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People Matter: A hermeneutic exploration of reflective practice and facilities management

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Abstract

This is a hermeneutic study exploring the use of reflective practice in the context of facilities management. This study engaged facilities management practitioners who had all completed a part time undergraduate certificate in facilities management, delivered via block study and distance learning. The research drew on their life histories and explored how professional facilities management students have engaged with reflective practice in the workplace. The two main drivers for the research were to understand how reflective practice was used by facilities managers and to comprehend whether reflective practice had benefitted individuals from a personal and from an organisational/professional perspective.

Four key themes emerged from the research. These themes were drawn from the interview text and the life histories, they were: how reflective practice was used in the workplace; the use of reflective practice in decision making; the impact that reflective practice had on blame culture; and finally, the use of reflective practice in personal and professional development.

The thesis has provided a greater understanding of reflective practice in facilities management, as there was a dearth of literature in this area; secondly, there was an unexpected finding in relation to blame culture which led me to exploring how reflective practice can be used to address this. In relation to practice the research has evidenced that there are benefits to facilities managers being more reflective in their working practice and whilst this seems to be nominally added into the 'requirements' of the professional body, this needs to be better understood and articulated to the facilities management profession. Secondly, reflective practice should be embedded into all facilities management education and be a core part of the curriculum; and thirdly, facilities managers need encouragement to become reflective practitioners and therefore contributing to the wider organisation through improved service and innovation.

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Author's declaration

I confirm that this thesis is sole work of the author

Mel Bull

Chapter 1: Introduction

This study is a hermeneutic exploration of how reflective practice is used by facilities managers to understand what it is to be a reflective manager in the context of facilities management. The context of facilities management was the vehicle for the research rather than the main contribution. My engagement with the teaching of professional facilities managers (FMs) has led me to embark on this journey to understand how reflective practice is used by FMs; whether this has aided their own personal and professional development, but with wider implications for organisational behaviour more generally. As the study follows a hermeneutic framework, the thesis is not set out in the traditional sense, but follows a more fluid reflexive approach with me as the researcher very much a part of this journey. Hermeneutics follows a tradition of pre understanding followed by understanding through an interpretive process (Alvesson and Skoldberg, 2009). So to remain true to the framework, this thesis includes a pre understanding chapter, followed by methodology, the social actors' life histories, the hermeneutic exploration itself, and my conclusions. I have endeavoured to explain to the reader my steps as I have been through the hermeneutic framework.

Background and rationale

My research focus is on the use of reflective practice by facilities managers (FMs).

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My interest in the topic is formed from my engagement with facilities management as a professional discipline, my personal engagement with reflective practice and also my general interest in people and their emotional and mental wellbeing.

The purpose and aims of this research is to develop a deeper understanding of whether reflective practice is used by facilities manager and what this looks like

in terms of their personal and professional practice; and also to inform my practice in relation to teaching reflective practice. Methodologically, hermeneutics has key elements that engage a combination of "*horizons, the hermeneutic cycle and the temporality of truth and dialogue*" (Whitehead, 2004:513); it provides a blend of understanding the researcher's own horizons or prejudices (Gadamer, 1976) as researchers can never remove their past experiences from the research and therefore this is inextricably linked to the interpretation of texts (Thompson, 1990). As the text is interpreted by the reader, different readers may gain alternative meanings from the text but the journey of the interpretation should be understood by other readers (Benner, 1994). The hermeneutic cycle is the engagement with the text, "*the circling discipline of reading, writing, talking, mulling, re-reading, rewriting and keeping new insights in play*" (Smythe et al, 2008:1393). The temporality of the truth relates to the interpretation; the text can only be true at the last point it was analysed and therefore can only be an approximation of the meaning (Ormiston and Schrify, 1990). As Smythe et al (2008:1394) discussed, drawing on Heideggerian hermeneutic research, "*the focus of the research is held, but the questions we bring to that focus will grow and change as our understanding builds*". Drawing on the research area, my own philosophical position, and my own engagement with reflective practice, I believe this methodology to be most appropriate for my research.

The research interviews were with practicing facilities managers who have completed a reflective learning portfolio and reflective assignments as part of their course at Sheffield Hallam University and this will be discussed further within Chapter 2.

By way of definition, facilities managers are responsible for the management of services and processes that support the core business of an organisation, and ensure that an organisation has the most suitable working environment for its employees and their activities. This is a wide field with a diverse range of responsibilities, which are dependent on the structure of the organisation. Facilities managers are involved in both strategic planning and day-to-day operations, particularly in relation to buildings and premises. (Bell, 1992; Nutt, 1999; Mudrak et al, 2004; Goyal and Pitt, 2007; Waheed and Fernie, 2009)

In summary, the research focused on three primary aims to gain a clearer understanding on whether facilities managers are using reflective practice in their roles; to understand how this is used; and whether reflective practice has helped to enhance the delivery of their roles and their organisational contribution. There are subsidiary objectives to help to understand this: there is a need to explore how FMs have engaged with reflective practice during their studies; and also to understand whether this has helped them in their professional practice and in their own personal lives, as the practice should be "lived" (Dewey, 1933). Therefore the research has focused on the following research drivers:

1) How is reflective practice used by facilities managers?
2) Can reflective practice benefit individuals from a personal perspective and from an organisational/professional perspective?

In *Chapter 1* I have explained my research focus, the aims and objectives and the background and rationale for the research. In *Chapter 2* I have developed my pre understanding by exploring my life history as the researcher, and I have also used this approach with my social actors in *Chapter 4*. I have used the term social actors as the individuals involved in this research are very much part of the process, and they have a shared practice or competence in facilities management (Schutz, 1962; Hughes and Sharrock, 1997). Weber (1969:88) defines social action as *'an action is social when a social actor assigns a certain meaning to his or her conduct and, by this meaning is related to the behaviour of other persons.'* I have also explored my pre understanding in relation to the literature on reflective practice. This pre understanding allowed me to move forward with the interviews drawing on some understanding but without clouding my judgement and interpretation. The chapter explored the concept of reflective practice, reflective practice in teaching, reflective practice research in order to get a better understanding of how previous studies have been carried out; and self-awareness. There is also a contextualisation of facilities management included to aid understanding of the profession of my social actors.

Chapter 3 is an explanation of my research journey drawing on my aims and objectives and philosophical views. There is an exploration of constructivism

and social constructionism, along with discussion on my research paradigm. This chapter also addresses the methods and instruments used to gain my text and the use of the hermeneutic cycle. As part of the unstructured discussions with my social actors I have asked them to give me biographical histories to share some of their own backgrounds and also routes into facilities management. These are included within chapter 4 to set the scene for the hermeneutic interpretation of text, and life histories have enabled the reader to gain more understanding of the social actors involved.

Chapter 4 includes the life histories of the social actors; I felt the need to include this within the thesis as I am part of the research and have declared my life history. I felt their voices were imperative, as myself and the 12 interviewees form the backbone of the research and are all intertwined throughout the interpretation. Alvesson and Skoldberg (2009:129) discuss the text serving *"as a model of interpretation for the spoken discourse the individual life histories are seen as symbols which can be endowed with a meaning only in light of their context."* Roth (1991) refers to life histories as a further text for the analyst to interpret. Hughes and Sharrock (1997:101) suggest *"that meanings agents give to their actions and environment, all valid social analysis must refer back to these."* I have created 'avatars' to protect the anonymity of the actors and the avatars have been based not only on the text but also on my own understanding and knowledge of the individuals and therefore is based on my own subjective interpretation of the social actors. The term 'avatar' is generally used in online gaming or virtual environments and defined as a user-created digital representation that symbolises the user's presence in a *'metaverse'* (Bailenson et al., 2005). However, for the purpose of this research, there is a subjective interpretation that occurs through their text and the use of an avatar enabled me to draw on the interpretations of their life histories. As I engage in this research and an interpretation of the text, the social actors are part of my world and my philosophical position and, whilst I believe this is not widely used in terms of interpretative research, I found this aided further understanding of them from my perceptual position.

The hermeneutic exploration began in *Chapter 5* drawing on the narrative from my discussions with the social actors and includes the key themes that have

been taken from the narrative and also the exploration through the literature and my reflections on the various themes. The key themes were reflective practice in the workplace, reflective practice and decision making, reflective practice and blame, and reflective practice and personal development. These themes were drawn from a first pass of the text by listening to the interview recordings and reading the transcripts and then further explored within the text. The themes were created from categories in order to allow the social actors' voices to come through with their comments on these; for example personal development drew further on self-awareness, relationships, confidence and behavioural change. The chapter concludes with a synthesis and a further exploration of any questions that may have arisen through the analysis to gain the fifth spiral of the hermeneutics, or the holistic whole.

The final chapter, *Chapter 6*, focuses on my conclusions from the research readdressing the aims and objectives of the research. The chapter also includes a discussion on the credibility of the research and its limitations. I have discussed my contribution to knowledge and practice and potential areas for future research. These areas have been noted as I have been on the DBA journey as there are times that I could have been drawn to a tangential direction but this has given me food for thought moving forward. The chapter finishes with my personal reflections.

As stated above, this study takes on the form of the hermeneutic framework. The first part of the spiral is to establish pre understanding as identified in Gummesson's (2000) model in Fig 1. The model denotes a need to be aware of preunderstanding drawing on personal experience and literature. The model has been followed through the research in the exploring of my own pre understanding drawing on my personal involvement through my life history and the exploration of theory. The model and my approach to the hermeneutic spiral will be discussed further in Chapter 3. The following chapter (Chapter 2) will therefore focus on the background to the research, and rather than a traditional literature review, the focus is on gaining some pre understanding before entering into the collection of the narratives from the social actors. The

chapter also includes my life history, as the researcher, to enable the reader to understand my position and also by way of declaration of self; there is some understanding in relation to my own bias and empathy for the social actors engaged in the research

Figure 1: Model of Hermeneutics

Preunderstanding		Experience of others

Access via personal involvement		own methods of access to experience of others

Understanding

Preunderstanding 3		Understanding 3
Preunderstanding 2		Understanding 2
Preunderstanding 1		Understanding 1

Preunderstanding and Understanding   Gummesson (2000)
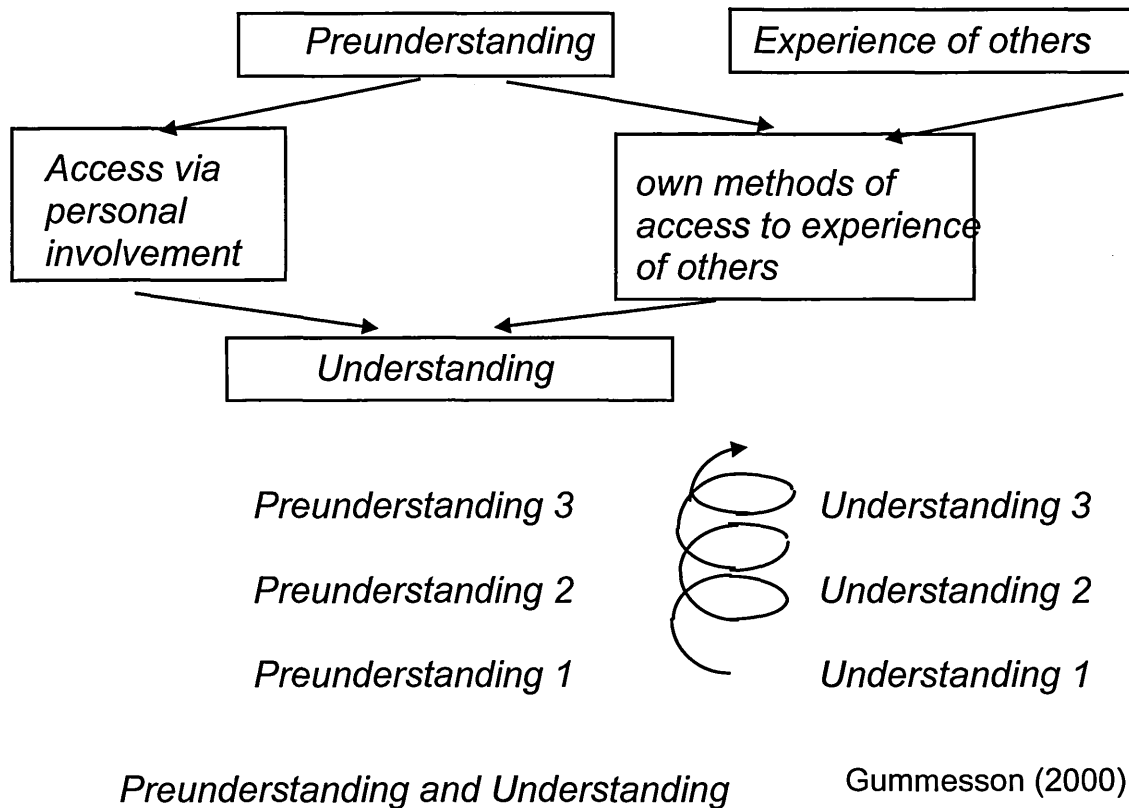
Chapter 2: Preunderstanding

This chapter will explore my personal position through my life history and reflections. To further develop the preunderstanding there has been some engagement with literature. This is by no means a literature review but, as discussed in Gummesson's model (Fig 1), an exploration of my own existing knowledge on reflective practice, drawing on some theory. This pre understanding allowed me to move forward with the interviews drawing on some understanding but without clouding my judgement and interpretation. The chapter also draws on facilities management literature in order to frame the context of the social actors.

My own observations and personal knowledge

As part of my own reflective research journey I felt there was a need to enable the reader to understand the researcher through my life history and this also reinforces the hermeneutic approach of being part of the research and not sitting outside; as hermeneutics provides a blend of understanding of the researcher's own horizons or prejudices (Gadamer, 1976). As researchers, we can never remove our past experiences from the research and therefore this is inextricably linked to the interpretation of the text (Thompson, 1990).

My personal journey of truth: a reflective review

Reflecting on how I have regarded truth over the years has led me to some interesting internal discussions. As children, we are engaged in absolute positivistic epistemology and ontology as the truth given to us by parents, older siblings and teachers is considered absolute. There is no debate or questioning until we start to develop our own personalities and even venture into the "but why" stage. As most parents remember, the stage that children enter into questioning everything can be frustrating but this is all part of the ongoing psychological and physiological development. The standard line fed back after the fifth "but why" was always a classic "it just is" from my parents. This leads me on to the question of truth, as children we are expected to accept the "it just is" argument as rational, yet I know from an early age I have been unable to accept information/knowledge as this, and have constantly questioned. I feel

that this is not positivistic as a true positivist would explain the facts and actively encourage the pursuit of scientific fact, but more pre enlightenment such as monarchic power where the truth was 'absolute' due to power. Is this then more about me being unable to cope with 'power' in the sense of orders and truths?

Meta-reflection: Reflecting on the last paragraph has made me consider my inability to accept hierarchical power. Ironically being brought up within a military family which is borne on the concept of hierarchical power, I have been encouraged to be independent and have my own thoughts. The independence has also been borne from the lifestyle of being away at boarding school, or even moving every three years through military life. This has definitely led me as an individual to have a level of self- confidence and perhaps also a hard shell.

As a young person, entering in to a boarding school that had a strong link with Christianity I found myself questioning the need to engage with "this God thing". As a boarder we were expected to go to Church on a Sunday, and my strong sense of injustice found it terrible that one of my fellow boarders was expected to attend a Christian church even though she was Hindu. I do remember being almost anarchic about the situation and sitting with her refusing to take part in any of the process of kneeling and praying and being subsequently called into the Headmistress' office to discuss my behaviour. As I explained to the Headmistress in, what I perceived to be a legitimate argument, that I was still questioning where my beliefs laid, and that I felt a sense of injustice for me or anyone else to be forced to attend Church. This discussion resulted in a phone call home, and subsequent detention; which leads me to question how we teach religion to school age children. How can religion be an enforced belief, when children are at an age when they should be able to question and establish their own set of beliefs?

In relation to "what is truth", this behaviour basically states that the truth is what we are told. Religion could be considered to be another discourse to the postmodernist, in that there is no tangible evidence of existence of a God, it is taught almost as science with a positivistic statement of fact. This could be compared to the different thoughts in relation to Darwinism and Creationism; natural origin versus 6 days of miracles (Ruse, 2004). This debate continues to

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be discussed across the world, however has taken a prevalent position in America with discussions on what should and should not be taught in school in relation to evolution. Didier Raoult (2008: 2095) drawing on Popper's falsification theory argues *"If we defend scientific theories with faith and Darwin as a prophet, we will rehabilitate the conflict of evolutionism versus creationism. A scientific theory is a way to understand the world according to current knowledge. Such theory allows the creation of new data, in accordance with the theory, to evolve (i.e., to integrate unpredicted data), and that such data should be falsifiable."* Nagel (1987) and Warburton (2004) also suggest that a lot of philosophy engages with the God argument: does it/he/she exist? There are elements of consensus truth or revealed truths on either side of the ontological spectrum. Religion could possibly be considered as a consensus truth, as Johnson and Duberley (2000) discussed, in that any judgement as to the truthfulness of an account or theory is the outcome of socially established agreement or convention, between those who share a particular paradigm, making truth a set of beliefs that have prevailed in a particular social context.

Meta-reflection: My strength of feeling when writing this led me to further reflect on how this experience has impacted on me. I believe that if I was in a similar situation now I would react differently, however my strength of views is still within my core. I have questioned why I felt so passionately about the perceived injustice and I feel this relates to my temperaments (Steiner, 1944) and my sanguine and phlegmatic temperament suggests that I am drawn to the 'feeling' end of the spectrum (Jung, 1971) and therefore I am more likely to focus on people and subjectivity rather than objective and logical fact. I have revisited this reflection and realised that I had not considered the impact my behaviour may have had on my fellow boarders. This is an area that I need to be aware of moving forward in my working life, in that whilst I may have a sense of injustice for one individual, I need to consider the impact I am having on the wider team.

Following on from the concept of consensus truth, whilst studying English Literature A Level at college, I engaged in a debate with my lecturer on Shakespeare's Macbeth, in which we discussed Macbeth and Lady Macbeth and which one had the megalomaniac tendencies!

Glamis thou art, and Cawdor; and shalt be

What thou art promised. Yet do I fear thy nature;

It is too full o' the milk of human kindness

To catch the nearest way: thou wouldst be great;

Art not without ambition; but without

The illness should attend it.

Lady Macbeth, Act I, Scene V

Shakespeare (1604-06) Macbeth

For me, the above text showed an air of ambition and a craving for power but without going into too much depth, the lecturer obviously had the "stock" written answer to this question, which did not allow for any debate; Macbeth was the megalomaniac and this was the answer that was required to pass the A level. This could be considered as a further iteration of consensus truth (Johnson and Duberley, 2000). However, my own perception on this, and this relates to an illustration of the hermeneutic approach in relation to personal interpretation of text, was that we were interpreting a piece of work that had been written in the 1600s and there was no hard fact as we were unable to ask the author how he originally saw the two characters. As Gadamer (cited in Grondin, 2011:14) stated *"in an exam one should give higher worth to the false answer which is defended correctly than to a right answer (which is not). Otherwise what is promoted in education is only conformity and adaptation to what already is."* In relation to truth, this evidences perhaps the dominant paradigm at that point in time in relation to Shakespeare's writing. Whilst the lecturer would have a wider knowledge of the subject matter, there was still an interpretation of the understanding of what was meant by Shakespeare, as there is with the majority of literature that does not make the concepts explicit. Is this not why we read books before seeing a film? I know that I much prefer to have read a novel before I watch someone else's interpretation of a book, in order to create my own understanding of what it meant to me.

Meta-reflection: I felt, when I read this back; this has lead me towards my own philosophical position being very subjective. This has led me to reflect on

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whether we develop our philosophical view through nature or nurture, although for the purpose of this thesis, this sits outside the current discussion. I feel it is through elements of both, if our temperament is innate within us as Aristotle believed then there are elements which will be very strong within an individual such as our desire for more objective or subjective decision making

At 23 I lost my mother, through sudden death, and I think that also had a huge impact on the way I view the world. I believe that I am slightly idealistic in my mannerisms and, deep down; I think my truth is live for today, for tomorrow I may not be here. Whilst this has had some positives in relation to the way I am (from my own perception), there are negatives in that I find it hard to commit to anything. To reflect on whether this happens to everyone, or whether it is normal behaviour, I can only view this from my own perception and I would never claim I am completely different from every living person, and I guess that is why I am struggling with the concept of being an individual yet being aware that there are some similarities in all people, perhaps it is just how we choose to portray these to the wider world that makes us different from our fellow man. For instance, if we draw on Jung (1971) or Steiner's (1944) concept of temperaments then we have every temperament of choleric, sanguine, phlegmatic and melancholic within us and it is how we choose to flex between these and our natural predominant temperament and how all of these are shared with the external world.

My mother dying also led me again to question religion and spiritualism; and whilst I feel unable to engage with the Christian religion, there are other concepts of spiritual religious beliefs, such as Buddhism that I can relate to. My own beliefs, to divulge my inner thinking, is that our body is made up of the physiological being, but we are also an energy flow, hence why more eastern remedies focus on our energies and our chakras, and therefore when the physical body dies, what happens to the energy within? Positivists (dependent on their religious viewpoint) would be pragmatic in "death" as an *"end"*, and then a sojourn off to heaven or hell. I am intrigued how some positivists such as Bishop Berkeley (1685-1753) believed "*God to be present as an immediate cause of all our experiences."* I still find it hard to believe that a positivist can

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believe in our western faiths, when there is nothing concrete or tangible about this apart from the written word. This may be a moot point or something to do with the era that some of the great positivist philosophers came from. Again I felt this led me back to my philosophical position of is there ever a time when we can know THE truth, an absolute truth, only a truth in the here and now and one that suits me in that moment. The birth of hermeneutics was divided into three phases by Spiegelberg (1984) and the 'preparatory' phase was based on the work of Brentano (1838-1917) who wanted to reform philosophy to answer questions that organised religion could no longer do. Early examples of hermeneutic studies were on interpretations of scripture.

I recognise that from being quite young I have had a very strong sense of individualism and my views are that people see the world in very different ways, however how much of our views are influenced by our learning and education., our peer groups. For example, symbolism is important to my understanding and my interpretations, 'is it a desk, or a symbol of power?' but I recognise that some of this thought process in relation to symbolism may have arrived more strongly having studied a Master's degree in Communication Studies, so has this helped to change my perspective? On reflection, I feel yes it has, although I still have a strong sense of self, and my beliefs for a very long time have been that no-one can see the world in exactly the same way relating to a subjective philosophical stance. Do our sense of values, beliefs and cultures stem from learning as we develop, and stem from our families, friends or are they potentially innate within us through our personality types and temperaments? Again this draws on the nature vs nurture discussion.

