the reports Z did for you so I want to ask you if there is anything that could be done, as a team, to reduce the number of errors that have happened recently.

Reality Check

Current Reality Check

Am I achieving what I set out to do?

What did I sign up to do?
Project Manager for ECFB

Dream vs intention.

What did I actually commit to?
A painful six months with a good result at the end

What did I dream of?
SRA ring and say they want to give you a three year extension
Be part of designing something new for the future

Accountability Check

What caveats did I allow myself?
Can I account for this shortfall?
External reasons ... *bid delays*
Internal reasons ... *not enough time*

Responsibility Check

What will my response be? Action plan to close the gap
Internal ... *work hard to improve time management*
External ... *practice patience and evaluation*

Figure 44: Reality Check for Participant A.

It is interesting to note the dreams that Participant A was holding of 'Being part of something new for the future and having the SRA ring and say you have a new three year extension.' His outcome at this time is 'I am letting go of power and building a way of working that involves other people and enables them to develop and achieve their potential. This outcome is actually evidence of a final outcome that will be much bigger but that, at this stage on his journey, he is not able to verbalise to the outer world. He labels it 'his dream' still. He identified an external caveat in that the bid work was taking up a lot of his time.

Current Reality Check

Am I achieving what I set out to do?

What did I sign up to do?
To explore what the model felt like

Dream vs intention.

What did I actually commit to?
Giving it some thought and time

What did I dream of?
Having the confidence to go for it

Accountability Check

What caveats did I allow myself?
Can I account for this shortfall?
External reasons ... *Wedding workload, Rachel's lack of experience, busy timetable*
Internal reasons ... *My area has not been fully to my standard and my time has gone into sorting that out*

Responsibility Check

What will my response be? Action plan to close the gap
Internal ... *Care of self, I have done the best I could with the resources available to me*
External ... *Systems thinking on Rachel, New dynamics in the team and balance*

Figure 45: Reality Check for Participant F.

Outcome Progress Check for Participant A

A review of his outcome was also carried out to check progress using a score out of ten. Six months into his journey resulted in the data below.

Secure Statement review May 2004

Statement

I am letting go of power and building a way of working that involves other people and enables others to develop and achieve their potential. 7/10

(And I am influencing the direction of the business was added at this time).

Evidence – What you will see, hear, feel etc

I will be able to deliver the franchise bids 7/10

Others will be delivering and growing because I will be delegating 8/10

I will be supporting them 8/10

My ideas about strategic thinking and planning will be understood by others and therefore they will have bought in 8/10

My personal satisfaction will be high 7/10

(New evidence added today)

'b' is happy

'x' said well done

'a' said 'you can keep your job then'

Control – yes it is within my control

Understanding the consequences – costs and benefits

Costs

I may need an alternative strategy for handling conflict

Others will see a difference and change their perception of me

Some may not like it

(new costs added today)

My anxiety level is high

Benefits

I will have more time to think and more time to spend on the important strategic pieces

I will be saying 'no' more

Resources that I may need

Some process tools

More use of support

People

Execution

September 2005

(Added today)

I need to focus on feedback and review – getting seniors to understand the learning that is available from the SRA feedback if we choose to use it. I need to prepare because I will be challenging them and there may be conflict.

These results I feel indicate that Participant A is well on his way achieving his outcome and is planning how to work the next stage. To help him do the preparation he mentions the S.O.S. model is introduced at this point.

S.O.S. Model

75% of success	**State** Defense screen in place Persistent, respectful Clarifying Focussed Taking care of self	What state do you need to achieve your objectives? - be specific (create a resource bank)
An agreement as to what percentage of time should be given to each bid How time over and above that should be handled	**Outcomes** S.O.S. preparation A meeting date/time Clarify my objectives Review the past two months Help him understand/advocate Explain frustrations Ask for feedback on his view of the last two months	What do you want to achieve in this situation? - Task? - Relationship? Use the 'SECURE' model
25% of success	**Strategy** Encourage enquiry Identify the areas for improvement Use two way expectations Formalise agreement	What will you do? (plan with flexibility) Learn from SUCCESS and SETBACK loops Review

Figure 46: The S.O.S. Model for Participant A.

Participant A will use this model to prepare for all his meetings where the outcome is important to him. He uses his new knowledge about his core values and identifies what 'state' he wants to be 'in the moment.' He then moves on to clarify his outcomes for the meeting and finally begins to build his strategy to ensure a successful delivery of his outcomes. His data is inserted into the model above. He will use some of the time he has saved by letting go and allowing others to take on tasks that help them grow and develop. As well as the time saved by reducing interruptions and clarifying reference tasks that are asked of him.

Using the strategic thinking model in session four Participant A had created a storyline. It was clear from the review of his Secure statement that he needed to revisit that storyline reference the SRA.

'I have been reflecting post the SRA feedback and I know what we need to do. The SRA have specified what they want; what the customers want and what we can offer. I know from their feedback that the SRA see value in what we do today. For me the only area that is still unclear is the HOW and I know we will not have a viable bid unless we have a solution to this challenge. The SRA have one question that they keep asking because our answers are not sufficiently convincing for them to put it to bed. Q: 'Are we committed'? The answer we all know is 'Yes' however the word alone is not sufficient for the SRA they want to see a clear strategy with sufficient resource to give a measured delivery that is visible behaviourally internally and externally on a day-to-day basis within the management team. What I want to do is to focus on just two specifics:

1. Punctuality and reliability at the top of the priority list – other things matter as well but these are the two we are being measured on.
2. A clear specification of what we deliver for passengers.

To tackle these issues means a step change in behaviours across the business. The message has to come from the top for that to happen and it needs to be demonstrated daily by the top Management team.'

Participant A believed that to achieve his outcome he needed to influence business by feeding the SRA information to the top Management Team in a way that they could hear and understand the message.

It is important always to remember that there are some things in our work life that we cannot control. We may be able to influence the situation however sometimes we just have to accept the situation for what it is. What is important is to accept constructively rather than passively. Participant A became quite frustrated at some of the delays in receiving answers from the SRA however using this concept helped him understand and find ways of working with his frustration. In the past he would have become anxious and withdrawn at the lack of achievement and order. Now he was able to clarify just what was within his power and to focus on that rather than what was not.

State
From your success loop
Analytical
Persistent
Willing to ask the experts
Evaluative of situations and data
Calm holistic approach
Give time and distance
Willing to wait until insight
Pattern matching
Making sense of data
Feeling good
Patient
Self contained
Filtering in the grey

75% of success

What state do you need to achieve your objectives?
- be specific (create a resource bank)

Outcomes

A clear, simple, specific outcome

Agreement that U will help and support you in raising your profile both internally and externally
Advocated such that U understands how
You feel

What do you want to achieve in this situation?
- Task?
- Relationship?
Use the 'SECURE' model

Strategy

25% of success

What will you do?
(plan with flexibility)
Learn from SUCCESS and SETBACK loops
Review

U, what do I need to do to enable you to support me in raising my profile?
I am not very busy at the moment whereas everyone else is.
I know my work is peaky and that soon I will be flat out again, however I have a concern that I am not using the 'lulls' to my best advantage. There are things I would like to work on in order to raise my profile and I would appreciate your help and support to identify the tasks that would add value both for me and for the business.

I would like to be more involved in some of the ad-hoc requests from Jonathon and Christopher. At the moment opportunities go to the specific report of that operational area. E.g. ICOMERA, etc.

Figure 47: The S.O.S. Model for Participant D.

Abundance Loop

In his reality check action plan Participant A wrote that he wanted to spend more time being reflexive. To help him be reflexive about this the 'Abundance loop' model is used.

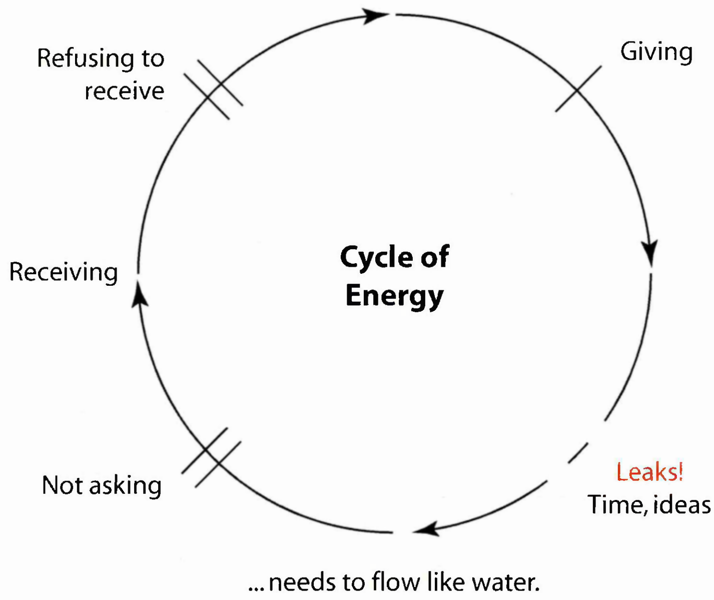


Figure 48: Abundance Loop Model.

The loop should be continuous without breaks or restrictions allowing a smooth flow through the loop. As we climb on the treadmill of the drive towards someone else's destiny we work faster and faster/harder and harder. When that happens we fail to notice how much of our time is leaking away for example as we 'do the task to save the time necessary to explain it to someone else.' We also fail to notice offers of assistance and refuse them for example 'let me hold the door for you' - when your hands are full of files and the usual response is 'that's ok I can manage.' It is only when you consciously start monitoring what is going on that you realise how much you are hurting yourself and hurting others by refusing to receive. Sometimes it is a subordinate looking to help for a development opportunity but because you are busy you feel you do not have time to help them. Participant A, once he began noticing what was happening, found others were willing to do many tasks for him. His challenge was to 'let go' as he was then outside his comfort zone and worrying that 'they might get it wrong.' He realised that new learning comes from getting it wrong and was willing to prepare to be outside his comfort zone to achieve his outcome. He also noticed how he was leaking energy by worrying about things that he could not control such as the SRA bid delays.

Summary

In this session Participant A has begun to proactively move towards his outcome. Using reflexivity he has identified the challenges that stand between him and his outcome. He has created strategies to overcome the challenges. He has thought about what message he wants to communicate and how he who he wants to communicate it to. He is aware of the consequences of refusing challenge/conflict. He has also reviewed his outcome and checked progress to date. He now has a fund of new knowledge and understanding and needs to begin to implement the action steps he has created.

Session Seven

Review

Participant A had used the S.O.S. model to prepare for a meeting with his team. The outcome on the model worked was to clarify the amount of time that should be dedicated to each bid as there were now three bids in progress. In the meeting he had held several more outcomes that he had brought forward from his system thinking models. His second outcome was to leverage the meeting as a team building exercise. His third outcome was to share his learning about filtering so that the team could begin to understand and value their diversity.

He had surprised himself with the ease at which his outcomes had been achieved. He believed he had left his team engaged and positive as to how workload would be allocated. He believed he had created a psychological contract with them and feedback to him from the team indicated that they felt much clearer about what needed to be done and were more energised about the future. He had had a positive experience and said he would be devoting more time to reflexive preparation.

Participant A had also identified an individual that he still found challenging and would like to be reflexive about.

Judgment vs. Evaluation

In life we meet inspirational people and challenging people and we can choose to judge them or to spend reflexive time evaluating them.

We judge others using our map of the world and can feel resentment. We judge ourselves against criteria we think we should live up to and can feel guilt. Neither of these feelings is useful as they reduce flexibility and acceptance. Judgement is holding onto only one view, keeps us in single loop and prevents double loop learning. The deep structure of judgement is fear. The positive intent of the behaviour is safety. When we judge we jump between behaviours, mental images and identity. Judge not yet ye be judged still holds true.

Evaluation however is non-emotional and can reduce restrictions that we put into play. What we dislike about ourselves is usually reflected back to us in the mirror.

Inspirational Person

- Values & Beliefs
- Presuppositions
- Positive Intention

Challenging Person

- Values & Beliefs
- Presuppositions
- Positive Intention

Challenging Person

Values	Affordability, social inclusion, dependability, reputation
Beliefs	They have not been firm enough in the past
Presuppositions	On some criteria we are not the best They have the capability to choose the best
Positive Intention	To get the best T.O.C. in place

What qualities do you reflect?

Affordability, social inclusion, dependability, reputation
On some criteria we are not the best
To get the best T.O.C. in place

How would you respond differently next time?

It is mutually beneficial to have a good working relationship

Figure 49: Judgement vs. Evaluation for Participant A.

To explore Participant A's challenging individual it was important to spend reflexive time thinking about their values and beliefs. Their presuppositions i.e. the beliefs they hold before a conversation with them even starts. It is also important to be clear that behind every behaviour there is a positive intent and to identify that positive intent.

Once this reflexive portrait has been written down it is possible to compare those qualities with your own qualities. Participant A was able to identify with much of what he had written down about the challenging person and as a result was able to consider responding differently next time they met. Evaluation led him to the belief that 'it is mutually beneficial to have a good working relationship with h/her.'

This then is the end of this particular journey for Participant A and it is time to be reflexive and see what learning has taken place, what new knowledge does he have. In the thesis this is done by populating an adapted version of single double loop called Cues for Operating.

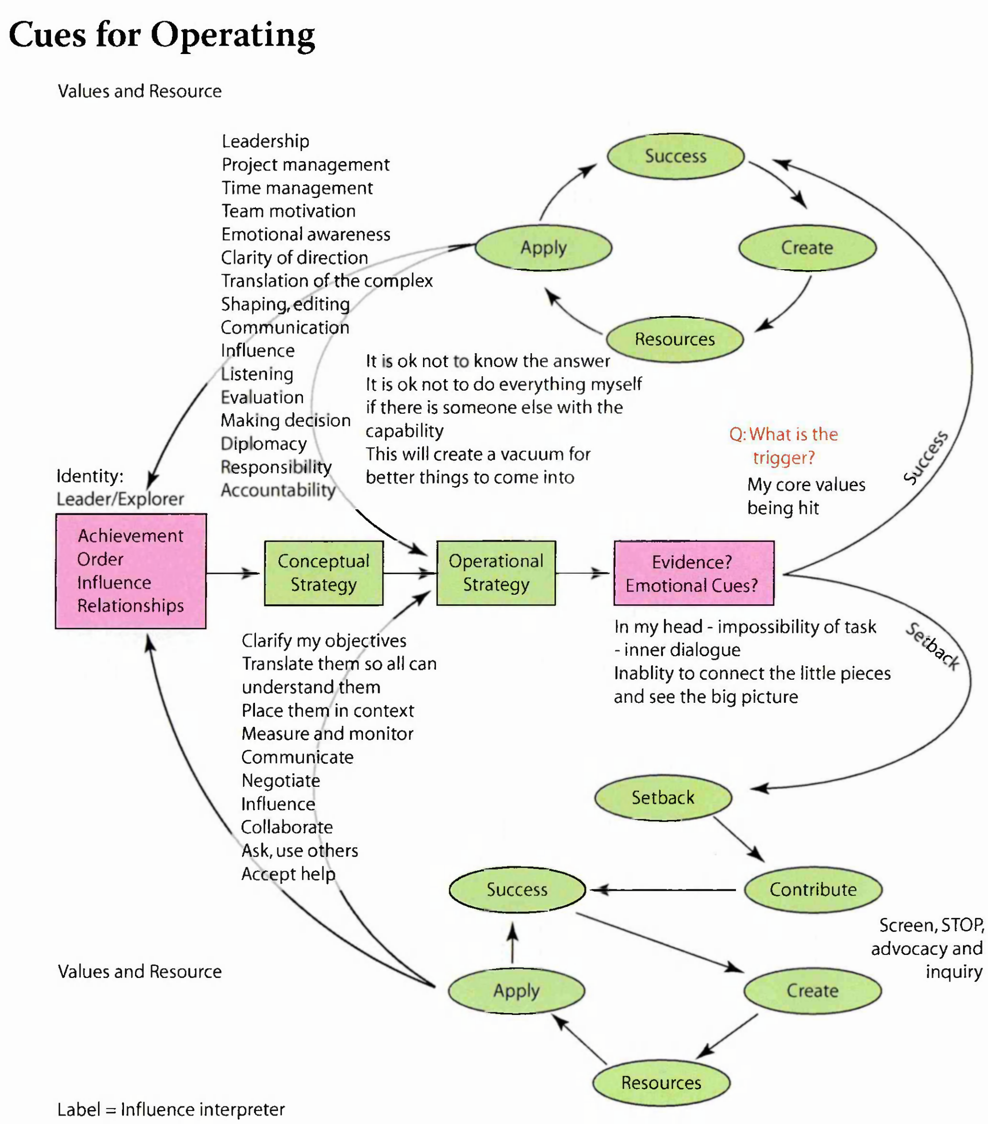


Figure 50: Cues for Operating for Participant A.

Participant A is now clear as to his identity; he knows his four core values; he knows how he conceptualises strategy and how he puts it into operation. He knows which behaviours lead to him being successful and what lead to him being ineffective. He is aware of his 'early warning signal' and the feelings that come with it that trigger him into ineffective behaviour. He has a protection strategy to shield his values and help him stay at the level of content. He has identified the label that he wants people to use when they see him. He is well on his way towards his journey end however what is needed for the thesis is some validation of the distance he has travelled. This is done by revisiting the Secure model he created at the beginning of the programme.

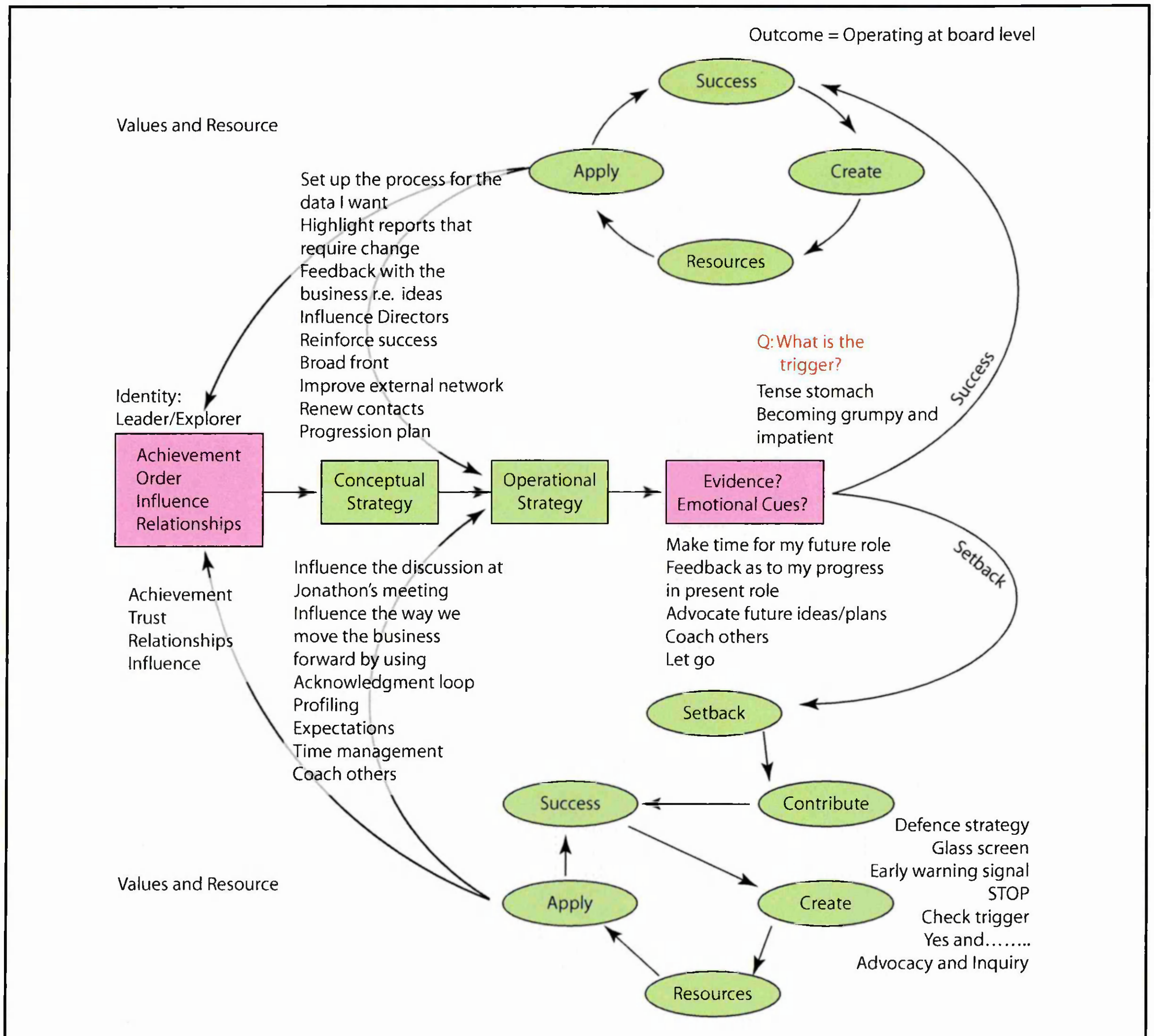


Figure 51: Cues for Operating for Participant K.

Secure Final Score Check

SECURE progress check September 2004 – Participant A

Statement I am letting go of power and building a way of working that involves other people and enables others to develop and achieve their potential. 7.5/10

And I am influencing the direction of the business

Evidence – What you will see, hear, feel etc

I am more influential 9/10 (added in July 2004)

I will be able to deliver the franchise bids 8/10

Others will be delivering and growing because I will be delegating 7.5/10

I will be supporting them 8/10

My ideas about strategic thinking and planning will be understood by others 9/10 – The C.E.O. has replayed my comments filtered from the SRA comments as to where we need to do better.

They will have bought in 6.5/10 – I am still pushing against the historical/traditional ways of working.

My personal satisfaction will be high 7/10

Control Yes it is within my control the context has created a delay that I cannot control but choose to accept constructively.

Understanding the consequences – costs and benefits

Costs I may need an alternative strategy for handling conflict – I now have a clear behavioural operating model.

Others will see a difference and change their perception of me

Senior is happy

Peer said well done

C.E.O. said 'you can keep your job then'

I was also told I was too important to free up for the next pre-qualification bid

Some may not like it

My anxiety level is still high but we are still awaiting a bid answer

Benefits I will have more time to think and more time to spend on the important strategic pieces 9/10

I will be saying 'no' more – questioning and challenging more

Resources that I may need

Some process tools

More use of support

People

Execution September 2004

Participant A gave himself an overall score of 8/10

To ensure that Participant A keeps using the tools he is encouraged to build a new outcome for 2006.

New Outcome for 2006

I am being treated as an equal by the top people and I am influencing the direction of the business. A much more stretching and strategic outcome than the one he built for 2005.

SECURE progress check September 2004 – Participant H

Statement I have a three year strategic plan for Customer Operations within my area. 6/10

Evidence I am building on the Burnham Rosen output 8-9/10

My confidence is high 6-7/10

I am working at a strategic level 4/10

Others are developing as I let go more 7/10

I have time to think and plan 2/10

Business results are improving 5/10

Team feedback is positive 9/10

I am respected for my contribution 8/10

My plan is replicable elsewhere? 5/10

Control Yes it is within my control

Understanding the consequences

I will need to let go and allow others to grow

They may initially make mistakes

I may make mistakes

I may not always know the answer

I will need to hold others accountable for their decisions/tasks

Others may not always like what they hear

They will respect the contribution

I will have two agendas running

Resources that I may need

Burnham Rosen

This programme

Performance review

Execution Within one year from now – November 2004

External caveats -The bid delay – politics re R and hospital stay

Internal caveats - Cushioning my team from too many priorities so they can keep a clear path. Going forward share with them and take on board any of their comments that are helpful so that you are sharing the burden and letting them grow.