Carl Jung focused on the opposite set of characteristics; his theory suggested that *"the random variation in behaviour is actually quite orderly and consistent, due to basic differences in the way individuals prefer to use their perception and judgment."* (Myers and McCauley (1986) as cited in Vincent and Ross (2001:39). If we focus on this aspect of judging and perceiving can this link to our own philosophical view of the world. The sensing/intuitive typology - the sensing typology does suggest that we need to be able to touch it for it to be considered to be true, whereas the intuitive side is more open to the possibilities and able

to see the bigger picture. There appears to be a strong link between our personality and how we view and move through our lives and the wider world, our philosophical perspective; although this thesis is not focused on the personalities of the social actors.

My observations through the workplace

As a senior lecturer in facilities management I have taught students across a spectrum of ages and experience. The main engagement with teaching comes through our taught courses, both undergraduate and postgraduate, which are aimed at professional people working within industry to study on a part time distance learn/part time block study basis. The average age of our facilities management students is between mid-30s to mid-50s and they come to the undergraduate programme, in the majority, with no further education qualifications (e.g. A levels) and to the MBA in FM programme they either have significant work experience at a senior level or a first degree.

Students that attend the undergraduate programme can be low in confidence in relation to learning and studying as this is a new experience; however these students, in my own viewpoint, are the ones that tend to embrace the learning and engage with reflective practice from the outset. This has been discussed by some of the interviewees in relation to their engagement with reflective practice, and the majority have mentioned a growth in confidence through the interviews. As part of the research I have students, past and present, that have been interviewed from both programmes and also have varying backgrounds, ages, and experience.

As a lecturer in this environment I am inspired by the tenacity of some of our students to engage with learning in later life. For instance, I have had a student finish the MBA just after her 60th birthday and the MBA was to prove that she could do it as she had started her working life as a cleaner and reached the role of Assistant Director of Estates within an NHS Trust.

As a method of engaging with our students, they are actively encouraged to participate in workshops, general class discussions and case studies. The different forms of delivery of theoretical knowledge over a block of study

(typically 2-3 days) means their knowledge and peer learning is recognised as being of value and as Wlodkowski (1999) would suggest adults are more likely to learn and engage with learning when they feel safe and included with an understanding that their experiences and opinions matter.

When reflecting on my classroom experiences or even my dissertation supervisions, the main focus on my critical thought is on my own performance as a teacher, a peer, a colleague and a course or module leader. I feel very passionately about the wellbeing and the experience of learning for these students and I hope to understand further how we can continue to improve our delivery mechanisms in the support of their on-going journeys of self-discovery.

Developing preunderstanding from the literature

In relation to my research, there is a need to engage with literature to form a pre understanding to enable the research to be focused on specific areas but without clouding judgements or allowing for pre-conceived ideas, to keep the research true to the Hermeneutic tradition (Blaikie, 2010). I have therefore focused on defining facilities management as the social actors are all in this profession; to gain a greater understanding of the reflective practice literature including the use in teaching and research in the areas; and also self-awareness. This is by no means meant to be a complete view of the literature or an attempt to understand the themes that will be gained from my research but more of a pre understanding to offer some guidance as to the areas that I have explored through the initial information gathering for my research. Throughout the literature I have also drawn on my own observations and reflections as part of the hermeneutic framework.

Reflective Practice

In order to understand the meaning of reflective practice various definitions have been identified and will be discussed.

The word 'reflection' originates from the Latin verb 'reflectere' which means bend or turn backwards. (Fairbrother and Hibbert, 1997). This meaning corresponds with the core properties of reflection that are used in academic

literature in relation to "looking back" on our experiences (Moon, 1999). Reflective practice (although not used by that name) has been used by scholars for years; for example we could consider the idea of Aristotle's 'deliberation' as a form of reflection (Elliot, 1983). Dewey also discussed the problems in 'forming habits of reflective thought' (1933).

There are several theorists who have analysed reflective practice (Boud et al, 1985, Van Manen, 1977, Mezirow, 1981 and Schön, 1983, 1991). Some of their thoughts have been linked to philosophers such as Dewey, Habermas and Friere. However, there is little clarity between these theorists on a definition of reflective practice. Some further definitions and ideas are explored below.

Bengtsson (1995) highlights four basic aspects of reflection: reflection as self-reflection, reflection as thinking, reflection as self-understanding and the distancing function of self-reflection. This is further reiterated by Boyd and Fales (1983), who see reflective learning as an individual process and internal examining resulting in a changed conceptual perspective. According to Bolton (2010:xix) reflective practice is *"paying critical attention to the practical values and theories which inform everyday actions by examining practice reflectively and reflexively. This leads to developmental insight."* Bolton further explains the concepts of reflection and reflexivity alongside the concept of values. *"Reflection is an in depth consideration of events or situations: the people involved, what they experienced and how they felt about it."* She also discusses that to fully engage in reflection, we have to be prepared to *"relive or review the experience"* and be able to *"replay from diverse points of view"*. She continues to explain reflexivity as a way of "*standing outside the self to examine, for example, how seemingly unwittingly we are involved in creating social or professional structures counter to our espoused values.*" By the meaning of values, she continues in explaining that these are manifested in practice. For example, *"we are what we do"*. The recognition of the difference between our values in practice and our espoused values can be further explored through reflective practice to try to enable us to make them harmonious with each other. The definition from Bolton in relation to the terminology used to explain reflective practice sits comfortably with me for this piece of work, and agrees

with my own pre-existing knowledge and understanding in relation to reflective and reflexive practice. Osterman and Kootkamp (2004:13-14) refer to reflective practice being designed as a way to " facilitate identification, examination, and modification of the theories-in-use that shape behaviour... requiring change in deeply held action theories". This explanation identifies the active as opposed to passive engagement with this practice. It is not simply naval gazing but a way of changing our own inbuilt assumptions and behaviours.

To further explore the uses of reflective practice this thesis will continue to look at the various ways this practice is used individually and organisationally; the benefits and negative sides of reflective practice.

The next section will endeavour to explore the concept of reflective practice, in teaching and also in general management; and reflective practice in action and reflective practice on action; and recognition of areas of reflective practice research.

Reflective Practice in Teaching

Reflective practice, as referred to by Bolton (2010:3) can be considered as being *"a state of mind"*, and therefore this is something that individuals have to engage with, it is not just a tool or technique to be used at particular moments but more a way of living. Reflective practice allows us to explore and question our own values, beliefs, behaviours ideologies and assumptions not just in the workplace or in our home environment, but in everything we do. Reflective practice often leads to action or a deeper reflective exploration of 'self'.

When teaching reflective practice to, for example business students, it does need to be carefully facilitated to ensure the students do not enter a destructive or self-indulgent cycle. Smith (2001) discussed that mature leadership development students can often block reflective practice as a negative exercise and this needs to be facilitated properly to allow for a deeper understanding of what reflection is. As an anecdotal comment from one of my own facilities management (FM) students, one of them once said to me *"I don't want to engage in reflective practice, I am a positive person"*. After further exploration about their understanding and some more detailed clarification this particular

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student recognised that reflection was not just about self-flagellation which allowed them to feel able to engage with the concept. There is also a danger of reflective practice becoming confession like (Bleakley, 2000); it is not just an unburdening of guilt. Fairbrother and Hibbert (1997:5) also refer to feedback from students who have studied a reflective practice module; when asked what advice they would give to new students about to start the module they said:

> *"Watch where you walk some of it is thin ice.*
> *At times the group were very irritable about reflective practice. I know I was.*
> *Do it! Be prepared to have your ideas shaken about.*
> *I went through a complex learning process through this (reflective practice) module and it has certainly made me look at a lot of things from a new perspective."*

This reinforces the initial responses to the idea of being critically self-aware and being able to question your own values and beliefs (Moon, 1999).

The concept of reflexivity according to Cunliffe (2009) is taking reflective practice further in relation to not only understanding our practices but also how we relate with others; the creation or organisational realities of shared practice and also how we talk and use language. We can then recognise how our circumstances and relationships are considered in relation to our behaviours as opposed to merely reacting to them and this can help us to understand and revise ethical ways of being. We could also consider whether there is a difference between our values in practice and our espoused values, these being our core moral beliefs. This can be affected by our organisational values being different to our own. Bolton (2010) refers to reflexivity as an awareness of how I am experienced and perceived by others. Bolton also discussed her use of reflective and reflexive practice as a "through-the-mirror" method to allow for a combined reflexive and reflective journey.

Locating reflection in teaching practice can be evidenced back to Dewey (1933) as he considered the way of taking in new knowledge and the thought process that this can commence; he defined reflection as *"active, persistent and careful*

consideration of any belief or supposed form of knowledge in light of the grounds that support it and further conclusions to which it tends constitutes reflective thought" (Dewey, 1933:9). As discussed previously this still has some focus on an active as opposed to passive process. Whilst Dewey does not refer to the emotional engagement in relation to learning and reflective practice, Boud et al (1985:19) defines reflection as *"a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciations".*

Schön (1983, 1991) takes a different view in relation to epistemological knowledge in the workplace. He discusses how professionals or practitioners are expected to have the technical skills; and in facilities management terms this might include skills such as engineering. He refers to the growth in Positivist stances in relation to learning as predominantly these stances have been formed from scientific professions such as medicine and the sciences within universities in the late 19th century when positivism was predominant: he named this technical rationality. "Technical rationality is the Positivist epistemology of practice." This relates to the delivery of theory or knowledge in a controlled setting; Schön considers this to be inadequate and that the practitioner must engage in some reflective practice in order for the learning process to be complete. Thus there is a need for reality to be used as well, evidence of theory in practice. As Edwards and Thomas (2010) discussed Schön's ideas were the start of popularity in relation to professional development in the 1980s. Schön's ideas also fed into the concept of reflective practice in teaching and especially in teacher education (Day, 1999; Hadfield, 2004).

Interestingly, Edwards and Thomas (2010) raise the question whether reflective practice can be taught. Their discussion almost highlights the issues Schön had initially with technical rationality, and have stated there needs to be awareness that reflective practice is not just a skill to learn. As Dewey (1933) discussed this needs to be "lived practices" as opposed to a teacher's delivery of a skill to become more self-critical.

From my own perspective, as someone that engages with teaching reflective practice, this has given me some further consideration not only in how I teach reflective practice but also in the way the research in this area needs to be carried out. Whilst Edwards and Thomas (2010) discuss the need for the skills to be a lived practice, it is very difficult to teach this to practicing facilities managers that need to see the benefits of doing this.

Reflective Practice Skills

The skills associated with being able to be reflective don't appear to be directly discussed in the literature. However, Boud et al (1985) recognise the importance of open mindedness and motivation and, whilst these are not necessarily skills to be learned, they are prerequisites for reflective practice. (Atkins and Murphy, 1993). Atkins and Murphy (1993:1190) continue to state that *"self-awareness, an analysis of feelings and knowledge, and the development of a new perspective"* are crucial to reflection. They suggest that these could be considered as the following skills:

- *Self-awareness*: an ability to be able to analyse our own feelings
- *Description*: accurate recollection of events
- *Critical analysis*: including challenging own assumptions and existing knowledge
- *Synthesis*: integration of existing and new knowledge
- *Evaluation*: As Bloom et al (1956) state, this is making judgements about the value of something.

The above list links quite closely to Bloom's taxonomy (1956) but I concur with Mezirow (1981) that both synthesis and evaluation are crucial to develop new perspectives and from my own position in reference to the taxonomy - these should be placed next to each other rather than in an ordered hierarchical position. Kolb's (1984) four stage cycle of learning also allows further consideration for reflection in our learning process. However, I have found that whilst Kolb's model states the ideas of having a concrete experience; observing, reviewing and reflecting on that experience; linking ideas to previous experience;

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and then planning and deciding on future actions; the impact of the reflection does not seem to be engaged with in depth. It does appear to be more of a review of the experience rather than a true deep critical reflection. Again, as with Bloom's model, they both have their value and place in understanding our learning but I feel both are limited as discussed above. As our students (my proposed sample) are very much involved in experiential learning it would be interesting to understand whether they feel they engage in reflection in learning in relation to Kolb's cycle in the workplace; or whether there is missing in relation to the "review/reflect" stage. As a personal approach to teaching I believe I am in the constructivist camp, as Fry et al (1999:23) discussed constructivism focuses on experiential learning and reflection and uses the concept that no-one is a blank sheet we are merely giving the option to add or change pre-existing knowledge discussed by Mezirow (1991).

There are varying views within the literature in relation to the use of reflective practice and the skills utilised, and also how this can enhance individual's practice; and this question forms an element of my own research, although I am not trying to operationalise reflective practice as this feels too much like taking it back to a positivistic stand point and towards technical rationality (Schön, 1991). The next section takes this further in relation to Schön's (1991) ideas of reflection-in and -on-action. This concept leads us on from his initial thoughts of technical rationality as he believed that we had an element of "knowing" alongside our technical ability; this is our ability to spontaneously deal with a particular situation.

Reflection-in-action and reflection-on-action
Schön (1983, 1991) discusses the concept of reflection-in-action and reflection-on-action. The concept of reflection-in-action is intrinsically linked to professional practice, and is quite often referred to in nursing journals in relation to reflective practice (Atkins and Murphy, 1993). In nursing terms, reflection-in-action occurs while practising and can influence the level of care given, but this may be a subconscious process; whilst reflecting-on-action is usually done post the experiences and can help to build on the knowledge and will be more of a conscious process. (Atkins and Murphy, 1993). Schön states that reflection-in-

action is the here and now situation; if something unexpected happens it is how the practitioner experiments, evaluates and redefines their practice (Rømer, 2003). According to Schön, reflection is a reflective conversation with the materials of the situation (Schön 1987, in Grey and Fitzgibbon, 2003:12). As reflection-in-action is carried out, in my view, in a more subconscious manner this does actually allow for in depth critical thought process on not only the process of our particular profession, but also on our own behaviours and self-awareness. As my interest in this research is on the use of reflective practice with facilities managers; I am intrigued to see whether they feel there are two different elements. Also whether this idea of the two stages of reflection are actually intertwined and/or whether they feel that one provides better understanding and changes in behaviours than the other. As discussed in the introduction, there is an element of reactivity to a facilities manager's role and perhaps their reflection is very much as it is with nursing, engaged in reflection-in-action.

The concept of reflection-in-action in relation to management is further expanded by Schön (1983, 1991); he discusses those moments when we question perhaps our uncertainty "This is puzzling; how can I understand this?" (Schön, 1991: 241). Schön compares this to other professions but his recognition is that a manager's reflection-in-action, whilst similar to the nursing profession, also has to engage with organisational knowing as opposed to just a technical knowing. Equally so, due to this organisational knowing and the need to engage in reflective practice in this context it can also be inhibited dependent on the organisation's ability or willingness to adapt to new ideas. Schön also believed that the inhibition of reflection-in-action and the inability of managers to share their learning with "subordinates" can stop the organisation from learning. This reinforces another of my hunches that facilities managers are inhibited in their ability to engage in reflection as organisationally the recommendations for change are unwelcomed or not taken seriously. The following section will review some of the research in reflective practice and the types of methodology used.

Reflective Practice Research

There appears to be a growing need to rationalise reflective practice and the individual and organisational benefits that can be gained from this (Cornford, 2006). Cornford discusses the need for improved empirical evidence, however Gore (1987) would argue that quantitative measures cannot be used to measure reflective teaching outcomes. Houston (1990), Tom and Valli (1990) would counter argue that there is a need to evidence that for example in teaching there needs to be a mixed methods approach in order to be able to evidence that goals have been achieved. Korthagen and Wubbels (1991) carried out research in an attempt to operationalise the concept of reflection in relation to the characteristics of a reflective practitioner. Their research focused on education students within Utrecht University. They used four studies to attempt to operationalise their concepts; the first study was a questionnaire to students and graduates and then interviews with 10 of the respondents; the second a longitudinal study that followed 18 students, and this took more of a qualitative approach using interviews and video recordings; the third study involved questionnaires and the fourth study compared students from this particular course with graduates from another. Their findings, using these mixed methods approaches, highlighted the attributes of reflective practice teachers, but they still concluded that whilst there was an element of building blocks towards creating a theory, there needed to be more sound empirical evidence to *"leave behind the realm of vague notions and beliefs about the benefits of reflective teaching" (Korthagen and Wubbels, 1991:19).*

Brown and McCartney (1995) demonstrate the effective use of reflective writing as a way of evaluating the effectiveness of a course but Askham (2004) recognised the issues with the approach of using reflective portfolios as any form of information in research as students, being aware that the portfolio is marked, will be aiming to deliver what they perceive the teacher wishes to see. From my own engagement over the last 4 years with reflective portfolios, I would state that the majority appear to be open and honest reflections on their learning journeys, and therefore there may be some consideration in whether these can be used as some form of text with the student's permissions.

Friedman (2004) found that there was a link between formal education and improvement in the use of reflective practice, but also indicated that several personality traits were also relative to this engagement. Their research involved a personality traits test and subsequent interviews; a more mixed methods approach. They recognised that there were limitations to this research as it was a small sample based on female students. This is an area which may be of relevance, in relation to gender and potentially temperament types (Steiner, 1944).

In learning organisations, reflection is often encouraged and van Woerkom and Croon (2008) focused their research on how we can operationalise the outcomes of using reflection within the workplace. There does appear to be limited research in relation to the outcomes of using reflective practice as identified above, and for van Woerkom and Croon (2008:319-321) they have attempted to do this using a literature review and a survey. Their key aspects following their literature review in relation to reflective work behaviour are included in the table below. The table included the labels from van Woerkrom and Croon's research with my synthesis of the key aspects.

Table 1: Operationalization of reflective practice

Key aspects	Understanding
Reflective working	Reinforcing Schön's (1983, 1991) theory of reflection-in-action.
Openness about mistakes	Being able and open to learn from them, reinforcing double loop learning (Argyris and Schön, 1996).
Asking for feedback	Being open to receiving positive and negative feedback; not only on performance, but also on underlying values and criteria (Schön, 1983, 1991) with the potential for stimulating double loop learning.

Experimentation	Trying new ways of working (Kolb, 1984).
Critical opinion sharing	The openness to be critical about the social and political contexts, including critique of the organisation.
Challenging groupthink	Being able to stand outside the uniform voice and challenge the current practice of the organisation.
Career awareness	This relates to self-identity and the ability to focus on developing "self" in order to develop one's career. Predominantly this is aimed at self-realisation and development.

Adapted from van Woerkom and Croon (2008:319-321)

The above seven aspects were then explored using a survey approach, and quantitative data. From my own perspective, I find to have entered into statistical data in relation to reflective practice, to be limited in relation to the subjective experiences of reflective practice and again the concept of "operationalising" it refers me back to Schön's technical rationality. Research in this area tends to be focused on action research or interviews in relation to reflective practice and personal learning or more quantitative approaches when trying to operationalise the benefits of reflective practice (van Woerkom and Croon, 2008 and Korthagen and Wubbels, 1991). Whilst I found their concept of being able to "operationalise" the impacts of reflective practice interesting, I would not be inclined to enter into a quantitative piece of research on a topic that, from my own philosophical standpoint, is not objective and also my interest lies in the benefits to the individual from a personal perspective as opposed to organisational operationalization.

The methodology used in relation to reflective practice varies and this appears to be based on philosophical stances, and also whether there is a need to quantify the results in the form of empirical evidence. As addressed above, my

own epistemological view of subjectivity encourages me to explore reflective practice from a qualitative standpoint. Within the research articles, there was also a strong link between reflective practice and the concept of self-awareness and the next section will explore the links.

Self-awareness

As discussed by Atkins and Murphy (1993) there is a strong link between the ability to engage with reflective practice and our own self-awareness. I feel that self-awareness is a key element of our ability, willingness and motivation to engage with reflective practice. NHS Scotland also reiterates the link between self-awareness and reflective practice as being the foundation skill.

> *"Self-awareness is the foundation skill required for reflective practice as the outcomes from being self-aware underpin whole process... being self-aware means that you are conscious of your beliefs, values, qualities, strengths and limitations."* Flying Start NHS Scotland (2011)

Stevens (1989: 87-89) discusses communication with others, especially the issues of trust and honesty, he says with regards to being honest with others that *"I have to first be honest with myself and get in touch with my experiencing and take responsibility for it by expressing it as my experiencing".* This focuses on the individual being able to take their own responsibility for their actions but also in ownership of perhaps not always having done the "right thing". Again with reflective practice this is something we have to become comfortable with or we will not be able to engage in truly challenging our own behaviours and actions.

> *"Self-awareness is having a clear perception of your personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions. Self-awareness allows you to understand other people, how they perceive you, your attitude and your responses to them in the moment."*
> Van Warmerdam (undated)

Within the nursing profession it is seen as prevalent to be engaged with self-identity and self-awareness to allow the nurse to be open and authentic with their patients (Cook, 1999). Barber (1993:345) evidences how important this is in relation to nursing educational literature and the teaching of nursing "Show me how well you share of yourself, are able to communicate this to others, and I'll know how good or bad your nursing care is". Bulman & Schutz (2004) refer to self-awareness as being not only the fundamental skill underpinning reflective practice, but it is also crucial for understanding and developing good interpersonal skills and building therapeutic relationships with patients / clients and their families. Through self-awareness we are able to consciously learn to use ourselves in interactions with others. Burnard (2002:36) states that being self-aware allows us to "... *select therapeutic interventions from a range of options so that the patient or client benefits more completely. If we are blind to ourselves we are also blind to our choices. We are blind, then, to caring and therapeutic choices that we could make on behalf of our patients.*"

There is an element of having to be true to ourselves as Morris West cited in Saunders (1996:41) stated *"It costs so much to be a full human being that there are very few who have the love and courage to pay the price".* If we constantly battle with our own self honesty and self-awareness, how can we engage in reflective practice that actively encourages us to question our own values and beliefs?

Following the discussion on reflective practice and self-awareness, the next section will focus on Facilities Management in the aim of giving the reader an understanding of facilities management and its definitions as this is the context in which the research has been carried out.

Facilities Management (FM) Defined

Facilities management has varying definitions, and as a profession this in itself can be quite confusing and these definitions have changed over time. There seemed to be a property based approach at the start with Dubben and Sayce (1991) discussing facilities management from a perspective of managing a building and linking this with costs and services provision; they also suggest

that the facilities manager is likely to have a great deal of technical knowledge. The NHS Estates (1996) stated that facilities management was the practise of co-ordinating the physical workplace with the people and work of an organisation which integrated and included the principles of business administration, architecture, and the behavioural and engineering science. This still maintained quite a strong property orientated focus, whilst the people have now been considered they are not seeing facilities management as enabling the business to carry out their organisational role, and it purely being related to the workplace.

However, Then (1999) took a different approach to facilities management and discussed FM as being concerned with the delivery of the enabling workplace environment and that it supported the business process and human resources; therefore raising FM to be an organisation enabler as opposed to just delivering suitable buildings, which Dubben and Sayce (1991) initially suggested.

Nutt and McLennan (2000) took this one step further and suggested that the primary function of FM is resource management at strategic and operational levels. The predominant resource areas being financial, physical, human and also the management of information and knowledge.