Summary

Participant A has now reached the end of his journey with me and from this point on will journey alone. He has been reflexive – looked backwards in order to learn before moving forward – at each stop on the journey and has used his travel time to practise the new tools he has learnt. He gives himself an overall score of 8/10 for achievement of his outcome. GNER did win the franchise and he has been acknowledged in the GNER newspaper for the outstanding work he did in leading his bid team. He has been financially rewarded for his hard work and achievement. In his closing feedback session when asked what he needed to do to move his score from 8 to 10 his response was that the final tick was not in his control as the bid had been delayed again. He had thought about 'where to go from here and was able to grow his outcome for 2006 which indicated to me that he had 'outgrown' his original outcome. He believed he had broken through the senior 'damp proof' course that he felt existed and that he was now viewed as an 'influential interpreter' his goal label. He had received feedback that his suggestion re the Euro Star General for Kent had been taken on board as had his suggestion to use the resource from the Kent bid for the Great Western pre-qualification bid.

He believed his biggest learning was that 'challenging and embracing conflict and disagreement was possible using advocacy and inquiry and that when feedback and review were also completed then agreement was much easier and more certain. He now spent much more time being reflexive and was regularly reviewing his operating model.

This then was the journey of one participant and it delivered an enormous amount of data. In order so give some flavour of the output other participants I have included in this chapter examples, taken randomly from across the participant population, of other participants at each stage of the journey. The thesis covers the journeys of fifteen participants which I was warned at the outset of my research would be a lot of data to handle. Post reflexivity of this feedback I opted to use a software programme as my data analysis vehicle and in the following chapter I report the findings from the thirteen participants using Concept 2.5 software to filter the data and search out patterns and themes. A second filtering of the data is then conducted to explore commonalities across individuals in GNER, across individuals in Smith & Nephew Plc and finally a third level of filtering is completed exploring for commonalities across both businesses.

Chapter Six

GNER Fieldwork Data Explored Using Visual Concept 2.5

Introduction

In chapter three I discussed an area which concerned me in that unlike statistical analysis there are few formulas available for qualitative analysis and therefore much was going to depend on my own style of rigorous thinking, as well as sufficient presentation of evidence and careful consideration of alternative interpretations. As I researched for a tool that would help me in this area I came across an article by Borredon. In her article Capturing Essential Meaning, Borredon describes both the process she adopted using Visual Concept 2.5 and the conclusions this enabled her to draw.

'My working assumption was that ideas are not fixed entities isolated from other entities and that if I linked ideas together without any previously identified theme, I would discover a deeper level of understanding or insight. I used Visual Concept 2.5 because it is designed to model ideas .... I was not looking for a mere graphics support'. (Borredon, L. 1999). It was this article that led me towards Visual Concept 2.5 and as the applicability became clear I chose it as my data analysis vehicle. As mentioned earlier I had had feedback from peers that I might lose, namely the richness contained within the data, by following this method however the gain was the visual imagery created and the ease of 'playing with the data'.

Visual thinking is a name applied to the use of visual aids in thinking processes. From time immemorial people have made marks in the sand with a stick, made gestures and used simple models to represent their thoughts. Extensions of these simple devices such as blackboards, whiteboards, flipcharts and projector screens are used as visual aids to our thinking and our communication. We will frequently make thumb nail sketches to help clarify our thoughts about something or re-arrange the objects on our dining table to illustrate a point. Watch a child and be amazed at what they can imagine with the aid of a few Lego bricks or empty boxes. Blueprints and maps are more sophisticated means of expressing a complex thinking with great precision. Wall charts showing timetables, vehicle movements or production flows are typical examples of representations of thought that can be seen. The creator of Visual Concept 2.5 thinks more complex and subtle thought processes are now being expressed visually and methods that permit constant changes to be made, such as their software, are extending the scope of visual thinking. (Varney, J. 2004).

In the thesis I have explored how we all have patterns of thought in our minds that we have spent our lives building and reinforcing. The creators of Visual Concept 2.5 state, 'we learn to recognise and name aspects of experience - both tangible aspects like 'car' or 'factory' and intangible aspects like 'passion' or 'development'. These patterns of experience also include non-nameable and sometimes extremely complex patterns, of which we are barely aware, but which may be vital to our well-being. For instance we may make decisions about investment in development without being able to put our finger on why we believe it is necessary or why it will work out well'. (Centre for Management Creativity Workshop, 2004). They also discuss how many of the deeper patterns are fixed and forgotten – for instance, how to ride a bicycle. We forget why we behave in certain ways and sometimes the way we behave is more driven by forgotten patterns than by current circumstances i.e. Argyris' single looping. In other areas we are constantly shifting patterns and experimenting with re-arrangements – we continue to learn.

As we try to deal with ever more complex and dynamic issues it is helpful if we can get our ideas out of our heads and into a medium where we can explore their content and their relationships. In the thesis I have followed this concept of using models that individuals 'go inside' and explore reflexively. In this chapter it is the researcher who is reflexively populating models with participant's ideas in order to filter patterns and themes from the plethora of data. That emergent model demonstrates reflexivity at level one and I anticipate the model will aid further reflexivity at deeper levels.

The creators of Visual Concept 2.5 use the expression 'a picture is worth a thousand words' to describe the richness of pictorial representation. 'A map is a representation of all that is known about an issue or topic such that it can be comprehended as a whole. Early explorers made enormous strides by representing their experience pictorially as maps, which revealed not only what was known but, more important, what was not known'. Here then is synergy with the N.L.P. concept of a map and what is known and unknown that is included in the thesis. According to the software creators, 'once we have the ideas out in the open then we need to try to understand their relationships. Our minds 'make sense' or 'create meaning' by relating ideas to one another. If we cluster ideas we can name the contents of each cluster and, at a 'meta' level we can understand a similar number of clusters and their relationships. This process of clustering ideas into comprehensible relationships is called modelling and it forms the basis of our knowledge creation and knowledge management.

Integrating what we know in such a manner may well happen automatically in the mind of an intelligent and alert individual. It may be that a person's ability to comprehend their world is a function of their capacity for intuitive mental modelling. However learning to model can certainly help the majority of us to improve our understanding of what we know and open up new insights and intuition. Where it is particularly valuable is in enabling us to share mental models! When we share mental models we are nearer to common understanding - we can know what we collectively know without further communication.

In the thesis I was exploring three levels of reflexivity i.e. events, patterns and themes and infrastructure as I searched for the thread that linked the three levels. I was exploring to identify the infrastructure that supported the patterns and themes that the events disclosed when explored reflexively.

The global overview infrastructure model detailing how the Visual Concept 2.5 data was recorded can be seen on page 22. Each participant's individual journey was recorded through all eight sessions creating an individual record of each participant's journey through the programme.

GNER Using Concept 2.5

Session One

Session one records from all thirteen case study data files were filtered for patterns and themes. The reflexive 'level one' filtering revealed that the participants had new awareness/knowledge about:

- The beliefs that were driving their behaviours
- The dislikes that they were avoiding that were limiting their effectiveness
- The emotions that were at play
- Historic patterns and themes from their single double loop
- Historic patterns and themes from their career path

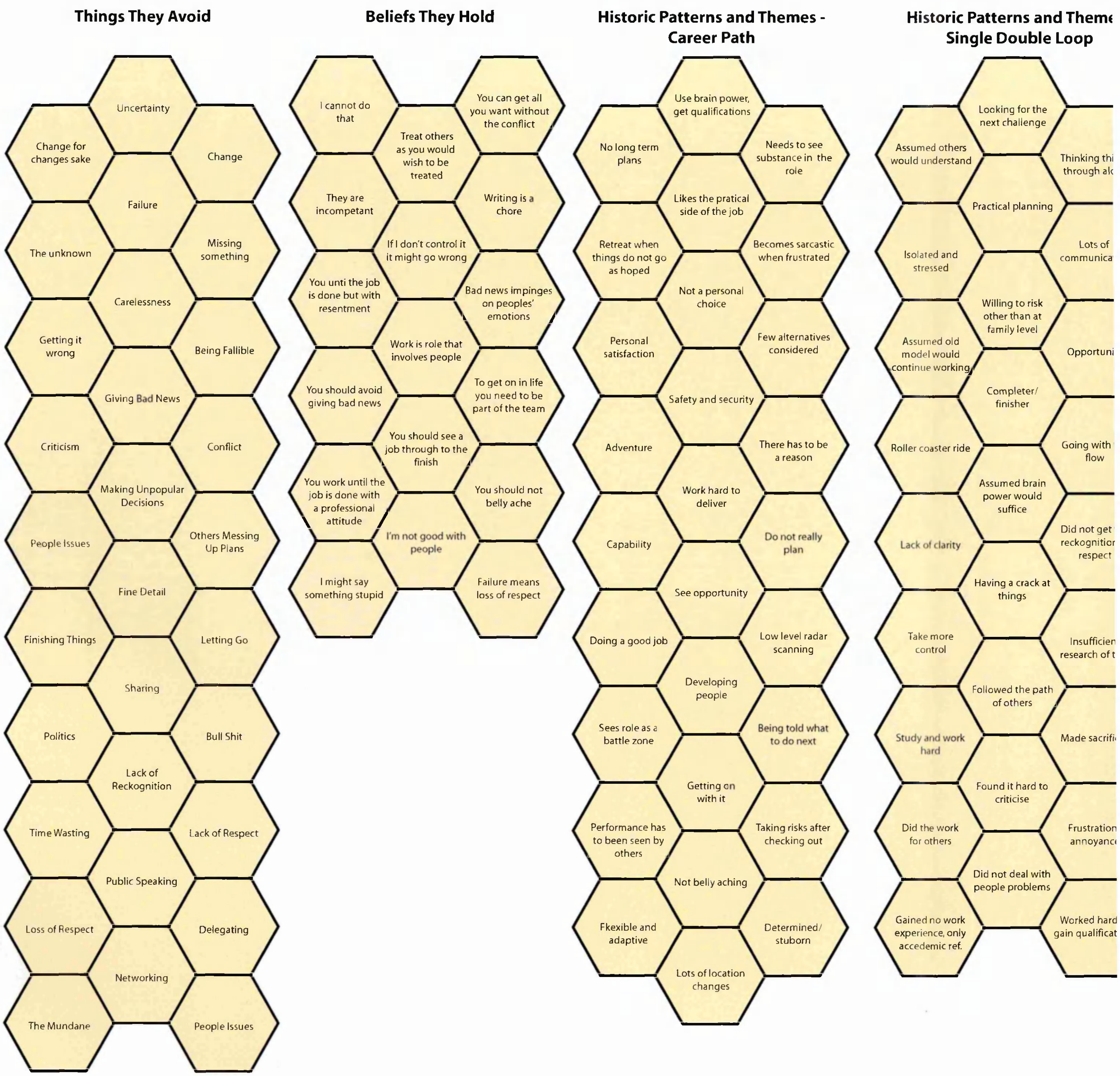


Figure 52: All Participants GNEI

Further filtering at 'level two' reflexivity revealed some of the paradoxes participants face in their day-to-day work life.

- The paradox of working hard v taking care of self one of the guidelines of the programme. Working hard to gain approval and yet needing to let go to gain time for reflexivity.
- The paradox of safety v risk – they were 'providers' and did not want to risk their salary and yet to get what they wanted they needed to risk.
- The paradox of being flexible v consensual – being flexible in prioritising and doing the work asked of them reference achievement of their outcome v being consensual to anything asked of them by a senior irrespective of value to outcome.

Session Two

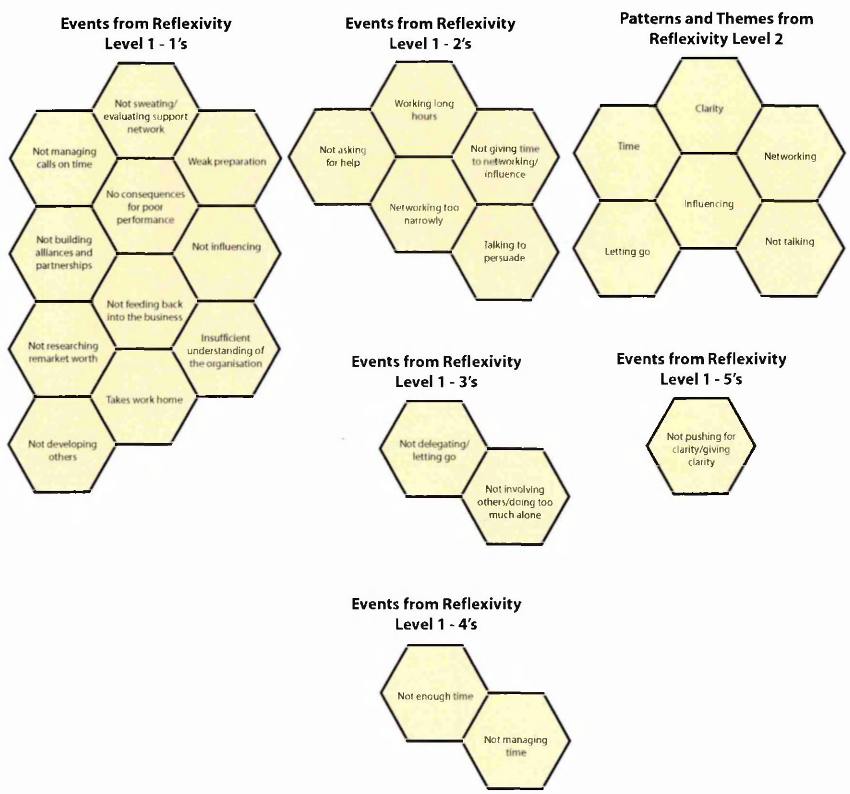


Figure 53: All Participants GNER: Session Two.

Session two records from all thirteen case study data files were filtered for patterns and themes. The filtering revealed the commonality of the events noted by individual participants. Events noted by one participant are labelled as 1's, noted by two participants are labelled as 2,s etc.

The most common patterns and themes, noted by eight participants, were:

- Time
- Clarity
- Networking
- Influencing
- Not talking
- Letting go.

Participants felt they had insufficient time to do everything that the business was asking of them. They were working long hours, missing lunch and taking work home. They felt 'unclear' about where the business was going and this was unsettling/stressful. They were not networking mainly because of the time issue and the quantity of work they had to do. Not talking was the phrase used to describe not openly stating their opinions, their ideas and their needs and wants. Taking Whyte's label this could be described as using the 'mouse' voice. This was partly due to lack of confidence and self esteem but also due to not being clear about what they wanted and how to ask for it. Partly as a result of this they felt they were unable to be influential – to get through the 'damp proof' course they described. The final theme of not 'letting go' was a consequence of a number of drivers. Firstly they wanted what they were asked to do to be done well – they did not want to 'get it wrong' in this climate of uncertainty. Secondly they were holding onto power by 'doing it themselves' – they wanted the kudos from delivering it. The paradox is that by not letting go they had no spare time to use for networking/ influencing. To let go required courage on their part to develop someone else to be able to do what they did. This behaviour was outside their comfort zones and yet vital to the achievement of their outcome.

At this stage of the programme six hours of reflexivity has taken place and some participants are beginning to feel uneasy/uncomfortable with the light that they are allowing into their behavioural operating model. They seek reassurance and the message given is that they are ok as they are and that what is being revealed are choices

– choices for them to change or stay as they are. The reading from chapter two of the Heart Aroused is intended to underpin the work done in the sessions.

Session Three

Session three records from all thirteen case study data files were filtered for patterns and themes. The filtering revealed the new learning that participants had noted.

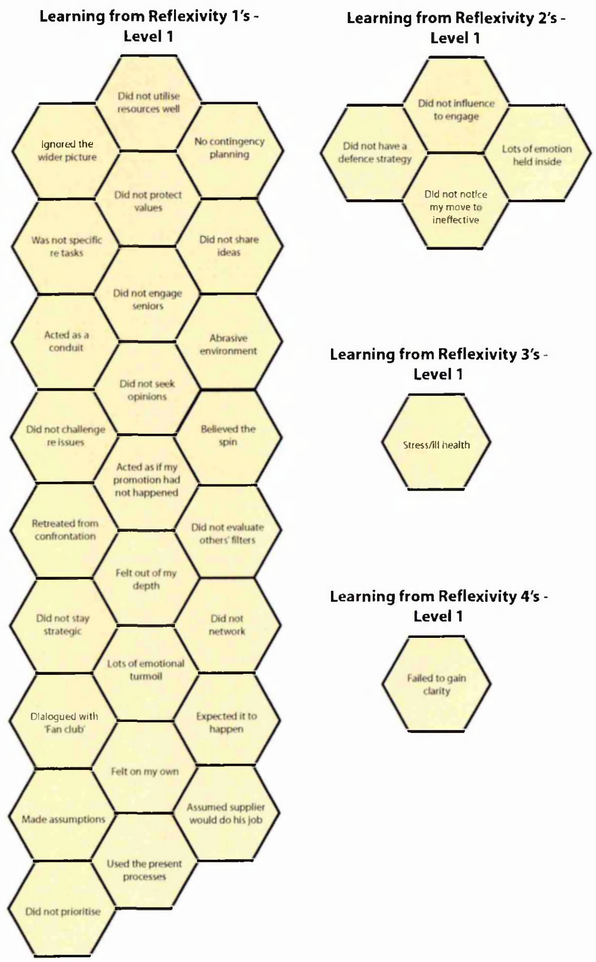


Figure 54: All Participants GNER: Session Three.

In this session participants are beginning to identify, through reflexivity, the specific ineffective behaviours that they are exhibiting. The model demonstrates the commonality by exploring how many participants and what learning for example individual learning is labelled as 1's, more than one individual identifying that specific learning is labelled as 2's and so on.

Four participants identified:

- That they had 'failed to gain clarity before accepting briefs/new jobs.

Three participants identified:

- That the lack of 'care of self' had led to stress and ill-health.

Two participants identified:

- That they failed to engage people, failed to notice when they went 'ineffective, had no strategy for recovery and held their emotions inside.

Taking time to be reflexive at ' level two' about commonalities allowed me to see the inter-connections/relationships between the models for example 'holding in emotions' can lead to stress and ill-health and could be placed in the 3's category as well as / instead of in the 2's category. Failing to gain a clear brief before taking on a task or a role can lead to disappointment in the scope of the role or fear at the breadth and depth of the role. Both these results had been experienced by participants and in all cases had resulted in stress so again there could be debate about which category to place 'clarity' in. The simple truth is that they are patterns of events and are all interconnected. What is needed is reflexive time spent at a deeper level for the participants and the researcher to explore the infrastructure that is supporting the patterns and themes.

Session Four

By this session some twelve hours of reflexivity have taken place and new knowledge about individual learning and new behaviours has been identified by participants. All session four records from all thirteen case study data files were filtered for patterns and themes. In this model the new behaviours identified by the participants have, via reflexivity at 'level two' been grouped for commonality.

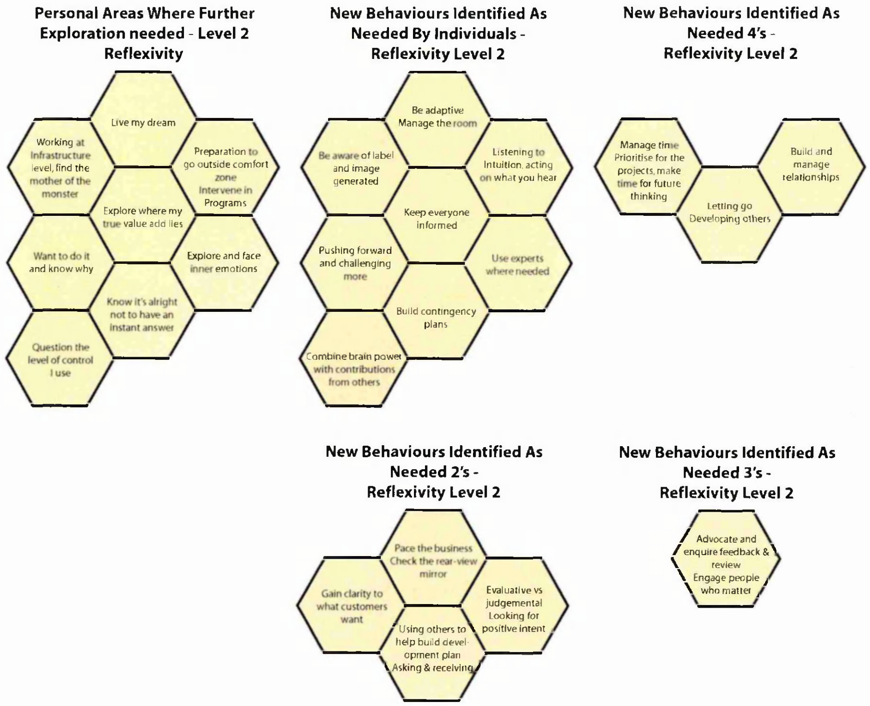


Figure 55: All Participants GNER: Session Four.

Four participants identified:

- The need to begin managing time better by prioritising to make time for thinking being reflexive about the future.

Three participants identified:

- The need to demonstrate behaviour that would engage the people who mattered by using advocacy and inquiry plus feedback and review.

Two participants identified the need to:

- Begin 'involving others', developing them in order to be in a position to let go.
- To be evaluative rather than judgemental in their relationships.
- To work at gaining clarity about what their customers wanted from them.
- To 'pace the business' as a necessity if they were to keep their passengers 'on board'.
- That there were still areas that needed work if they were to successfully adopt these behaviours.
- That they needed to question the level of control that they felt they needed to have and to let go so that others could develop and they could gain time.

- That time could then be used to prepare to go outside their comfort zones. Exploring and facing their inner emotions by going 'to the bottom of the lake' and exploring what 'Grendel's mother' was for them.
- That the time could also be used for exploring where their true value lay and accepting that it is ok not to have instant answers all the time.

Session Five

All session five records from all thirteen case study data files were filtered for patterns and themes. In this session participant's, through reflexivity, identified some of the challenges they would have to overcome if they wanted to achieve their outcome.

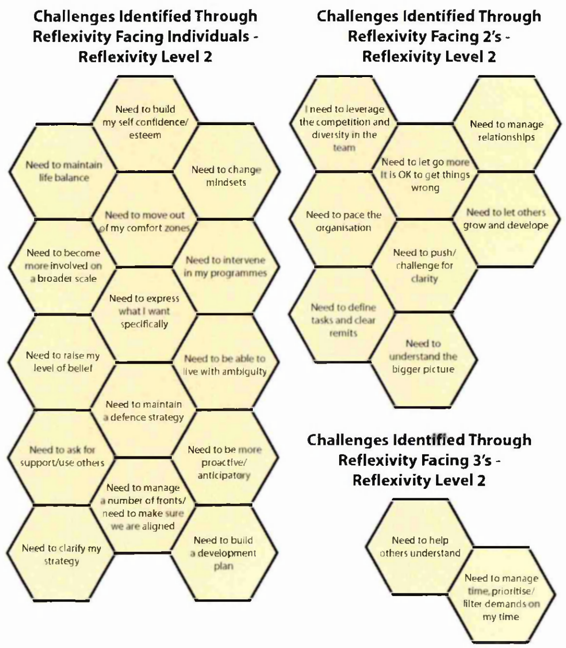


Figure 56: All Participants GNER: Session Five.

The two most common challenges were;

- The need to manage time better in order to make time for working on their future.
- The need to translate their ideas so that others could understand and engage in their strategy.

By spending time being reflexive at 'level two' I was able to unearth the inter-relationships between these two challenges and the challenges identified by other individuals. Beneath the 'manage time' challenge was the challenge of 'letting go', of letting others develop and grow and of accepting that it is ok for someone who is learning to make a mistake – that is how they will learn. There was also the need for them to leverage the competitiveness and diversity in their teams. Beneath the challenge of translating ideas so that others could understand them lies the need for them to understand the 'bigger picture' themselves. Also underlying this challenge is their need to push and challenge for clarity, their need to give clear briefs and remits and their need to 'pace' the business. All these issues were raised by other participants.

After twelve hours of reflexivity quite clear and consistent patterns and themes/ challenges are beginning to emerge and the participants need to practise, practise the tools if they are to overcome these challenges.

Session Six

All session six records from all thirteen case study data files were filtered for patterns and themes. In this session participants are continuing to explore the challenges standing between them and their outcome.

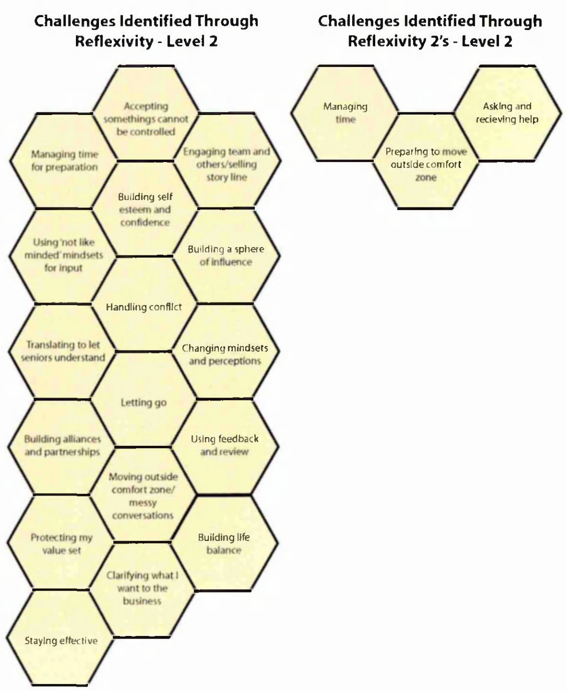


Figure 57: All Participants GNER: Session Six.

The three most common challenges identified were;

- Managing time to make time for working on their future.
- Asking for what they wanted and receiving help and support
- Moving outside their comfort zones.

The Route Map is a dynamic journey and participants move along the pathway to the achievement of their outcome at different paces.

The managing time theme recurs again and again as without time there is always the chance that their outcome may not be achieved. It was important for the participants to acknowledge that they had to date 'found' at least eighteen hours each for reflexivity. It was important for them to explore what was it that they had given up/not done? To explore how they could do more of that? All participants were letting go more/ delegating more. All participants were 'pushing back' respectfully by questioning/ challenging orders that they received. All participants were filtering everything that passed across their desks for 'value add' to their outcome. They were not all doing it 100% of the time but they were all doing it and could give examples of what had worked for them.

The asking/receiving for help and support was also a recurring theme. Participants were now clear as to what they wanted to achieve and so were able to identify what help and support they might need. They were also able to identify the people best placed to help them. The challenge was that to take action meant moving outside their comfort zone and in some instances meeting and dialoguing with people they had previously judged as 'non-helpful/obstructive'. Once time was spent being reflexive firstly about the individual and why the relationships might be a difficult one and secondly building an S.O.S. plan for the meeting then moving outside their comfort zones became easier. Participants reported completely changed relationships from non-helpful/obstructive to helpful/supportive. When one is an expert it is very hard to ask for help from someone in authority. It feels like betraying a fatal flaw to the outside world and leaves you feeling vulnerable. What the participants discovered was that when you plan well and are evaluative rather than judgemental people are far more willing to help.

It is also very hard when you are very, very busy to find time to accept help from others that is offered. It seems quicker, easier and safer to do the task yourself however when you do that you hurt not only yourself but also others. You hurt yourself by losing free time and others by denying them the chance to develop/grow.

The interconnections/inter-relationships between these challenges is clear. To overcome any or all of the challenges requires participants to move outside their comfort zones. To do that participant's need time to prepare for and plan the move to ensure a successful outcome.

Session Seven

All session seven records from all thirteen case study data files were filtered for patterns and themes. Time spent being reflexive at 'level two' revealed that there were some challenges that were consistently being noted.

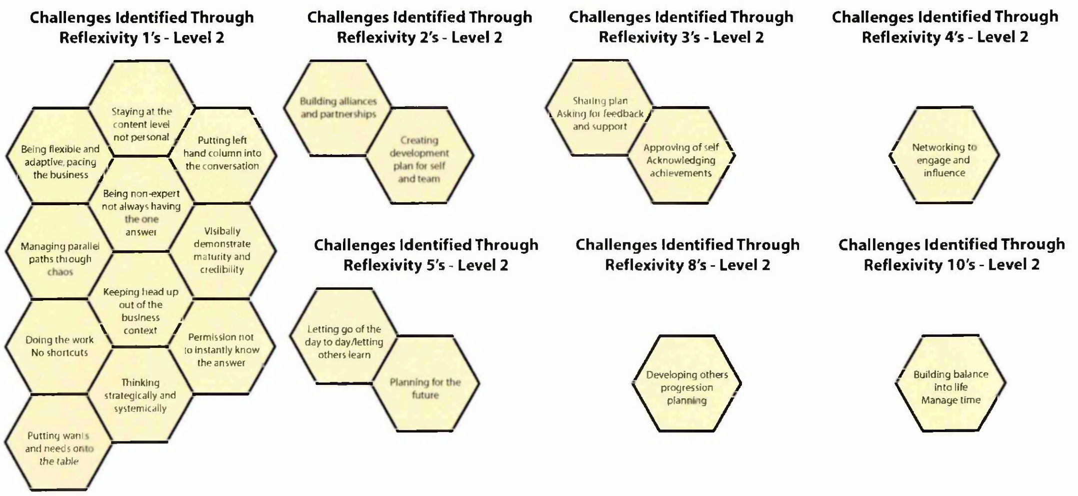


Figure 58: All Participants GNER: Session Seven.

By this point in the programme, twenty one hours in, the commonality of those challenges standing between individuals and the achievement of their outcomes was becoming ever clearer.

- The most common challenge, identified by ten participants, was managing time and building balance into life.

- The second most common challenge, eight participants, was developing others and progression planning. Without sufficient time to prepare and plan to overcome this second challenge the probability of achievement is reduced. The third most common challenge, six participants, was letting go of the day-to-day and preparing a personal future development plan.

Summary

Running through these challenges is the theme of managing time. Without it outcomes will fail to be achieved. It is so easy to get tied into the day-to-day reactive issues and so very, very difficult to stand off to one side and view what activity will really add value. This I believe is the fundamental challenge facing individuals and businesses today.

How to find time to make time for reflexive whole brain thinking.

The end of session seven marks the end of The Route Map journey and in the thesis a two months gap was specifically planned into the schedule to allow participants time on their own to practise, not practise, have things go well and to have things go badly before a semi-structured interview was held. The overall aim of the Route Map programme is to facilitate independence and unconscious competence.

Chapter Seven

GNER Semi Structured Interviews Explored Using Visual Concept 2.5

GNER Semi-structured Interviews

Introduction

Two months after the completion of session seven a three hour semi-structured was held with each individual. Open interviews were also held with senior members of staff in both GNER and Smith & Nephew Plc. In both instances I was asking for feedback. Feedback from individual participant as to what had gone well and what had not gone well. Feedback as to whether the senior members had noticed any behavioural changes in the participants both positive and negative. Feedback for me as to whether the programme had added value or not and how? The survey used in the semi-structured interviews is included as Appendix H.

Work Still to Do

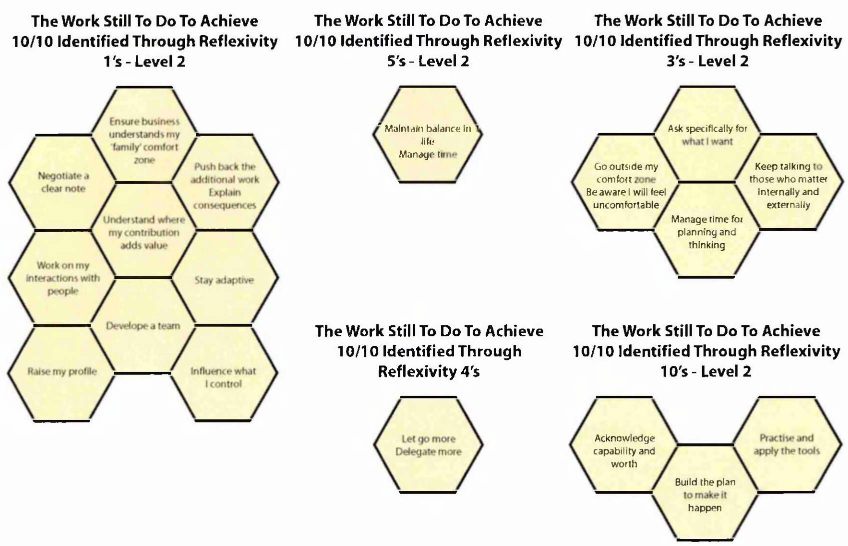


Figure 59: All Participants GNER: Work Still to Do.

This model shows the patterns and themes from the semi-structured interview. One of the areas explored in the semi structured interview was 'work still to do' to achieve their outcome. Somewhat surprisingly ten participants identified a need to build the plan to make their outcome happen. Time spent being reflexive at 'level two' about this specific pattern clarified that the plan they were describing was for a higher level of activity than the one the thesis was measuring and monitoring. This demonstrates the growth and learning that had taken place in these participants. They were heads up to the horizon, looking forward and planning a future bigger than their original goal. Taking time to understand the consequences of going for the future they want and the work necessary to get them there.

A more anticipated challenge, again ten participants, was the need to keep practising and applying the tools. This finding demonstrates that the participants viewed the tools as useful and valuable and yet found the task of making time to practise them very hard.

Ten participants felt they needed to acknowledge their true capability and worth. These participants were all senior managers in their business and it was surprising to note that they down-scored themselves in relation to value and worth. In fact it seems to require external feedback before they begin to acknowledge their true worth. There appears to be a dynamic within the business that drives down their self confidence and belief in self.

Time spent reflexively exploring this issue at 'level two' revealed that most news that these managers receive is bad news. In the media the reports are about train delays, train crashes etc. From the SRA it is all about targets not met and the need to do better with less. Internally the news is about the need to cut costs and change structures. Customers rarely write in to say well done it is usually complaint after complaint. With all of that it must be quite difficult to hold up self confidence and self belief.

The number of participants now stating that managing time and/for life balance was still a challenge was down to five with only four stating that letting go was still a challenge.

It seems reasonable to take the view that as the number reporting the challenge reduces the number with the capability to overcome the challenge increases.

Overall Challenges Semi-structured Interviews

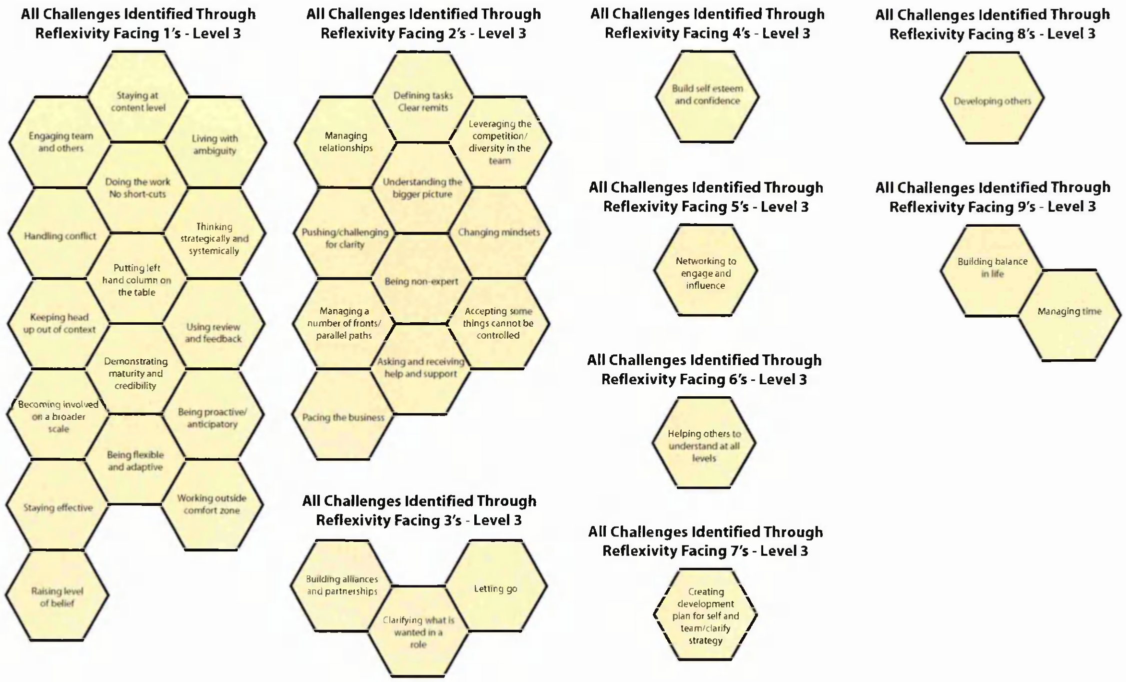


Figure 60: All Participants GNER: Semi-structured Interviews - Overall Challenges

All session seven records from all thirteen case study data files were filtered for patterns and themes. The two most common challenges identified were:

- Managing time
- Life balance

Nine participants identified these as the top challenges that had been standing between them and the achievement of their outcome. It is very difficult to think if you are spinning flat out with a desk full of tasks in a context that is reactive.

Feedback for Me

In the semi-structured final period of reflexivity I asked participants if they had any feedback they wished to give to me.

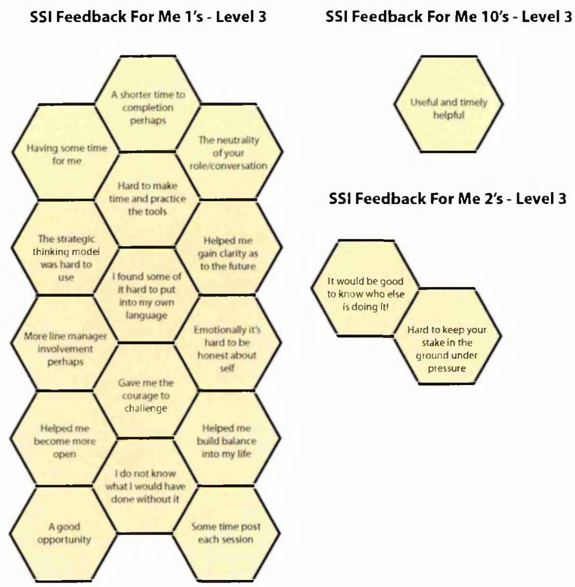


Figure 61: Feedback for Me: GNER.

The main feedback themes were as follows:

- Ten participants felt that the programme had been timely and useful which was interesting as the timing was more to suit my PhD programme than anything else. I had specifically chosen a company going through 'change' and feel that was the reason for this particular feedback.
- Two participants had found it hard to keep their 'stake in the ground' under pressure. The company was bidding for three franchises throughout the programme and I feel that the commitment shown by the participants was exemplary.
- Two participants felt that it would have been good to know who was on the programme at the outset. The company decided who would participate and also decided not to be open about who was and was not on the programme. The belief being that knowledge could result in jealousy. I did ask individuals in session three if they were willing to share that knowledge and unanimously received a yes vote.

As a result of that openness they requested a review workshop at the end of the programme that they all attended. Interestingly the openness and trust they demonstrated in one-to-one sessions with me took a number of hours to appear in the workshop and then not completely.

Feedback from Seniors

A one hour meeting was held with senior managers in GNER including the C.E.O., The H.R. Director and the Senior T & D Manager.

The C.E.O. fed back that he had noticed positive behaviour changes in some of his people that had been in the programme. He told me quote 'I hear your name all over the business'. People have really enjoyed and benefited from the programme.

He listened with interest to the early feedback on findings and said quote 'I am not surprised at what you have found and what I need are some solutions'.

H.R. Director

He had also noticed specific positive behavioural changes in some of the participants who had completed the programme. Quote 'I have had people coming to me to discuss their futures and being very willing to have open honest discussions. 'Individuals have been willing to participate positively in discussions that did not deliver the result that they wanted'. One participant had left the business and he was content about that having happened -' If he was not happy here then better that he goes somewhere else. He also listened with interest to the findings and thought that the profile of the business was as depicted on the group profile. He also was interested in solutions.

The Senior T & D Manager

This was the person I had worked most closely with throughout the programme and when we met she fedback that – 'feedback to me from the participants has been phenomenal'. 'Individuals are energised, enthusiastic and full of praise for the work they have done'. 'I have had meetings with a number of the participants about building personal development plans'. 'They have come to me and asked for help and support reference what they individually want to achieve'. The findings she said 'hit the nail absolutely on the head. They describe exactly how it is in the business '.

I was asked if she could use the programme data in the training and development section of the bid and I happily agreed to this. The business won a Training and Development Award for 2005 which helped enormously in their bid.

Participants

Prior to starting the fieldwork I had worked with the Operations Manager in GNER and at Christmas 2006 some two years down the line received a Christmas card saying 'still using the tools'. Various participants sent cards saying 'many thanks' and 'couldn't have done it without you'.

Summary

Two months were allowed to elapse between then end of The Route map programme and beginning the semi-structured interviews with individual participants. Dates for open interviews with senior members of GNER staff were also arranged for this time. In both instances I was seeking feedback. In the interviews participants were asked what work they thought they still had to do to achieve their desired outcome. Ten participants out of thirteen identified three specific areas:

- A need to build a plan to make their outcome happen. Reflexivity at level two clarified that the plan they were describing was for a higher level of activity than the one the thesis was measuring and monitoring. This demonstrates the growth and learning that had taken place for these participants.
- Keeping practising and using the tools. This demonstrates that the participants viewed the tools as useful and valuable although they found the task of making time to practise the tools very hard.
- Acknowledging their true capability and worth - there is a dynamic in the business that drives down self esteem.

Across the programme the most common challenges identified by nine of the participants were:

- Managing time
- Life balance

In the semi structured interviews the number of participants still needing to manage time was reduced to five. As the number reporting the need reduces the number with the capability increases.

The main feedback theme from participants was that the programme had been timely and useful. Two participants had found it hard to keep their stake in the ground under pressure. Two participants felt it would have been helpful to know the other participants names at the beginning of the programme.

Seniors feedback was that positive behaviour changes had been noted and that people had enjoyed and benefited from the programme. Individuals were energised enthusiastic and full of praise for the work they have done. They also were dialoguing about their personal development plans and asking for help and support.

When asked about the early visual findings Seniors reported that they 'hit the nail on the head' and 'I am not surprised –what I need are solutions'.

The feedback I have received in the past has always been positive. That is not to say that there have not been challenging moments in individual sessions. Participants can be quite stressed when they enter the room and I need to be aware if that is the case and help them relax and begin to be reflexive about what is causing the stress. In the past I would challenge rather than get them to be reflexive. In a session with a senior manager in Business 3 early in my development work I became aware that he was not engaging – his mind was elsewhere. I challenged him and asked him what was wrong. His response unsettled me 'If this is the level we are going to work at today then I do not want to do it'. 'In the moment' my response was ' Yes it is and if there is something else you feel you should be doing that would add more value then I suggest we close this session'. He sat back in his chair and then said 'ok I will leave'. He did leaving behind a very shattered consultant. In time he called me up and reset a new date and we proceeded on to the end of the programme with very good results. The truth was he had had a bad morning and could not bring himself into the room 100%. I was not paying enough attention and therefore I wasn't 100% in the room either initially. I learnt a lot from this episode and now know that rather than challenging him I should have worked to get him to share the issue with me in order to utilise it as the vehicle for that session.

In the thesis I have checked myself before each session to ensure that I was 100% in the room. I have also checked that the client was ok as we walked through the review section. On two occasions the participant wasn't and I was able to help them relax and come 100% into the room. I did this by being very open and honest about what I am feeling. I tell them that I am aware that they do not feel ok and ask them to share what the issue is so that we can choose whether to work on that rather than whatever else we would have worked on in the session or take a break and reschedule the session. On both occasions the participant chose to share the issue and the resultant session was very powerful for them as a consequence. On both occasions the issue was relationship management. The participants had felt unable to say what they really felt in the meeting they had had and as a result were feeling very emotional. They felt resentful, frustrated, undervalued, and stressed. Once we had some clarity about the issue I was able to get them to accept personal accountability for how they felt using the setback loop model. For them to regain their self confidence they needed to stop blaming and build a strategy for staying effective. Both participants would have explored these areas at some point in the programme but doing it at a time that was valuable to them meant that the learning was at a deeper level.

In the following chapter I outline the findings from the Smith & Nephew Plc programme using Visual Concept 2.5.

Chapter Eight

Smith & Nephew Plc Fieldwork Data Explored Using Visual Concept 2.5

Smith & Nephew Plc Using Concept 2.5

Introduction

Only two participants were proffered by Smith & Nephew Plc both of whom were Female Senior Managers and part time. I believe it was important to include these two participants in the fieldwork as a comparator for GNER. The data has been filtered in the same way as the GNER data.

Session One

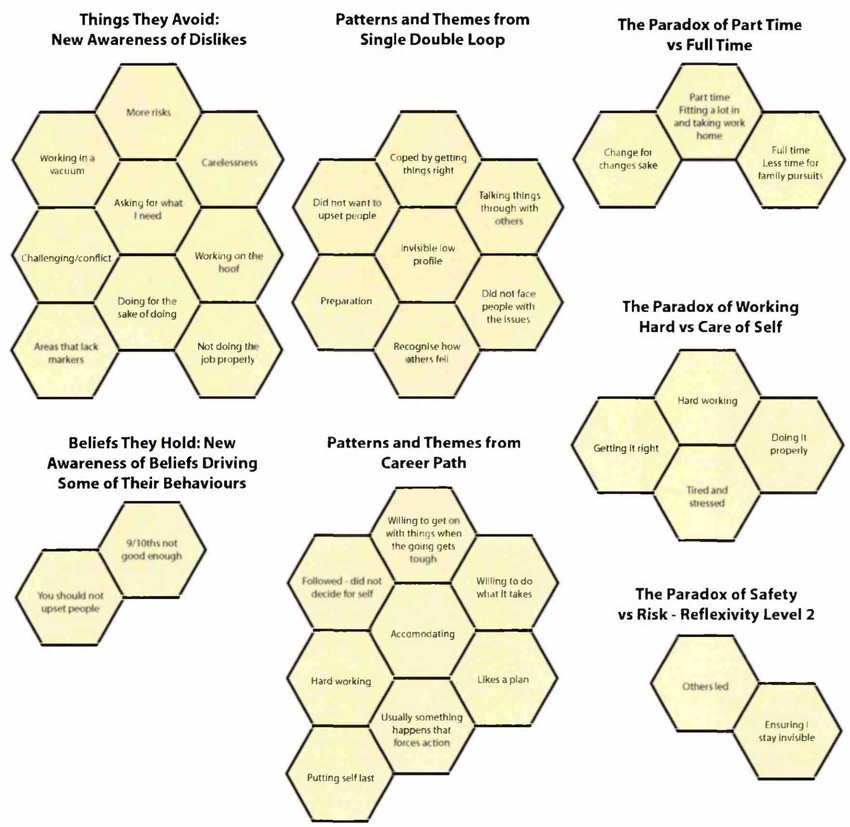


Figure 62: Both Participants Smith & Nephew Plc: Session One.

Session one records from both study data files were filtered for patterns and themes. The reflexive 'level one' filtering revealed that these participants also had gained new awareness/knowledge about:

- The beliefs that were driving their behaviours
- The dislikes that they were avoiding that were limiting their effectiveness

- The emotions that were at play
- Historic patterns and themes from their single double loop
- Historic patterns and themes from their career path

Filtering at 'level two' reflexivity revealed similar paradoxes being faced by the participants in their day-to-day work-life.

- The paradox of working hard v taking care of self one of the guidelines of the programme. Working hard to gain approval and yet needing to let go to gain time for reflexivity.
- The paradox of being flexible v consensual – being flexible in prioritising and doing the work asked of them reference achievement of their outcome v being consensual to anything asked of them by a senior irrespective of value to outcome.

There was however one paradox that although it was the same paradox had a very different driver.