The British Institute for Facilities Management, the formal body that represents FM within the United Kingdom, has formally adopted the definition of FM provided by CEN the European Committee for Standardisation and ratified by BSI British Standards:

"Facilities management is the integration of processes within an organisation to maintain and develop the agreed services which support and improve the effectiveness of its primary activities".

However whilst they have adopted this definition which does not mention people, they have recognised that

"Facilities management is a vital strategic discipline because it 'translates' the high-level, strategic change required by senior decision makers into day-to-day reality for people in their work or living space... Successful organisations in

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future will approach FM as an integral part of their strategic plan. Those
organisations that treat FM as a 'commodity overhead' will be at a significant
strategic disadvantage."   http://www.bifm.org.uk/bifm/about/facilities
However, there are still some discussions about the changing nature of facilities
management as the profession continues to evolve over time (Bell, 1992; Nutt,
1999; Mudrak et al, 2004; Goyal and Pitt, 2007; Waheed and Fernie, 2009) and
the impact this will have on future definitions of facilities management.

My own rhetoric in relation to facilities management is that it should be based
on people, process and place, and rather than focusing on one element there
needs to be a joined up approach with a focus on the output of the facilities
management department as opposed to the input which focus on the varying
"trades" that may fall under the facilities management banner.

Figure 2: Facilities Management: People, Process and Place.

Source: http://www.eurofm.org/about-us/what-is-fm/
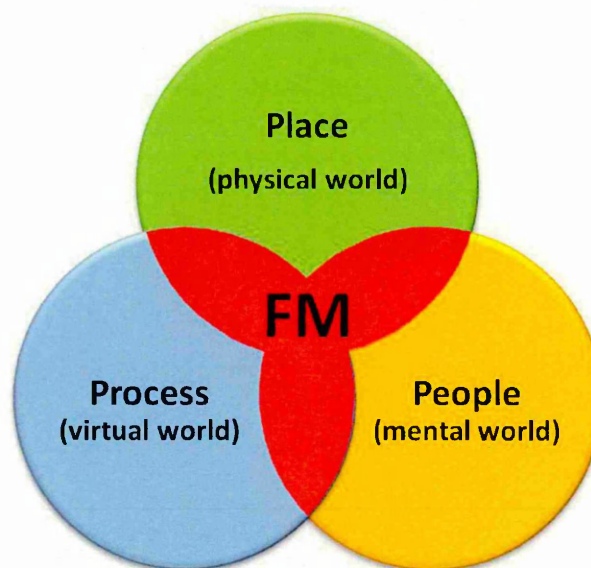
The purpose of FM is to enable the business, and the diagram below reinforces
the view that the Facilities Manager works with the specific inputs but also
focuses on the organisational purpose or outputs. Williams (2003) would argue

that FM was a non-core service as it is not the main organisational purpose; however after staff costs, generally an organisation's second highest cost is their estate and the management of that; so there needs to be professional strategic thinking and a joined up approach to deliver an estate that enables the business to deliver; often termed as "fit for purpose". The Facilities Manager has been historically viewed as the caretaker but now is more commonly viewed, as Tranfield and Aklagahi (1995:7) stated *"A combined people, process and place manager capable of tuning into overall objectives to plan and deliver an environment conducive to successful work in any organisation"*.

Figure 3: EuroFM diagram of Facilities Management

http://www.eurofm.org/about-us/what-is-fm/
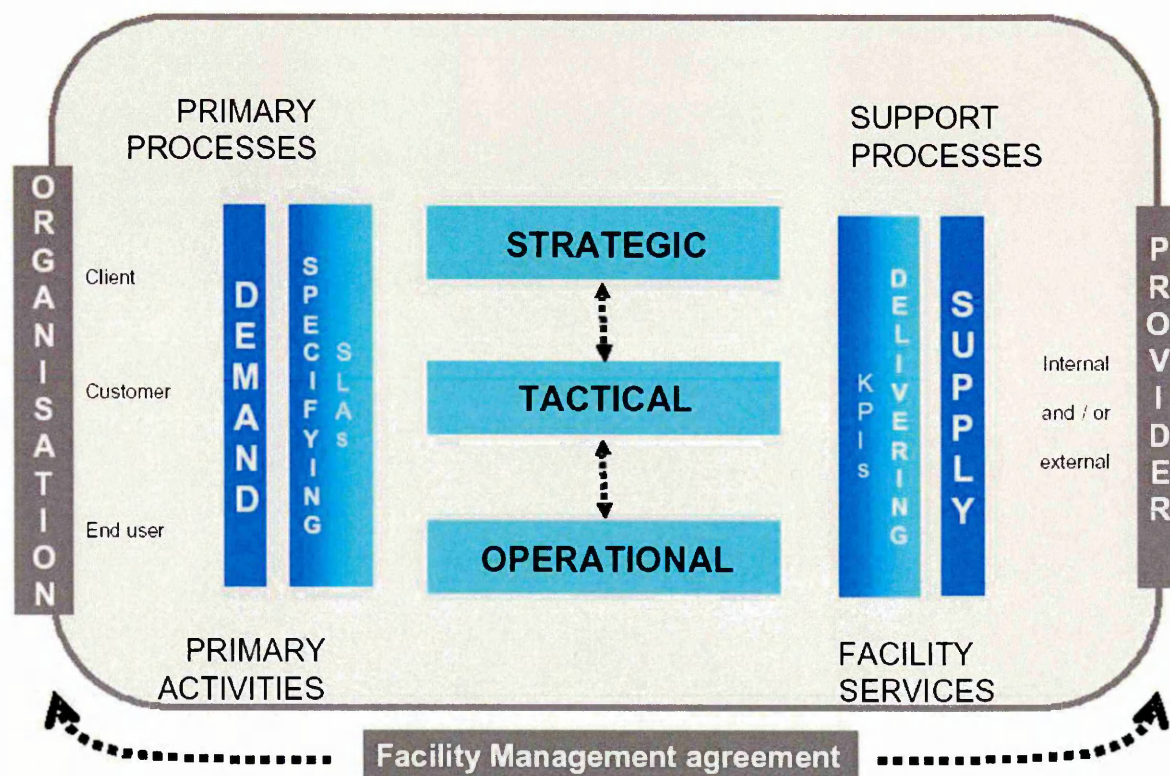
The above clarifies the focus of facilities management but there needs to be some consideration as to why reflective practice can benefit the facilities manager. As Bengtsson (1995) highlights four basic aspects of reflection: reflection as self-reflection, reflection as thinking, reflection as self-

understanding and the distancing function of self-reflection. Research carried out by Bull and Ellison (2009), focused on two cohorts (Cohort 12 and 14) of our undergraduate students on the professional course, Undergraduate Certificate in Facilities Management within Sheffield Hallam University, and one of the questions specifically used within the focus groups included "How useful did the students find reflective practice" - some of the responses included:

> *"It's a tool that I have took into work, and having a group of men working for you and then trying to teach them reflective thinking, you can imagine the conversations and the puns that we've had. But actually those who have embraced it are actually now finding the benefit from it because, you know, nobody goes to work to make mistakes ... so by getting them to think ... and actually reflect on what they have done, I'm actually getting less mistakes..." (participant, cohort 12)*

> *"I think for me it is the bigger picture, being able to think a little bit more strategically. Whereas opposed to just being reactive in your day to day duties, you're looking at the bigger picture and it's starting to open your mind a little bit as to why I do this, as to why we're looking [in] that direction. That's how it works for me at the moment" (participant, cohort 14)*

> *"What surprised me is how my reflection changed over time, when I read that one I'd written, because I wrote it as soon as I left here to get my first thoughts and feelings out, but I did it again in two weeks and couldn't believe the difference" (participant, cohort 14)*

This gives evidence that once they have been engaged with reflective practice for some time they begin to recognise the benefits and can evidence the changes to their personal practice in the workplace. My own view about the lack of literature on reflective practice and facilities management is that there is still a lack of desire from academics in FM to engage in the "people" element fully; and perhaps some facilities managers keep this self-fulfilling prophecy alive with statements like "Our buildings would be great if there weren't any people in

them". I believe there is a strong link between organisational behaviour, human resource management and facilities management. Interestingly, since starting on this journey, on 13 May 2014 the British Institute of Facilities Management announced a newly formed link with the Chartered Institute of Personnel Development (CIPD) stating that there was a need to work together across HR and FM to try to establish a truly agile working environment.

Gareth Tancred, chief executive, BIFM, said:

"There have been numerous conversations about the evolution of the workplace but we wanted to make sure that the views of these two vital communities of professionals are brought together. We want them to share their thinking and work together to bridge the gap between people and place as we aim to add to the next instalment of the workplace's evolution.

"Working with CIPD forms part of our strategy of bringing the right people from outside of the FM profession to analyse, debate and challenge the latest thinking that impacts on the world of business, the economy and wider society."

Peter Cheese, chief executive, CIPD, said:

"The very nature of work is changing. The unprecedented scale and pace of change in the economy and the world of work means there is a critical need to ensure the ways we work, our workforces and workplace cultures are fit for today, and drive performance and growth for the future. Workforces are more diverse, with greater flexibility demanded on the part of both employers and employees, bringing new challenges and opportunities in workforce planning. The physical workplace is one of many factors in modern management and work that needs to adapt, with business leaders needing to continually innovate and challenge conventional wisdom about what drives performance and engagement. That's why we're pleased to be working with our colleagues in the facilities management industry to explore the issues, and to find solutions to the challenges they bring." (http://www.bifm.org.uk/bifm/news/7163).

Human resource management (HRM) is concerned with supporting the management of people in the workplace, yet they have traditionally overlooked the workspace. Spaceworks (a subsidiary project of the Centre for Facilities Management Development) in 2006 carried out a study to understand how HR professionals perceived the impact of the physical working environment on employees and the degree to which they were involved with the physical workspace. The findings demonstrated to HRM professionals that the physical working environment had an impact on employees not only in their working life but also in recruitment and retention; yet they had little or no engagement with the decisions on the working environment. Further exploration of the area of the physical environment and a more holistic view of the interaction required between the people and FM, and also the narratives that this can create was drawn upon by Alexander and Price in their exploration of space, management and organization. (2012)

To summarise facilities management is not just about process or the hard estate, it also involves people; and to this end there needs to be recognition of FM as a core area of the business as it enables these people to feel valued by their organisation, to potentially feel motivated by the space they work in and also to be able to functionally execute their roles.

Chapter summary

In summary, this preunderstanding chapter has drawn on an exploration of me as the researcher, and on literature in relation to the subject matter. To reiterate my inductive approach to this research, I have explored what this literature has identified for my own intellectual preunderstanding and have also used this to draw on my initial aims and objectives of the research. The initial aims of this preunderstanding chapter was to understand the use of reflective practice across several disciplines such as nursing, teaching and management and my objectives were to:

- understand whether there has been anything written around reflective practice and facilities management;
- to give me insight and pre understanding for my inductive research;

- to explore the links between self-awareness and reflective practice
- to enable me to understand whether there has been any major research in relation to reflective practice; and
- to review the research methods used in relation to reflective practice research.

In response to these aims and objectives, I have still not found any literature that relates reflective practice (either in-action or on-action) with facilities management. I have recognised there are several different thoughts in relation to what reflective practice is and this has given me some thinking in relation to whether facilities managers engage with reflective practice in different ways, and I feel this will need to be explored with my interviewees to understand whether there is a significant difference between reflection-in-action and reflection-on-action. There seems to be little research into the effectiveness of reflective practice in the workplace and whether there are any differences post being taught to use reflective practice and the impact this has on organisational practice or personal development including behavioural change. Potentially there may be some discussion on not only the individual's approach to reflection but also whether the organisation is open to change and new ideas, thus engaging in the concept of reflective practice and action. There also appears to be a strong link between self-awareness and reflective practice through the literature and this may be explored further within the research, dependent on the interview text.

In relation to my own intellectual pre understanding, I have enhanced my knowledge in relation to reflection-in and -on-action. The literature on reflective practice research seems to provide little empirical evidence in relation to the benefits of reflective practice on the individual. I felt there was an interesting link between facilities managers and nurses in relation to using reflection-in-action, as both roles tend to be more reactive. This review has also helped to understand the use of reflective practice from other traditions.

Chapter 3: The Research Journey

Following an understanding of the background of research and my preunderstanding of the research topic, this chapter includes an exploration of my philosophical position including ontological and epistemological views. There is a need to fully explore and explain my philosophical position to enable me to carry out research that is valid from my position, that means something to me, but also to ensure the strategy and method meet my preferences (Saunders et al, 2009). There also needs to be consideration of who I engaged in the research and why. Therefore this chapter also explores the method of engagement with my social actors. The term 'social actors' draws upon the philosophy of social research and from the work of Schutz (1962) and Hughes and Sharrock (1997) who suggested that the interpretation is based on individuals being conscious and their activities relate meanings to their social world. This further reiterates the use of life histories to discover more about the individuals engaged within the research. The discussion also includes the specific method used along with ethical considerations.

My ontological and epistemological view

In my own expression of understanding of ontology this is "how we see the world"; does the world exist in hard fact? For me, yes, the world does exist and this would perhaps represent a realist ontological perspective (Johnson and Duberley, 2000); however I don't believe that we all see the world in the same way. The world is a basis of subjectivity created by our own understanding of language, culture, beliefs and values alongside our own individual cognitive processes. We can only engage with the wider world from our own perceptions and as stated by Bozarth and Temaner Brodley (1986) as cited in Mearns and Thorne (1988:17) *"to understand a person one must attempt to grasp his or her way of perceiving reality"*. This concept comes from the positioning of person centred counselling created by Carl Rogers in the 1930s and 40s, a psychologist and therapist whose ideas have transferred into other fields such as management and education. Epistemologically, I believe that we can never

be completely neutral when taking on knowledge as we have prior experience and our own sets of values and beliefs. (Johnson and Duberley, 2000).

I recognise that at this point my beliefs are that whilst there is a world in real time, we can never truly know this world without some form of cognition and consciousness - and in line with Kant's (1781) argument that reality is never knowable. Epistemologically, I feel that we can never look at knowledge neutrally as we have our own sets of values and beliefs that will place our own perception on discourse. I also feel that we would need to be empathic with our research to have any chance of understanding another person's perspective, but even then we are still influenced by our prior understanding and knowledge. In relation to human nature, as with the further discussions below in relation to social constructionism and constructivism, I do believe that our actions are determined by our social environment and our own cognitive processes which do not necessarily require external stimuli. And lastly in relation to the methodology, I feel that there is greater interest for me in understanding people as individuals as opposed to a physiological scientific perspective, hence my hermeneutic approach.

As I am trying to be open and reflexive in my thinking I have explored some of the philosophical theories and will endeavour to illustrate why I agree or disagree with the concepts. Taking this in to account I am a strong believer in Carl Rogers' school of thought and I recognise that I cannot be truly objective as I have my own subjective viewpoint, however I will try to be empathic with the concepts (Mearns and Thorne, 1988).

Constructivism and Social Constructionism

I have explored these two concepts to try to understand where I feel I am more actively engaged. As described by Young and Collin (2004), constructivism focuses on an individual's cognitive engagement with the construction of knowledge whereas social construction claims that knowledge is based on a historical and cultural construction through our social processes and action. I can understand why, as Young and Collin discuss, that the two get confused. Whilst I believe strongly in an individual thought or cognitive process, hence no-one can see the same as me exactly; social constructionism also makes sense

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in that we are influenced by our interactions and social processes with others. From my interpretation of my readings it would appear that constructivism is quite closely aligned with psychology and social constructionism with sociology, however Raskin (2002) refers to the two together as plural constructivisms. Within this train of thought there are more radical and moderate users of constructivism such as von Glaserfield (1993) for the former believing that the individual mind constructs reality and the latter being Kelly (1955) and Piaget (1969) who believed that the individual cognitive process still had a relationship with the external world. Vygotsky (1978), however, referred to social constructivism linking social relationships as an influence to our individual cognitive processes. Social constructionism relates more to social processes and interactions, and less to the individual cognitive processes (Gasper, 1999).

According to Young and Collin (2004) both constructivism and social constructionism relate to Kant's ideas, first published in *Critique of Pure Reason* in 1781, Kant suggested that we can only understand the outside world by our prior experiences (*a priori*) and our senses. This concept links to Gadamer (1976) and his "horizons". His concept of reflection and reflexivity to thinking about our own thinking further rationalises the ideas of the individual cognitive processes as discussed above. Kant's concept of there being no such thing as "theory neutral observational language" also reinforces the social constructionist argument of being influenced by prior experience but also social interaction.

Edley (2001) suggests that the confusion in relation to social constructionism is that the two elements, ontology and epistemology are confused together. Edwards (1997) states there is a difference between the ontological and epistemic senses of social construction. The epistemic social construction orientates around the notion that any attempt to describe the nature of the world is subject to the rules of discourse. Our discussions therefore create the reality of our own worlds. However as Edley argues, this can sometimes be confused as being the ontological standpoint, which is untrue. He argues that when social constructionists state 'there is nothing outside the text' they are talking from an epistemic point and not what the world is really like. This makes it clearer for me to understand that again people are taking on someone's discourse and seeing them from their own philosophical perspective. So for a

positivist, this is an absolute statement whereas for a social constructionist they are merely stating that reality is the product of discourse from an epistemic point of view, in that we can only understand the reality from our discussions as a subjective view point, for my reality would be different to another person's.

To further discuss the ambiguities between the two philosophies, the main point of difference is whether construction is an individual cognitive process or a social process. From my perspective I believe that, as individuals, we can make a choice to do something through our cognitive process, but our social construction influences that thought process. Burr (1995) suggests that they are both from an extended family and are very similar in approach and belief. I would concur with Burr that whilst they are not exactly the same, for me there is an element of believing in individual cognitive process and a sense of self but with a social influence.

Having read the concepts of social constructionism and constructivism, I led myself on to the concept of conventionalism as these concepts seem to sit under the banner of socialisation of science. As Johnson and Duberley (2000) discuss we are not passive receivers of information and therefore our social constructs help us to make sense of what we see. Kant suggests that we give meaning to our world based on our *a priori* and our own cognitive process, which again merges the two ideas of social constructionism and constructivism together. I feel more closely aligned with Kant's ideas of rational reflection and thus being able to know what the past experiences are and how these impact on our understanding of our own sensory inputs (Johnson and Duberley, 2000); this again aligns me with the hermeneutic approach in that the researcher needs to engage in self-reflection to better understand the role that they are taking as the researcher, with full self-disclosure (Smythe et al, 2008). Smythe et al (2008: 1391) state that as a hermeneutic researcher we *"must live the experience, drawing from who one is and is becoming"*.

Grondin (1995) discusses the different approaches within the study of hermeneutics and the humanist perspective, with Heidegger and Gadamer taking different approaches. Grondin discusses a difference in religious beliefs which may have had some influence to their chosen paths. Gadamer being a

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protestant with a more humanistic upbringing, and Heidegger having a strong religious position within a 'provincial form' of Catholicism and more hostile to humanism.   Humanism is related to the Renaissance and focused on human achievements (studia humanitatis); to the Englightenment which related to man as a being who constantly strives for improvement of himself (this was closely linked with German authors such as Goethe and Lessing; or as authors such as Werner Jaeger stated to be brought up in a humanistic way relates to having studied Latin and the Classics. (Grondin, 1995:112)

There are further links to Kant (1781) from the discussion of the German authors of the Enlightenment period when they referred to man as wanting to perfect himself against "any heteronomous tutelage of reason". Kant draws on heteronomy as a form of self-imposed tutelage or more strongly stated 'slavery' of humans to their own delusions (Grondin, 1995).

The discussion of humanism continued post WWII with the consideration of whether this could still exist after the inhumanity of the Nazis. Goethe and Schiller expressed humanism as *"the concern that man can become free for his own humanity and in so doing find his dignity"*. There are further views of man needing to constantly educate himself to *"subdue the animality"*. Gadamer and Heidegger again disagreed on the approach to humanism, and Gadamer, in my view, tried to bring this forward to an approach that challenged the Kantian idea, and also that of his own mentor, Heidegger, drawing away from an exact science and the methodical model of knowledge to one of understanding (verstehen). (Grondin, 1995:115).

Drawing on the concept of critical hermeneutics Apel (1973:48) investigates *'the possibility of a philosophical hermeneutic guided by the regulative principle of a progress in knowledge'*. Apel draws on emancipation as a part of the hermeneutic process allowing individuals to further develop from the reflections from their own will and consciousness and allowing a critique of ideology. (Bleicher, 1980). For the purpose of this thesis, whilst there is understanding from biographical discussions from the social actors there is no relation to power and emancipation and I still maintain an approach of interpretation to lead to understanding.

Habermas (1970) critiques Gadamer's approach and discussed the need to be aware of the material and political-ideological preconditions. Bleicher (1980:155) refers to Habermas's (1970:289) *'systems of labour and domination which, in conjunction with language, constitute the objective context from within which social actions have to be understood'*. As above, the critical view tends to draw on aspects of power and dominations and this is not the route I am taking through my research, nor does this represent my own philosophical paradigm. However, I do concur with Habermas's view of the use of hermeneutics in social sciences to *'combat the objectivism in scientific approaches to the social world.* (Bleicher, 1980: 158).

Ricoeur (1973) shares a similar view to Gadamer in relation to hermeneutic philosophy however his main difference is to the rejection of Gadamer's truth and method in that it prevents *'doing justice to a critique of ideology as the modern and post Marxist expression of the critical approach'* (Ricoeur, 1973:52). As Bleicher (1980) discusses Ricoeur critiques both sides of the arguments from the existential to the critical hermeneutics, but he focuses on the need to 'graft' phenomenology to the philosophy to enable there to be a deeper analysis of the experience relating to both the structures and the properties through reflection. Bleicher (1980) also refers to the need for the interpreter, when engaging in hermeneutical research, to be aware of their own constructs, and to ensure they are engaged in reflection throughout the process.

In summary, drawing on Gadamer's and to some extent Ricoeur's concepts, humanism is the acknowledgment that as finite beings we never cease to learn. Given that philosophical humanism is nothing but the modest openness to truths that can help us raise our understanding, hermeneutics is a humanism. (Grondin, 1995, 2011). It is the reflection on the phenomenon of understanding and interpretation and this is the focus of my research to understand how our students engage with reflective practice in the workplace. (Bleichner, 1980).

Research paradigm

To take the philosophical position further, I would suggest that I am within the area of interpretive sociology; however, unlike Burrell and Morgan (1979), who believe their paradigms are mutually exclusive I would argue that there are

levels of each, and therefore a possibility that you could be on the border of two. For instance, the concept of radical humanism and interpretive sociology could cross over and did in relation to Kant's (1781) theories. As a human being I recognise my need for my own cognitive processes, but can also recognise the idea in the radical humanism paradigm in that this can sometimes constrain us; this again for me evidences Vygotsky's (1978) theory of the cross over and alignment with constructivism and social constructionism. Therefore I maintain my stance that I am unable to place myself certainly in a box, but somewhere along the line between radical humanism and interpretive sociology.