- The paradox of safety v risk – both the participants were achievement orientated and wanted to move onwards in their careers however as 'part timers' they were under pressure to go 'full time'. One participant was job sharing and one was running the full role but part time. The business had allowed them to become part time even though they were at a senior level which is unusual in the business world. However as the context changed they were allegedly holding back pay awards for qualifications as one of the levers to get them to go full time. In reality the business was getting very good value for the part time salaries that they were paying. Both participants needed to build strategies to deal with this issue.

Session Two

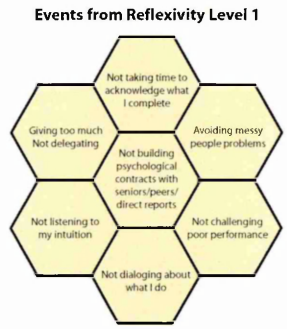


Figure 63: Both Participants Smith & Nephew Plc: Session Two.

Session two records from both case study data files were filtered for patterns and themes. The filtering revealed the commonality of the events noted by individual participants. Events noted by one participant are labelled as one, noted by both participants are labelled as both.

The most common patterns and themes, noted by both participants, were:

- Not Acknowledging achievements
- Not dealing with messy people issues
- Not asking/dialoguing for what was wanted
- Giving too much/not delegating
- Not being clear re briefs received and given

Patterns and themes noted by a single participant were:

- Not challenging
- Not listening to intuition

As in GNER participants in this business felt they had insufficient time to do everything that the business was asking of them. They were working long hours, missing lunch and taking work home. They felt 'unclear' about where the business was going and this was unsettling/stressful. They were not networking mainly because of the time issue and the quantity of work they had to do. In particular they felt under pressure about being part time and undervalued as a result of being part time. Not asking/dialoguing was the phrase used to describe not openly stating their opinions, their ideas and their needs and wants. As in GNER taking Whyte's label this could be described as using the 'mouse' voice. (Whyte, D. 1994:119/121). In this instance this was partly due to lack of confidence and self esteem but also due to not being clear about what they wanted and how to ask for it. As a result of this they felt they were unable to be influential.

At this stage of the programme six hours of reflexivity has taken place and as the participants trust was growing they were more willing to share issues they were not sharing with others. One participant had recently suffered a family bereavement and was very low and tired the other participant had also recently suffered a personal blow and again was feeling low and very tired. Here then were two participants who needed to work at a personal level as well as a business level and as the participant drives the programme that was what happened.

Session Three

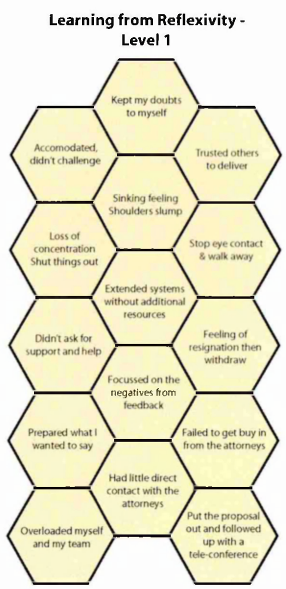


Figure 64: Both Participants Smith & Nephew Plc: Session Three.

In this session both participants are beginning to identify, through reflexivity, the specific ineffective behaviours that they are exhibiting. The model demonstrates the commonality by exploring how many participants and what learning.

Individually they identified:

- Failure to engage through lack of face-to-face contact
- Tried to achieve with inadequate resource

- Been accommodating rather than challenging
- Failed to ask for help and support
- Focussed on the negatives
- Kept doubts to herself
- Trusted others to deliver

Both participants noted:

- They had failed to notice when they went into ineffective mode.
- That they had no strategy for recovery.
- That they held their emotions inside.

As in GNER taking time to be reflexive at ' level two' about commonalities allowed me to see the inter-connections/relationships between the models for example 'holding in emotions' can lead to stress and ill-health. Failing to gain adequate resource for a project by being accommodating rather than challenging can lead to disappointment in the result. Both participants had experienced both these issues and in both instances stress and loss of confidence in self was the result. So once again there could be debate about which pattern and theme to place in which category. The simple truth is that they are patterns of events and are all interconnected. What is needed is reflexive time spent at a deeper level for the participants and the researcher to explore the infrastructure that is supporting the patterns and themes.

Session Four

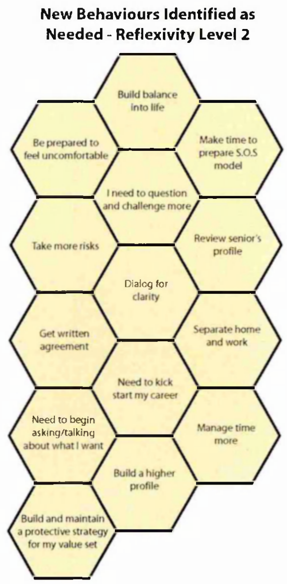


Figure 65: Both Participants Smith & Nephew Plc: Session Four.

By this session some twelve hours of reflexivity have taken place and new knowledge about individual learning and new behaviours has been identified by participants. All session four records from both study data files were filtered for patterns and themes. In this model the new behaviours identified by the participants have, via reflexivity at 'level two' been grouped for commonality.

Both participants identified:

- The need to begin managing time better by prioritising to make time for thinking being reflexive about the future.
- To build balance back into their lives
- To be prepared to feel uncomfortable as they worked outside their comfort zones
- To begin questioning and challenging more
- To begin asking/dialoguing about what they wanted
- Build a protection strategy to help them stay at content level.

Individually they identified:

- The need to free up preparation time.

- The need to separate work and home
- The need to kick start their career
- The need to build a higher profile
- To begin taking more risks
- Gain written agreement more often
- Review senior's profiles

Session Five

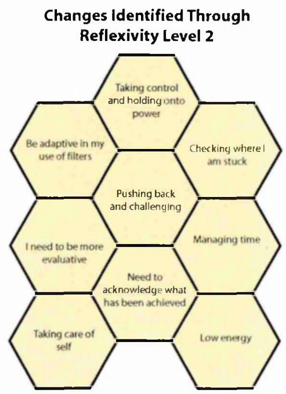


Figure 66: Both Participants Smith & Nephew Plc: Session Five.

All session five records from all both case study data files were filtered for patterns and themes. In this session participant's, through reflexivity, identified some of the challenges they would have to overcome if they wanted to achieve their outcome.

The challenges common to both participants were;

- The need to manage time better in order to make time for preparation.
- A low energy level
- The need to push back and challenge more
- To become more evaluative
- To take care of self
- To take control in order to be the one holding the power
- To acknowledge achievements
- To become more adaptive in moving between filters

One participant felt she needed to 'check where she was stuck' more.

By spending time being reflexive at 'level two' I was able to unearth the inter-relationships between these challenges. Beneath the 'manage time' challenge was the challenge of 'taking care of self' so that they were in a position to take care of others. At this time both their teams were under performing and feeling undervalued perhaps 'modelling' what they saw in the participants? There was a need for the participants to leverage the competitiveness and diversity in their teams. To use the 'psychological contract' approach to help their team members to grow and develop by delegating more tasks with clear briefs. Similarly they needed utilise this approach with seniors and peers. They needed to push back and challenge more on the requests coming in to them from all sides whilst ensuring that they checked for value-add and specificity before accepting the tasks. Beneath the challenge of raising their profile and kick starting their careers lay the need to dialogue with the business. To make clear what they wanted i.e. to remain part-time. To offer alternative solutions once they were clear as to what the businesses wanted. To clarify reference the qualification pay awards and ask for what they wanted. To accept personal accountability for where they were and by so doing take control and become more powerful. Yes it would feel uncomfortable at first however the more they practise the tools the easier it will become. Being professional does not mean you stop being open and honest about what you need, want and expect.

After twelve hours of reflexivity quite clear and consistent patterns and themes/ challenges are beginning to emerge and the participants need to practise, practise the tools if they are to overcome these challenges.

Session Six

All session six records from both case study data files were filtered for patterns and themes. In this session participants are continuing to explore the challenges standing between them and their outcome.

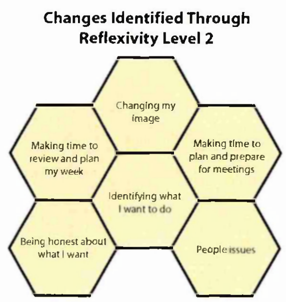


Figure 67: Both Participants Smith & Nephew Plc: Session Six.

The most common challenges identified by both participants were;

- Managing time to make time for planning and preparation.
- Being clear about what they wanted to do going forward
- Dealing with messy people issues
- Changing their 'image'

One participant had a specific challenge related to her personal life in that she was still unable to be completely honest with herself about what she really wanted for a number of reasons. She had a higher level personal outcome that she did not have the courage to state out loud and instead held it as a dream. The consequence of this was that it was inevitable that less than 100% went into achieving her stated outcome.

The Route Map is a dynamic journey and participants move along the pathway to the achievement of their outcome at different paces.

The managing time theme recurs again and again both with these participants and the GNER participants as without time there is always the chance that their outcomes may not be achieved. As in GNER it was important for the participants to acknowledge that they had to date each 'found' at least eighteen hours each for reflexivity. It was important for them to explore what was it that they had given up/not done? To explore how they could both do more of that? Both participants were delegating more. Both participants were 'pushing back' respectfully by questioning/challenging orders that they received. Both participants were filtering everything that passed across their desks for 'value add' to their outcome. However there was still room for change in how they separated home from work. Not taking work home was very difficult for them to do as it meant intervening in a programme that had been reinforced across years. It was true that on occasions the briefcase remained unopened however more often than not home time would be given up for work tasks. Leaving the brief case at home would set the tone/ mark the intent. Turning off the mobile telephone was another intervention that was available to them. Both these actions would feel uncomfortable as they were outside their comfort zones however by dialoguing about them they were preparing to go through the edge and understood that they would feel anxiety.

The 'kick start' career and 'change image' challenges were also interconnected in that across time both participants had collected labels. One of 'deliverer' and one of 'plodder', neither of which were useful in helping them achieve their next career move which, in both instances, they were still unclear about. In the next session I will explore this area with them however for their part they need to spend reflexive time exploring what their next career move should be. They both have restrictions they wish to have taken into account i.e. part-time and location. In addition one was not willing to declare her dream outcome.

The messy people issues challenge was interconnected with the need for one participant to give written confirmation of what had been agreed and also with the 'dialogue for clarity' challenge. Participants were now giving clear briefs and 'questioning for clarity' briefs that they were accepting. However the earlier challenges of being more evaluative and more adaptive in their use of filters have also had an inter-connection with the 'messy people issues' challenge. Reflexive time was needed to review each of the relationships, prepare an S.O.S. for managing that relationship and for making it happen. The challenge was that to take action meant moving outside their comfort zone and in some instances meeting and dialoguing with people they had previously judged as 'non-helpful/obstructive'. Once time was spent being reflexive firstly about the individual and why the relationships might be a difficult one and secondly by building an S.O.S. plan for the meeting then moving outside their comfort zones became easier. Participants reported completely changed relationships from non-helpful/under performing to helpful/performing. When one is an expert it is very hard to ask for help from someone in authority. What the participants discovered was that when you plan well and are evaluative rather than judgemental people are far more willing to cooperate.

The interconnections/inter-relationships between these challenges is clear. To overcome any or all of the challenges requires participants to move outside their comfort zones. To do that participant's need time to prepare for and plan the move to ensure a successful outcome.

Session Seven

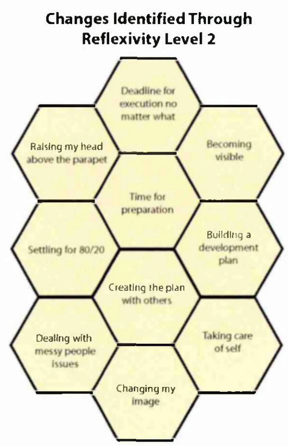


Figure 68: Both Participants Smith & Nephew Plc: Session Seven.

By this point in the programme, twenty one hours in, the commonality of the challenges standing between individuals and the achievement of their outcomes was becoming clearer.

- The challenge of messy people issues.
- The challenge of raising your head above the parapet in times of restructuring
- The challenge of sharing your future plans with others in times of restructuring
- The challenge of changing peoples perception of you.

- The challenge of accepting that 80:20 is adequate in order to meet a deadline
- The challenge of building a personal development plan when you are unclear as to what comes next

The two participants also had individual challenges to overcome:

- The challenge of becoming visible
- The challenge of making time for preparation
- The challenge of taking care of self

The becoming visible challenge was interconnected with the challenge of changing others perceptions. The challenges of care of self and time for preparation were interconnected with managing time.

Summary

By this point in the programme, twenty one hours in, the commonality of those challenges standing between individuals and the achievement of their outcomes was becoming ever clearer.

- The most common challenge, identified by ten participants, was managing time and building balance into life.
- The second most common challenge, eight participants, was developing others and progression planning. Without sufficient time to prepare and plan to overcome this second challenge the probability of achievement is reduced.
- The third most common challenge, six participants, was letting go of the day-to-day and preparing a personal future development plan.

As in GNER running through these challenges is the theme of managing time. Without it outcomes will fail to be achieved. It is so easy to get tied into the day-to-day reactive issues and so very, very difficult to stand off to one side and view what activity will really add value. This is the fundamental challenge facing individuals and businesses today.

How to find time to make time for reflexive whole brain thinking.

Session seven marks the end of The Route Map journey and in the thesis, as with GNER, a two months gap was specifically planned into the schedule to allow participants time on their own to practise, not practise, have things go well and to have things go badly before a semi-structured interview was held. The overall aim of the Route Map programme is to facilitate independence and unconscious competence.

Chapter Nine

Smith & Nephew Plc Semi Structured Interviews Explored Using Visual Concept 2.5

Smith & Nephew Plc Semi-structured Interviews

Introduction

Two months after the completion of session seven a three hour semi-structured was held with both individuals. As with GNER I was asking for feedback. Feedback from individual participant as to what had gone well and what had not gone well. Feedback as to whether senior's had fed back to the participants about any behavioural changes they had noted both positive and negative. I was also seeking feedback from the participants as to whether the programme had added value or not and how? The survey used in the semi-structured interviews is included as Appendix H.

Overall Challenges

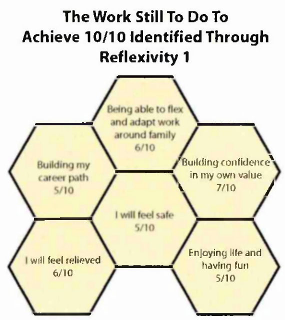


Figure 69: Both Participants Smith & Nephew Plc: Session Eight.

This model shows the patterns and themes from the semi-structured interviews. One of the areas explored in the semi structured interview was 'work still to do' to achieve their outcome.

Work Still to Do

One participant felt she still needed to work on acknowledging her true capability and worth. She was a senior managers in the business and was marking herself down because she was 'part-time'. Feedback to me from the business was that at the beginning of the programme she was 'prickly' and difficult. Reflexivity enabled her to explore the why of that and become more evaluative about the past and about people. Towards the end of the programme I met with her senior and was told that she was now performing brilliantly. In the past she had felt that she was being 'got at' because of her solid family value. She refused to go full-time and finished work as much on time as possible. Her senior had a different set of values and worked very hard long hours. To move nearer ten on 'flexing around work and home' she needed to spend reflexive time exploring why she felt guilty about having different values. She needed to practise the protection strategy until she was unconsciously competent. In addition her senior was someone who talked to create relationships whereas the participant was a very private person so again here too she needed to be evaluative rather than judgemental about time wasted and to have a strategy to 'manage the relationship. To move the score on her 'enjoy life more and have fun' she needed to commit one hundred per cent to care of self. This participant as mentioned earlier in the thesis had suffered a family bereavement and had other personal issues that she shared with me. She needed down time, time for self in order to recover from the events of the previous year. She described her journey as:

'I have had ups and downs, high points and low points. There seem to have been more downs than ups but recent reflexivity reminded me that I have achieved a lot! I have influenced my senior to change some processes that were causing team issues. This has eased not only my workload but a member of the team's workload too. I have pushed back with my senior on a lot of issues about the boundaries of my role and her role. I know through being evaluative that this is an area she finds hard to debate but I keep persisting and I am winning. I have given her specific feedback about 'talking' which although it was received defensively she has begun to behave differently which is good for me and for the relationship. I have dealt with all of the messy people issues including removing one member of staff and recruiting a new member. All in all a good result I think? I haven't achieved my outcome however I am now clear as to what I want and will create a new outcome for 2006'. (6/10)

Participant two's work still to do was around feeling relieved, feeling safe and having a career plan. She was open in that she was still 'plodding' at work as a result of her personal dream. She described the journey as:

'I have had some ups and downs. I have been constructively reflexive for example after an argument I had with my husband about fencing I used the values list and discussed with him what his positive intent had been. That gave us both a very good result. For my work review this time I emailed people and asked for feedback about my performance. I got some good results lots of 'very responsive' so I was able to challenge my bosses view that part-time meant lack of responsiveness. This was outside my comfort zone but it felt right. My hospital visit gave a very disappointing result however one week later I was back trawling the internet and researching prior to visiting my G.P. I didn't give up or wallow in the result as I would have done in the past. With my team I am influencing rather than trying to control and team morale is markedly improved'. 'I have not achieved my outcome as yet'. (6.5/10)

The number of participants now stating that managing time and life balance was still a challenge was down to five with only four stating that letting go was still a challenge.

Feedback for Me

In the semi-structured interviews I also asked participants if they had any feedback for me.

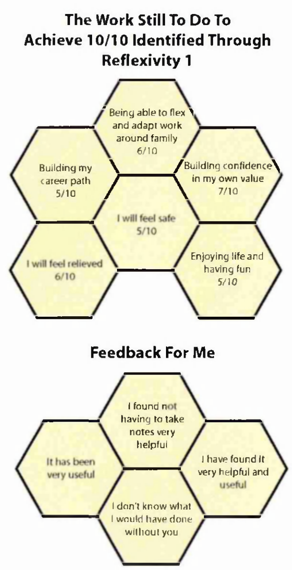


Figure 70: Feedback for Me: Smith & Nephew Plc.

Both participants had found the programme useful and timely which was a very satisfying result as I had chosen their business because it was going through a restructuring. However post reflexivity I have concluded that that satisfaction was misplaced. Both participants had personal life agendas throughout the programme and although it is nice to hear 'I couldn't have done it without you' was not a response I was looking for. The participant drives the programme, they choose the route and the pace. I aim to build unconscious competence and the participant does the work. I want therefore to hear acknowledgement that they have done it 'not with me' but 'on their own'. I am 'in their corner' but not doing the boxing.

Feedback from Others

I have had calls to do some work with other individuals and in both cases the work was 'remedial' work. The business had a perception that someone should be doing something differently and that 'I' was the answer. A knock on effect from doing two programmes that were so personally based. My area of work is business based and I look to improve the robustness of thinking in individuals and therefore in the business. An area for further reflexivity is to explore if I did that in Smith & Nephew Plc.

Summary

At the beginning of the research I hoped to be able to look for commonalities of patterns and themes between GNER and Smith & Nephew Plc. In the event Smith & Nephew Plc provided only two participants both of whom although they held senior posts worked only part-time. However the findings from Smith & Nephew Plc do provide a number of areas worthy of exploration. Throughout the earlier chapters I have indicated where I have noticed those commonalities and/or differences. The major similarity is that none of the participants in either company were spending time being reflexive at the beginning of the programme nor were they thinking using the 'whole' brain'. The major difference was that in Smith & Nephew Plc personal issues were high on the agenda to the extent that time was diverted from the personal strategic outcome.

In the next chapter I discuss some of the difficulties I encountered in my research.

Chapter Ten

Difficulties Encountered During the Research

Introduction

According to Bell, 'We all learn to do research by doing it, but a great deal of time can be wasted and goodwill dissipated by inadequate preparation.' (Bell, J. 1999:1). I began that preparation by completing two research and design modules with Sheffield Hallam University. The modules expanded both my knowledge and my thinking about what researching entailed. In this chapter I discuss the areas that caused me most difficulty.

Difficulties Experienced During the Research

The Software

Visual Concept 2.5 did prove to be quite difficult to utilise in the thesis mainly as a result of the quantity of data from multiple individuals and two companies. If I had been brain storming then perhaps it would have been used more in the way that the creators intended. However in the thesis I needed to visually see lots of data and be able to move data flexibly from record to record and to have multiple records available on the screen at the same time. As this was not possible with the software I resorted to printing off each record and visually sifting and sorting before re-entering into the software. I did check back with the trainer that I met initially however his method of working – to begin instantly looking for ideas to group and name – was not helpful as I wanted to explore the data deeply and reflexively at several levels I did not want to immediately label ideas. My supervisors asked me why I was using it and if I am reflexively honest I can only say it 'felt right' at the time. I did not walk around my whole brain but went with my intuitive thought process.

From the models the patterns and themes were consistent with my visual sifting in the previous chapter and 'managing time' plus 'life balance' appear to be the lynch pin to achieving outcomes. Without time other aspects are ignored/filtered out or only partially completed ending in less than 100% achievement of outcome.

Distance and Part Time

Part ways through the research I moved home to Gloucestershire and did for a while feel very isolated and alone so far from the University. However The Learning Centre was very helpful and set me up as a distance learner enabling me to utilise library's in Bristol which helped enormously.

Emotions

Working at the depth that whole brain reflexivity brings inevitably brings emotion into the equation as participants explore how they feel about specific situations where they feel 'stuck.' It was important to have a box of tissues on hand and to just listen. It was very hard to remain detached and not join them in their 'upset'. It was important to remember not to offer advice but rather to give them time to compose themselves and then to enable them to explore the issue using an appropriate model. It was also important to remember that it is not only females that get upset when working at depth. Males may demonstrate symptoms such as difficulty talking/getting the words out but they are just as upset.

Participants Leaving the Business

It was inevitable perhaps that as participants grew they would look for/be head hunted for bigger roles booth within and without the business. During the programme one participant left to take up a Directors role in a different business. His feedback was 'The programme has helped me to understand my real value and to build a strategy to gain the Directors role that I wanted.'

Post the programme a further participant left to take up a role in Intelligence and again he fed back that the programme had helped him gain clarity as to what he really wanted to do.

Both participants worked for GNER and I did discuss their leaving with the business which responded, 'Better they leave than be unfulfilled here.' An enlightened view however the business was aware that within the programme I work with the participant to change the internal environment to enable them to achieve their outcome before ever considering leaving.

Style

I was also unfamiliar with the 'academic style' and worried that my style might be unacceptable. Supervisory advice was always useful and constructive. I did not find writing easy but found that if I took the advice of 'just start writing' it helped.

Ethics

In chapter three I discussed the subject of ethics.

Sapsford and Evans suggest researchers should ask themselves 'Who might be harmed by my research?' (Sapsford, R. J. and Evans, J. 1984:270 cited in Bell, J. 1999:40). Research ethics is being clear about the nature of the agreement you have entered into with your research subjects or contacts. I had a clear agreement with individual participants that they would remain anonymous. Once I started mapping my findings it became clear that to aid understanding of the Route Map journey it was going to be necessary to detail one participant's journey. I used the letter A instead of the participant's name however reading the content I can clearly recognise the participant and I am sure that he would recognise himself. Neither of those situations create a problem for me however I worry that someone who knows him well will also be able to recognise that it is him. I spent quite a lot of time rewriting attempting to hide the details that could identify him. The business was happy to have its name mentioned in the thesis however as soon as I started to write up my conclusions I realised that perhaps they hadn't fully understood that their might be criticisms of the business in the document. Ethical research involves getting the informed consent of those you are going to interview, question, observe or take materials from. It involves reaching agreements about the uses of this data, and how its analysis will be reported and disseminated. It is about keeping to those agreements. I have tried very hard to keep to my agreements.

Summary

I began my preparation by completing two research and design modules with Sheffield Hallam University. The modules expanded both my knowledge and my thinking about what research entailed. I experienced a number of difficulties in my research firstly with the software that I chose to use. In the thesis I needed to visually see lots of data and be able to move data flexibly from record to record and to have multiple records available on the screen at the same time. A further difficulty was my relocation to Gloucestershire eighteen months into my research which entailed me changing to being a 'distance' student. A third difficulty was working with the emotions that participants experienced working at the depth that whole brain reflexivity inevitably brings.

A fourth difficulty for me was style as I did not find writing easy but found that Supervisory advice was always useful and constructive. Finally the challenge of ethics was an area of difficulty for me in that I wanted to ensure anonymity so that no one was harmed by my research.

I spent quite a lot of time rewriting attempting to hide the details that could identify participants.

Chapter Eleven

Conclusions and Recommendations

Introduction

The year of fieldwork was a long journey for the participants and the three years spent working on the thesis has been a long journey for me – the researcher. In this chapter I firstly share my level three reflexivity reference the infrastructure supporting the patterns and themes that have been evident in the fieldwork. I then go on to share my conclusions in relation to my primary and meta research questions. In addition I share my conclusions reference other questions which germinated during the research and/or were generated by participants to me during the research. I then go on to revisit the literature gap that I identified in chapter two followed by an exploration of the transferability/generalisability of the Route Map Programme. Throughout this chapter I explore the 'so what' of my findings and propose recommendations both at an individual and a business level.

Researcher Level Three Reflexivity

McAuley, J. in his paper 'Hermeneutic Understanding' contends that his research was 'guided' by (but not bound by) preunderstandings, intuitions that his team were 'obliged to explore in their development as reflexive researchers.' McAuley states 'We were engaged in the search for the understandings that members gave to their organisational situations ... to explore these understandings and to develop an analysis of them we used interpretive frameworks that seemed to create a dialogue between the data and the interpretation ... the interpretation helped explore that data rather than constrain it.' He states 'We tried to keep the Hermeneutic faith however there were moments when we faltered.' (McAuley, J. Paper on Hermeneutic Understanding:11/12) I am sure that in my research there have been moments when I faltered. Trying to maintain a third party, non expert stance throughout some of theses sessions was very difficult indeed and advice could appear in my head without warning. I had to continually remind myself that I was not there to give advice but rather to be in the moment for that participant to support their whole brain reflexive exploration. McAuley describes the approach to the research being undertaken as 'intuitive in the sense that it was based on their own understanding ... their experience and his experience of working with research scientists. He describes this preunderstanding as having both objective and subjective aspects'. (McAuley, Duberley and Cohen 2000:95). My research approach was certainly intuitive and based on my experience of working with individuals across many disciplines. My preunderstandings also had objective and subjective aspects.

On page 42 I explained Iceberg Theory and post the semi-structured sessions with participants, as researcher, I was interested in spending time exploring at 'level three' reflexivity the infrastructure drivers – below the water surface - that were supporting the two main challenges identified – managing time and maintaining balance in life.

There appeared to be two main drivers supporting these two challenges – mobile telephones and bleepers and the business 'context'. To understand the business in the context of this thesis it is necessary to explore what it is in the business context that pulls participant's heads down from the horizon and prevents them working to their full potential.

Mobile Telephones and Bleepers

In chapter one I discussed my past experience in the Water Industry where I was one of those individuals permanently fastened to what was then a radio, a land line telephone and a bleeper for 'operational reasons so it was no surprise to me to see them wherever I went in GNER. Everyone seemed to be permanently attached to a mobile telephone which was constantly ringing throughout the day. Even in some of the fieldwork sessions the telephone would ring with something 'urgent'.

It was not uncommon for operational people to have a mobile telephone and also to have a bleeper which would be keeping them up to date with what was happening real time on the system. It is important in the railway industry that they react quickly when incidents occur however my questions are how many people should react? How many people should be in this reactive loop every day? How much time is lost because of this behaviour and more importantly how many things are not completed on time or at all because of it? How much stress/tiredness/ill health is caused as people spend their 'life' fastened to their work mobile?

Mobile phones and bleepers can damage family life by blurring the boundaries between work and home. Research in the U.S. found that regular phone users suffer higher levels of stress than those who rarely or never use them. Regular users take their work worries home with them, disrupting their family life with partners and children complaining of a lack of support, affection and companionship. Sociologist Dr Chesley said;' ... mobile phones provide a point of access that allow job concerns to affect family life with negative consequences. ... It is stressful and is not going to make family lives relaxing.' (Chesley, N. 2006). The study found that those who used mobile phones and pagers most had the most problems at home. My past experience tells me that they are also a highly addictive drug and very difficult to give up.

From the findings the issue of building balance if life was definitely impacted by the use of the mobile phone and the bleeper. The business needs to review the level of usage of both mobiles and bleepers. There is an opportunity cost to every minute lost because of duplication/unnecessary attendances. It also needs to begin role modelling 'reasonable working hours' from the very top.

Context

As an outsider I can best describe my view of the business by a metaphor in that it was as if there was a central organisational being (COB) with lots of umbilical cords and at the end of every cord was a person who responded instantly to requests irrespective of what they were supposed to be doing. My understanding is that the COB wanted to know what was happening and dipped in and out of the detail of the business. The individuals receiving the request were not clarifying the value added of the request nor whether they were the right person to be searching for the answer. On occasions tasks that were suggestions were taken as orders as a result of that lack of clarification. Refer back to single journey example. Certainly this behaviour resulted in a degree of duplication of effort and supported the reactive environment.

Profile

If the GNER participants are taken as a sample of the business bearing in mind they were selected from functions across the business then it is possible to evaluate the profile of the business.

In chapter five of the thesis I demonstrated an individual participants profile from both a personal and a business perspective. The aim of the profile was to help the participant understand how and why they filtered information and to explore whether that approach would help or hinder them in their achieving their outcome. At the end of my fieldwork I had fifteen profiles of individual participants, thirteen in GNER and two in Smith & Nephew Plc. I also had the ability via my software programme to place these on a single model to explore the 'business profile' of the business.

Group Profile

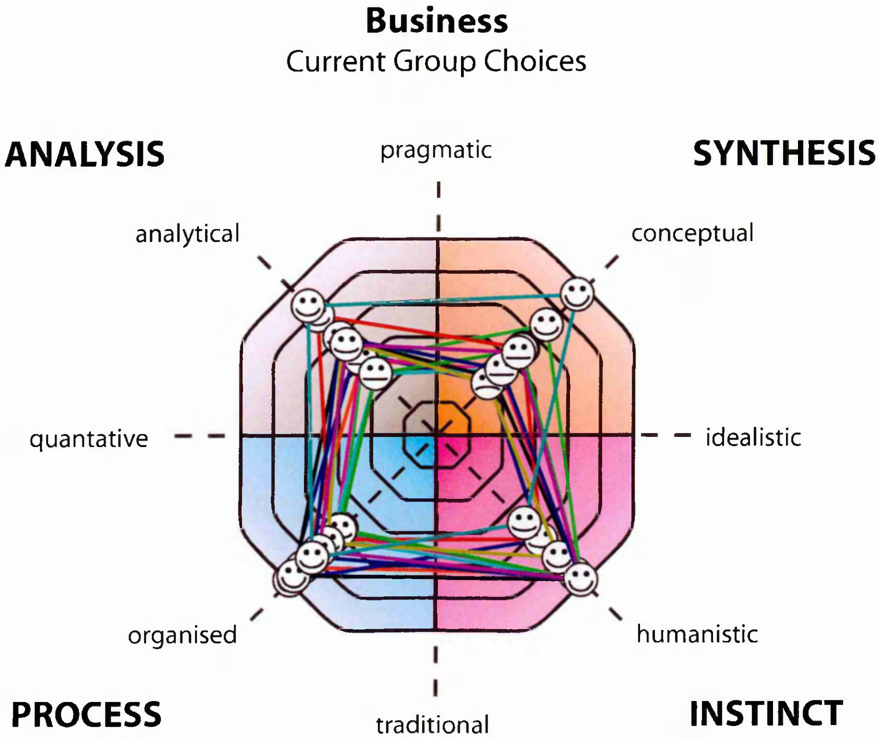


Figure 71: GNER Business Group Profile

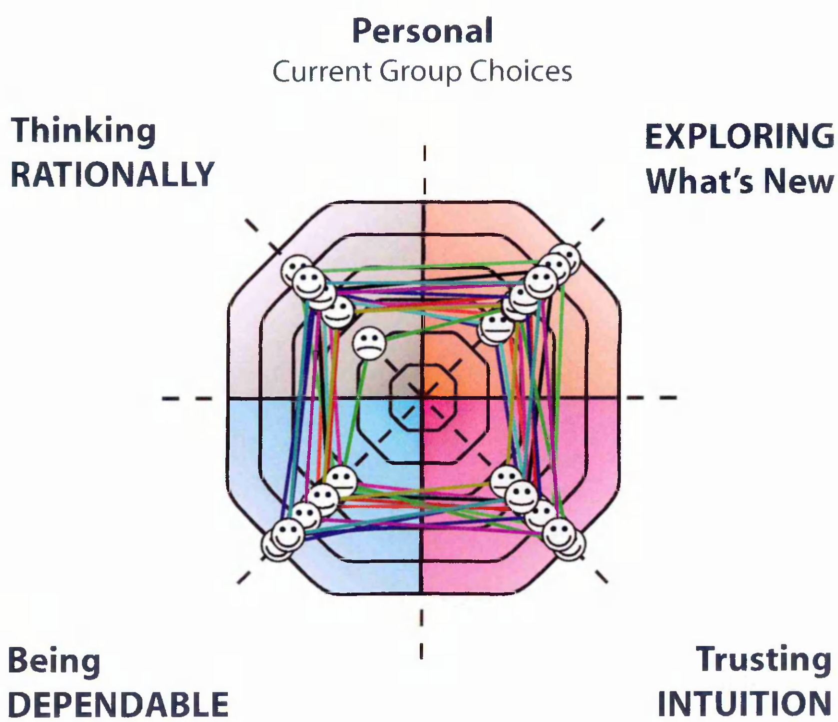


Figure 72: GNER Personal Group Profile

The model is quite cluttered and it is not particularly easy to see the changes I discuss in the following paragraph however I have included all the individual profiles as Appendix I.

If the GNER participants are taken as a sample of the business bearing in mind they were selected from functions across the business then it is possible to evaluate the profile of the business.

Individuals when 'in the business context' were using mainly the process and instinctive filters. These two filters are the bottom two quadrants of the whole brain model i.e. process and instinct. If the brain is impacted in the way that is suggested in the literature search then these filter preferences would indicate a business context that is reactive and based on historic values.

The findings demonstrate that the context is reactive and historic value driven although it is slowly changing as a result of new people bought into the business. However unless the context changes these new people will need to be very 'strong minded' to avoid having their heads pulled down from the horizon.

The use of filters in the top half of the model in the 'business context' i.e. analytical and synthesis quadrants is limited to a level of neutrality in the analytical quadrant and negative neutrality in the synthesis quadrant. Although there are some individuals whose roles require them to utilise those quadrants e.g. the bid team The resultant stretch may result in stress as individuals struggle in their – non aligned – roles learning to use those filters. Equally importantly there are individuals in the business who would 'choose' to use those filters and the business is under utilising valuable resource that is available to it.

In my conversations with the creators of the business it became clear that the original business model had been designed to be a people centred business where customer service was important. In the past the business model had performed very well. However as everywhere across the globe things were changing. The context was pressurised and uncertain as the regulator kept delaying the bid process. With less than one year left on their present franchise the company were eventually given a two year extension. This uncertainty affected everyone in the business. It was unreasonable to expect the mother business to invest when the future was so uncertain and many things were put on hold. If the business won the franchise then times were going to be difficult as they worked to the tight budget they had set themselves in order to win the bid. If they did not win the franchise then a new company would come in to run the business. Some individuals felt that their jobs would be safe and some were very worried about their futures. In the event GNER were awarded a ten year franchise however they were unsuccessful in one of their two other bids. This leaves them in the unenviable position of having spent a lot of money and time attempting to increase their market share only to end up where they began with one franchise won, two bids lost and awaiting the result of another bid.

The thesis findings show that the business needs to utilise the intellect and creativity of its people in its attempt to win bids. The business needs to work hard to become more pro-active and less reactive. The thesis findings demonstrate that to do that the business needs to allow its people time. Time to be reflexive – reflexive about each of the bids and why they were, or were not successful. The business has, I understand, held a postmortem however it was held at 'group' level. It is my contention that it is virtually impossible to get individuals to go down to 'level three' reflexivity when in groups. The business needs to give the participants of the bids team time on a one-to-one basis in a no blame environment to gain some true learning before moving forward to any future bids.

In the fieldwork I worked with each individual to accept responsibility and ownership for the fact that it was their foot on the accelerator and the brake, not the context, and that they had a choice as to what speed they travelled at. The business as a whole needs to take this on board and accept that it also applies to the business. It is time for the business to re-examine their business model in the light of the changes that have taken place in the environment, in technology and in its people.

Going forward it is vital for the business to minimise costs and raise productivity. We all know of individuals that are seen by businesses as 'problems' because they are not aligned with the new business model. In the fieldwork group there were individuals that although highly valued by the business were seen as 'problems'. Most of us are largely a result of what we have experienced although of course we are a product of both nature and nurture. The findings demonstrate that people can 'change' and indeed want to change they just need support and a 'way' of 'making it happen'. For an individual to be highly productive they need to be motivated/turned on by the work that they do. Performance of that work needs to be reward in itself, stimulating, enjoyable, fulfilling and stimulating. For that to happen business must first recognise the potential of each individual.

Gap in the Literature

In chapter two I identified the failure to connect whole brain thinking with reflexivity as a gap in the literature. I quoted Argyris stating that 'any company that aspires to succeed in the tough business environment that the 1990's has demonstrated must first resolve a basic dilemma.' (Argyris, C. 1992,1994:84). He describes this basic dilemma as 'success in the market place increasingly depends on learning, yet most people do not know how to learn.' He also states that those members of the organisation that many assume are best at learning are, in fact, not very good at it. The findings demonstrate that the participants, all well-educated, high powered, high commitment professionals, did know how to learn. Their dilemma was how to find time to learn. Argyris fails to connect the need to take time to make time for whole brain reflexivity. The dilemma is not that these professionals do not know how to learn but rather that because of how they are operating in this context of time poverty they do not dedicate sufficient time to the learning. Insufficient time means that the learning will not achieve the depth necessary for unconscious competence. It is only when time is dedicated to reflexivity that the managers can begin to do what Argyris calls 'looking inward'. The basic dilemma facing business is how to 'value' that time sufficiently to give it to the individuals for 'reflexivity' rather than 'activity'.

To begin to think robustly individuals have to 'find time' from somewhere and that means filtering the tasks that cross their desks and prioritising them for value add to what they are trying to achieve.

It is easy to accept orders however it is difficult and takes up time to question the order for specificity. Individuals require courage to 'question' a request from a senior. In the individual participants journey chapter five there is an example of an order that in fact was really a suggestions and yet time was devoted to it and diverted from the real tasks. Similarly it is easy to ask someone to do something for you however it takes time to create a contract between the two individuals that ensures the right task is done and completed.

One of the aims of the research was to enable more robust thinking through reflexivity. My definition of more robust thinking was thinking with added depth and breadth both internally and externally. From the findings this aim was achieved although it is always possible to think more.

Perceptions

Throughout the research the inevitable question of what is reality reared its head. There were always differing realities present of what the individual perceived and what others perceived.

From the fieldwork data it is possible to infer that Participant A had a clear picture of what the organisation needed to do to win a franchise bid – his perception. How limited was his perception? What knowledge did he not have and indeed what knowledge did he have that the company did not? What could be done to bridge the gap between the two perceptions? Additionally I had knowledge that they did not have of others that were also in the programme. Ethically I was not in a position to pass that information on and as 'third party' engaged observer/researcher even if I was in a position to pass that information on to do so would have 'interfered' with the research – changed reality.

Also from the fieldwork data Participant B had a career outcome of a directorship. He perceived himself as having all the qualities needed for the role and indeed received feedback from several sources that that was the case. However the organisational reality was that no vacancies existed nor would any become available in the near future. The organisational context discussed earlier of avoiding people issues, avoiding putting left hand column on the table, trying to go for a 'fudge' solution meant that feeding back organisational reality was not a preferred way of working and so the issue was skirted around with promises of a 'big' job if the new franchise bid was successful. More robust thinking in this instance would mean both the individual and the organisation finding the courage to dialogue the truth. For the individual in his comfort zone of working in York with minimum travel every day there was a reality that to achieve his outcome he may have to change organisations. For the organisation in their comfort zone of retaining a very valuable employee there was a reality that to feedback the truth may mean that they lose that employee.

These two examples demonstrate a pattern that existed in both organisations of holding back information at all levels, not telling it as it is at all levels; not working together towards a better future for both at all levels. I say 'at all levels' because it is important to understand that these behaviours occur both up and down the hierarchy. The costs to both the organisation and the individual were very evident in behaviours such as blocking, spreading noise, turf protection and in symptoms such as stress, tiredness, frustration, anger, withdrawal. All of these symptoms were clearly visible at the beginning of the fieldwork. From the semi structured interviews feedback participants were clearly partnering rather than blocking both internally and externally. Symptoms such as stress, frustration, tiredness, anger and withdrawal were significantly reduced as a result of participants taking/regaining control over their work lives. Interestingly however the change was created at a one-to-one level as opposed to group level. This retained inability to open up in a group scenario was further evidenced in the workshop, called for by them post the programme, in which they found it very hard to open up and share knowledge in a group environment although most of them did eventually.

The Primary Research Questions

In the early phase of my research I posited a number of questions.

Q1: What is the interrelationship of 'Whole brain' thinking and reflexivity in robust

thinking?

To begin to think reflexively using the whole brain participants have to firstly 'find time' from somewhere in their very busy lives to 'think'. In the past most participants had 'found' that time by taking work home, working long hours and/or missing lunch. However having found it they rarely used it for 'thinking' and never for 'whole brain reflexive thinking. In the fieldwork I worked with each individual to accept responsibility and ownership for the fact that it was their foot on the accelerator and the brake, not the context, and that they had a choice as to what speed they travelled at. Therefore they were choosing to work the hours that they did and working those hours had consequences that they were saying were acceptable.

Having accepted that they had time they then needed to understand what whole brain thinking was and what reflexivity was. The fieldwork used a number of tools to facilitate the exploration of reflexivity and a diagnostic to facilitate the exploration of whole brain thinking. All participants gave feedback that the mind filters tool had helped them on a number of fronts;

- Helped them understand why some conversations with individuals were difficult.
- Helped them understand why it was so difficult to get buy in on some occasions.
- Gave them a tool to help them be more influential
- Helped them develop their thinking in a new way.

Feedback on reflexivity was that that too has added value as for the first time in their careers they had stepped off the treadmill and taken time out. It is vitally important for individuals to do this several times across their careers. Feedback from participants showed that the reflexive time out had:

- Given them an opportunity to review where they were
- To review how they had got there
- To explore where they wanted to go

In exploring these three areas they had learned in detail about how they were operating. None of the participants had ever taken part in a programme such as this. They had all completed lots of training but none of them had been devoting time specifically to reflexivity and none of them were aware of or using whole brain thinking prior to the programme.

The power of the inter-relationship is in the expansion of depth and breadth that whole brain thinking brings to the reflexivity. When they stand alone they are useful however when they come together they create an opening up of areas of the brain that have in the past been under utilised and thereby enable more robust thinking.

This then was one of the aims of the research. My definition of more robust thinking was thinking with added depth and breadth both internally and externally. The findings demonstrate that this aim was achieved.

Q2: Is the 'Whole brain' reflexivity combination an enabler of more robust thinking?

In the context of time poverty that seems to be in most businesses the 80:20 rule is judged to deliver good results at reasonable outlay. The overall participant achievement of their desired outcome score was 8/10.

There were numerous examples throughout the fieldwork across a range of issues from relationships management through to personal development plans where time spent preparing using whole brain reflexivity improved participants thinking and hence outcome results.

The findings demonstrate that the 'whole brain reflexivity' combination is an enabler of more robust thinking.

Q3: If it is then is that thinking more 'strategic'?

In the thesis strategic thinking refers to 'engaging in shaping and clarifying your individual aspirations to enable review of congruence/conflict with the business aspirations for both the business and the individual.' (My interpretation)

In the context of change in both businesses it was very important for participants to begin dialoguing with the business about their aspirations. It was surprising to find that at the point where they joined the programme very few discussions had taken place and those that had had left participants feeling dissatisfied. During the programme the preparation for all dialoguing was whole brained and reflexive. The results were outstanding. Individuals had conversations that they had never thought they would have. Participant B had a conversation with a Director that he had a very poor working relationship with. His presupposition was that the meeting would go as they always went and that he would leave feeling not listened to, angry and frustrated. Post his meeting he contacted me to express his disbelief at how well the meeting had gone. He had received feedback as to how respected he was and how he was absolutely capable of taking a Directors role. He was also surprised at the honesty in the meeting – there were no roles available in the near future and they did not want to lose him but accepted that he needed his next challenge. In the meantime they would work with him to extend his role and his authority.

This was not a one-off occurrence that was reported but rather the norm. In Smith & Nephew Plc the participant who reached a 6/10 result on her outcome contacted me to let me know that post the programme end she had been given her qualification pay award and a further rise plus an acceptance that she would remain part-time – her new outcome.

Participants were using whole brain reflexivity not only for their personal outcomes but generally across their business roles and as a result I suggest that the business also benefited. In the findings all participants engaged in thinking which was more strategic as a result of whole brain reflexivity.

From the literature search further questions emerged:

Q4: is there is a positive link between the amount of time dedicated to reflexivity and the successful achievement of a specific desired outcome?

The final review of the Secure Outcome Statements gave a result in GNER of 8/10. Those who had dedicated most time to reflexivity and practise of the tools had achieved close to 10. In Smith & Nephew Plc less time had been dedicated to the business outcome, because of the reflexive time dedicated to personal agendas, and a score of only 6/10 was recorded. In GNER one participant in particular found it very difficult to be reflexive about his outcome and his was the lowest score of 5/10. This participant did leave the business at the end of the programme and he too had a personal agenda running that he was unwilling to share in the work context. He made one comment halfway through the programme that 'everything is going well and then 'bang' my personal life intervenes again.' I did not at that time offer any opportunity for him to expand on his issue and indeed post reflexivity I admit I was 'afraid' to go there because I thought I knew what his issue was. The findings show that there is a positive link between the amount of time dedicated to reflexivity and the successful achievement of a specific desired outcome?

Meta Research Questions

From the early visual findings of my fieldwork further questions began to emerge.

Q5: What impact does the context have on information processing and thereby thinking?

The research was carried out in two different organisations. In GNER the participants were working in a context of 'short termism' as they approached the end of their franchise term. In Smith & Nephew Plc the participants were working in a context of uncertainty as the organisation restructured.

The thirteen GNER individuals had profiles that indicated that they filtered information differently on a personal basis compared to the way they filtered information in a business context. When all the profiles were placed on one chart the indication was that they were all adapting their profiles to 'suit' the business context. Figure 55. Individuals who had personal profiles that demonstrated a preference to filter using the synthesis quadrant would adapt to filtering in the bottom two quadrants –process and instinct -

when in a business context. Similarly a participant who personally preferred to use the process quadrant would, when placed in a role that required it, work hard to adapt to using the synthesis quadrant in a business context. In the thesis I wanted individuals to understand their preferred filters and to prepare before using other filters. Findings indicate that for some participants being adaptive without the understanding and preparation was quite stressful irrespective of which filter was required. Participants who personally spent time in the synthesis quadrant 'having ideas' reported feeling frustrated and disillusioned when their days were spent in process and instinct. Participants who personally spent time in the analytical quadrant 'planning' felt uneasy and ill prepared when forced to spend time being reactive. The business group model figure 70 page 256 shows the changes in filtering and although some of the shifts may appear quite small it is possible to see that they do all adapt.