I have now established that I am in the constructivism/social constructionism camp, and have placed my paradigm somewhere between radical humanism and interpretive sociology, which I am comfortable with, but the next stage of this journey is to explore my research strategy, and identify the method I have used to carry out the research.

Research strategy and methods

This section will focus on my approach to the research strategy, my chosen research method and also some discussion on the social actors used within the research.

Research Strategy

I have carried out my research through a hermeneutic exploration. Hermeneutics is the study of interpretation (Follesdal, 2001) and the research has been an exploration of whether facilities managers are engaged in reflective practice and the benefits they feel this may have given them from both a personal and organisational context. Using the hermeneutic approach fits with my own philosophical stance of constructivism/social constructionism as my aim was to understand the individual through discussion. I have tried to remain open to subjective understanding of those discussions. More importantly I felt this could be done by using some of the person centred counselling techniques allowing me to hear the voice of the social actors by using open ended questions and to encourage them to enter into further self-exploration. There was a chance for me to try to view the world in the other person's shoes as we

explore their own life histories and what is important to them in relation to the use of reflective practice and the benefits this has made for them personally and to their wider networks. This again leads me to Vygotsky (1978) and his referral to social constructivism/constructionism linking social relationships as an influence to our individual cognitive processes. Gummesson (2000) provides a model to aid the understanding of the cycle and this is highlighted below:

Figure 4: Model of Hermeneutics

Preunderstanding   *Experience of others*

Access via personal involvement   *own methods of access to experience of others*

Understanding

Preunderstanding 3   *Understanding 3*

Preunderstanding 2   *Understanding 2*

Preunderstanding 1   *Understanding 1*
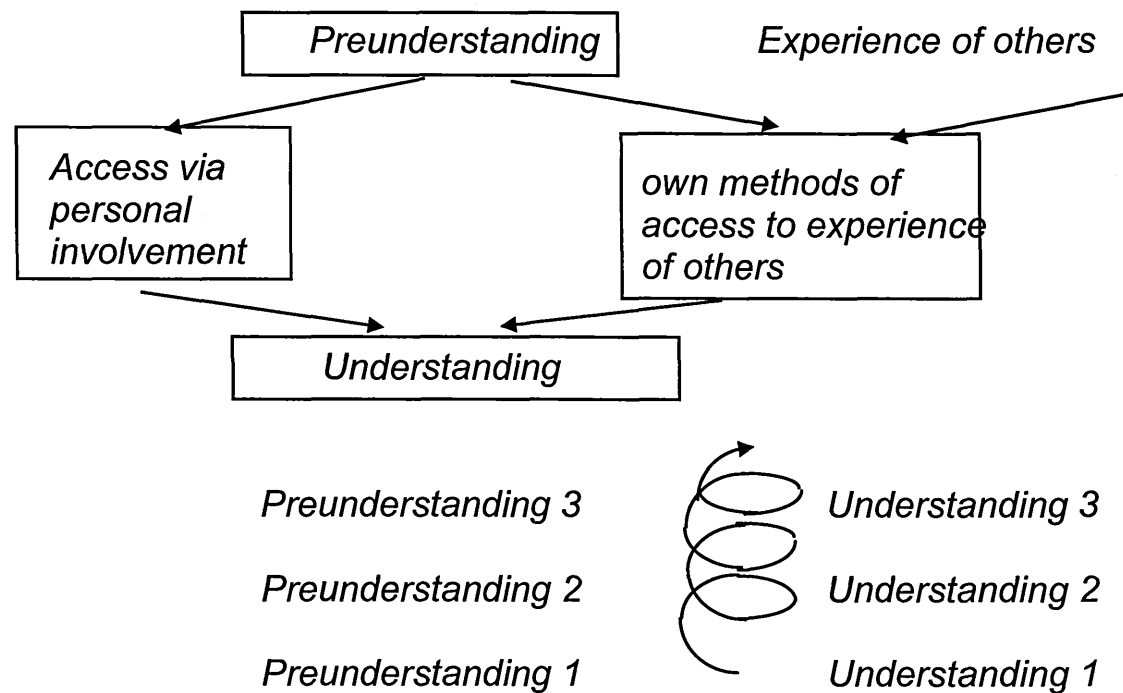
Preunderstanding and Understanding   Gummesson (2000)

The process of the hermeneutic cycle was drawn on from Gummesson's model (2000) which involved initial discussion (Chapter 2) of my pre understanding, and acknowledgement of my own life history and also some exploration of the literature in reflective practice, this pre understanding was then taken into the hermeneutic spiral. The text from the interviews was then revisited in several iterations to reflect on the text, my own thoughts and the theory until I was satisfied that I had gained the understanding on that particular theme. This process occurred for each of the four themes, and left me with my own interpretative understanding of the text and delivered the final spiral of my hermeneutic synthesis in Chapter 5.

Using the hermeneutic approach allowed me to understand and report on the social reality of the "actors" and to create meanings and interpretations of their own thoughts, whilst trying to remain true to their language; there is also a need for the researcher to ensure that their own interpretations remain true to the actors and, potentially to ensure this, some feedback could be gained from the actors. It is important to stay within the information and to remain within the hermeneutic circle and the recognition of my own influences and the impact this has on the study needs to be recognised. In order for the research to be robust, all decisions should be reflected upon, including the use of the theoretical framework and be made explicit to others (Koch, 1996).

The research has taken an emergent format within the tradition of interpretative research, and therefore the use of narrative and my approaches has evolved as I have engaged with the text.

Research Concept

"Concepts are the building blocks of social theories" (Blaikie, 2010:111)

The approach to my research has been a qualitative investigation through the hermeneutic tradition as this allows for the me as the researcher to engage in the understanding of meaning of everyday language and to try to form some concepts from this social world (Giddens, 1976) or the "lived experience" (Laverty, 2003) and also to ensure it is an interpretation of the information as opposed to a translation. Hermeneutics allows for a bottom up approach by adopting the position of the researcher as the learner rather than expert; therefore the learning will be taken from the experiences of the social actors. These lay concepts are taken to allow for the researcher to create more technical concepts. These concepts are created through iterations of examination and reflection, and further re-examination. The concept is not static and therefore allows for the researcher to explore the information and for the concept to be evolving throughout the process. The aim is to provide a useful description and understanding to fit the research being discussed (Blaikie, 2010). As the research focuses on reflective practice, I found this approach to be most appropriate for my own beliefs and personal fit.

The Social Actors

The social actors that I have worked with for this research were taken from students/alumni that have engaged with our professional programmes in facilities management, as these are all underpinned by reflective practice. As our students are based all over the UK due to the delivery method of the course, there is a mixture of face to face interviews and telephone interviews; and also emailed questions. These students are all part time professionals studying on a blended learning basis. From our course perspective, blended learning relates to part time distance learning and part time block study. To enable the reader to understand the delivery mechanism for teaching reflective practice on the undergraduate certificate in FM the next paragraphs gives a short explanation of delivery mechanism.

The students submit two assessments, a piece of reflective writing and then a reflective portfolio as part of the Reflective Practice for FM module. The first assessment is based on a role play workshop activity in relation to FM that is delivered in the first block and they have to submit a 1500 word reflection on this, outlining their learning, their strengths and limitations recognised during the full day workshop activity and also recognising areas for development. The portfolio includes five learning outcomes including communication skills, problem solving abilities, identification of strengths and limitations and areas for personal development and use of feedback. They are encouraged to reflect on not only the learning on the course but also the impact of this learning to their working practice using specific examples as evidence.

The reflective practice module is the first module delivered on their first block study days followed by submission of their portfolio 18 months later. The students attend the university every 3 months for a block study, and at each block they are reminded about the reflective portfolio, with an interim submission approximately 12 months in and also a reflective practice workshop at their final block. Anecdotally the portfolios represent evidence of engagement and learning, and also a strong change in mindset from the beginning of the course to see the benefits of reflective practice.

To engage the students with reflective writing in the first instance they are encouraged to write an account of an incident of work, explaining the situation of what happened, and the outcome and then chat this through with one of their peers. Following this there is a lecture, discussion and workshop on reflective practice and the students revisit the first account which was written descriptively and they are then encouraged to write this as a reflective account, drawing more on the impact on themselves and their learning from the experience. Throughout the course, each module requires the student to hone their reflective practice skills through either summative assessment or action learning in the classroom; reflecting on their own performance in practice.

I emailed four different cohorts of students and asked them to complete some short open ended questions in relation to using reflective practice (I had 34 responses and this has also formed part of the hermeneutic analysis) and then invited them to express whether they would be happy to participate in the interviews. For reference, the emailed questions were:

Q1. Have you ever used reflective practice in the workplace? (If yes, go to 1a and if no, go to 1b)

Q1a. Please briefly explain a situation when you have used it and how this impacted on your own professional practice

Q1b. If you have never used reflective practice in the workplace, please explain why not

Q2. Do you feel reflective practice has enhanced your working practice in general? (If yes, go to 2a or if no go to 2b)

Q2a. If it has, please explain why

Q2b. If it has not, please explain why

Q3. For those of you that have recognised that you have engaged in reflective practice in the workplace, how has this impacted on your personal development?

Originally my estimate was between ten-fifteen potential interviewees. The potential interviewees were emailed and asked if they would be prepared to participate in my research. As this is a qualitative piece of research the exact number could not be defined initially and I have interviewed 12 students in total and felt I had achieved theoretical saturation (Blaikie, 2010). With the hermeneutic approach there was a point where I felt I had enough information and nothing new was coming out of the interviews, therefore the suggested number was just that, and was not set in stone. As Laverty (2003:18) suggests

"The number of participants necessary for studies of this type will vary depending on the nature of the study and the data collected along the way. Researchers may continue, for example, to engage in interviews with participants until they believe they have reached a point of saturation, in which a clearer understanding of the experience will not be found through further discussion with participants"

Research Method

The method used was interviews through unstructured discussions engaging in life histories. I wanted to understand the broader environment and narrative for the individual and I didn't feel that just asking a set of questions through a semi structured interview would have given me this. I wanted to understand more about the individual and their current and historical personal and working lives. There may be aspects of previous roles as well that have assisted in their own engagement with reflection. Life histories allow the social actors to have a "voice" and this is further reiterated with the hermeneutic approach. (Bheenuck, 2010). Biesta et al (2005) suggest that life histories allows for a wider understanding of the social actors stories against a background of wider processes and contexts. Chase (2005) suggests that this type of research may help to understand structural and cultural influences in our everyday social world. There is also some sense making from the complex lives of individuals and even engaging in a life history approach may allow for some deeper critical reflection (Bathmaker, 2010).

In taking this approach, I have reflected on the use of life histories which gave an interesting background to the individuals, although the level of engagement in their background was varied and some gave me a very "glossed", almost potted history versions whilst others were very open and honest and shared some inner thinking and feelings. (Dhunpath, 2000).

The interviews were carried out over the period of approximately one year, and the first six were carried out within a period of 2 months at the beginning of this timeframe and transcribed; whilst the final six were carried out approximately 7 months later via a mixture of face to face and telephone and also transcribed. This was due to the geographical distance of my interviewees. In total there were 7 face to face interviews and 5 telephone interviews.

Information Analysis

Qualitative information or text analysis is a *"dynamic, intuitive and creative process of inductive reasoning"* according to Basit (2003:143); as a qualitative researcher the information has been analysed by myself and I have recorded the discussions and transcribed them as I feel there is a need to hear the text and recognise the changes in tones and pitch. The object of analysing qualitative information is to understand the relationships and assumptions that form the makeup of the social actors and in particular for my research their own engagement with reflective practice (McCracken, 1988).

In analysing the information, I have looked at themes that have emerged from the discussions and after the initial review of the texts as a whole, I will be entering the hermeneutic cycle of looking for emergent themes, establishing the themes and then revisiting the literature, taking on board my own reflections and then revisiting the text. This cycle will continue until nothing new emerges from the information. As discussed by Crist and Tanner (2003), in relation to the use of hermeneutics in nursing research, there is a suggestion of various phases in relation to the analysis during the hermeneutic process as outlined below through an adapted table which draws on their phases and my understanding related to my research approach:

Table 2: The hermeneutic process

Phases	Categories	What that means
Phase 1	**Early Focus and Lines of Inquiry**	Recognition of the initial narratives of the first few social actors and in this phase there may also be some critical evaluation of the researcher 's interview and transcription practice as well to ensure the text is staying true to the actors.
Phase 2	**Central Concerns, Exemplars and Paradigm Cases**	Involves the identification of important themes or meaning. The process of interpretive writing is iterative and will continue to draw on the interviews and the reflections of the researcher, alongside any new literature which may have been exposed.
Phase 3	**Shared Meanings**	Establishing where there are connections between the social actors.
Phase 4	**Final Interpretations**	Recognition of the interpretive notes and summaries which continue to provide lines of inquiry for current narratives and future sampling. There may also be a point of recognition that a further interview may need to be carried out to clarify some of the thematic questions that have arisen from the information. Although typically with hermeneutic research interviews are continued until nothing new arises.
Phase 5	**Dissemination of the Interpretation**	Reporting on the final interpretations of the interviews and the interpretation is developed simultaneously with the investigator's interviews, observations and writing. Interpretation is an unending process; readers of the report make the final interpretation. Crist and Tanner (2003) would argue that approaching the interpretive process as systematically as possible within a nonlinear methodology streamlines and clarifies interpretations of the study and also helps to build a case for better informed nursing practice, but in this situation my aim would be to gain better understanding of the situation as opposed to delivering change.

Adapted from Crist and Tanner (2003)

Whilst Crist and Tanner's approach seems valid in that there is a phased model, I was unsure that I would work so tightly to a model in an iterative, interpretive process such as hermeneutics as I felt this could be restrictive. I was also wary about using computer aided coding as I felt this moved me away from the true voice and therefore will no longer be an interpretation of the actors voices. There is also a danger of quantifying what is essentially qualitative data. However, I have used NVivo to manage the text and to help to make it clear to the reader how the four key themes were drawn upon.

Using computer aided coding helped to generate a working map of themes at a preliminary level (Crossley, 2007). This has taken an emergent approach and I have reflected on my initial bias on not using any computer aided coding, but the reality was I had a lot of information from the email questions which I felt I needed to bring into a more "useable and understandable" form as Paterson and Higgs (2005:349) discussed in their hermeneutic research. They used NVivo to *assist in managing large volumes of data and tracking the coding of key concepts'.* Gummesson (2003:485) also refers to the use of NVivo, identifying that it should not replace individual interpretation but is useful for storing data and providing "structures and hierarchies" which is how it was used in this research. This concurs with my realisation that whilst I found it appropriate to store the emails, with the interviews I felt like it was stepping away from the actor's voice as I needed to see the full picture including their background and their use of reflective practice, both personally and professionally. The students' interviews varied in their level of openness in relation to their backgrounds and also their use of reflective practice and that in itself becomes a reflection moving forward to the hermeneutic analysis.

The challenge of hermeneutic analysis is that the findings are based on an interpretation of the text at one specific point in time from a basis of pre understanding and individual perceptions and is therefore unique to the researcher. Other people or even the researcher themselves revisiting the text at a later date could find new interpretations. Hermeneutic analysis is based on my own experiences with the text and to aid my learning or the understanding (verstehen) of the text; understanding being a literal translation of the German word 'verstehen'.

Ethics

With reference to ethical issues, I have been aware that the "social actors" are current or previous students, and therefore I needed to ensure that I was empathic towards their feelings, and ensure the research did no harm. There was a need to be sympathetic to their life stories, and not to hold any prejudgement. There was also an element of managing and declaring my bias, as I teach reflective practice to these students, there may be a tendency to try to show their engagement with reflection so I will need to ensure I do not lead them towards any conclusions and also explore deeper to ensure I am finding some level of "truth" from the social actors. Again, within the hermeneutic cycle I will be reflecting on my own engagement with the information and any changes in my own horizons (Gadamer, 1976).

Another consideration that I needed to explore was one of the teacher as the researcher and the student as the social actors. The majority of the social actors were students who had finished the course, or were in their final year. I emailed all students and alumni to ask for volunteers in my research and none of the social actors were coerced to take part. I also asked them to be open and honest with me, and reinforced the anonymity of their comments throughout the thesis.

Drawing on Miles and Huberman's (1994) ethical considerations questions, there needs to have been an exploration of worthiness of the project; informed consent; harm and risk; benefits; honesty and trust; privacy, confidentiality and anonymity; and integrity and quality as identified in Table 3.

Table 3: Ethical Considerations

The questions	My ethical considerations
Worthiness of the project	Due to the dearth of literature on reflective practice and facilities management there was an opportunity to explore this area in depth to provide knowledge to the wider industry and also teaching practice
Informed consent	Students were emailed to ask if they would like to take part in my doctoral research on reflective practice
Harm and risk	I considered the ethical issue of interviewing students, however I explained that at the point of interview that I was a student researcher not their lecturer! I have also not included the raw text (original transcripts) in the document as the students explored personal areas that I didn't feel would be appropriate for public consumption
Benefits	There were benefits to be gained in relation to my teaching practice and for the students journey on the course
Honesty and trust	Again, I felt that the students/alumni I interviewed felt comfortable to share information with me and quite often of a very personal nature (hence the transcripts have not been included in the thesis)
Privacy	All interviews were either carried out

	over the phone and I did the interviews from home and the interviewees ensured they were in a space they felt free to talk. Or the face to face interviews were carried out in private rooms within the University
Confidentiality and anonymity	I have used avatars to anonymise the social actors, and have removed all company names from the discussions
Integrity and quality	I felt that I have drawn my interpretations openly on the voices of the social actors and have tried not to cloud their voice with mine.

Chapter Summary

My research has focused on the use of reflective practice by people working in facilities management. The research aimed to better understand whether facilities managers are using reflective practice in their roles, to understand how this is used and whether they feel that reflective practice has enhanced their personal and/or professional development. To understand this there was a need to explore how FMs through our courses have engaged with reflective practice and to understand whether this has helped them in their professional practice and also in their own personal lives, as the practice should be "lived" (Dewey, 1933). In summary, the purpose of this research was to fully understand how reflective practice has enhanced the personal and professional development of the facilities manager, and also to inform my teaching in relation to reflective practice for FM. The research will focus on the following drivers:

1) How is reflective practice used by facilities managers?
2) Can reflective practice benefit individuals from a personal perspective and from an organisational/professional perspective

To summarise, due to my philosophical position being one of constructivism/social constructionism I have carried out my research through initial email questions to a wide variety of students, through life histories and unstructured discussions and analysing these through a hermeneutic approach. As Matisse (1953) noted in his Looking at life with the eyes of a child *"Nothing I think is more difficult for a true painter than to paint a rose because, before he can do so he has first to forget all the roses that were ever painted"*, within hermeneutic exploration there is a need to not forget but instead be aware and reflect on all those previous experiences and this has allowed me to be aware of my preunderstanding and past experiences and the impact that this can have on my interpretation of the texts. The research has been emergent and as I have moved through the process there has been changes to the types of questions asked dependent on the interpretation of the voices of the social actors, my own reflections and the literature (Blaikie, 2010). I feel that my links between my philosophical stand point, research strategy and method are aligned and I am therefore comfortable and confident with my research approach.

Chapter 4: The social actors

This chapter will explore the life histories of my social actors; drawing on my observations and reflections from the life histories and also the interview as a whole. As part of my approach to the research, I wanted to create some understanding of the individuals and how they came to be working in facilities management, this draws on the ideas of learning through narratives through a life history or biographical approach (Dhunpath, 2000). I have also drawn on my own life history earlier on the thesis and asked the students to give me some ideas of their background; reinforcing my view of the students being the backbone of this study as discussed in Chapter 1; thus placing the social actors at the centre of the study.

I have created an avatar for each interviewee and all names and organisational names have been removed from the transcripts to retain anonymity. Generally the use of avatars are in online gaming or virtual environments. An avatar is defined as a user-created digital representation that symbolizes the user's presence in a metaverse (Bailenson et al., 2005).The names given to them were to aid my own recall and to make them easily identifiable and were based on the interview text and also my knowledge of the individuals, the names were based on my subjective interpretation of the social actors.

The backgrounds of the social actors follow and are in no particular order. I felt it was important to include the background to the individuals due to the diversity in facilities management and how individuals find themselves in the industry. This formed a key part of my preunderstanding of the routes people have taken and also understanding of their educational background as the majority of our students arrive to university with no formal qualifications. Equally as stated within the thesis there has been an open and honest life history to identify myself as the researcher I therefore felt the inclusion of the life histories was a valid understanding of all the participants, including myself. I felt this added to the richness of the research, and therefore has formed a key part of my interpretation. As our students are based all over the UK, due to the delivery method of the course, there is a mixture of face to face interviews and telephone interviews.

Life Histories and my initial interview observations and reflections

The biographical narratives following also include gender, age, organisational role and whether they deliver an inhouse or outsourced FM function. I felt the need to include the life histories as part of the document, as I wanted the reader to understand the backgrounds of the social actors involved. After each interview I have noted a descriptive overview (synopsis) of their career and my initial observations and reflections based on not only the life history shown but also the wider interview discussions, and as I engage with the hermeneutic cycle these may change or form a bigger, more holistic picture of the interview group as a whole (Fagerberg and Norberg, 2009). To allow the true unadulterated voice of the actors and to avoid making selective decisions about which interviews to include, the full text of all 12 interviewees has been included. To reinforce the statement from Hughes and Sharrock (1997:101) *"that meanings agents give to their actions and environment, all valid social analysis must refer back to these"* I felt it was critical to evidence these within the thesis. They also refer to the 'humanistic' stance alongside the concept of the social actor which aims to recognise their lives as a *'distinctively human product'* and not just a *'variable' (1997:102).*

As an overview of the social actors, I have included a table of their role, gender and age. This is to assist with the understanding and knowledge of the social actors and their roles from a reader's perspective and is in no way meant to gain any statistical information in relation to their biographical details. This also highlights the different roles and responsibilities, and delivery mechanisms within facilities management.