The kind of thinking that has brought us to where we are may NOT be the thinking that makes giant leaps forward. Equally, the kind of thinking that has created the problem is very unlikely to be the right kind of thinking for solving the problem! We need new ways of thinking; we have a 'whole brain' however the habits that brought us success become reinforced and we fail to notice when they become limiting. We need to understand ourselves so that we can better understand others. The findings demonstrate that if whole brain thinking is used as the measure then the context does impact on information processing and strategic thinking.

Q6: What impact do emotions have on information processing and thereby thinking?

From the findings fifteen participants were able to identify the emotions/feelings that acted as an early warning signal to let them know that they were moving from effective to ineffective behaviour. When they were in ineffective mode they reverted back to their old reinforced ways of working including using their preferred filters with no regard for which filters others were using. Once participants were able to work at the level of content they were more successful at staying in effective mode and adapting their filters to suit the context/situation. To work at the level of content participants needed to protect their core values. When core values were 'hit' negatively then negative emotions/feelings were quickly felt.

Additionally when participants were 'upset/emotional' for whatever reason they always felt unable to be reflexive about the subject under discussion and it was not until the issue resulting in the upset was aired and explored that reflexivity came back into play.

The findings show that emotions do impact on information processing and thereby thinking.

Q7: Do corporate aspirations impact on an individual's aspirations?

When we first sat down together none of the participants had a clear view of where they wanted to be going forward. Nor did they have a personal development plan. Participants were so busy they were not accepting accountability for their futures they were tying themselves to the company destiny rather than carving out their own destiny a very dangerous tactic now the 'jobs for life' have virtually disappeared. The business was head down chasing franchises while the individuals in the business were worrying about whether they would have a job ten months down the line. Individuals were split between those running the day-to-day business and those chasing the future. However all the 'noise' in the business was about what would happen if they did/did not win the franchise? By the end of the programme individuals had spent twelve months working towards their own outcome and as a result were less impacted by the 'franchise fever' that was still alive and well in the rest of the business. That is not to say that they were not fully participating they were however what they were not doing was becoming so immersed in the business aspirations that they neglected their own aspirations.

The findings demonstrate that corporate aspirations do impact on individual aspirations.

Q8: Does creating more robust thinking improve personal strategy?

The personal development plans that participants created using 'whole brain reflexivity' were communicated to the business, listened to by the business, bought into by the business and taken on board as partnership contracts. Participants were networking with the people who could advise and support them. Participants were clear as to what they wanted and were clear as to what they needed to do to get what they wanted. Both parties had clarity through open and honest dialogue.

The findings support the concept that more robust thinking does improve personal strategy.

Q9: If so how?

The findings show that by using whole brain reflexivity thinking is expanded in depth and breadth. That expansion results in honest and open dialogue which is then reciprocated creating a 'loop' connection. Earlier in this chapter I gave an example of participant B's meeting in an open and honest way with someone he felt he would never do that with.

The results were positively changed perceptions. The findings support the concept that more robust thinking does improve personal strategy and that it does it by expanding the depth and breadth of thinking.

Q10: What impact has the researcher had, if any, on this research?

Earlier in the thesis I questioned whether I was having such a personal impact on the work that I was unwittingly steering the result. It is accepted in research that the observer should get as close to the system as possible – an engaged observer as opposed to detached observer. During the fieldwork I worked very hard at 'bracketing' my pre-understandings so as to remain as neutral as possible and I explained to all participants that I was specifically non-expert in their world. This helped me to retain the minimum-impact stance I was aiming for. I was engaged throughout the research as there is a need to be 'in the moment' with the individual in order to be aware of which tool is required and when.

Q11: If challenges were similar was there a synergistic opportunity if whole brain

thinking and reflexivity were combined?

I talked earlier about how far both the researcher and the participants had travelled during the fieldwork. The Route Map has also travelled a long way beginning its journey over a decade ago on a tiny Indonesian island called Batam. Since then the Route Map has changed from being a complex process that made it very hard to for participants to engage with and understand to a programme filtered as a result of participant feedback and results to a simple, easy to follow and easy to administer and monitor programme. I have worked with participants in the Chemical Industry, in the Entertainment Industry, in the Ministry of Defence, in Research and Development, in Insurance, in Banking and in the Utility Industry. Those participants have been located in Europe, America in the United Kingdom and in Asia. In all cases I have received feedback that participants had benefited from the programme in many ways more than the achievement of their outcome.

The thesis findings demonstrate that the main challenges faced by individuals in both companies were similar. In both companies 'time' and the management of that time was an issue as was maintaining life balance. In addition thinking strategically was vitally important for all participants irrespective of role. The findings show that synergistically combining reflexivity and whole brain thinking adds value.

Q12: Is the synergistic combination of reflexivity and whole brain thinking transferable?

Although only two companies were included in the fieldwork the findings support earlier work that I have done and demonstrate that The Route map is easily transferable across industry. Experience of delivering the programme in other countries including Asia demonstrates that is it also transferable across culture. For example a Chinese Managing Director in Taipei, albeit with a good command of the English Language, settled easily into the programme and achieved impressive results. Similarly a Human Resource Director in Holland, a Finance Director in Luxembourg and an Operations Director here in the U.K. all achieved results that pleased them and achieved their outcomes. Through these participants and many others the programme has now been distilled down to a core that can be passed across to others through training. By focussing the learning around the two main themes of reflexivity and Whole Brain Reflexive Thinking it has been possible to simplify the structure/process so that it is more easily understood.

The Route map is transferable firstly to other individuals to 'deliver it' for themselves and to other individual participants in other businesses irrespective of business category. The Route Map is in modular form and providing all modules are completed will deliver results. I have never known an individual not to have positive movement towards their outcome. The degree of movement is dependent on the amount of commitment demonstrated.

Secondly individuals could be chosen to deliver the programme to numbers of others. In this case sufficient time would need to be devoted to understanding the linkages in the programme and individual's chosen to deliver it would need sufficient experience to utilise for examples when demonstrating the process tools. It is my belief that the best way to understand the Route map is to participate in it.

Individuals can use the Route map to:

- Take ownership of the 'time issue' and explore where their time is being spent versus where it would add value.
- They then could ensure that they made time to be 'whole brain reflexive' to
- Prepare for all meetings/projects/tasks using a whole brain reflexive approach
- Ensure they have a career development plan that it kept updated
- Share that plan with the people who matter in the business
- Work to build a partnership approach towards making the plan happen
- Work to maintain balance in life

Business can use The Route Map to:

- Create a context in which mutual respect and receptive listening is in the very building blocks of the business

- Place more value on 'reflexive time'
- Know and understand the profiles of their people
- Encourage individuals to be whole brained
- Energise individuals to leverage their true potential

If all of the above were to be adopted the result would be more robust strategic thinking by both parties. Individuals would be clear as to the way forward, motivated as well as highly productive and there would be congruence between the business big picture and individual aspirations.

The Supposition

The findings demonstrate that the Research proposition of combining whole brain thinking with reflexivity does:

1. Reduce resistance to 'the thinking'
2. Reduce the timeline to execution of the thinking
3. Increase understanding of and buy-in to the thinking and;
4. Increase the robustness of the thinking
5. Which in turn will increase the robustness of the personal strategy

In summary there is clear benefit to both the business and the individual in adopting 'Reflexive Whole Brain Thinking'.

Further Research

Clearly the research I have completed has merely touched the surface of this synergistic combination. When I created the Route Map I neglected to explore whether a learning programme for a female should differ in any way from a learning programme for a male. Bryans and Mavin state that 'research has made little attempt to explore whether there is anything special about how women learn.' (Jarvis et al 1998:68 cited in Bryans, P and Mavin, S. 2003). An area for further research is the female versus male patterns and themes that the findings detailed. Why did the female participants focus far more on a personal agenda than the male participants? Was that because I was a female researcher? Or was it perhaps because females find working at the level of emotions easier? Some of the male participants raised personal issues in the sessions but much, much less than the female participants where the whole focus of the programme became personal issues albeit issues that impacted on their business lives. Bryans and Mavin state 'Adult learning models are usually predicated on the assumption that the masculine norm and the adult norm are one and the same.' (Frazer. 1995:21 cited in Jarvis et al. 1998:68 cited in Bryans, P and Mavin, S. 2003). Did I in creating the Route Map predicate in this way or did something different occur because I was female?

It would also be interesting to explore whether the impact of the Programme would be as great if delivered in a group setting. I find that individuals historically find it harder to open up in a group session than when given one-to-one sessions.

Contribution to Knowledge

The findings demonstrate that this synergistic combination of reflexivity and whole brain thinking is an enabler of more robust personal strategic thinking. The findings also demonstrate that individuals who practise whole brain reflexivity practise it across the business issues they face on a day-to-day basis as well as for their personal outcomes. The findings also demonstrate that having models/tools available to guide the whole brain reflexivity process helps understanding and structures the process.

The Whole Brain Reflexivity model synthesizes the two bodies of knowledge.The model places three levels of reflexivity into whole brain thinking.

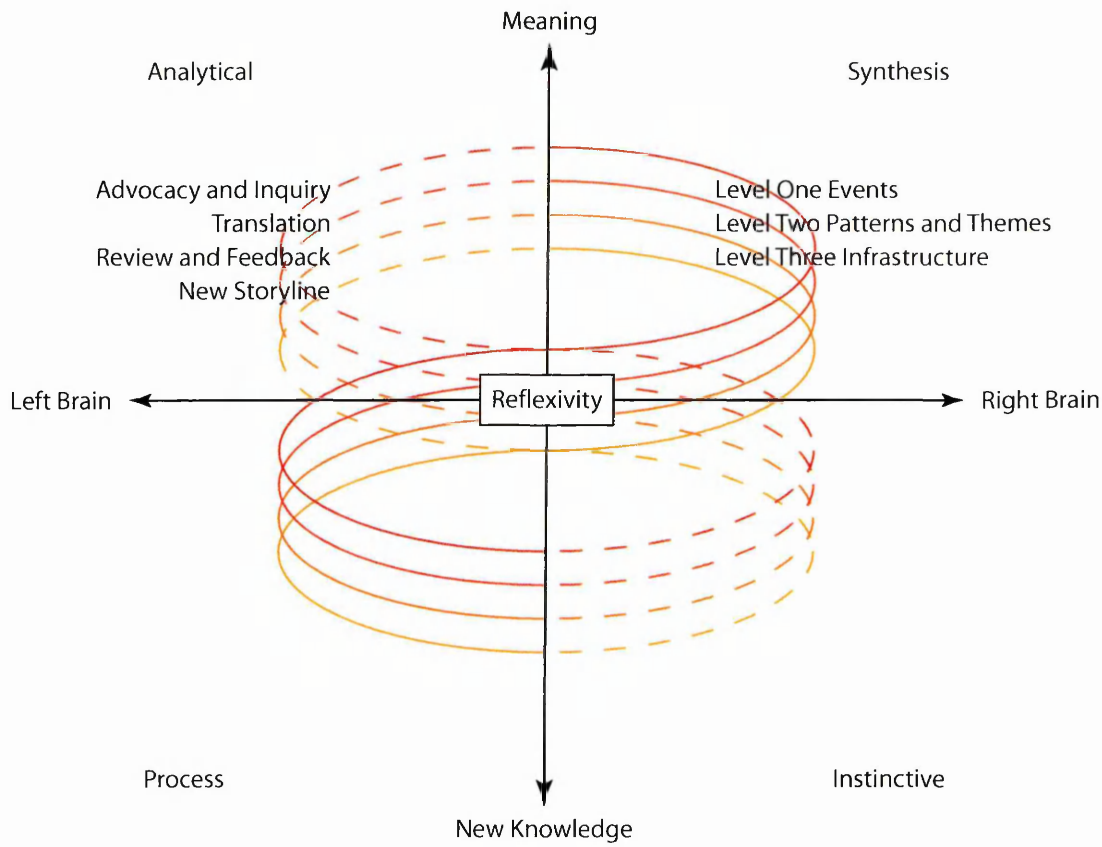


Figure 73: Whole Brain Reflexivity Model.

As researcher I was interested in exploring, at level-three reflexivity, the infrastructure supporting the main challenges identified. Thinking that is reactive and uses only an individual's preferred filters will not produce robust personal strategic thinking. It is clear from the findings that time spent being reflexive using the whole brain improves the depth and breadth of personal strategic thinking. Improving the depth and breadth of the thinking creates more robust thinking. It is also clear from the findings that having 'tools' available for use aids reflexivity. There are many 'tools' available which would facilitate reflexivity as there are methods of facilitating an understanding of how you are filtering information. The specified reading also aided reflexivity however there are other books that could be used. In order to spend time being reflexive and thinking using your whole brain requires time to be available. To make that time available requires the breaking down of reinforced ways of working that have been reinforced over time with each of our successes. That breaking down takes place more effectively when conducted one-to-one and face-to-face in a confidential environment.

When all thirteen GNER profiles were placed on the Mind Filter model P the preferred business filters were process and instinct i.e. the bottom two quadrants. The findings indicate that the context which was pressurised and uncertain did impact on how participants filtered their information. The preferred behaviours demonstrated were reactivity from the instinct quadrant and short termism from the process quadrant. I have concluded that the brain is impacted in the way that the literature search indicated and that as a result the business fails to utilise valuable resource.

There was a common theme in both businesses of holding back information at all levels with costs to both the individuals and the business. This was demonstrated by behaviours such as blocking, turf protection, spreading noise, frustration, anger, withdrawal and stress.

The findings indicate that there is an interrelationship between reflexivity and whole brain thinking and that the power of that interrelationship is in the expansion in thinking that it creates.

The findings also indicate that when the transformation model (Figure 39: page 162) is utilised it is an enabler of more robust thinking as a result of that expansion in thinking.

Summary

In this chapter on Conclusions and recommendations I share, as researcher, my level three reflexivity that leads me to identify two main drivers that were supporting the patterns and themes from the fieldwork. I describe the business context as reactive and activity driven. I identify that emotions impact on information processing and thereby thinking and it is essential to ensure that the participant's state is 'fit' for the reflexive journey. Failure to do so will result in the participant being unable to be reflexive. Far from being unable to learn the findings indicate that the participants, all well-educated, high powered, high commitment individuals do know how to learn and they can be good at it providing that:

- Sufficient reflexive time is dedicated to the learning

- A toolbox of process models is made available to them
- That the learning takes place one-to-one in a safe, confidential environment
- That the outcome is set by the individual
- That the researcher/trainer/coach brackets their pre-understandings and hold the aims of non-expert/minimum impact.

It is also clear from the findings that when the individual learns and grows both the individual and the business benefits.

I then proffer the Mind Filters Group profile that supports this description and go on to describe the form of profile that the future business will need if it is to succeed. I refer back to the 'gap' in the literature identified in chapter two. I discuss the concept of perception and the need for congruence between the individual and the business goals and objectives. Corporate aspirations do impact on individual aspirations as individuals tie themselves to the corporate destiny and neglect their own. However by being whole brain reflexive individuals can begin to take back control and build a robust personal career plan.

I then detail each of my primary research questions and the relevant fieldwork findings. I also detail my meta research questions and the fieldwork findings relevant to them. Finally I demonstrate the clear benefit of Reflexive Whole Brain Thinking.

The findings support my meta proposition that when individuals dedicate time to reflexive whole brain thinking patterns and themes emerge that:

- Resistance to strategy is reduced
- Execution timelines are reduced
- Thinking increases in robustness
- Personal Strategy is more robust

The thesis findings justify the supposition.

Researcher Level Three Reflexivity - Post Research

Post handing in the hopefully near-final version of the thesis I had the opportunity to spend further time using the Whole Brain reflexive Thinking model myself and I found myself exploring the answer to the question that originally motivated this research. Why did individuals walk over my untested bridge without questioning the engineering that went into it?

Clearly from the participants' feedback there is something about timing however from my perspective the timing was my choice entirely which leaves synchronicity as part of the answer to my question. A need on both sides of the equation I needed participants' and at that point in time the participants', perhaps because they were in businesses going through change, needed someone to talk to about their hopes and fears.

Secondly there was the element of trust because I promised and delivered absolute confidentiality with nil feedback to the business participants' felt safe, able to trust and open up with no fear of reprisal.

Thirdly all participants' were willing, wanting to learn, looking for something to help them in their time of need/want. As in The Heart Aroused just like the old woman my appearance was as if I was greeting them with 'Nameste' 'I greet the God in you'. Just as David Whyte followed the old woman across the rickety bridge so the participants' followed me across my bridge. David Whyte talks about how every man or woman comes to such a bridge at some time or another in their life. It might be a difficult conversation or the first steps in a new direction. We can feel that the chasm we face is insurmountable because all our other demons rise up to meet us. We feel a lack of confidence, see visions of failure and freeze. Reflexivity left me wondering whether I was answering a deep seated need in each of the participants' and whether that need could have been answered in some other way?

I also spent time reflexively considering why the Journey resulted in an 8/10 success rate. It is my view that because the 'expectations/wants' were clearly on the table and being dialogued about:

- Individuals were working to the same hymn sheet
- Individuals could map themselves into the company map and vice-versa
- Gaps could be identified – capability etc
- Things could be done to close the gaps
- If they couldn't be closed the subject could be discussed
- It was easier to identify what to work on and to work on the right things rather than the wrong things
- Emotions/feelings were understood and could be used as strengths rather than limiters
- Support could be obtained/asked for
- Time could be devoted to it

Therefore their 'personal strategy' was more robust – not just an internal desire which sometimes surfaced as resentment etc but a clearly articulated goal.

Resistance both perceived and real was reduced as left hand column went on the table. Individuals heard from feedback how they were perceived by the company and had an opportunity to work at changing that perception if they needed to/chose to.

What was an undefined timeline became a specific timeline – by when which could be debated with the company and others.

To get to this point individuals had spent time being reflexive in order to become more aware of how they were operating/behaving. To gain the benefit of the reflexivity they then needed to modify their behavioural operating model in the ways identified during reflexivity.

Because individuals were now aware of how they were filtering information and how by filtering adaptively/flexibly they could add value:

- Manage relationships more effectively
- Influence more effectively
- Evaluate rather than judge
- Build partnerships/alliances
- Increase collaboration
- Translate so that others can hear the message

Impacts not anticipated:

- Individuals felt less stressed
- Individuals valued the opportunity to be reflexive
- Individuals were realistic about the opportunities available to them
- Individuals were accepting of the feedback
- Individuals were, with support, willing to risk doing what they would not have tackled before
- One individual left the company
- Individuals felt more powerful/less vulnerable
- Individuals were willing to be open and trusting
- Individuals were willing to put time aside for reflexivity and post reflexivity to do things differently

Appendix A

Table of Figures

Appendix B

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Appendix D

Letters Of Permission

GNER Approval

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24 October 2003

Rosemarie Hanson
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Nr. Worksop
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S81 8BY

Your ref :
Our ref :

Dear Rosemarie,

Executive Coaching

Further to your e-mail and our ongoing conversations I am writing to confirm that you have permission to proceed with the Executive Coaching within GNER.

If you need any further confirmation/clarification please do not hesitate to contact me.

Yours sincerely

Sharon

Sharon Adair
Training & Development Manager
GNER

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26th February 2004

Rosemarie Hanson
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Dear Rosemarie

First of all may I apologise for the delay in sending this to you. You have waited very patiently for which I am grateful.

I would like to confirm that Smith & Nephew are happy for you to carry out field work within the Company in connection with the work you are doing at Sheffield Hallam University. I confirm that I have received a copy of the paper produced by the School of Business & Finance relating to research ethics. I have read it and understand the provisions contained in it. Thank you for telling me that in your meetings with Louise Strudwick and Francesca Yeomans that you have discussed the issues of their voluntary consent, anonymity and confidentiality and that you have left a set of notes with each of them.

It is appropriate for you to mention that Smith & Nephew have participated in the work which you have carried out.

Finally, it just remains for me to thank you for giving us the opportunity to participate in this study. I know that Louise and Francesca are both enjoying the work which they are doing with you and already feel that they are benefiting from it. At some point in the not too distant future I must arrange to meet up with you to review my progress to date and also to talk about my objectives for the year; I believe that they are going to be a lot more challenging than the ones I had set for last year!

With best wishes.

Kind regards.

Yours sincerely

Claire M. Vaughan

Claire M. Vaughan
European Legal Director

Appendix E

Research Ethics

Research Ethics: 1. Research Involving Human Participants

1 Coverage

1.1 Any research undertaken by staff or students of the University which involves direct contact with patients or healthy participants, whether clinical, biomedical or social research, or the secondary use of existing human and animal materials or specimens, should be subject to ethical review. Responsibility for undertaking the review will depend on the nature of the research.

1.2 Such review includes research undertaken by undergraduate or post-graduate students as well as research projects carried out by academic staff.

2 Guiding Principles

2.1 Research should be undertaken in accordance with commonly agreed standards of good practice such as are laid down in the Declaration of Helsinki. These fundamental and widely accepted principles may broadly be categorised as:

- Beneficence - 'do positive good'
- Non-Malfeasance - 'do no harm'
- Informed Consent
- Confidentiality/ Anonymity

2.2 Beneficence and Non-Malfeasance

Terms such as risk, harm and hazards include emotional and mental distress, and possible damage to financial and social standing, as well as to physical harm.

- The research should be scientifically sound and the purpose should be to contribute to knowledge;
- The research should be undertaken and supervised by those who are appropriately qualified and experienced;

- The importance of the objective should be in proportion to the inherent risk to the subject. Concern for the interests of the subject must always prevail over the interests of science and society;
- The research should be preceded by careful assessment of predictable risks in comparison with foreseeable benefits to the subject or to others;
- Research should not be undertaken where the hazards involved are not believed to be predictable;
- Adequate facilities and procedures should be in place to deal with any potential hazards.

2.3 Informed Consent

- Each potential subject must be adequately informed of the aims, methods, anticipated benefits and potential hazards of the research and any discomfort it may entail;
- Any documentation given to potential participants should be comprehensible and there should be an opportunity for them to raise any issues of concern;
- Consent should be required in writing and records of consent should be maintained;
- Potential participants must be informed that they are free to withdraw consent to participation at any time;
- There should be a procedure for making complaints and participants should be made aware of this;
- All participants should be volunteers. Considerable care should be taken where consent is sought from those in a dependent position and it should be made clear that refusal to participate will not lead to any adverse consequences. For example, students must be assured that any decision not to participate will not prejudice in any way their academic progress;
- Any inducement offered to participants should be declared and should be in accordance with appropriate guidelines;

- Consent must be obtained from a legal guardian in the case of minors or any others who do not have the legal competence to give informed consent.

2.4 Confidentiality/ Anonymity

- All research should conform with legislation relating to data protection;
- Details that would allow individuals to be identified should not be published, or made available, to anybody not involved in the research unless explicit consent is given by the individuals concerned, or such information is already in the public domain;
- All reasonable steps should be taken to ensure that confidential details are secure;
- Great care must be taken where there is an intention to use data collected for one study, for another study. It is important that relevant guidelines are followed.

2.5 This guidance is only intended to be an introduction to the issues and an indication of the matters that will be considered by University ethics committees. A list of further guidelines and codes of practice is available from the Secretary to the University Research Ethics Committee (see below). In addition, Schools and Research Institutes should make researchers aware of guidance that relates to particular disciplines and professions.

3 Authority

3.1 The ultimate responsibility for the care of human participants rests with the researcher. However, in discharging its duty the University has established a University Research Ethics Committee and empowered Schools and Research Institutes to establish their own research ethics committees (delegated committees). In addition, where appropriate, decisions are delegated to ethics committees established by NHS trusts.

3.2 The researcher has the responsibility for deciding what authorisation, if any, should be sought. If researchers are in doubt as to what is appropriate they should seek advice. However, it is possible to give a general indication, as follows.

3.3 Self - Regulation

There are a number of straightforward procedures where it may not be necessary for researchers to seek ethics committee approval. However, in these cases the researcher still has a responsibility to consider ethical issues and take note of any relevant codes of practice. Procedures which may come under this category include:

- Questionnaires and interview schedules where there are no major issues relating to confidentiality or sensitive information or controversial subject matter;
- Research already granted permission by other ethics committees;
- Procedures authorised by delegated committees as being appropriate for self -regulation.

3.4 However, where there is any doubt about any ethical issues relating to the project, it should be referred to the most appropriate delegated committee. Also researchers should seek advice from more experienced colleagues, within or outside the University.

3.5 It is important to note that consideration by an ethics committee does not replace other procedures and advice relating to insurance cover, contract authorisation and health and safety issues.

3.6 Delegated Committees

Schools and Research Institutes are required to have procedures in place for dealing with research ethics issues. These can be shared with other areas. It is the responsibility of the School/Research Institute to ensure that all projects are appropriately scrutinised.

It is expected that Schools and Research Institutes which undertake a substantial number of research projects which may require ethics committee approval, will establish their own ethics committees. It will be the responsibility of these delegated committees to develop their own terms of reference and procedural guidelines for approval by the University Research Ethics Committee. School research ethics committees may be sub committees of the School Board of Studies. If this is the case reporting relationships should be administered accordingly.

Schools and Research Institutes that choose not to establish a delegated committee must outline procedures for ensuring that appropriate ethical scrutiny of all research occurs and have an alternative procedure for dealing with ethical issues in place should the need arise. This may take the form of an arrangement with one of the delegated committees.

The University Research Ethics Committee shall:

- approve the terms of reference, membership, policies and procedures of the delegated committees;
- approve research ethics procedures from Schools and Research Institutes electing not to establish their own delegated committee act as an appeal body for delegated committees;
- monitor the activities of delegated committees through the receipt of annual reports, minutes of all meetings and other reports as appropriate;
- issue clear instructions and guidelines to the delegated committees on the standards of support and record keeping required.

3.7 In the first instance, all projects requiring ethics committee approval from within Schools and Research Institutes with approved delegated committees, should be submitted to the delegated committee. Where no delegated committee exists the approved alternative procedure should be followed. The University Research Ethics Committee may act as a 'court of appeal' in difficult cases.

3.8 Local Research Ethics Committees for Human Participation

In some cases it may be necessary that approval is obtained from an NHS, or other medical ethical committee. Such approval will be required for any research project that involves:

- NHS patients and staff: people recruited as participants by virtue of current or past contact with NHS services including those being treated under contract with private sector providers;
- use of, or access to, NHS premises or facilities;

- access to records of previous or former NHS patients;
- clinical trials

In general, where approval by a research ethics committee is required, research undertaken with healthy human participants could be approved by one of the Sheffield Hallam University Research Ethics Committee.

3.9 It is essential that the delegated committees maintain a record of any application to an NHS, or other medical, ethical committee and the related decision.

4. Research Involving Animals

The use of animals is tightly governed and monitored by law and by the Home Office, specifically under the Animals (Scientific Procedures) Act 1986 and its accompanying codes of practice and processes. Researchers using animals should operate in accordance with these.

5. University Research Ethics Committee

5.1 Terms of Reference

5.1.1 Scope and Status

- For the purposes of these terms of reference, ethical considerations and conduct will include, but not be limited to, research involving human participants, research using animals, scientific integrity and the sources of research funding.
- The purview of the Committee will include research undertaken by both staff and students (undergraduate and post-graduate).
- The Committee is a sub-committee of the Research and Business Development Committee.

5.1.2 Guiding Principles

The Committee shall:

- operate procedures no less rigorous than those suggested or required by relevant statutory or professional bodies;
- be impartial, supportive, developmental and dedicated to the promotion of ethical standards in research;
- ensure that proposals are scientifically sound without making judgements on quality as many projects are undertaken within a learning environment
- consider, taking specialist advice where required, on the insurance, liability and other legal implications of activities.

5.1.3 Activities

- To recommend to the Research and Business Development Committee and Academic Board policies and procedures for the ethical conduct of research.
- To advise University bodies staff and students, as appropriate, on all matters pertaining to the ethics of research.
- To issue guidelines and codes of practice, where appropriate on any matter pertaining to research ethics.
- To recommend the necessary administrative arrangements for operating the policies and procedures.
- To approve the terms of reference, membership, policies and procedures of delegated committees.
- To approve procedures for dealing with research ethics matters in Schools and Research Institutes electing not to establish their own delegated committee.
- To act as an appeal body for delegated committees.
- To monitor the activities of delegated committees.
- To liaise with external research ethics committees, in particular those established by local NHS trusts.
- To subject its own activities to continuous review and present an annual report on its activities to the Research and Business Development Committee.

5.2 Membership

5.2.1 The Research and Business Development Committee, taking advice as may be appropriate, shall appoint members to the Research Ethics Committee, which shall include:

- A Chair who shall have knowledge and experience of both research ethics and at least one of the areas of research likely to be considered by the Committee. The Chair will be an ex-officio member of the Research and Business Development Committee;
- A representative from all Schools and Research Institutes at SHU who should be active researchers with knowledge of research ethics. Schools and Research Institutes working under similar broad disciplines e.g. Social Science may elect to share representation;
- One member of staff of the University who has knowledge and experience of moral, philosophical or related issues e.g. a member of the University multi faith chaplaincy;
- One person who is independent of the University, with knowledge and experience of moral, philosophical or related issues.
- A Secretary who will normally be a member of the Research Support Office.

5.2.2 All members shall be appointed for three years in the first instance.

5.2.3 The Committee shall elect a Vice - Chair from within its membership.

5.3 Quorum

Four members, including either the Chair or Vice-Chair, have to be present.

5.4 Frequency of Meetings

The Committee shall meet at lest three times a year in cycle with meetings of the Research and Business Development Committee.

Appendix F

Semi-Structured Interview

Name Participant 'A'

Q How have you progressed since we last met? Marking time because of the delay on the bid. However I have broken through the Directors 'damp proof' course and I now have an influential relationship with the Directors. On a score of 1-10 for influence the score would be 9/10. My label would now be 'influential interpreter'.

Q Have you achieved your outcome? Not quite however the context is holding things up.

Q If not on a score of 1=not at all, to 9 = almost, where would you score? 8/10

Q What are the areas you still find challenging? How the company works – how it analyses information and makes decisions. My ability to achieve has been hampered by a lack of experience in pulling a bid together. There is no instruction manual and competitors have years of experience.

Q Are there any tools you would like to revisit? The Early Warning Signal. We discussed your early warning signal and trigger and whether you had noticed your values being hit?

Q Do you now have a clear behavioural operating model? Yes

Q Do you know when you are being effective? Yes

Q Do you know when you are being ineffective? Yes and I am aware of watching for if and when I begin to move there.

Q Do you know your four core values? Yes

Q Do you know your early warning signal? Yes

Q Do you know your trigger? Yes

Q Do you know your preferred filters and can you evaluate others filtering systems? Yes

Q Have you received any feedback? Yes – My influence has increased and I am being listened to. The C.E.O. has replayed my comments filtered from the SRA as to where we need to do better. I have been invited to Jonathan's team day. My suggestion re the Eurostar general for Kent strategy has been taken on board. My suggestion to use the resource from the Kent bid for the Great Western prequalification bid.

Q How much time did you put aside for reflexivity prior to the programme? Very little

Q How much time do you put aside for reflexivity now? Much more than I did – train journeys etc.

Q What have you found most useful about the programme? The Early warning signal and the trigger

Q What have you found most difficult about the programme? Challenging and embracing conflict and disagreement. I am now at 8/10 and understand more the value of embracing this arena using advocacy and inquiry plus review and feedback.

Q Are there any changes you could suggest would add value? No

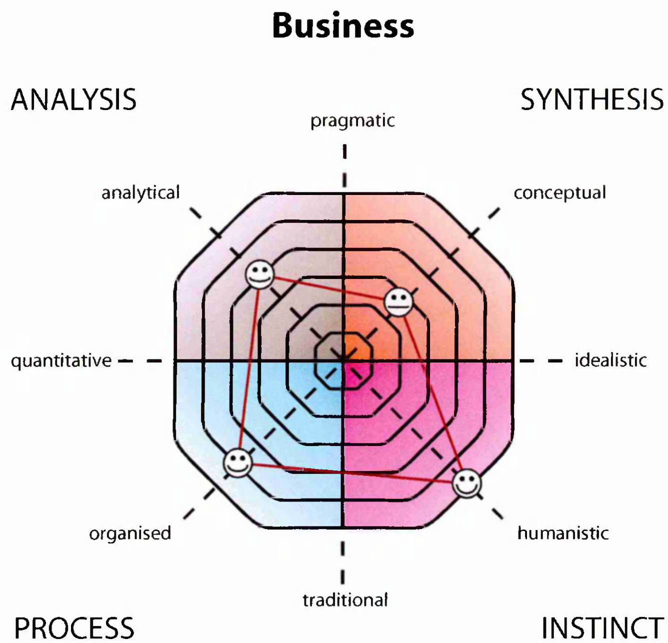
Q What patterns and themes have you identified during the programme? That by embracing conflict and disagreement with respect - I become more influential.

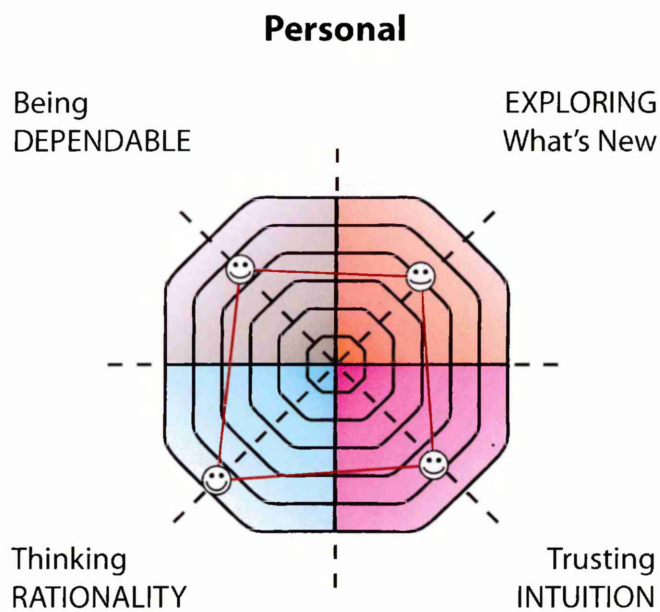
Q Do you have any feedback for me post this review? It has been useful and I think it was excellent.

Appendix G

Individual Mind Filter Profiles

Participant A





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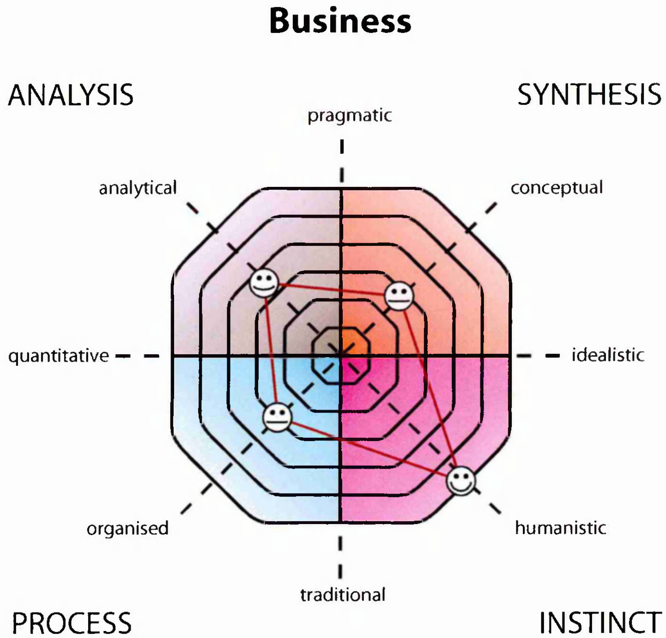
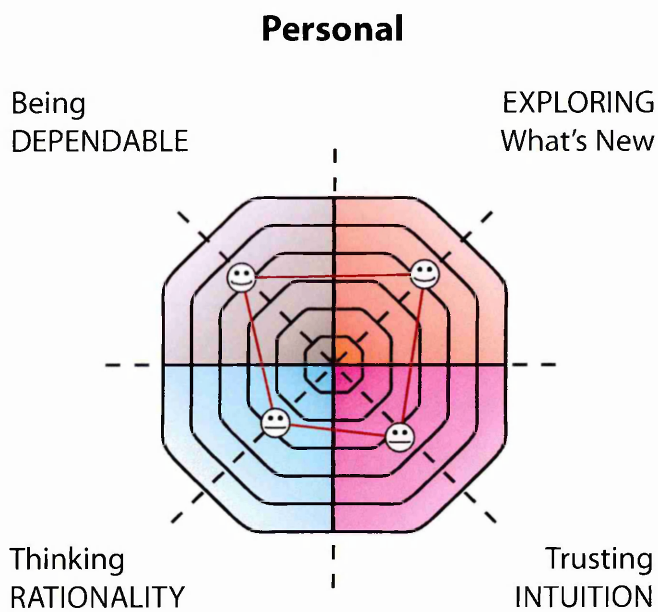
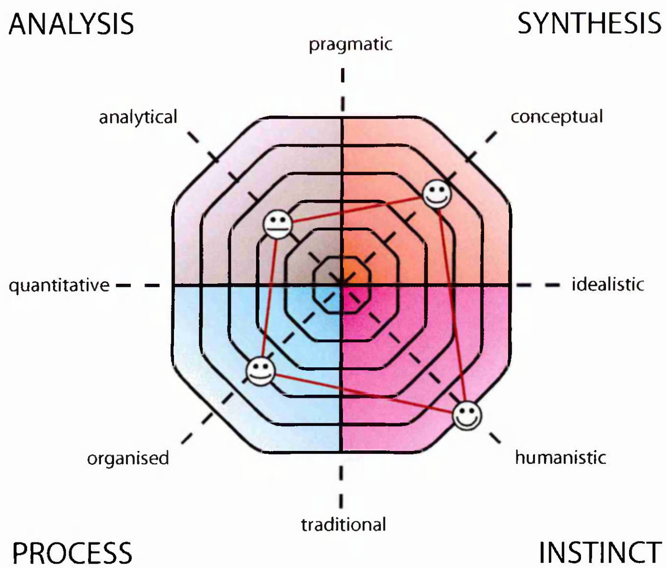




Participant C

Business



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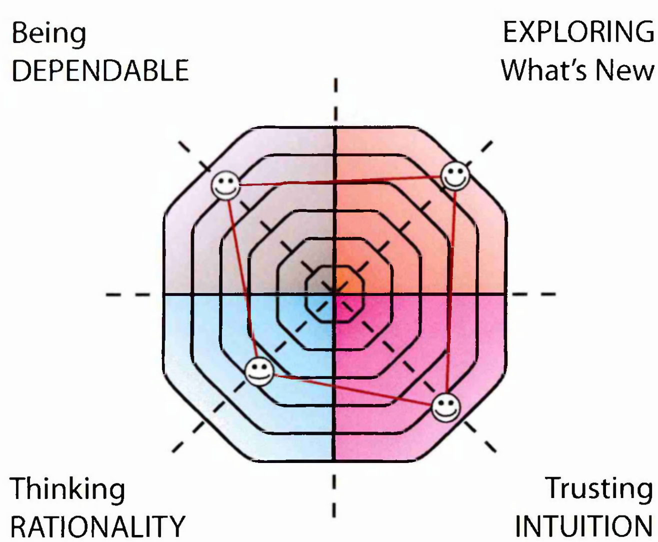

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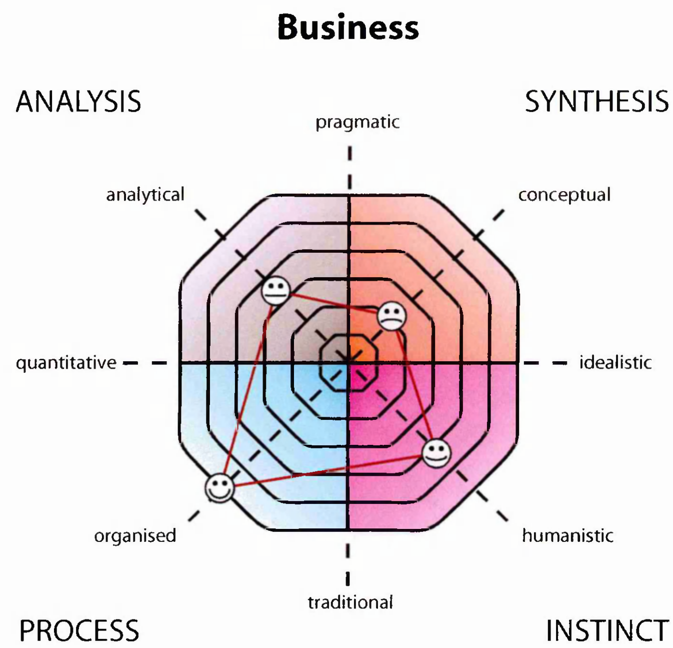

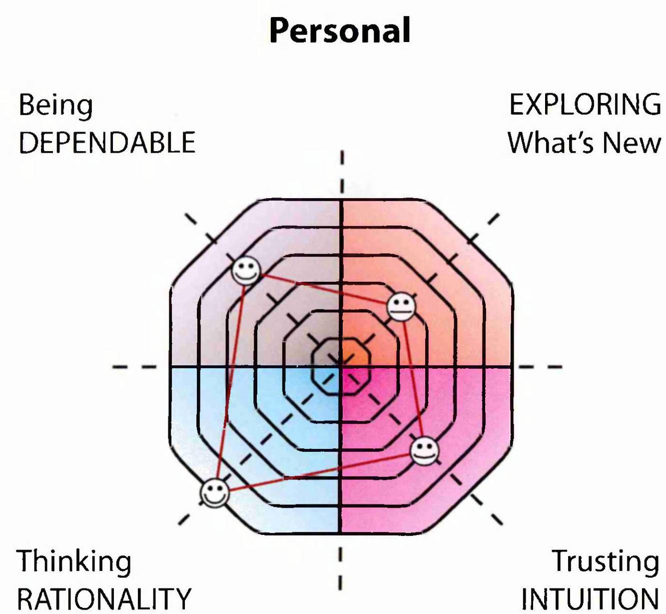

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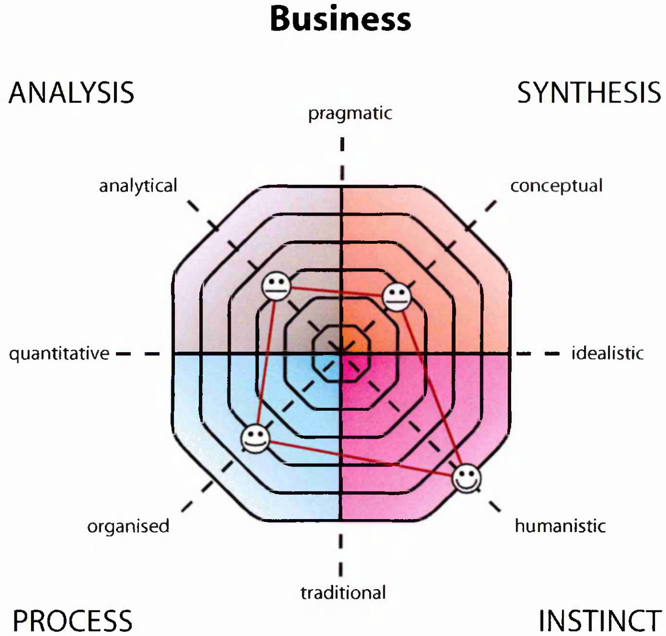

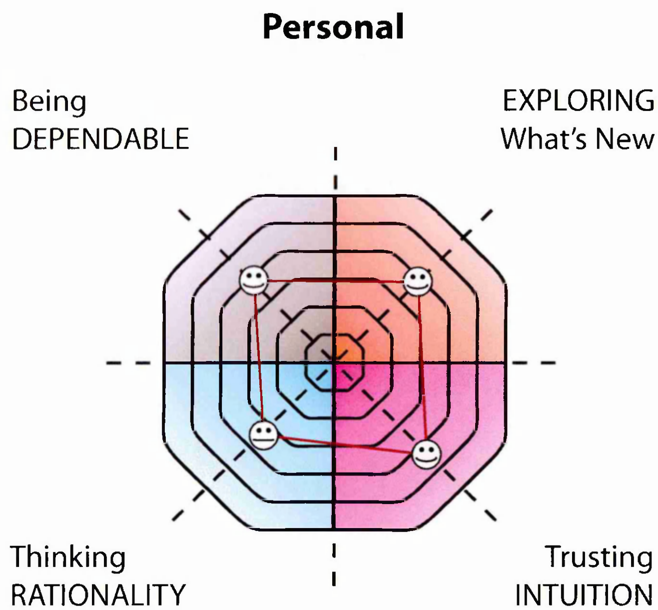

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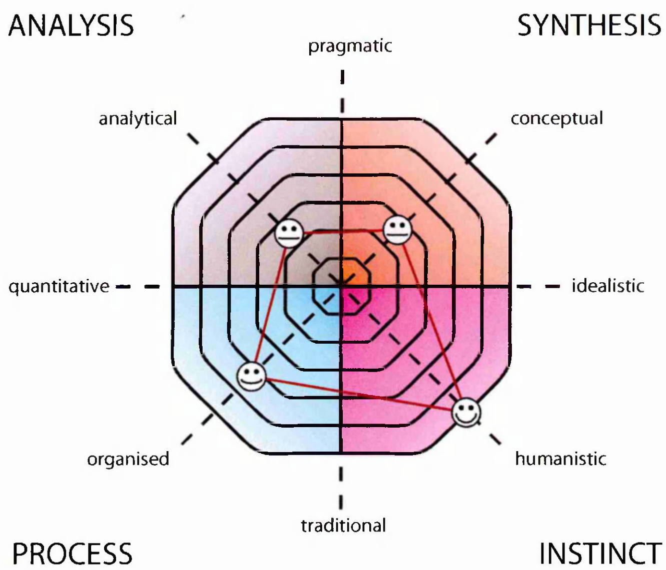

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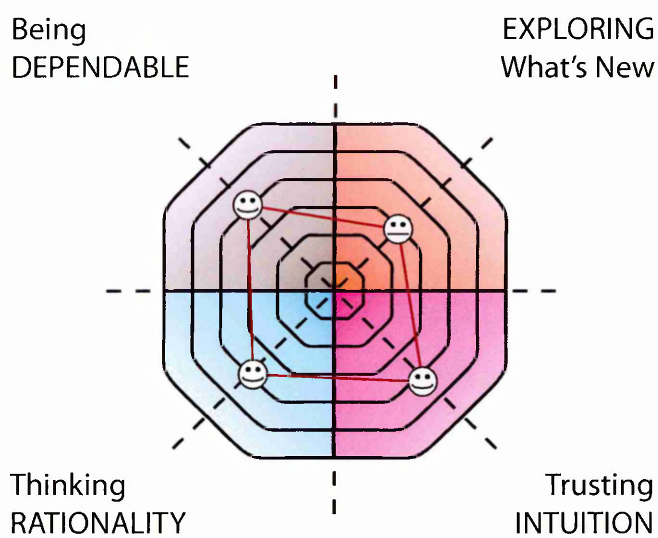

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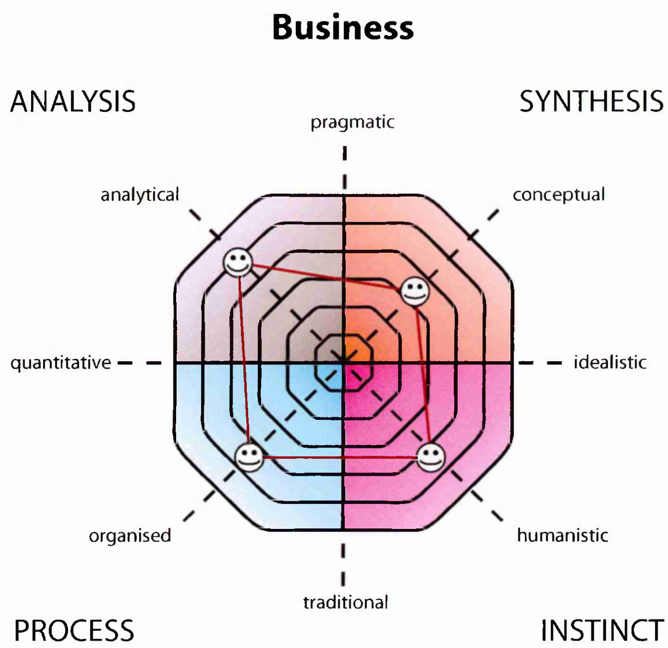