Table 4: Summary of the social actors

Avatar Name	Gender	Age	Role/Title	Provision of FM	Organisation
Matron	Female	56	Facilities Manager	Inhouse	NHS
Gandalf	Male	33	Facilities and Environmental Manager	Inhouse	Private company

Avatar Name	Gender	Age	Role/Title	Provision of FM	Organisation
Baywatch	Male	41	Head of Technical Services	Outsourced Provider of FM	Council Contract
Firecracker	Female	43	Property and Facilities Manager	Inhouse FM	Emergency Services
Basil Fawlty	Male	44	Senior Manager, Clinical Operations	Inhouse FM	Private company
Girl Friday	Female	48	Central Services Team Leader	Inhouse FM	Housing Association
Little Boy Blue	Male	58	Soft FM Manager	Outsourced Provider of FM	Council Contract
Peggy Olsen	Female	48	Systems and Services Manager	Inhouse FM	University
Personnel Penelope	Female	53	Project Manager	Inhouse FM	Research Council
Sgt Chef	Male	51	Head of maintenance and support services	Inhouse FM	Charity
The Enforcer	Male	34	Operations and Projects Manager, Hotel Services	Inhouse FM	NHS
Brushstrokes	Male	45	Project Officer in Operations and Maintenance	Inhouse FM	NHS

Matron
(face to face interview)

Role: Facilities Manager, Inhouse provision, NHS

Gender: Female

Age: 56

Ending up in FM was an accident, well a sort of accident.   After school I went into retailing and I worked for three organisations; a small local department store after I left there, then I joined *[another organisation]*. I had babies, did a bit of journalist work when the children were small, then went and worked in a day nursery doing their admin work and did a bit more when they found what I had done before. When I was made redundant from that job I found a job in the NHS. I had never done facilities before and that is how I ended up in it, just working part time.

I started off as an admin officer working part time and again, when they discovered what I had done before and that I had managed staff and knew about customer service etc., they got me doing more and more work and so I went through a number of promotions, increased hours so that I am now Facilities Manager for *[my current organisation]*.

I look after approximately 100 staff and I have two deputies and a number of other staff and supervisors.

Synopsis, observations and reflections on The Matron

Matron worked in retail for some very high profile establishments. She had a family, worked in varying roles including journalism and admin for the nursery her children went to. She was made redundant and applied for an admin role in FM, and then they recognised her skills and she moved into a more generalist FM role.

She is currently using reflective practice in the workplace and actively encourages her two deputies to do the same especially when working on

appraisals with staff so that they create a more reflective environment, and she discusses lessening the blame culture which is quite prevalent in the NHS.

She feels that self-awareness is a necessary skill for reflective practice and that without it; it can be hard to reflect. She has quite a natural and open manner, and demonstrates high levels of self-awareness.

This was my first interview and I recognised that I had drawn on reflection in- and on- action in my discussion with her, and that perhaps this led the discussion down a particular route. Further reflection on my approach to this interview led to my adaptation of my approach.

Gandalf

(Telephone interview)

Role: Facilities and Environmental Manager, inhouse FM, Private Company

Gender: Male

Age: 33

I went to quite a good school, but I hated every moment of it. So I left school, because I was very much an average pupil, the school kind of elevated the good pupils and brought the bad pupils up to speed, but the middle of the road people, the Joe Bloggs, I felt were just ignored. I had a chip on my shoulder about school, so I left and went to college at 16 to do photography and art. I didn't pursue any of it – and design – all this malarkey. I hadn't a clue what I wanted to do and I bummed about for a few years living the high life. Then I fell into menial jobs from there for quite a bit.

Retail, bar work, call centre work- all sorts. Then I did a bit of security work, contract and in-house security for a couple of years. Then I got a job as an account manager for an Italian designer glasses brand, who held a licence for a number of manufacture and distribution. It was just literally just a desk job; sat

at a desk on the phone all day. I got to the point where I thought this isn't doing me any good, around about my mid-twenties- twenty five/twenty six/twenty seven maybe. I thought I have got to do something. So that is when I saw a facilities assistant job come up at *[my current organisation]* many moons ago, in 2008 and I went for that and got it. Since then I have progressed in that role, very much an auxiliary FM position.

In my daily role I was involved with stuffing post, meeting room set ups, staff moves, orders, you know stock management. I think it was billed as a post room assistant but there wasn't a great demand for that so it kind of evolved. Then it got more to the administration side of facilities, so I did a lot of POs, couriers, stationery ordering – all that sort of malarkey. From there I moved up to the Facilities Coordinator after about 2009, around about that time and did that for a while. The beginning of 2010 it would have been – a coordinator role assistant needed on the site at the time and after about twelve months of doing that the FM was off on long term sick and I took over that role on an interim basis and this was pre starting my Sheffield Hallam work. Then I was offered the role of Environmental Manager after, when the FM came back. That was 2012 or when the Cohort started. I was doing that for a while; looking after the ISO1401 standard, the Environmental Improvement Plan, the waste management for the company as a whole, whereas I was only working for a single site before. It became across all sites and then I started that in May 2012 and then at the beginning of 2013 I was offered to take over the Health and Safety management as well, for the company and so I started on the 18001 Standard, Health and Safety Improvement Plan: keeping us legal, keeping us compliant. Then we had a transformation period in the business with reorganisation and I was offered the role, carried on looking after the health and safety and environment but also being the FM for the *[other]* site. The FM at *[that site]* is very much responsible for the catering, the cleaning, contract management, rent, rates, utilities, health and safety and all the soft services, not hard services. That is kind of my career path today at *[my current organisation]*. I have two direct reports at the moment.

Synopsis, observations and reflections on Gandalf

FM was not a career path for him; he fell into it, background in retail, bar work, call centres, nothing that appeared to require any ongoing career development, from the discussion it felt like jobs that he just moved though without any career aspirations. He then became engaged with FM, and saw a progression opportunity and moved from assistant, to co-ordinator to Manager in 3 years. He has since taken over responsibility for FM whilst the FM was off sick, and on their return became the environmental manager and subsequently the FM for the site, which also encompasses the environmental aspects with management responsibility for two staff.

The interview became a discussion about managing people and the difficulties encountered. He felt he could have escalated the current issue and has decided to try to manage himself as he is very people focused, and he believes that reflecting on the issue has meant he has not escalated to HR, but recognised the different stresses and strains that people have in their personal lives. He has reflected on his own personal change of style but also increased self-awareness and also feels that due to being more reflective this has aided him to engage in more open and honest communication with his direct line manager.

He has recognised his changed behaviour in the workplace and his style flex. He felt that reflective practice has also led to more focus on his career and again this has been commented on in the workplace.

I have reflected on the interview and Gandalf was open and honest and happy to share difficult situations to explain and evidence his use of reflective practice. The individual offers an empathetic view in relation to his staff and the interviews evidenced his own engagement in reflective practice. I felt his life history evidenced some personal struggles on his journey and the learning he has taken from those experiences which has led him to the position he is now in within his organisation.

Baywatch

(Face to face interview)

Role: Head of Technical Services, outsourced provider delivering FM for a Council

Gender: Male

Age: 41

I have always thought that I would do other things in life than what I am doing now. I set off wanting to work in the police and had a part time job whilst I was at college as a life guard and as part of that position; I had to do basic repairs and maintenance on the building – very basic from unblocking toilets to repairing lockers and things like that. Over a period of time those skills developed and I joined the technical team where I worked at the *[leisure centre]* and they put me on an electrician's course, basic electricians course and I had a bit of a knack for it and an understanding and changed my career path to sort of go onto tools and that and it was more about, when I look back, about the money aspect of it. I was earning a lot more money than what I was as a lifeguard and that was really attractive.

And from then my career has just blossomed. I was made supervisor there and did that for about five or six years, supervising a small team and looking after ten buildings. Managing programmes and things like that. From there one of the trustees of the organisation I worked for was also on the board of trustees for *[another organisation]* and he told me there was a manager's role going there for their maintenance section and I went over there and walked into a complete mess really. I spent a year trying to sort it out, maybe a bit more and it was just horrible and I couldn't, the work ethic was very poor and the culture was awful. It was very I don't know; ingrained into dropping each other in it really, just to cover themselves. I couldn't work with that and just by luck my old boss had moved on as well from *[there]* and he had got a job at *[my previous organisation]* and said he needed a supervisor there and I went in a heartbeat and I went for the interview with his boss and he was great and sold me the

company. But I knew I was going anyway because of what my boss had told me and went there as a supervisor. That was different because that was the first sort of structured company I had worked for in a private organisation where there is a difference between doing what you should do and sort of playing at it really. I think I came from that sort of work ethic, just doing what needed to be done to get through with it. This was structured and there were planned maintenance regimes in place and KPIs and SLAs to follow. That was different. It was a small little team that looked after fifteen schools and everybody had their job and everybody did their job well but everybody got on well together as well and that was a great place to work. That is when I started at schools for? Because what my manager or his boss wanted to do was develop the team and I had no academic skills at all and probably still don't really. The main drive of that was the contracts manager at the time and he was really good. Something quite significant happened in the first three months while I was there and it was that my boss decided to emigrate and I had just worn in my uniform and he decided to emigrate and I was offered his post, which at first I said I wasn't ready for and then on reflection I decided that I could do it with some support and got the job on a six month probationary period. We did really well and got really good feedback from the customer and got through the probationary period and we started to develop the business and the team and I started to manage more people. At one point, there was 42 people reporting to me which was too much and we needed to put in a tier of management beneath me to manage that and we brought in two supervisors.

I think the turning point for my decision to leave was that the contract manager moved on; he had got a job with a different company. He was replaced and the person that took his job was different in many ways, better in some but a whole lot worse in others. I can't think of a better word for worse. She was of a different sort of work ethic and very self-driven and expected everyone to be the same. I think the reason that we didn't get on is because she wasn't about how well the team performed but how well the contract performed, no matter how fragmented the team became because of it. I now know that it was for self-glorification really and her own career advancement. Which everybody suspected, but it was surprising that the team fell apart because of individual

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work pressures and the mood and the culture of a little office and if something happened which needed input from other people and they didn't perform then arguments started and the atmosphere in the office turned frosty. It just became apparent and a customer noticed it as well, which was even worse. So you would go to meetings and the customer was asking how you were and it was a bit embarrassing at times. They were obviously aware that there was going to be problems within the workplace. So I looked for an opportunity to move and went for a couple of interviews and didn't get them and everybody says this, but glad I didn't get them, because they were internal moves and then just out of the blue I got a call from an agency who said they had seen my CV and did I want to come and talk to these people. I came here in this very room that I am in and spoke to my boss and the technical manager and you could just tell. You walked in and people smiled and were friendly to you and when you walked in here the message you were given about the company ethics was it had just gone through a restructure and I would be managing a new team. They knew they had certain problems and didn't know how to fix them. They just needed someone to come in and help with that. They asked me lots of job related questions and interview questions, but I knew as soon as I closed the door to leave that I had got the job. Within hours I got the call to offer me the post and it wasn't a difficult decision to make. If I had been put in that position two years previously I would have turned it down flatly because I loved where I was and just in the space of two years, I hated my job and it was all because of the influence of one individual who was just using us to better their career. Not that I am bitter or anything, you can't tell that can you, *(laughs)* but it did affect me and I think you spotted that as well. I think I did the best thing really.

I am Technical Services Manager of the Hard Services Team. What a title! We look after fifteen properties for the Council.

Synopsis, observations and reflections on Baywatch

He worked as a lifeguard part time, took on some responsibility for FM (although not called that) – thought he would join the police, but stayed at the leisure centre, joining the technical team and did an electrician's course, money was the key motivator. His career has moved forward in FM, and to contract

management. He recognised his own skills and ability in working with people and being proactive.

His career has been one of change but also evidenced his need to feel engaged with not only the organisation but also with his line manager. I felt that when the trust had disappeared in the management relationship he struggled to continue within the organisation and needed to seek alternative employment. He was quite self-deprecating at times and from my engagement with facilities managers over the last 7 years, this does not appear to be uncommon.

He discussed a changed perception of reflective practice, having thought it was "touchy feely" initially but recognised how to engage with reflection as a tool. He recognised using reflective practice particularly in the change module on the course, and discussed how this had helped to focus on a personal change in relation to work/career.

He recognised the change in his approach to making decisions, but still the need to manage reflection, as some decisions have to be made quickly. He has drawn on reflective practice with his team by calling it a "stocktaking" day. It would be Interesting to understand whether the terminology makes the difference in people understanding engagement.

Firecracker
(Telephone interview)

Role: Property and Facilities Manager, inhouse FM, for emergency services

Gender: Female

Age: 43

I left school and was supposed to go to University, took a year out and started working in the City. I never went to university; I enjoyed it far too much being paid to work. I worked in the City as a Reinsurance Broker then moved to New York and got head hunted from there to go to South States, Louisiana and then onto Bermuda and then down to the South of France and I then stopped work for a while. The company went public and I decided I wanted a change of scene

and so I got involved with doing event management freelance *[with]* the sponsors of all the European Grand Prix. I was doing all their VIP event management, so lots of travelling and then decided I was going to hang my passport up, answered an ad in the paper and ended up here in *[county]* Fire and Rescue Service. I think FM is like event management and you just have to be able to turn your hand to anything and communication really; talk to people and second guess what people actually want. It is not actually that dissimilar.

I was working within the service support and the Deputy Chief runs operational delivery and that was split into two sections. One is service delivery and one is service support. Service support would be classed as the infrastructure to support the core business. So that is estates, fleet, ICT, equipment, stores. So that is where that side falls and then probably about five years ago, I moved completely into the estates function and was working as estates governance, which is all the policies and plans and the legal side – insurance and all of that jazz and then I took over as head earlier this year.

We are a small department and the advantage of a reasonably flat hierarchy is that I answer directly to the deputy chief. So I get a decision; if I need an answer on something I can go straight to number 2 in the management board and say 'this is where I am, I need an answer or I need to do this or this', and that has been amazingly helpful because I am not going through another set of hands before I get to the ultimate decision makers. It takes, I am getting first-hand the decisions that are being made strategically. That is really helpful. I am not getting someone else's interpretation of the strategic direction which I then act on. It is a very direct line which has been really helpful. We cover, the references are everything – building defects, maintenance, capital projects – the whole way through – seat bookings, room bookings – everything you think of and throwing insurance in as well. I handle appointing the broker and the whole tender process for the entire insurance coverage for the service as well. I have three people reporting to me and I report directly into the Deputy Chief (DCO)

Synopsis, observations and reflections on Firecracker

There was no formal education background although she had achieved education to A level standard. She worked in the City in insurance, travelled extensively in what appeared to be quite high profile roles, and then a change of direction, to events management (sounded very interesting and again quite high profile as VIP events) and then into the emergency services, as a junior role initially and appears to have worked themselves to a more senior role quite quickly. My own reflections on this, knowing the individual, are they do come across as quite driven and I wondered whether this has potentially influenced their career in anyway.

The discussion in relation to her role having a direct link to the decision maker evidenced the need for facilities management to have a voice at senior management level and to be able to link strategically with the aims and objectives of the organisation.

Interesting recognition of own personal changed behaviour, and also the perceived non-use of reflective practice in FM as it is fast paced environment, just a need to get it done.. But do the mistakes keep happening if no reflective practice is engaged? I think they have reflected on this and recognised the need to prevent the cycle and ensure learning is taken forward.

There seemed to be a strong behavioural change, improved relationships, thinking before speaking almost, she discussed hitting the "pause button" to try and change the conversations and the relationships. She demonstrated increased self-awareness, recognition of new ways of working, and trying to encourage her team to think differently as well.

Basil Fawlty

(Telephone Interview)

Role: Senior Manager, Clinical Operations, inhouse provision, private company

Gender: Male

Age: 44

My mum and dad had a guest house and shop and pubs and things like that, so I have always been in the hotel and catering environment and *[there was]* a lot of seasonal work. It also had a big catering college. I have always been interested in cooking and things, so I started off doing catering from school on a day release scheme. Then I went on to Technical College and started to study for my City and Guilds in Catering and things. Then, because I had a really good mark on my day release course, I had done a few weeks on the course and they said would you want to do the HND in Catering Management as opposed to the hands on cooking stuff. I said, yes and they said there is a bit of practical in the first year, so if you don't get on with the academic side you can go back to your City and Guilds, nothing ventured; nothing gained. So I did that and then I carried on and I did my HND and I did my OND and then I went to College and did my HND in Hotel and Catering Management and *[was]* sponsored *[by an organisation]* through my final year. Then I left college and worked for *[my first organisation]* as an Assistant Catering Manager. So that was when I first started getting into hospitality, catering and that. I then did various jobs; managed hotels, worked on cruise ships, all different things and then came back to the UK probably about fifteen years ago and got a job working for *[another organisation]* as an Assistant Catering Manager and then moved up to Catering Manager, running buildings with about five or six hundred employees and then moved on to a much bigger unit where there were fifteen hundred to two thousand employees on site. It was at that point *when [my organisation]* started to push into the soft services market and it was then that they were looking for managers who had a big catering job and said could we take on the cleaning, could we take on security. I guess I have always had that

entrepreneurial spirit in that I will try anything, if it is going to improve my bottom line and make my P & L look better, I will absolutely do it. So it was a great opportunity, I just put my hand up and said yes, any training that you have got going I can do. I will be more than happy to go in and help the Bid Team put together things, bid defences and what have you so we can win this bid. Slowly but surely the contracts that I had, I developed. I would get portering, then I would get vending and things like that. I moved to *[another contract]*, which was a job which was not doing that well, we just had catering and housekeeping and that was the first time that I had this. I suppose I had about four years of experience of having a go at tinkering on the edge of soft services and things like that but then when I got here, it was a real opportunity, first of all to just bring the catering and housekeeping up to spec so that the client would keep us and then think as well that they know what they are doing. Then the second stage of the opportunity was okay, it was all the soft services and hard FM and everything was all in-house, done by different teams and stuff. So we started pushing and I suggested one piece at a time. It was just looking – you have to seize the opportunity and the opportunity at this point was the City Council withdrawing of the refuse collection. So the client is oh what are we going to do? And it was 'no problem, we will take that on for you, leave it with us'. So we took on the refuse collection and showed them a saving. That was the way in. On that we just built services and we moved to doing a bit of security and then we looked at their hard and lift maintenance, clinical waste disposal, stores – really anything that we could take on and that wasn't their core business or around drug development. So, I guess it was the realisation as well that back then whenever you spoke to FM Managers, they all had Engineering Degrees and were really hands on and could talk really competently about balancing air conditioning systems and all of that and I couldn't. But that realisation of oh well actually you could hire the badges in. As long as you can communicate with somebody and gain an understanding of what it is needs to be done then you can go out and find somebody who can do that on our behalf. Once I had grasped that it just seemed to follow, it just sort of snowballed really and we got to the point where I had done everything that I could do at *[that site]*, so that was when *[my current site]* approached me and said we have been over to your

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site and your cleaning standards are really good, we are having trouble with our incumbent supplier. It is a local supplier, been there for years. I said 'I will happily come and take a look around' and I walked around and said' Oh, yes I can see that there is room for improvement definitely. It is a large site, very diverse.' And from that said yes, we would be very interested in taking the cleaning on and so again that took me back to working with Sales, meeting the clients, putting the proposal together. We won that proposal. Then we took on the catering sorry the cleaning at [the current site] and that started. So, I guess I have drifted. Started very much in catering and hospitality and then that got me into that opportunity of moving into soft services and once I had that opportunity I have never looked back kind of thing.

My role has really changed because four years ago I was Facilities and Administration Manager, so I ran the admin side but had an admin person, manager/supervisor who would take care of all that for me. So, I was very much looking after the buildings, running the soft services, we have an outsourcing model so whoever the incumbent is at the time, we have monthly meetings. Run it very much by P & L and feedback from people on site. The last two years I have been moving more into operations because the business has bought services and anything that supports the clinic, to get to do the studies. Whereas, traditional Facilities is, in my eyes, the support services –being the catering, cleaning, housekeeping – all that kind of thing. They see, well sample shipping is a support service to conducting Phase One Studies, so we had somebody do it. So Facilities has taken on that. Then we pushed on to, well even resourcing the Clinic, staff rotas and all that – it is actually a support function, you don't need nurses and things. So my role, we have taken on that as well. It has changed now to a much more operational and a bit more strategic in that now I sit below the Senior Clinic Director and there are only two Managers. There is the Associate Director of Clinical Operations and there is myself. So she looks after all the Clinical Operations stuff, the core stuff to get the compounds into people and looking after the data and I look after everything else. So if we need refurbishment, if we are looking at a new business proposition or we are thinking about going into a new therapeutic area, it is right okay what kind of staff do we need? What kind of skills do Clinical Operations

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need? But then it is like, where are we going to do it, is it the same sort of environment, do we need the same beds, do we need different flooring, does the room need to be bigger, does it need to be smaller, what are the safety concerns? So, I guess we are really partnering and helping and supporting and that is how my role has changed and I am less now, I don't manage the outsource providers as tightly. I have pushed more Facilities stuff onto them now, I am in the midst of looking into the structure of the outsourced services we have got and bringing in potentially a General Services Manager to oversee the housekeeping and the catering. In the past I have had a Catering Manager and a Contracts Manager and I would sit over the two, but I don't have that time now, so bringing the GSM in – they will sort of take my place and oversee it. So that is how my role has changed.

If you had said to me two years ago that that is what I would be doing, that I would be running the purse strings of the Clinic, which is basically what we are doing now, because one side is to support the Clinic and be in there, but the other side is driving the process improvement. Resource is the key to our profitability and our efficiency and we just need to do it better and on the back of that I now manage all the Capital expenditure and assist the Clinic Director with the monthly P & L, so all the business side falls under my remit and it never used to.

Synopsis, observations and reflections on Basil Fawlty

He has a background in catering, formal education in hospitality management, and worked for some large companies and then moved more into FM managing soft services contracts for an outsourced provider. It felt like this had been more of a planned approach than the majority of the social actors as opposed to falling into a career in FM. He is quite driven in his career, and has been recognised in organisations for his work.

An interesting change in perception of reflective practice and the benefits it can bring. He has seen a real change of behaviour not only on the workplace but at home as well. Recognition of reflecting on how they are perceived and also on behaviour and how this can be improved. Interesting reflection on their new role,

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and how the personal development has allowed them to take on the new role (own reflection and also feedback from the workplace).

He discussed the recognition of danger in not engaging with reflective practice in FM, and gave a personal example on how they have used this to change the working environment.

There was a discussion of "safety" and how the team feel able to say they could have done something better and take the learning forward to the next job/project. Also that relationships have been taken to another level due to open and honest communication.

Girl Friday

(Face to face interview)

Role: Central Services Team Leader (also known as Facilities Manager)

Gender: Female

Age: 48

It was more by chance than by choice that I fell into FM. I got back into working after both my kids were started at school, just gradually changed jobs with no particular direction and I went to work in a hotel where they were doing a refurbishment, or about to start one and I got the opportunity to project manage it. That was by chance because the General Manager didn't really want to do it and when I finished that I didn't want to go back to the day job, so I looked for a different job and went to work for the Housing Association in facilities management.

When I started the title was Central Services Team Leader. It is still Central Services Team Leader also known as Facilities Manager. To start with, it was the team do the post and stationery ordering and I have a part time caretaker who does repairs around the building and I started looking at what else we could do centralising services and looking more at the maintenance side of it and how we could develop that. It all fell under the property services umbrella, which manage all the properties for the organisation. They half managed Head

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Office and I didn't think they were doing a brilliant job because nobody was paying any real attention to it, so I took that on. Centralised more soft services as well and the role started to develop, I started to do space planning and I did a big office refurbishment last year to have the heating replaced. That was quite a biggy, keeping everybody in the building while the heating was replaced; moving people around, organising some people to work from home and absolutely everything in the building had to move. I was taken out of role to do that for about three months and then when I got back into my job last September, the day job started to seem a bit boring again. I was still working on my degree, so I kept some level of interest but now I am struggling a little bit because the degree is finished, the project is finished and the day job is pretty much under control, nothing to work towards at the moment.

Before the hotel, I worked in a bank for several years and then I worked in life assurance. Quite boring. Nothing exciting, so after I had my son I didn't want to go back in to that particularly. With life assurance I did go back as a PA but then the industry was falling apart, it was going nowhere, I got made redundant three times in a row, not just me but the whole organisation was made redundant so I started to get a little bit depressed and that is when I went into hospitality. It wasn't the hospitality side of it, it was a PA role again and this time I was working part time as my daughter was young, I had just got divorced and needed to be able to pick her up from school and take her and it was one of the few jobs I could do. I was able to make it work. But then I started to have opportunities with the refurbishment and thought I can't stick at being a PA. I get bored quite easily as it is. Change direction a little bit. So the opportunity was there to change direction. I have never had a job because I've always wanted to do it; I have always sort of floated in different directions. I sort of got bored in what I was doing and then moved on.

Synopsis, observations and reflections on Girl Friday

Girl Friday had a finance and more secretarial/admin background and fell into FM by accident through taking on a refurbishment in the hotel industry. She expressed needing permanent challenges, and I got the feeling the current role

was not giving that and now the degree has finished – she is aiming for the next challenge, whatever or wherever that may be.

It felt like reflective practice had allowed her to let go of the control more and learn to share and trust staff. Actively engaging her no.2 in reflective practice - again recognised a safe environment to discuss what went well but also what could have been done better. There was definite increase in self-awareness and how they react "in the moment" and this was noted as a change and improvement.

Interesting discussion about reflective practice being important in working life, but in her personal life she does not always want to learn from mistakes. (I didn't explore this further as the individual felt quite closed and I didn't want to put them in an uncomfortable position.)

She also reflected on the difference between reflective writing and practice, and recognised they didn't like to engage in "writing it down" again I wonder if this is because it may make her feel more vulnerable seeing it in black and white.

Little Boy Blue

(Telephone interview)

Role: Soft FM Manager - Outsourced provider to a County Council

Gender: Male

Age: 58

I will try a potted history. I left school at 15 and I joined the army. I wanted to join a particular regiment and my dad said you can but you have to get a trade first. So I went to boy's service in Chepstow and then I went to the Parachute Regiment and then from there, then I met my wife and then the excitement seemed to go because I wanted to be with my wife and then I left the army and joined the police. I did 27 years in the police. I have always done building in my background and I have half built my own bungalow and I thought I would start my own business as like a jobbing type builder doing odd jobs. It is very

busy and I suddenly thought you know do I want to be doing this for a while. A friend of mine said there is a job coming up as a building type surveyor – they called them premises advisors – now they call them regional building surveyors. Essentially, you were dealing with schools and public buildings, making sure the repairs and maintenance were managed. So, I went for an interview; obviously said the right things and got the job and then I suddenly thought well I know I can do this but I felt as if I needed something on paper to say, well he can do the job but he has also got this to say he knows the methodology and the background to the role. I think on paper, I always thought the job would only be for 2 or 3 years and when I moved on I needed to take something with me. So that is essentially the first bit. Now, I started off with – it was *[one organisation]*, then I got TUPE'd over to one firm *[who have had several different names]*

The first job was as the regional building surveyor. The second one was like a soft FM manager dealing with big budgets and that sort of thing and then from there when we TUPE'd over I continued and I am still doing soft FM now. The role has changed and I don't know how far you want to go into it but we could possibly discuss that as we go through. Essentially, I am a soft FM manager within *[my current organisation]*.

It started off at *[the organisation]* I was the soft FM manager. I did all sorts, I had about half a dozen regional building surveyors; they did all sorts of jobs. So we used them as soft and hard FM managers out there. I would basically manage the budget of about £5.5 million and I would have a budget of about £100,000 to say well if I can improve the building or improve the service or improve the facility, I could spend it up to about £5,000 without permission. When we TUPE'd over, it is a very commercial environment as you can probably appreciate and all that stopped. The budget was kept by the regional director. I have a budget to work to but I am not sure of the bigger budget because they keep that very close to their chest. In 2015 the contract ends and we have to reapply and they are concerned that if people know what the budgets and the profits are then that will give them an advantage that we have already got. So I am basically, I feel a bit like a bin man, all I am looking after is soft FM and it does get very tedious and a bit sort of from what I used to be – not so much the power, but it was interesting keeping on top of budgets,

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keeping within the variants, making sure my terms were right. It was – I enjoyed doing it. Now, I think I feel more of an administrator.

I can do the job but I quite enjoy managing it where you do the specification, you get the tender drawings done up or you do them yourself, whether you go into a school and do a £60,000 toilet refurb or something like that. You go in there, you are managing it; first fix, second fix, you know. I quite enjoyed that and you would see an end result and then the teacher comes in and says 'oh that is nice, great, thanks very much'. Whereas now, soft FM is more, I don't know – it is more of a complaint culture with people ringing up 'my bin has not been emptied' or 'my grass is too long'. The drawback with the situation we are in now is that before it was done to a high spec because the money was there, if you like. They had a budget and I could say 'right, it is going to cost x amount of money for doing the grass cutting once a week', and I could get it all planned and everybody would be happy and I knew exactly what I was doing. I would have this budget behind me and if something didn't go particularly right I could throw in an extra cup of something. Whereas in the commercial environment I am in now we are working to a very tight specification. For instance, they only cut the grass once a month. Now you know as well as I do, I know you live in a flat, but grass does grow. Rain followed by sunshine, it is a full 18 inches tall, people are moaning and you are battling. At the moment we are in partners with *[an organisation]* and *[that organisation]* is in partnership, public private partnership with the County Council. We are not allowed to go direct to the County Council, we have to go through *[the partnership organisation]* like a postbox. So unless we get told by *[the partnership organisation]* by variation, we stick to the specification because that is what we are being paid for. So it is a very, very, - I get complaints all the time and it is annoying because I am saying 'I only cut it once a month' and they take it out on us as if it is our fault, but we are sticking to a spec. So, I suppose I prefer the public side as opposed to the private enterprise which is more grief to be honest.

What happened, probably about fourteen or fifteen years ago; they decided on this public private partnership. The County Council outsourced to various people and at that particular time it was *[one organisation]* and *[they]* got taken over *by [another organisation]* and then essentially the contract finishes at the

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end of March 2015, so they are stuck with their partner until then. Because what they did from May 1st or go back before May 1st; they used to have what they called accommodation sites, which are about ninety properties. It was more of a TFM *[total facilities management contract]*, you did everything for those sites and that is what I looked after. I was like a TFM for ninety properties. The remaining hundred up to about five or six hundred properties; the budgets were given to allotted departments like Adult Social Care or Children's Services. So those have their own budgets to procure their own services, so come May 1st they decided to do a TFM, so they would incorporate all the properties within the County Council. The accommodation site I used to look after blended in with the five or six hundred properties that we have got now. The drawback with that is when we picked it up nobody knew how long the contracts were for or who they were with. So it is a case of going round every single property and doing due diligence to find out who is your bin man, who does your windows. There was no information and so it had to be gathered. The drawback is that the first year it was essentially going round and round and taking complaints and trying to glean as much information as you could. It is only about now that we have got on top of it. It was awful, but the annoying thing is they said to me you will have six staff, you will have six regional managers and they will do – I have me and one person as they said they couldn't afford it. Obviously, they undercut everybody else but they had no money and that was the problem with it. I got very frustrated and at one point I did put in my resignation and said I have had enough of this because they were saying I need this plan by Monday and it was Friday afternoon, and I was working weekends. I don't mind working, don't get me wrong, I quite enjoy grafting, but they were taking liberties. From TUPE regulations we are supposed to transfer over to basically a similar role. The role was similar but I had five times as many properties with less staff. It wasn't a comfortable time and I was thinking I must find another job.

Synopsis, observations and reflections on Little Boy Blue

Having joined the armed forces at a young age he then moved on to join the police. The interest in FM came from a personal venture of building his own property. His first job being more hard services and the next role more soft

services focused than hard services. I felt there was some resentment for the current role, and after being TUPE'd it feels like there is a limited lifespan on this current position. The role had changed and the responsibility reduced.

He has reflected on how they have changed as a person over the years, but also how the role in the police led to a "different character" due to the type of job. Recognition of improved relationships now in the workplace and at home. Reflected on issues of poor communication and blame culture, again this came across as quite negative.

He drew on changes in behaviour but also the practicalities of reflective practice to aid improved service delivery, quite practically focused. He liked to draw on theory to illustrate the changes in approach and it felt that his learning across the course has made the difference to his working practice. He also recognised how he has used reflective practice to work with his line manager who he felt was reflective… he stated 'sowing a seed and coming back to it'!

In his current organisation he recognised a lack of reflective practice generally, and a feeling of blame culture. Strong recognition of knowledge, and the impact this has, and feels reflective practice should be taught on a "knowledge basis" and that reflection is one aspect of knowledge, and other key areas such as communications are just as important.

I felt that throughout the interview, he answered his own questions as opposed to mine, he seemed to move away from a direct response to talk about a broader picture but this almost appeared to be avoidance at times.

Peggy Olsen

(Face to face interview)

Role: Systems and Services Manager, Inhouse delivery to a University

Gender: Female

Age: 48

I left school and I went straight into work, I went into a youth opportunity scheme so I didn't really think at that time that I was going to do anything academic. I was always going to get a job. I have worked for *[an organisation]*, I have worked for the Health Authority for three years in personnel and it was when I went to personnel that I thought about further education and what career path I wanted to follow. I worked for a fantastic woman, who left, and I was devastated when she left because she used to inspire me and she was the one who told me that I really needed to go to college and develop myself because I had a lot of skills that were suppressed and so I went and did a training course. I did a year at CPD? IPD now? Human Resources, personnel type qualification and I did a year Training and Development Certificate and then I did a foundation in personnel and I then started to think about what do I want to do? It was always probably my career was going to be about people and working with people and doing customer related type service activity.

I left the Health Authority because she left and the new boss, we didn't get on at all, we clashed. I applied for a job that I didn't get it and that was it, right I am going and I sort of fell into the university in desperation and this is where I have been ever since, for twenty four years. With the change of what was resources, twenty four years ago, where we had room bookings, maintenance, all of those kind of activities followed telephony, again people and customer service type things and then probably about seven years ago *[Jane],* who has now left and now gone to be Head of Estates or Director of states at *[a]* Uni, who was my boss at that time, just said you need to develop your skills more away from telecoms as telecoms were changing and it was moving into a whole new technological arena and so I was back at a crosswords. It was like follow the

data sort of area and develop or follow the people side of it and broaden your skills that way and that is how I fell into FM.

I was Telecoms Manager for a number of years but then I took on different things as they were reviewing it. I had stores, I have had mailroom, I have had office services. As they have reviewed them I have handed them back, so I have sort of caretaken a lot of areas. I think by doing that I have had a taste of what I could possibly do and I have a bit of experience from there. I have been Telecoms Manager but caretaking other areas and I then went into operations in Estates where I kept telephony and I had maintenance and grounds and I had that for two years and then we have had this recent restructure. Despite the experience of maintenance and grounds, now I am in this role I realise I didn't particularly want that. I am glad I have had the experience of the two years, but it is not really what I want. This is much more me and utilising my skills because now I am in an area where I can influence systems. I have been in post since March.

My current title is Systems and Services Manager. So I have customer services, I have the help desk, reception and I look after all the systems that support the operational areas so the radios, I have got the tracking systems, I have the facilities management system, that is my responsibility. Since March when I was appointed, I have put a new radio system in, I have exchanged the PDA devices in line with putting in a new computer facilities management system in, in the last seven or eight months. That is more me. That is what I do.

It is all about service improvement for me and because I am informed in terms of technology because I have grown up with the telephony, I have grown up with mobile phones, I have grown up with devices, and all that sort of arena and I can look at something, I have come into this and I have seen that the PDAs that the maintenance team were using were ineffective. It was losing its credibility because it never worked. It used to download jobs at 3 o'clock in the morning. We needed to get to an Apple solution because Apple were working with MICAD. All the information from an estates point of view is on MICAD, it doesn't matter that we are not sat in estates, we have to work with estates because we are maintaining the estate that has been built on our behalf. It is

almost like drilling it out, how do I want it to look and who do I need to talk to and why can't this system talk to this one and why can't we develop a system whereby we replace all paper to be able to attach it to the MICAD system and become paperless. Why can't we do that? Rather than looking at what someone else has done, we are asking these questions now in partnership with MICAD to the extent of them saying well yes, we will investigate that. They have partnered us with an NHS Trust, so I have a colleague in that NHS Trust who rang me yesterday and said our catering system has gone kaput, can you help, can we come and look at yours? So we are building relationships and that is much more me. I want to be changing the future.

It is still operational, it sort of borders (*to strategic*), some days it could be really operational and some days it is really strategic because I am thinking right what do I need? In ten years this is what I am going to be doing and this is where I am heading and this is the blueprint for it but then like today, I am collecting figures in a manual way because IS&T won't support me doing what I need to do.

We have a leadership team, there are four of us; there is the Operations Manager, who looks after the people, the domestics, the multi skilled teams, the maintenance teams, she deploys them. The Facilities Manager, who has got all the contracts, the health and safety, the training, to make sure we are compliant. Security, which is sort of standalone but it incorporates all of those things and then there is me supporting all of them with the equipment and services to support the jobs they do. The vehicles they drive, the devices they use, making sure all the systems are up to date. So I think that it is quite different to what I have done before. I have more confidence doing this because of my background and because I have maybe researched into those areas more.

Synopsis, observations and reflections on Peggy Olsen

I felt this was a story of "girl done good", very loyal to organisations, works hard to evidence this to whichever organisation she is working for that she is there for the common good. Background of a youth opportunity scheme, HR and then into FM and has had several different roles in FM within one organisation but is passionate about the people that work within it and the service delivered.

She discussed the difficulties in how different people make decisions, and also own self-awareness in realising that not everyone is like her or has the same work ethic. Feels that reflective practice is important for recognising the future. What could be done better? This felt more of the purpose constantly striving to think about how to improve.

Strong recognition of how education has improved her personally and professionally. I felt she promoted a need to learn from mistakes and that there was limited "blame" to be apportioned as long as people did learn from them (again this was mooted from the position of being quite driven to make changes for the better for the organisation).

Personnel Penelope

(Telephone interview)

Role: Project Manager, Inhouse provision, Research Council

Gender: Female

Age: 53

My work background has been very much always in HR and that started off back in the 70s really. That started off very much in the Civil Service and then I had a time out of the workplace doing other things whilst the older children were growing up and then came back into HR again, but I had a ten year break of doing other things. I very much came back in and have been back in HR for the last twenty five years I suppose. That is where I was. Then, what happened was that there was an opportunity to take up an FM Operational post and mainly that meant managing the operations and very much managing the people and that appealed to me, so I applied for that and was successful and moved into that. So that is how I moved into the FM sort of area.

I have moved out of strictly doing FM and the reason for doing that is because we have a big change programme going on that is looking at basically outsourcing the majority of the service. The idea was, the vision was that it

would probably go out to TFM, that is not looking quite so likely now, but I think it is going to go out to large bundled contracts. With that, the people involved will be Tupe'd or whatever, that is the way it goes. I have been very much involved on the change side of that and so I have stepped out of the sort of FM role at the moment, back into a project based role, managing the change programme for the FM department.

The organisation is scientific research. It is a public sector public body. It is one of the seven Research Councils and it is research.

I don't have any staff because it is very much, I am project based so it is a bit of matrix management I suppose. We have got a Project Management Office (PMO) and the PMO Office supports me on the admin side but I don't have any direct reports at the moment.

Synopsis, observations and reflections on Personnel Penelope

She has a strong background in HR within the civil service, she had a career break for children and returned to HR; subsequently applying for a position in FM operations as it involved managing people and this was a passion; although now she is currently working in more of a project management role in relation to organisational change. Interestingly, as discussed in Chapter 1, the Chartered Institute of Personnel Development (CIPD) and the British Institute of Facilities Management are forging links to create a more joined up approach between HR and FM.

She evidenced strong reflections on change and how different people are coping with this. Very people focused throughout the interview evidencing own self-awareness throughout and how reflective practice has enabled her to engage with people in different ways during a time of change. Encouraging feedback to enable more reflection from those involved however due to the change there may not be a feeling of a safe environment and therefore people may be more reluctant to be open and honest.

Recognition of danger of not using reflective practice, as nothing will change or move forward. Although she has recognised that due to the nature of FM, this was not always done due to the reactive nature. Felt reflective practice was

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important in FM education, but needed to be delivered as a practical tool that people can practice in the workplace whilst on the course.

Sergeant Chef

(Face to face interview)

Role: Head of maintenance and support services, inhouse provision to a Charity

Gender: Male

Age: 51

I grew up in hotels because my parents owned hotels. My dad was in the armed forces so that is why I followed the armed forces, grew up in hotels then joined the armed forces and was a chef and spent the majority of my time going to different places in the world, specialising in field catering. So I could be hopped off around the world with whatever crew were going anywhere. I left that and joined *[the]* University, funny I joined them as a breakfast chef …. I had been working for them for about 2 years whenever I had holiday or leave as my wife *[lived near to the University]*, so they said I could have a job when I was coming out of the forces, told them I was leaving, 24 hours later I had a permanent job. Four weeks later I was the Head Chef for a halls of residence, 2 years later head chef for *[one]* site, 2 years later I was Senior Head chef for all the student halls of residences for *[the]* University. See you didn't know that, I kept that one quiet! and then because of scaremongering by the University that they were shutting down all the halls of residence, which they subsequently have, I decided to branch out and a job at *[my current organisation]* came up so I applied for that as the catering manager, got it then became hotel services manager, not really doing the hotel services manager as the senior management at the time still held all the purse strings.

The hotel services manager role meant I was in charge of housekeeping predominantly, and patient transport. Then senior management brought in a chief exec and this was where my career really lifted but also took a down turn,

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they needed us to move on and climb the ladder and the chief exec asked me to be the facilities manager, and that was my mistake, I took it on but I should have said no, and took it on thinking I was capable of it, and really I was 50% capable and 50% lacking in the academic side of it and that came very, very quickly. So I took it on and that is the reason I ended up at university through reflecting on this, I had a knee op and reflected on what I was doing.. another role was advertised and I contacted the chief exec and asked if I could take a sideways step, step down and apply for that role, and get an education and he was brilliant, thought it was the right move and applied for the University certificate and then moved on and did the degree side and now trying to finish BA (Hons)

So that was a quick history, so the reflective thinking really probably kicked in when I decided the right thing to step down, but before I had done the course, I had spoken to *[the Board member]* and he said you have the capability but not the academic support for what we need. I will give you an example I would be asked for a report and it would take me 3 weeks and it would be sent back with this is wrong, this is wrong, but now I can write a report in 1/2 hour and it doesn't come back the stuff I now give out is not challenged in any way. People accept what is written down but when I really started to embrace reflective thinking that is when my career started to go the correct way, because I am now asked and involved in more at work I am on the committee for the new 5.5 million rebuild project and am project managing shop refurbs. So all the applications I have learnt through the university with my capability practically I am embracing and enhancing with the academic side but the thing I don't want to do is stop trying to learn because if I do I will end up back where I was

So I am still head of maintenance and support services, looking at changing that to Estates Manager because that is what I predominantly do, I look after all the buildings top to bottom. We have recently had a Health and Safety Executive inspection and received a glowing report, and that is the direction I want to go to project management or facilities management again.

Synopsis, observations and reflections on Sgt Chef

He worked in the armed forces as a chef, had worked in an organisation during leave breaks and offered a position on leaving the armed forces. There was recognition and reflection on having to change his style from the two very different backgrounds. Career moved forward from a chef to a more generalist FM based role, however he felt that he had taken on a job one step too far in his career and reflected on this, and evidenced how this led to a sideways step, but recognition that he was ready for a more managerial/strategic position now. This evidenced his own self-awareness and also his ability to engage in reflective practice from a personal and professional perspective. It also highlighted his engagement and his trust of the organisation to be able to have the frank and open conversation in relation to his ability within his role.

Throughout the interview he drew quite heavily on his personal life and shared some very personal information, with open and honest communication. He has worked with his own team to engage them in reflective practice and has recognised the differences in their behaviour and more specifically in his own behaviour and also growth in confidence that has come from a heightened self-awareness and from his own learning.

The Enforcer

(Face to face interview)

Role: Operations and Projects Manager for the Hotel Services Team, Inhouse provision, NHS

Gender: Male

Age: 34

Well, I left school, didn't do very well at my A levels at the time, I don't think it was right for me to do my A levels at the time but I made the mistake of doing them. Miserably failed them and went into work to do a GNVQ scheme in business administration, did that, worked for a joinery company as an environmental ISO kind of person eventually, got made redundant and went on to work for a factories company as a Quality Assurance Inspector for a year and

then I didn't like the shift patterns, I didn't like driving to work at five o' clock in the morning so I basically decided I wanted to go somewhere else and with the help and support of my mum, who worked in the NHS, she sought out a job which suited my style and capability. I applied for it and got the job as Assistant Waste Manager for *[the]* NHS Trust. I did that job for around about three years, until one day I had a chat with the Director who said to me where do you want to go and what do you want to be? I said I am not honestly sure what direction I want to go in but I know I enjoy facilities, I enjoy the whole challenge of it, the daily change of it – you never know what you are going to come in and face. I love that and I love sorting problems as they come out.

So he basically said to me well, I have got a role I am going to offer you, I am going to do some rejigging, some changes in the department and that is when I came to my current position as Operations and Projects Manager for the Hotel Services Team. They also very kindly supported me in doing my degree or certificate, foundation degree and then a degree, which I was very happy for. My current role at the moment as I said, is Operations and Projects Manager for Hotel Services which has two main different elements. I oversee and manage the transport department, which is non-patient transport, and they do GP runs and specimen collections from GP surgeries and mail runs. They service hospitals in waste collections, linen drops, supplies drops and provide generally non-patient transport services for the entire Trust. Then the other side of it I also have the very envious task of managing car parking and central operations team for hotel services. You can imagine how car parking – very, very, emotive subject with people, very confrontational, lots of complaint letters, lots of messing about , lots of arguments and it is quite a challenge and I quite enjoy it. Then the other part of that is that I look after the Central Operations Team which is the team that reports to the Hotel Services Director and we do all general sort of site survey report function, returns, it is not PEAT any more but place assessments as it is now known and just general statistics for him, monthly newsletters for example, age profiles, any projects for the hotel services we go out there and we will do.

Synopsis, observations and reflections on The Enforcer

Probably one of the more traditionally educated (to A level standard), aided into FM through his mother working for the NHS, and he soon progressed through the ranks and has the desire to keep progressing and learning. He comes across as quite career driven.