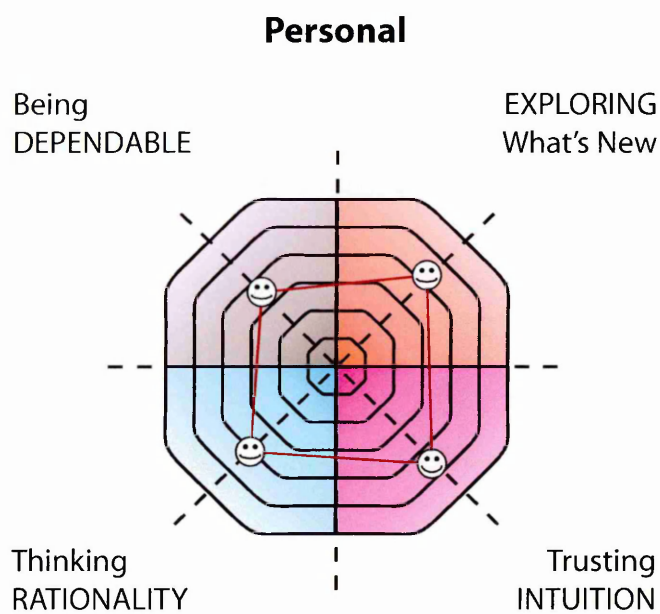

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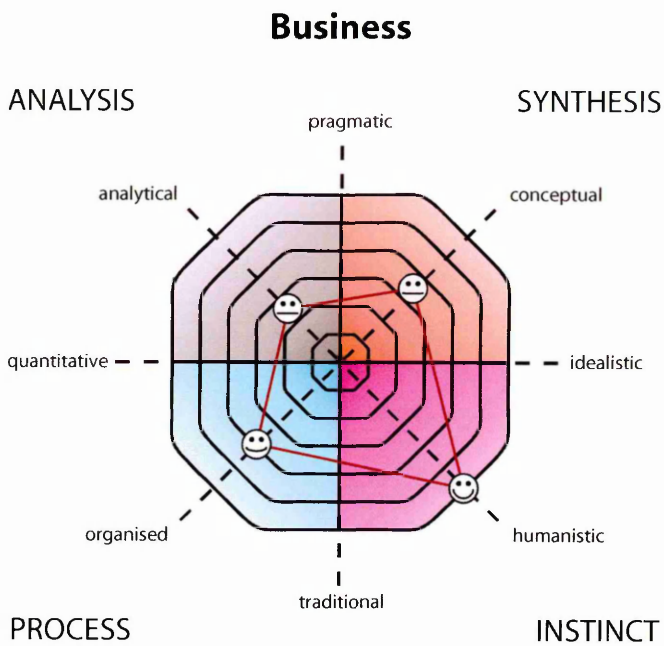

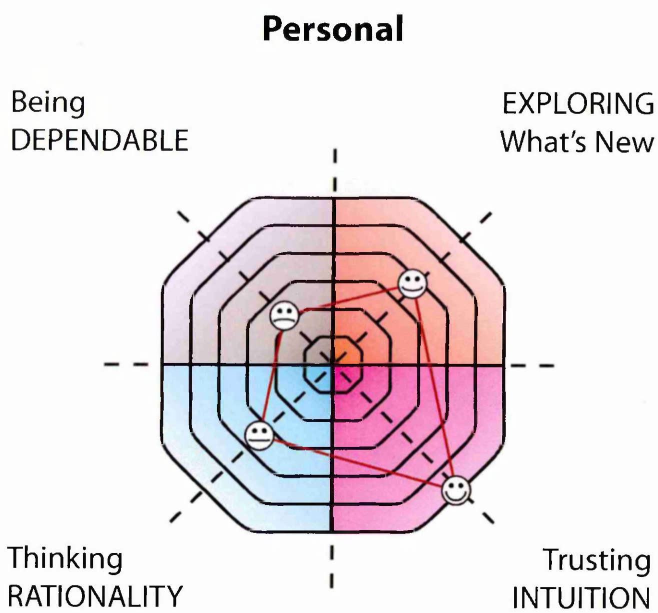

Participant I

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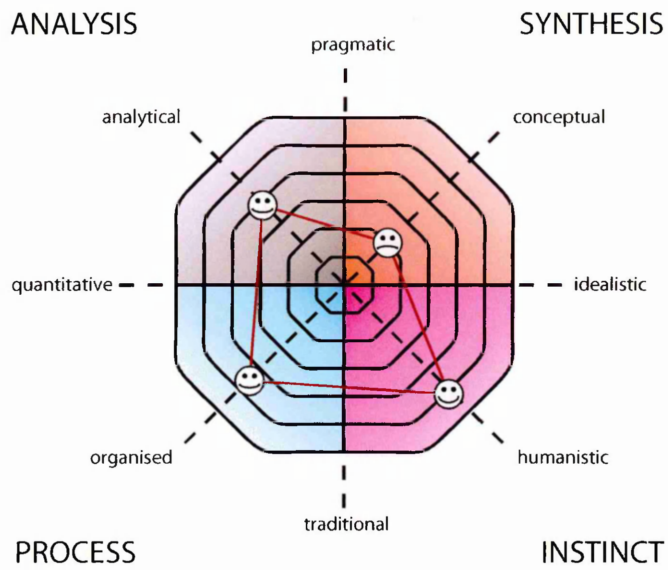

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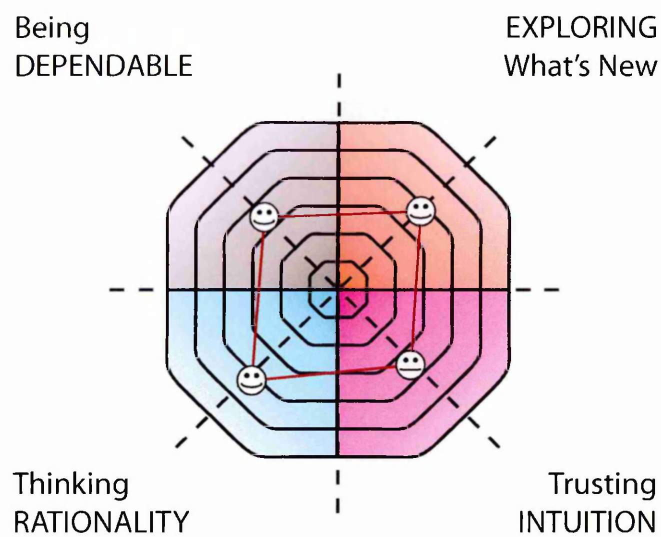

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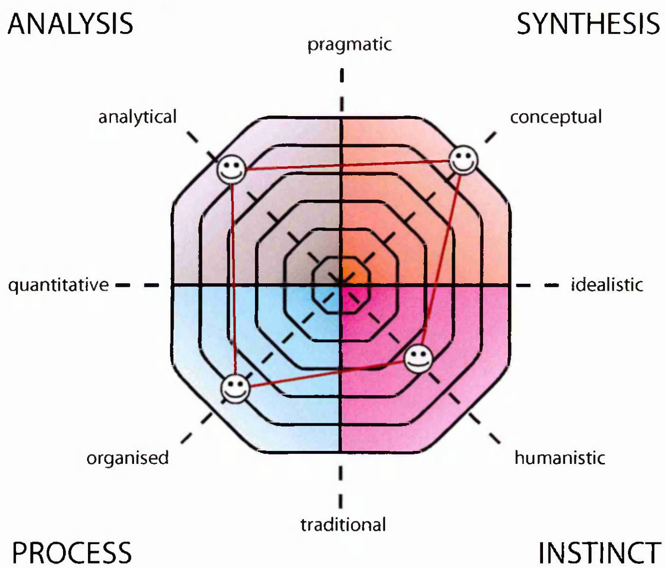

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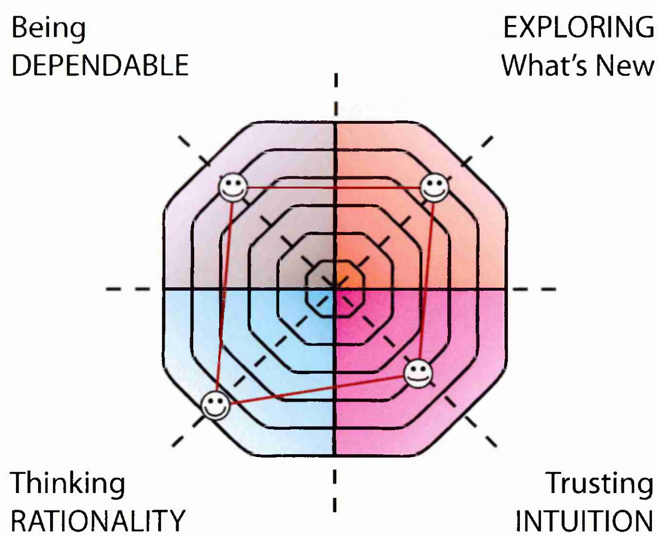

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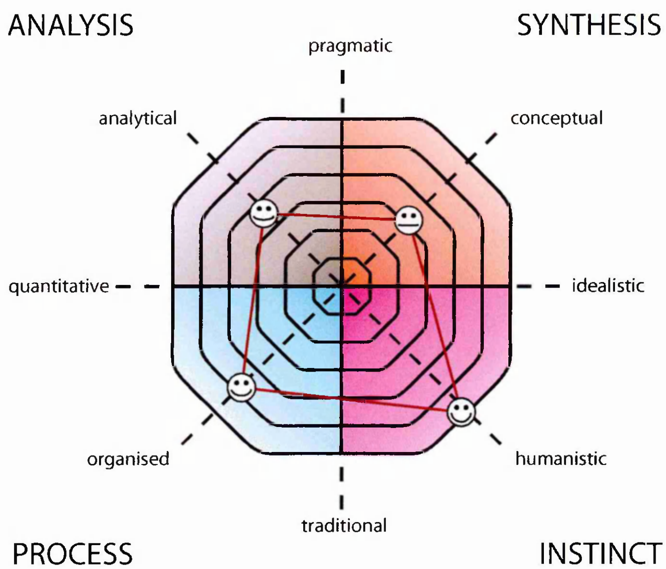

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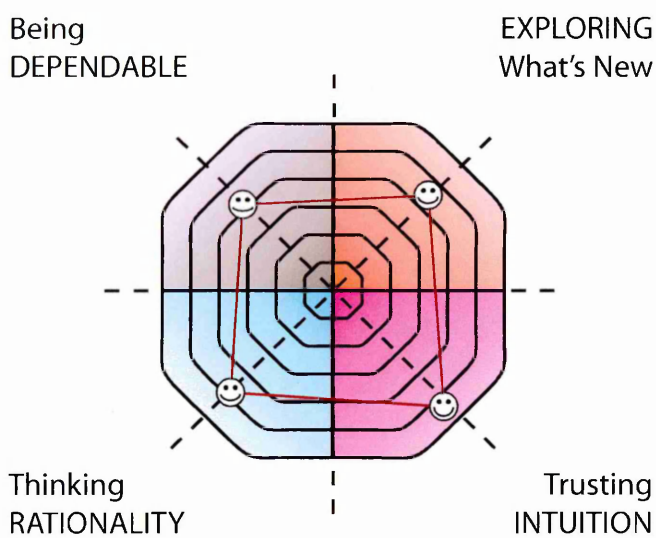

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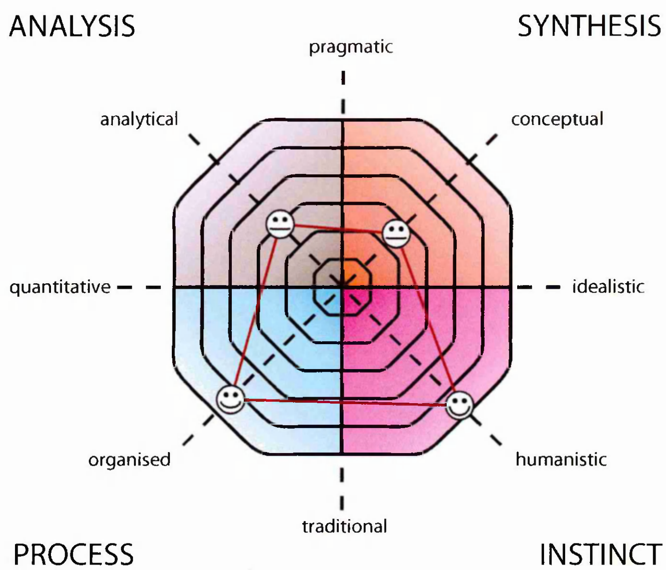

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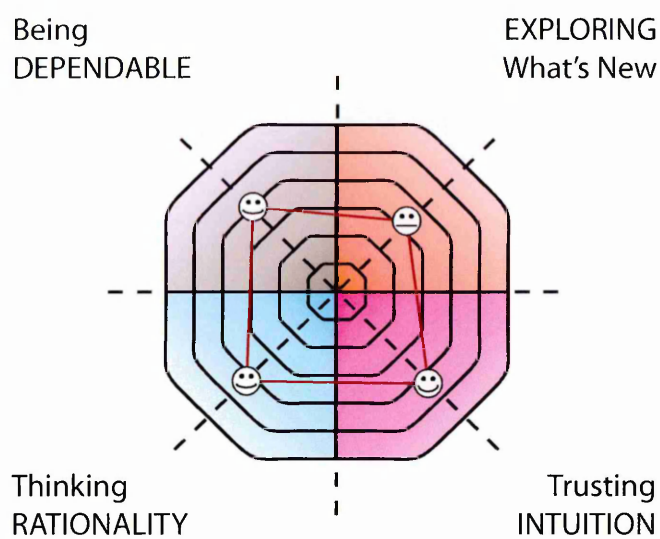

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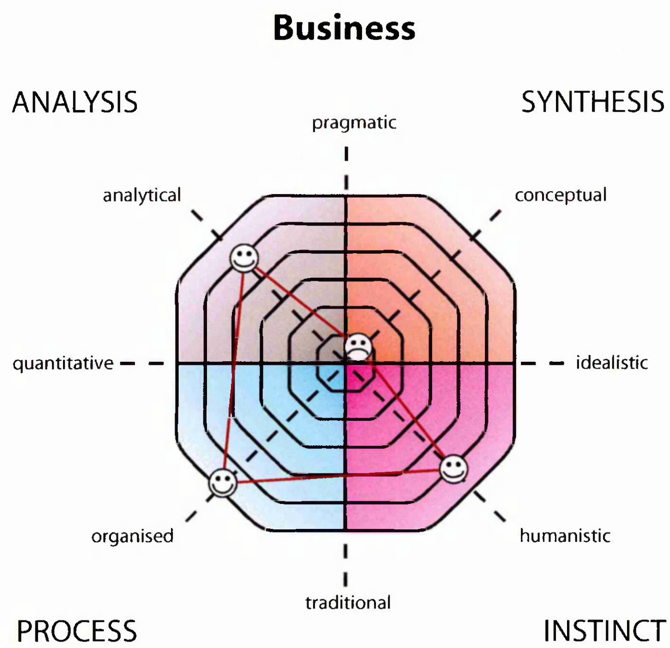

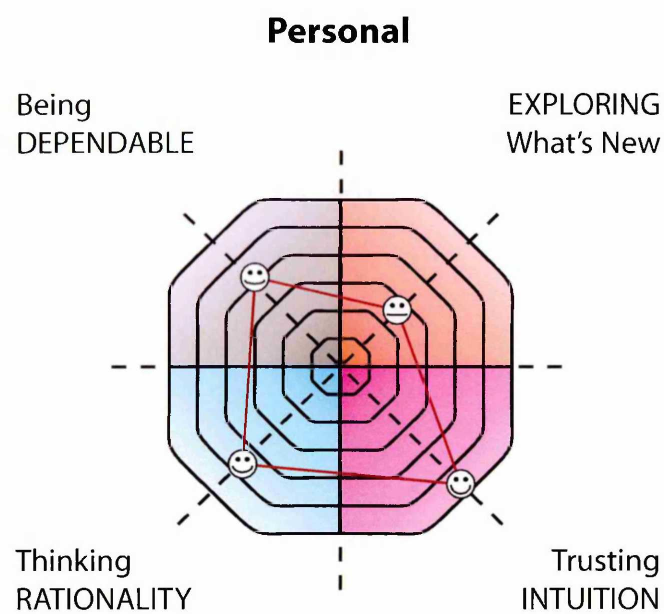

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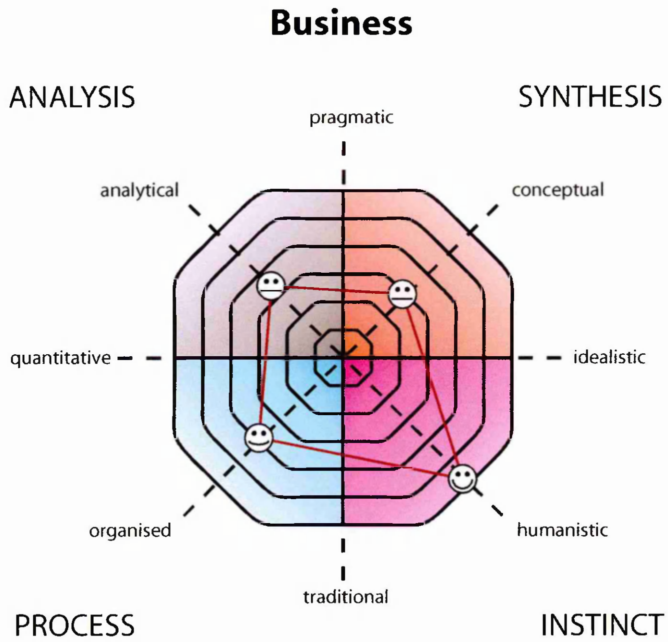

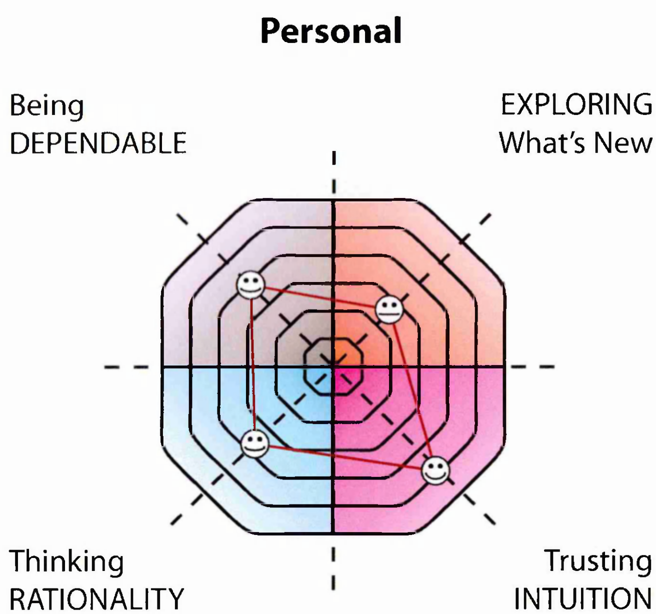

Participant O

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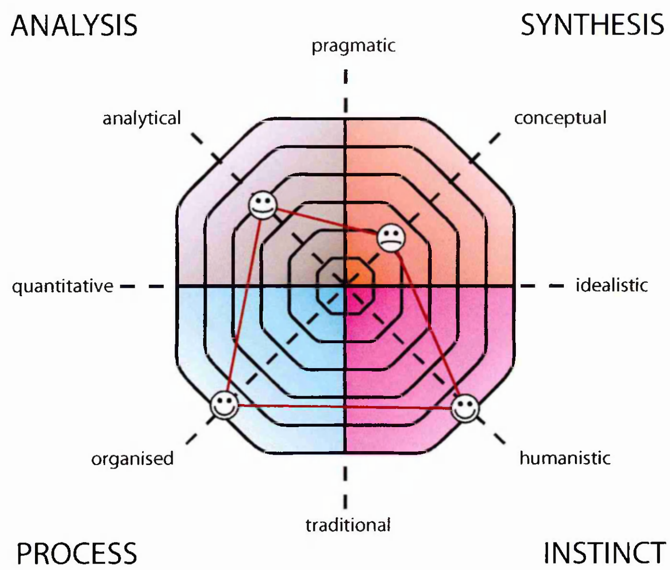

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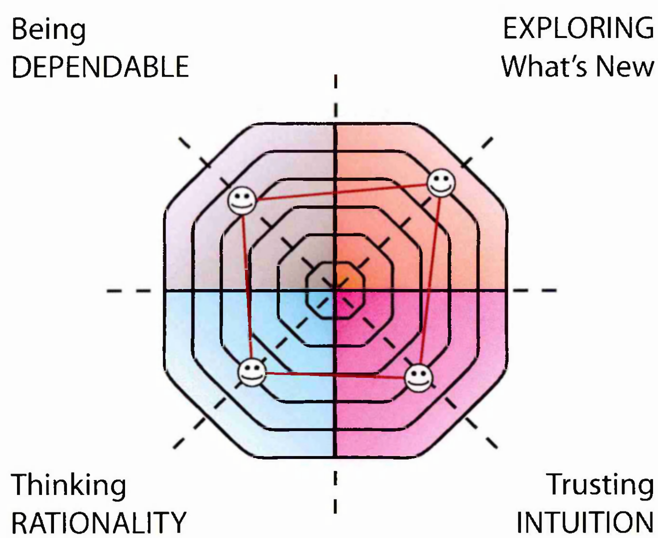

Appendix H

Thank You Letters

GNER Thank You Letter

GNER

Great North Eastern Railway

Tel 020 7904 4611
Fax 020 7465 9248

Email
christopher.garnett@gner.co.uk

South West Offices
Kings Cross Station
London N1 9AP

DX 132252
Kings Cross 2

28 July, 2006

Our ref : 2707rkn01.doc

Ms Rosemarie Hanson
Managing Director
Management Development Solutions
Spring Paddocks
Rodmore Lane
Clanna
Alvington
Gloucestershire GL15 6AJ

Dear Rosemarie,

As you may have seen in the press, I shall be stepping down at the end of August after 10 challenging and rewarding years running GNER. Can I thank you for all the tremendous support you have given to the Company over the years.

I had always planned to step down shortly after we had won the new franchise. I feel that it is now the right time to move on and, after an orderly handover, to pass the reins to others to lead the next stage in GNER's development.

I have been fortunate to work with a fantastic group of people who, through commitment and determination, have changed GNER into a Company renowned for its customer service. Everyone in GNER has achieved so much. Our rebuilt Mallard trains, better stations and improved rolling stock reliability have transformed the railway.

When I leave at the end of August, Bob MacKenzie, who became President of Sea Containers, GNER's parent company, in January this year, will become Executive Chairman of GNER and he will be supported by the GNER Directors. Bob and the team will be developing a strategy over the coming months to deal with the issues that have emerged since we successfully won the new franchise.

After I have stepped down, I will be able to devote more time to my role at the Olympic Delivery Authority and to develop other opportunities.

I do hope we will keep in touch.

Best wishes.

Thank you for all the fantastic coaching you have given to so many people in GNER. The results are impressive.

Yours sincerely

Christopher Garnett
Chief Executive

INVESTOR IN PEOPLE

Great North Eastern Railway Ltd.
www.gner.co.uk

Registered Address:
Sea Containers House
20 Upper Ground
London SE1 9PF

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No. 2938994