He evidenced his use of reflective practice throughout and also how he managed reflection. He has recognised with more tricky situations that he prefers to reflect on paper to get the thoughts down and then to revisit his thinking.

He has a passion for learning, but also for understanding emotional responses and has recognised the improvement in this area. He sees a real benefit to reflective practice, but recognises that not everyone likes it or wants to engage with it. His view is "don't reflect, don't learn!" and that reflective practice enables rational decision making. This was again an open and honest interview, and the passion for the industry as a whole and the need for continuous development was clearly articulated.

Brushstrokes

(Face to face interview)

Role: Project Officer in Ops and Maintenance, Inhouse provision, NHS

Gender: Male

Age: 45

I was in High School, I missed out on going to Grammar School which was a bit of a blow because most of my friends ended up going to Grammar School. So I stayed behind at High School as it was then, the old system, and I think that caused me to dip a little bit. I didn't enjoy school from that point for probably the last three years. I think I needed a kick up the backside from my dad. My mum and dad were divorced, so they both had their own lives and didn't give me the kick I needed. Basically, I was lazy if I am honest. I ended up leaving school with one O Level in English and I think three or four CSEs at Level Two. Not

terrible, but not great. Prior to that, my last year of school, my stepfather did many things to dip his hand into all sorts of things to earn money. He started doing some signwriting so I spent the last year of school doing a signwriting course at Night School with my stepdad, just for something to do and I started enjoying it. While I was there, the college where we did it, the Head Lecturer was the Head Lecturer for the painting and decorating college and he said you have a bit of an eye for this sort of thing, what are you doing when you leave school? And I said 'I haven't got a clue. I am not doing very well and I want to start working and earn some money as soon as possible'. That is basically where I was at. So he said come for an interview at the college – I think this was in the February before we finished school in March/April. I passed the interview and then they gave you a placement. So I went into the process of getting the placement to become a painter and decorator, not that I had wanted to become a painter and decorator but it just basically happened. I left school on the Wednesday, my dad worked at a place as a manager in a warehouse and got me a job to cover me for three days while I started on.... I had an interview on the Saturday with a local self-employed guy who was going to take me on as an apprentice, so I spent three days collecting waste paper with two guys and going round various factories getting big chunks of cake while we were putting cardboard into the back of the wagon. It was great. So I had an interview on the Saturday at home with the self-employed painter and decorator, he liked me. We got on really well straight away and he said I could start on Monday morning. So I basically started work on the Monday morning, painting and decorating throughout the summer and then started my college in September. I spent three years doing a City and Guilds and Advanced Crafts City and Guilds in Painting and Decorating, which I really took to and I found my hand at it and not blowing my own trumpet, but I am pretty good at it.

I spent three years doing my apprenticeship and an extra year with him and then he went into financial problems so he had to let me go. In-between times I still had connections at college and they got me an interview with a local company, *[a bakery]*, who have a maintenance department. I got released on the Friday, had an interview on the Monday, got the job and then started work the following Monday. So I was out of work for a week which was terrible.

Week off work! Went to *[the]* Bakery; that was a great experience because I was trying my hands at all sorts of things from – for three months at the end of the year, they didn't want you in any of the shops doing the decorating, external or internal. So we used to help out in the factory, doing the factory maintenance work and would end up doing some welding, doing mechanical work on ovens. I sort of turned my hand into all sorts of other bits and bobs – not getting a trade as such – but you become a little bit more multi-skilled. I did that for seven years, met my wife there, she worked in the wages department, and then her brother worked in the laundry within an NHS Trust and he said there is a job coming available in the Painting and Decorating department at the Estates. He didn't think I had the qualifications but it turned out I did. You needed an Advanced Craft City and Guilds. So I applied for that. I also had an interview for that and I got that job. So, I had three interviews and I got three jobs so I was doing okay. I got that post and I started work there in 1994 in the Maintenance Department, painting and decorating. There was a group of seven of us and that is basically what I did for the next fifteen years – painting and decorating in the Maintenance Department. In-between that time we had an internal sign maker who makes all the signs for *[the Trust's]* Hospitals and when we took over *[another]* Hospital. So he did all three internal sites and some extra clinic works as well. Because I had done my sign writing exams prior to leaving school, whenever he was on holiday they wanted me to go in and cover, but it wasn't just about sign writing, they had an engraving machine and they had a vinyl machine. My IT skills were next to none and so I had to go on various internal courses for my IT. So I did that and then we went on some courses to Bristol to learn how to work the machinery and then I basically covered when he was off or when he was sick. Then five years ago, six years ago, he retired and the post came up available. Now, it wasn't an upgrade in pay because we were on the same grade, but it was more interesting and you could run your own job and you were sort of your own boss as it was. Nobody else in the place knew how to do it apart from *[one other person]* and myself, so it was in their interest to move me into the role. I was really lucky because a year after when we became a Foundation Trust, they weren't allowed to do that anymore – you had to have interviews and they had to go down proper

channels. But I got moved across and I became a sign maker. I spent two years doing that – fantastic – I used to go round all the sites, get involved in meetings with higher personnel from management corridor basically, of what they wanted – project guys in Capital, all project works- doing all signage for that and then basically all ward signage. I was meeting Sisters, Heads of Departments – so it stood me in good stead and I got a good background of knowledge on meetings and meeting people higher up.

In-between that time, the supervisor who had been there thirty years – the Building Supervisor – because we were split into Building, Mechanical and Electrical – the Building Supervisor retired so the post became available. I must admit, my boss, who was the Estates Manager, sort of put my arm up my back because I didn't put in for an application form. I was like, sort of 'do I want to do that or don't I want to do that?'.' Do I really need the hassle?' Because it wasn't a vast jump in money, although it was okay and it was a case of you move into that role and you don't get any more overtime, so it levelled itself out. As well as the college issues behind it and not being to college before, that was a really daunting prospect. But he came and sort of put my arm up my back to go and get the application form. So like six or seven internals put in for it and I put in for it as well then. I had an interview and was successful in getting that role. *(M: Fourth interview, fourth job)* That was pretty difficult if I am honest because I went from being one of the guys on the shop floor to then being basically their first Line Manager. They were great and didn't have any issues with the guys, they were great; they were brilliant. From my point of view, I found it difficult to be in charge of them. Because we have got a good bunch if I am honest, there are one or two, but in general they are a good bunch. So I started my role and I put it on my own back as it were, to go down to *[the]* College and sort out my own courses, get the information, go and enrol myself, put that to the Management and the prices they basically paid the money for me to go on the Course. So I did all that myself, so I enrolled myself on the Course and didn't know what to expect and spent two months panicking once I got there after doing the first session. I can remember standing in *[my boss's]* office and saying 'I think I have gone a bridge too far here. I think I am going to have to pack in'. Real panic stations – my mathematical and analytical side- really

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struggled at school, terrible. I had a realisation that we were working to A Level plus and beyond in Applied Maths. There were five modules to do; extremely difficult, so I thought that is it, I can't do it. And he sat down and he said look, my maths were terrible when I did my Degree and I struggled like hell. He gave me a little maths book and he told me to go and read that. I went home and my mum came round and smacked me on the back of my head, if I am honest. I was in melt down and she picked local Free Press up and got an ad for a guy who was doing Maths lessons. So I rang him up and went round to his house and it was a really old Victorian area – a bit like Harry Potter's house. He looked like bloody Dumbledore and frightened me to death! I went inside and his wife made me a cup of tea and we went into this back room and I think I paid £35 for an hour's session and I was there two and a half hours and he didn't take any more than £35 off me. In two and a half hours I learned more than two and a half years at school. I am not just saying that. It was unbelievable, it just clicked, it just went in. All we did was basic algebra, basic trigonometry and transposing, that is all we did which were the main areas I needed for the work. I went away and flew through my HNC. So I got my HNC out of the way and then became another quandary – what do I do now? Do I move forward, do I just sack it and that is me – I will be a supervisor with my HNC and that is all they required. I thought no, I want to move on a little bit if possible. I had done my HNC because I needed it for the post and they had paid for that. I was unsure about whether they would pay any further and so I went to see *[my boss]* and I put forward to him that I wanted to do a Degree but I didn't know in what. Did I move forward technically in construction, either into surveying or quantity surveying or project management? I didn't want to pigeon hole myself. That is how I thought I would become and I didn't want to end up on a building site because I had come from that. Even though I would be on more money, I didn't want to go –and if I had gone down that route, that is where it is pushing you if you move away from estates management. So I looked on the internet myself and this facilities management came up and I sat back - cos we don't actually class.. our bosses at the time, they are still, if I am honest, don't see it as a speciality, my bosses. They still see the strict engineering, construction, building, electrical. But I thought no and I read up on

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it from your website and I thought that is what we actually do, that is what I am actually doing in a sense. We encompass this facilities management as it is. So I sent an email in and then *[one of your colleagues]* emailed me back and then I rang him one night when I was at home and I spent about three quarters of an hour on the phone with him, talking to this really enthusiastic guy who is giving me more passion and enthusiasm than I have had from anybody else in the past four or five years. Really, really, good interview on the phone that he did with me. I thought yes, this is it; that is what I want to do. So I organised then myself to come and have an interview with *[your colleague]* here, brought some of my work that I had done with my HNC that I thought might be relevant - management principles, construction law, etc. I brought them in and he said he thought I would be okay to come on the course, my work were really good – that sort of way. That is basically how I got into it and I have really enjoyed it. The first six months, because I am technically minded and I do like technical things and I like tangible things that I can see and do and touch, and I think at first I thought it is a little bit woolly. You know, managerial wise. But, I really enjoy it now and I can see the relativeness completely in everything we have done. Leading on from that, about six or seven months ago and opportunity arose for a Project Officer's job working in Ops and Maintenance and I have got to be honest, I think that when I went into the interview; the questions they asked were all relative to the three assignments that I had previously done and I am sure that it helped me tremendously getting the job that I have got now.

Premises and services – basically that is what they want me to do and I have come down the lines of now I am doing the asbestos survey compliance manual which we are just setting up, I am going to be taking over the area returns for all of the hospital. We have got this premises assurance model that they want me to get involved in as well. So I am going down a completely different route to what they set me off as, as Project Manager. I am diversifying everywhere at the minute.

I am still in charge when the Estates Manager is not there of the whole Estates staff. So there are still fifty or sixty staff that I will be in charge of when nobody else is there.

Synopsis, observations and reflections on Brushstrokes

He had a background as an apprenticeship painter and decorator, moving forward his career to a larger organisation and diversifying his skill set. Interestingly, he has been offered every job he has been for in his career! This felt like a very honest and open interview.

I found his discussion interesting in relation to "how you can encourage people to engage in reflective practice and own up to mistakes when they are feeling at risk in relation to job security". This may also be a consideration in the current climate and is explored further in Chapter 5.

He talks about change of management - people being more able to be open since the old manager left, this provided an interesting impact on staff to feel more open to be able to engage with reflective practice.

He discussed the need for FM to constantly change and evolve, can reflective practice be the tool to help with this? Again this is a question which will be reflected upon in Chapter 5.

Summary and overview of life histories

My initial reflection was the difference in the level of willingness to delve further back in their life before work, or whether they were more comfortable with just talking about their careers. Some students discussed their struggles at school and this is not uncommon with the facilities management students, as the majority start the undergraduate course with no formal education.

Drawing on Crist and Tanner's (2003) approach in relation to synthesising the life histories I have identified some shared meanings and connections between the social actors which were:

- The majority of the students interviewed had no formal, traditional education and have come to studying at a later date.

- Again, as a majority, FM had not been a conscious career choice, but something they had "fallen into" and this is not uncommon from my observations across all of our courses and cohorts of students.

- All the students have completed the course at Sheffield Hallam University and have been engaged in reflective practice throughout the course

- There was a stated need from all of them to engage in learning for improvement and recognition of a change in themselves post the course.

- There is a difference in age and gender, although this does not appear to have had any influence on the response, or their background therefore gender and age will not be a consideration through the interpretation.

- There is a difference in FM provision and roles, but as the FM industry is synonymous with this, this equally will not be a consideration

- The students come from a variety of public and private sector, and this has had some influence on some of the responses so will be considered in the interpretation

The FM industry finds it hard to give an agreed definition of a facilities manager, and the above life histories have evidenced very different roles within FM.

Following on from my social actors' life history statements and the initial observations and reflections on the biographical information and interviews, the next chapter will explore the themes identified and the route taken to realise the four themes. The interpretation from the interviews will also draw on the background of the social actors; and includes the email narratives from the 34 email respondents.   This continues along the line of Crist and Tanner's (2003) position, although their phases 3 and 4 have been merged moving forward in relation to shared meaning and also interpretation of the text. As stated previously, I felt that their phases were too explicit and did not allow for deviation hence a slightly adapted model approach.

Chapter 5 A Hermeneutic Exploration of Reflective Practice

This chapter will explore the hermeneutic journey and analysis of the text, starting with an explanation of the process undertaken, including the initial pass on the narrative and how the categories and subsequently the four themes were formed. The chapter moves on to the analysis of the themes and draws on the narrative from the social actors, my reflections and the literature to further develop the hermeneutic spiral. The final section of this chapter will be the "fifth" spiral, drawing the themes together as a whole, to synthesise the discussion.

The hermeneutic journey

The journey taken meant that I had started with a preunderstanding of the literature before I entered the research; this drew on academic literature and practice based literature. Following this preunderstanding, the questions were formulated for both the email questions which subsequently led me to the informal discussions with my social actors through the interview process. As I engaged with the analysis, I started with each theme which then led me through the hermeneutic spiral of pre understanding, my reflection on the text and then into more literature to explore and gain further understanding. This occurred for each theme, in line with Gummesson's (2000) model and the final element was to draw on a more holistic view of the original research aims and drawing the themes together with further reflection.

To explain my approach in more depth, I started with an initial reading of the narratives (email questions and the interviews) to allow myself full immersion within the text and to establish any first thoughts. I broke the text down into categories as identified by the screenshot overleaf:

Figure 5: Research Categories
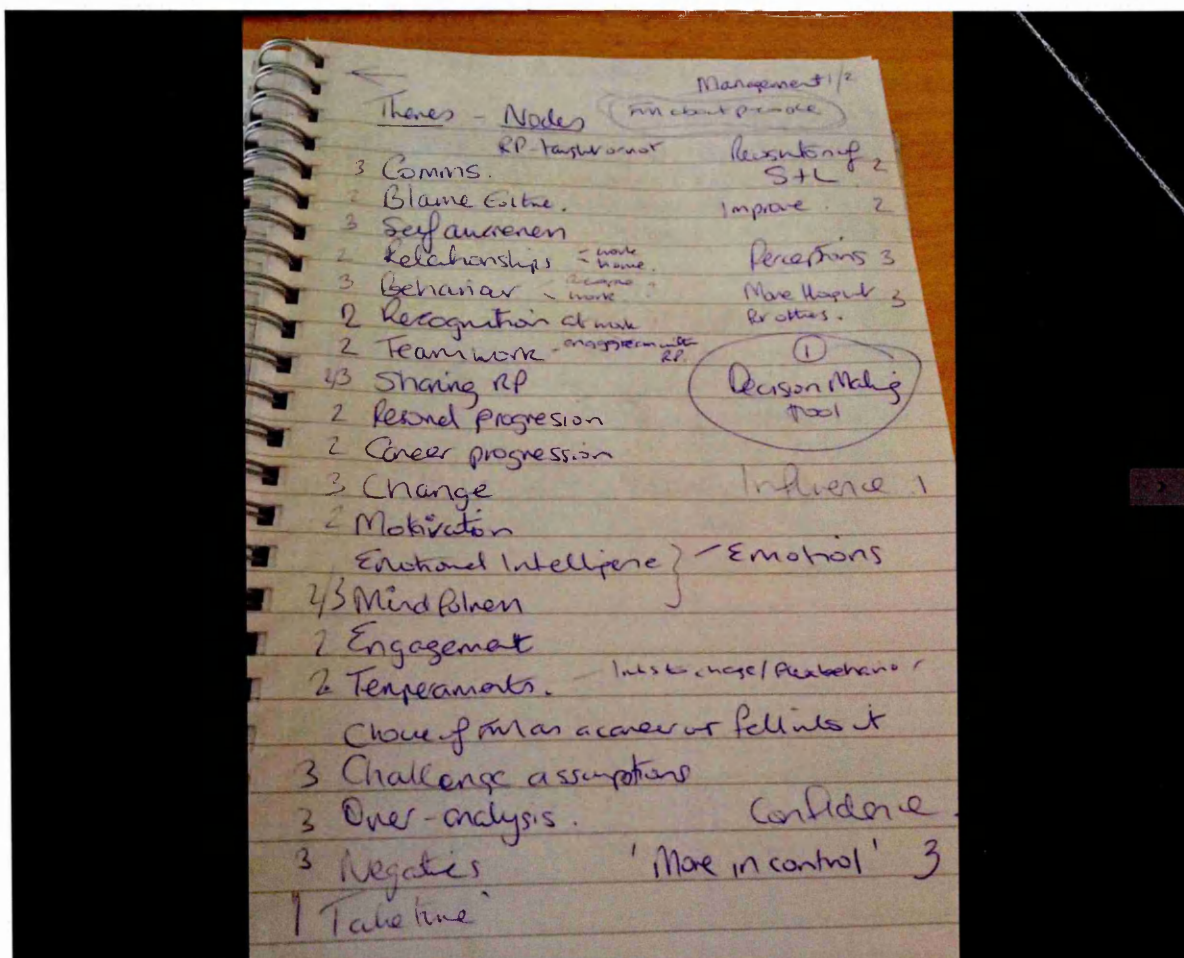
This initial read through helped me to draw on central concerns, exemplars and paradigm cases which involved the identification of important themes or meanings. The process of interpretive writing is iterative and continues to draw on the interviews and the reflections of the researcher, alongside any new literature which may have been exposed (Crist and Tanner, 2003). My initial reflections were that there was a general use of reflective practice but the extent of use varied, as did the level of openness from the interviewees. When reading the emails, there seemed to be a lot of discussion about improved personal and professional performance, and how reflective practice had developed their decision making skills and changed their mindset in relation to decision making.

Following identification of categories, I reflected again on my reading and started to think about the overarching themes that I felt these related to for the purpose of entering the hermeneutic cycle (Fagerberg and Norberg (2009). At this point I started to work with NVivo as a way of managing the texts and for ease of referral. The use of NVivo was purely to manage the amount of text and not to aid the creation of the four themes. NVivo was not used during the analysis. As Paterson and Higgs (2005:349) discussed in their hermeneutic research they used NVivo to *'assist in managing large volumes of data and tracking the coding of key concepts'.*

Once the categories were established (Fig 5) I reflected on my 'naïve preunderstanding' and there appeared to be areas of personal development which included emotional intelligence and behavioural change as part of the learning from the individuals. The other areas included how reflective practice was used from a practical perspective and this differed in levels of use and engagement. There was also discussion on the impact of reflective practice on decision making and how decisions were made including the length of time that individuals took to engage in decisions and the more critical approach of reflexivity drawing on prior learning to ensure previous mistakes had been learned from and applied.

Another area appeared to be an acceptance of making mistakes in order to learn – this needed to be in a safe environment where this was acceptable and others referred to a lessening of 'blame culture'. This was an area that surprised me and not something I had particular considered at the start of this journey.

I considered using NVivo, but this is a non-typical avenue to explore when using a hermeneutic approach. So to aid with the initial narrative discussion, and to develop the 4-5 themes for the hermeneutic spiral I read through the transcripts several times, making myself notes to aid my understanding and to give me the first spiral of interpretation. I inputted the transcripts and email questions into NVivo although I felt the need to delve deeper into the narrative rather than it just being a coding exercise. This would reaffirm the findings from Fagerberg and Norberg (2009:736) in the teaching of hermeneutics as a research method to students as they suggested *'during the structural analysis, the text is then*

divided into meaning units that are condensed and abstracted to form sub-themes, themes and possibly main themes, which are compared with the naive understanding for validation. The text is then read again as a whole (critical reading), the naive understanding and the themes are reflected on in relation to the researchers' preunderstanding, and relevant literature, and a comprehensive understanding is formulated that discloses new possibilities for "being" in the world." This was initially done on paper as identified in Figure 6.

Figure 6: Research Themes
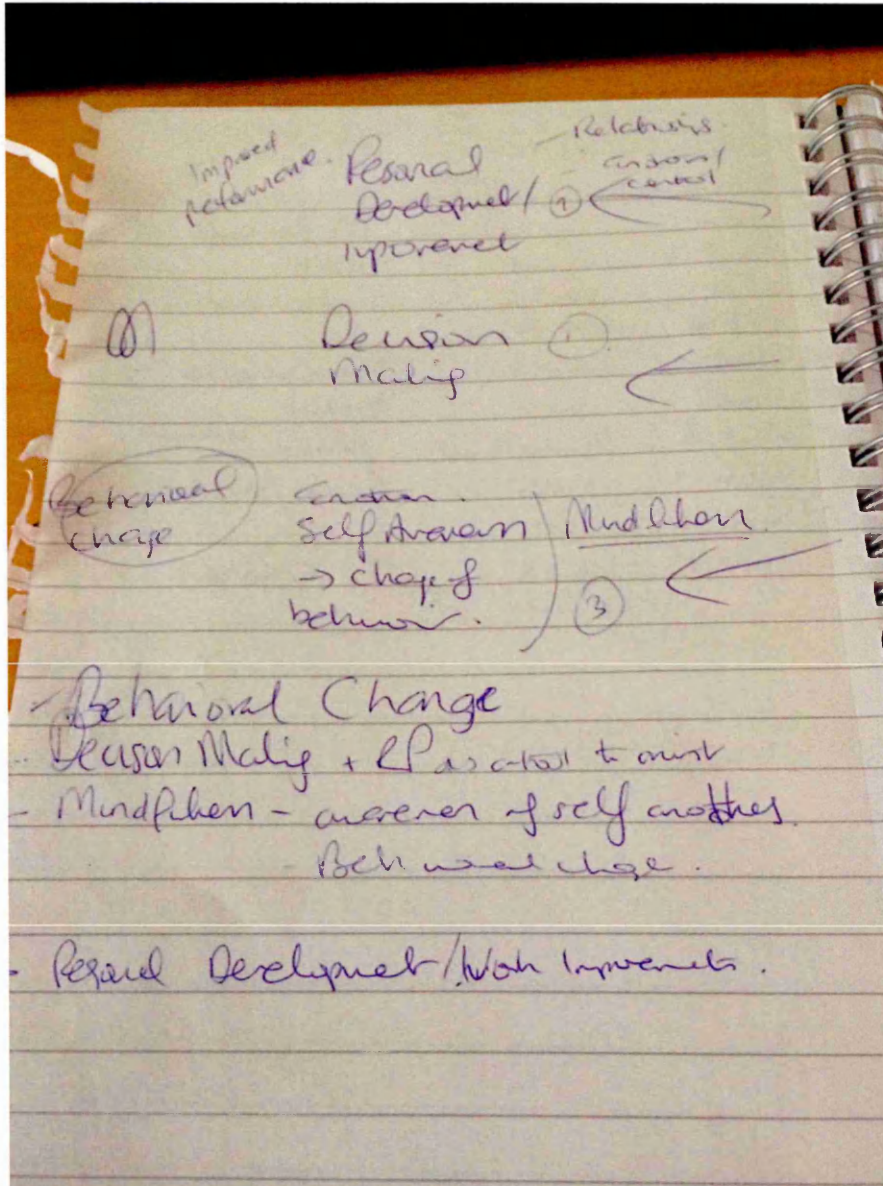
Further to my initial thoughts on paper, I inputted the information into NVivo as identified in Appendix A. The next page identified the four main themes and

their subthemes/categories which will be explored in more depth through the analysis.

The four main themes and their sub themes

The four themes and their subthemes identified were

1. **Reflective Practice in the Workplace**
   1.1   The use of reflective practice
   1.2   Perception of reflective practice at the outset of the course
   1.3   Changes in service delivery
   1.4   Perceived risks of not engaging with reflective practice
   1.5   Perceived importance of engagement in reflective practice for facilities managers

2. **Reflective Practice and Decision Making**
   2.1   Decision making skills and the impact of reflective practice
   2.2   Decision making and learning

3. **Reflective Practice and 'Blame'**
   3.1   The safe environment
   3.2   Blame culture
   3.3   Mistakes do happen

4. **Reflective Practice and Personal Development**
   4.1   Self-awareness
   4.2   Emotional intelligence (emotions, control and empathy)
   4.3   Relationships
   4.4   Behavioural change
   4.5   Confidence

During the process of theme identification and an immersion in the text, I was left with several questions which I will answer through the hermeneutic cycle and this forms part of the overall hermeneutic analysis to constantly raise questions to the narrative. These included:

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- Is there a question of reflective practice impacting on organisational behaviour?
- Why do people engage in reflective practice, and is it due to the learning journey with us that has encouraged them to reflect more deeply on their own learning?
- Do organisations need to become more open to allow true engagement in reflective practice

At this point, and staying true to the hermeneutic tradition, I entered into a reflection on my own understanding of the four themes from my perspective in the workplace.

Reflections on my own understanding

As an individual with a more extraverted personality, I have a tendency to speak first and reflect afterwards and I have been aware of this more recently, both personally and professionally. I have reacted to a situation - engaged mouth – gone away and reflected on my behaviours and more often than not have had to go back to colleagues to apologise for my rash decision making or reactions. I have a tendency to rush up the ladder of inference (Argyris, 1985) and now realise that if I had taken time to assimilate the information and reflect then I probably wouldn't have reacted in the same way.

Over time, I have recognised how my behaviours have impacted on colleagues and I try to (*not always perfectly) stand back a little more before making a rash statement or judgement. On the negative side, I do feel that I now supress my feelings in order to maintain a level of group cohesiveness, which equally is not healthy. The concept of emotions and being able to manage them better has helped me to refrain from more argumentative situations with colleagues. I need to become/am becoming more aware of how my behaviours can influence a wider collective without becoming someone I am not.

Using reflective practice has helped me to understand my own behaviours but also to recognise my own areas of strengths and to acknowledge those even though I am acutely uncomfortable with praise. Also, allowed me to recognise

my limitations to enable me to work on those and continually develop through my role. I also like to reflect on my teaching and the feedback received from students. I do recognise that I am more comfortable with critical feedback from students as it gives me a sense of what needs to be improved as opposed to the positive affirmations and this is an area I need to work on in myself.

In relation to blame culture or being able to "own up" to one's mistakes I have not found this a difficult area. I have always been happy to hold my hands up and admit my shortfalls or errors. I feel this comes from my upbringing (nurture) when I was always encouraged to be honest about my wrongdoings and to never lie. If there is a consequence to my actions then so be it! However, I am aware that for other people this may feel to be a risk dependent on the organisation they are engaged with.

This reflection has helped me to locate my preunderstanding of the themes from a personal perspective to be able to declare personal position and potential bias in relation to my own interpretation of the text.

Theme 1 Reflective Practice in the Workplace

In this section I will explore the area of how reflective practice is used in the workplace. As previously discussed in Chapter 1, there is a dearth of literature in relation to facilities management and reflective practice, and whilst the professional body, British Institute for Facilities Management, discusses this as being a skill for facilities managers, there were no papers drawing on the use of reflective practice in facilities management in the workplace. Drawing from my narrative and from theory in relation to reflective practice, I will explore the following areas: The use of reflective practice in the workplace and the engagement from the interviewees, how they initially felt about reflective practice; the perceived impact using reflective practice has had on their service delivery; the potential risks of not engaging in some form of reflective practice; and finally the perceived importance of reflective practice.

To aid the narrative discussions, Høyrup (2004) discussed the need to be able to understand the differences between levels of reflection and also to understand organisation learning and the links between the two. Moon (1999) stated there was no common and agreed upon concept of reflection but Høyrup focuses on the need to not necessarily define reflection but to distinguish between the levels of reflection, drawing on individual, interactional and organisational. Van Woerkom (2003) views of reflection are drawn around the individual reviewing an experience, and refers to this as the reflective practitioner, however individuals can reflect together in an organisational context and this type of reflection is important for teams. This is also an area that will be explored throughout the four themes, as I want to understand whether the social actors have engaged their teams in reflection at some level and whether this becomes embedded in their social interaction (Høyrup, 2004).

To draw further on the discussion of reflection and critical reflection, Mezirow discussed critical reflection in relation to not only understanding the task itself, but also understanding the premise of problem solving. It involves a *"critique of the presuppositions on which our beliefs have been built"* Mezirow (1990:1).

There is more concern with the why we have behaved or carried out a task in a certain way. The deeper exploration of self. Høyrup (2004:445) believes that *'reflection builds the bridge between individual and organisational learning.'*

1.1 The use of reflective practice in the workplace

As part of the interview discussions and the emailed questions I asked our students whether they engaged in reflective practice and if so whether they could give some examples. The first examples lead to the use of reflective practice to focus on improvements within project work and/or how they delivered a service.

In my previous role as a Facilities Manager I was involved in a lot of project work so I would most often be involved in reflective practice either at the end of a project, reflecting on any particular failures or successes that occurred or at the beginning of a project - reflecting on any similar work that has previously been undertaken which could guide future decisions. I would also reflect on situations and interactions when conducting staff appraisals for my team. (DO – Email question response)

I reflected on how I managed a recent moves project. I have found by reflecting on how I go about my job gives me the time to think things through more thoroughly. I think this is important to highlight how to improve and do things better for the future. (JH - – Email question response)

Following the re-structuring of the repairs team in 2011, the facilities Management team was formed , the very first project that was given to the team was the refurbishment of the current training room, there was no brief on what was required, however I was project lead on this and used the skills I had learned and carried out the refurbishment... there was a number of problems that we did not envisage ... since then the FM team has carried out over 10 small office refurbishments with success, this has been achieved through me using my reflection skills and looking at how I projected managed the very first project and how I managed the whole process but more importantly how I

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felt as a person and project leader, and how my actions effected the project in general. (MP – Email question response)

… you are using your experience reflecting back and you are saying we did that this time, it worked. Last time it worked, let's do it again or that didn't work last time, let's revisit it and see how we can plan it better. (Little Boy Blue - telephone interview)

From the four respondents above it felt that reflective practice was used as a productive tool to aid learning from mistakes and to understand how this could be improved for the future. Reflective practice appears to be a practical tool which can be applied to understand how organisational practice and processes can be improved moving forward. This links to Dewey's (1933) concepts in relation to defining the problem and thinking ahead, therefore drawing from observation and investigation and leading to three areas, formation of a guiding idea for action or a plan; playing the new ideas with others, such as within the team; and then testing the idea in action (Høyrup, 2004). Boud et al (1985) refer to reflection as a process that links experiences (and this could be emotions, behaviours as well as processes) and a commitment to action, which again as discussed by the social actors above, appears to be the route that has been taken they all appear to have reflected on a situation, either individually or with their teams, and decided on a way to improve. Within this process Boud et al also refer to the need to attend to feelings. The need to allow for time is crucial as well, to allow distance from the experience. Interestingly one of my email responses stated that they actually planned time in their diary for the purpose of reflection.

I use it daily, a 1 hour session scheduled in my diary to take time out to reflect on work issues. I find it a really effective way of working out root cause of issues, outcomes and ways of making improvements for future. (LT – email response)

Referring back to Schön's (1991) concept of reflection in and on action, the above appear to be reflection on action, having taken time away, as Boud et al (1985) would agree with, to reflect on their actions and the implications of them

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to then gain some further understanding to be able to make the changes. However Schön does discuss professionals relying heavily on the 'knowing in action' which relates to their tacit knowledge, and can allow individuals to make a split second decision based on their previous experiences and perhaps this relates to the very practical application of reflection by the social actors in relation to problem solving.

The Enforcer (face to face interview) reflected on his own personal practice and recognised that it helps him to stay rational however, he did state *'I think reflection is a great thing to do. I don't think it is for all people, but if you are in to it then I think it is a brilliant thing to do and I really do enjoy it.'*

Verdonschot (2006) takes reflective practice further to try to address whether reflective practice can aid innovation in the workplace, and from the views of the students, I would concur that having time and space to reflect on service delivery, or projects this can lead to changes of improvement, and therefore some innovation in the workplace. For FM as an industry, the concept of innovation is key, as most outsourced contracts now actually state a percentage of innovation is required every month. Equally, within Little Boy Blue's comment there was recognition of what went well too and Verdonschot would argue that this is equally as crucial as recognising the limitations. Swan and Bailey (2004) from their research into emotions of reflection, refer to some managers using a form of reflection that they referred to as gratification reflection. As below ST recognises the benefits of noting not only the limitations but also their strengths.

Because it helps me see what weakness I have and it enables me to correct those weaknesses. It also helps me see my strengths as well; by combining the two it makes me better at my job which ultimately benefits my employer and me. (ST – email response)

Basil Fawlty acknowledged the reactive nature of FM, but equally the importance of engaging with reflective practice with his team. Whilst this could be considered as a quality review, the reflective practice is evidenced by him recognising the need to engage in this process.

There is strength in the operational stuff that we do, for the reactive stuff we do, for the planning stuff we do – you know, reactive stuff – absolutely vitally important because most of the time if you are reacting to something it is not planned, it is last minute and if it is an emergency 'let's crack it, let's do it, but get it done'. But then, yes, take the time out and it is the hardest thing to do because you are moving onto the next thing, but what you need to do is stand back and get everybody round the table and go right okay, how did that go? Who did we phone first? Should we have phoned him first or not, do you know, we should really have phoned him and then right okay, so if it happens again, it is not a massive great big book that you have written on a procedure but you have thought about it and if the next time a similar thing happens and the only thing you do better is phone the right person first; you have made an improvement. You wouldn't have done if you hadn't gathered round. (Basil Fawlty – telephone interview).

I felt that the above summed up perhaps how FMs see reflective practice initially, "I am too busy"; "don't have time for that stuff"; "got to move on the next thing" etc., there could be a million and one reasons not to engage but the reality is above in black and white that actually having to deal with the situation in the moment is key, and decisions have to be made quickly sometimes, however, there also needs to be realisation that to prevent the same mistakes occurring the situation needs to be reflected upon to be able to change. In FM there needs to be a pause button somewhere to understand the deeper issues behind the problems. Interestingly as well, Basil Fawlty talks about this being a collective approach which is an area that will be addressed through later sections.

The other aspect that came out in the use of reflective practice was the difference in dealing with situations involving people (as opposed to process or projects) linking to more general organisational behaviour.

I have lots of examples where I use reflective practice. It can be a snap shot reflection after an interaction with someone and I think to myself 'did that go ok?' - yes or no. Was I fair there? - yes or no? Did I get what I needed there? -

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yes or no. Depending on the answer and the importance of the situation will depend on if I give it anymore thought. (WE – Email question response)

The response above lends itself to the view of Schön's (1991) reflection in action and on action with evidence of both and also agrees with Swan and Bailey (2004) in recognition of interactions that went well.

I've recently become a Line Manager of a team of three. I now find myself in a lot of situations that I'm not comfortable with or experienced in. With this in mind I try to prepare for each of my meetings in advance and then try to reflect upon how the meeting went upon completion. The reflective aspect is particularly important to me, maybe more so that then initial prep as it helps me build a picture of future meetings with individuals so I can adapt my approach with them and better understand what drives and motivates them. (JH– Email question response)

… it has become a big part of how I work and how I treat other people now. It is really strange, I never thought about reflective practice before I started my Uni course, and now it is something that I think about a lot and it is something that I am starting to do almost as second nature…previously I had just gone' right, you are moving there' and just done it. Now, I am going 'okay, well how are they going to perceive it?' and trying to think ahead and stand back and think if that was me, how would I feel about it? What would be my concerns? … you are going into meetings and you are coming from their point of view. You have instantly won them over. They realise that you are working with them and not against them. (Firecracker – Telephone interview)

WE talks about being aware of interactions, and how their responses impact on others, showing an awareness of empathy and also a learned response in relation to how they are communicating with individuals. There is also learning from the perspective of being a new manager from JH and how using reflective practice has enabled them to review their own behaviours and to adapt their style. Firecracker talks about further consideration of people in relation to change projects and again the use of empathy to explore potential misgivings from the people that are being moved and allowing her to review the way the

change is delivered and how the people are engaged; evidencing a more in depth level of reflection.

Reynolds and Vince (2004a) discuss the need to also recognise the importance of reflection and developing reflective skills in interaction with others. From research carried out by Rigg and Trehan (2008) in relation to a case study on an organisational development programme, they referred to facilitating learning sets specifically in relation to working with teams, they drew on questions that would assist with individuals drawing on workplace examples to consider how they could, for example, improve a team meeting including not only reflection and themselves, but also on the emotions in the room, and also the potential choices the individual has within the setting. This went further than the stages of reflection as recognised by Mezirow (1991) for example, but to a level that drew on wider emotions and power dynamics (Vince, 1996). I found this study to be interesting in relation to the engagement with others as discussed above through the narratives from JH and Firecracker, as they appear to be engaging with something similar to look at the more holistic organisational picture and to change their own behaviours.

Interestingly, whilst this is not a quantitative study, out of the 34 email responses and 12 interviews only two people stated they didn't use reflective practice in the workplace.

In my current job role, I don't recall ever using reflective practice. With the work I do, there is not really any need. I just seem to change the way I do things each year automatically. Also as most of my work is looking for new contracts for mobiles and dealing with signing off invoices, I have never felt the need to reflect. (LP- email response)

They have stated never feeling the need to reflect, however there is obvious learning being taken on board as they are making changes to their service delivery, and perhaps it is the terminology of reflective practice that they have not necessarily engaged with as opposed to having never used it. LP goes on to state … *as explained, I do not recall ever using reflective practice. That is not to say that I have never used it, it maybe that I have just never recognised using it. Attending University has certain brought the need to be able to bring it into*

the workplace for the future. A lot can be learned by using this process as it can certainly help to pin point any actions that need to be corrected if a particular task has not worked. In the past, I think I have just decided something has not worked and then tried again. I have not actually sat down and thought it through, or wrote about why something has not worked.

The other person that stated they had never used reflective practice as highlighted below appears again, to give a definite no but then they go on to discuss using 'lessons learned' to improve. Interestingly, in trying to understand and interpret both of these comments from LP and DL, it draws me back to Schön's (1983) ideas on reflection in and on action in relation to the individuals perhaps not perceiving this as reflective practice as they are doing it in the moment, or 'thinking on their feet'.

I haven't, although encouraged my team to do so and explained the process of learning. We do reflect on practice in working terms, for lessons learned, as opposed to personal behaviours and skill naturally, but perhaps not formally. Learning from experiences etc. (DL – email response)

This concept of the terminology being alien as opposed to the practice would concur with the view of the Enforcer as he stated

… reflective practice is something strange to me. I found it quite enjoyable when I got into it. You sit down and look at what you have done in a situation and you actually put the conversation you have had in your head on paper. I have actually done this for many years but never realised I was doing it. It was just me trying to improve in my mind, basically having an argument with myself trying to think what have I done wrong, what have I done right and how can I do it better. So I have been doing it unknowingly for many years, it is just basically reflective practice to me is going away and taking a long hard look at yourself and thinking right you idiot, what have you done right and what have you done wrong and being honest with yourself and learning. That is what it is. Reflective practice to me is a method for me to basically learn and improve what I am and how I behave. (The Enforcer – face to face interview)

Other responses have referred to having never used reflective practice until they had been engaged with the course.

Mel, I will be honest and say that unless I had actually come to Sheffield and started way back in 2008 doing the certificate, it is very unlikely that I would be using reflective practice now when I am carrying out my work and at the end of the certificate, I made it one of my personal targets (along with a couple of other things) to use and carry out reflection. (GA – email response)

Only since I attended the FM course. Following studying, I used reflective practice on various issues I have dealt with. Following an activity, I have been able to take time to reflect on how well/bad the activity went – did I handle it well, could I do things better etc. (DT – email response)

With both of the above responses there has been recognition that the teaching of reflective practice has encouraged them to use it in the workplace to try and make improvements to their own performance. Revisiting Edwards and Thomas's (2010) question whether reflective practice can be taught, their discussions almost counteract this, in that they have engaged with the learning and are now drawing on reflective practice as a learned skill and also, as Dewey (1933) discussed, as "lived practices" to enable them to become more self-critical.

To further this concept some students discussed their perception of reflective practice when they first embarked on the course.

1.2 Perception of reflective practice at the outset of the course

There were some interesting discussions with my interviewees in relation to their engagement with reflection and also their initial views on it being "soft and fluffy" or secondary to the course from the beginning and a change in view by the end of the course.

Fluffy stuff or ... a pile of bullshit... Yes, I must admit I sat there and when I was told it was a really good idea to do reflective thinking, yeah okay what are you

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on about. But when you started doing it and you started reading back the information and I read some of the stuff I had written a long time ago, yeah and you think that is what I used to put down what I did.... (Sgt Chef – face to face interview)

I thought it was a bit sort of touchy feely and you know FM is a sort of facts and figures and targets and that kind of environment really. I have never really reflected before ... I thought that it would just be an aside to the real meat of the course and we did our first assessment about how we felt about coming on the course and I approached it in a way of oh just get it done and hand it in and then I have a tick in the box, I have done that... and I think a lot has changed in me because when the modules started coming and there were reflective pieces in there, I found those the easiest ones to get down on paper , because it was therapeutic at the time to talk about how I felt about things, particularly in the latter stages of my XXX career as well, it was good to write down what I was feeling so I could deal with it and have an action plan of what I was going to do about it. (Baywatch – face to face interview)

Both Baywatch and Sgt Chef have now engaged with reflective practice and Sgt Chef to a greater extent that he has brought the practice into his team in their weekly meetings and he actively encourages his team to reflect during the meeting on the week they have had focusing on what went well and what could have been done differently to try and make changes moving into the new week; noticing a distinct change in the service delivery level (interview transcript). He also stated that he has used reflection to help with his home life and his relationship with his daughter by asking her to reflect on her behaviours and to understand the impact she is having on others.

Smith (2001) discussed that mature leadership development students can often block reflective practice as a negative exercise and this needs to be facilitated properly to allow for a deeper understanding of what reflection is. Some of the interviewees (shown below) discussed the issues that it can be negative; it may become over analysis.

I think it has a positive impact but also I think it is a negative because you think about things too much. You think about 'oh, no if only I had done that differently and what could I have done better there?', and so you give yourself a lot more angst over things. (Personnel Penelope – telephone interview)

Well, it all comes to beating yourself up doesn't it! Well there is an element of that I guess, you know, as a person you think why did I do that, why did I do that? We aren't necessarily thinking. You would repeat the same question, it wouldn't be why did I do that, it was because of X and I did that because of these other influences and this is how I could have done it and this is what would have been the outcome. So probably not in such a structured way, and probably with too much of the beating yourself up about it. (Matron – face to face interview).

This led to some reflection from my own position, and I can understand the perception that reflective practice can be perceived as leading to a downward spiral of self-flagellation; however, as I discuss with the students in the classroom there has to be a balance of recognition of positives and negatives. This is often the area where the students find it hard when writing their reflective assignments, as we do ask them to focus on strengths and limitations, and the majority state it is easier to reflect on their limitations than their strengths. Reflecting on this I can agree, I am not one to feel comfortable with discussing strengths or even accepting praise; so a question I need to consider is the engagement of students in the classroom situation and encourage them to recognise their strengths and be comfortable to state them? I felt this was an area that I needed to revisit during the discussion and synthesis section.

As discussed in the pre understanding there is a need to ensure the language is understood and as Smith (2001) discussed, mature leadership development students can often block reflective practice as a negative exercise and this needs to be facilitated properly to allow for a deeper understanding of what reflection is.

1.3 Changes in service delivery

The above leads on to the discussion of impact on service delivery, and whilst this thesis is not looking for a 'cause and effect' reasoning, a lot of the interviewees or email responses self-reported differences to service delivery.

This respondent had not checked the details of a service agreement he was responsible for, as part of his management role *As a result of this I looked back on the process to identify if there were parts of the process I could have handled differently to ensure this type of situation did not re-occur. I think through reflective practice I now am very conscious that I double check all information received from my colleges, before I process any orders or even reports. (WM – email response)*

WM identified learning through a mistake, and this is further discussed in the chapter in relation to blame culture and reflective practice.

A colleague was angry at the 'cost' submitted for works completed by a contractor that I had chosen and had requested a meeting with myself and our line manager. Our line manager supported my colleague up until I looked at the invoice and pointed out that my colleague was referring to the incorrect cost and in fact it was about a tenth of the cost they thought it was. As a result of this incident should someone junior to me highlight a gross over spend I would investigate thoroughly (i.e. check the invoice myself) prior to having a meeting with those involved. (SW – email response)

There was evidence of some learning from the mistakes here, but I felt there needed to be deeper exploration into the negativity towards the team and or the individual, as it felt power related.

...recently I have been undertaking some big tender works and from the first one reflecting on what I did to get the tender out, for it to come back to be a little bit late on time, although I have met the deadlines. Just to make it a little bit easier, I have just put a new tender out and I reflected on what I had done; thought that instead of just picking out the six contractors from the list I am given and sending it out to them, I would get the names of them, get their phone numbers and ring them up and have a chat with them and explain that I am

sending out a tender and I need it back pretty sharpish... I spoke to all six and they have been really appreciative of it and it is working out a lot better than the last one did. So I have reflected on that as a pick out. (Brushstrokes – face to face interview).

Brushstrokes has reflected particularly on an experience to understand the strengths and limitations in order to make improvements. Evidence of reflective practice being used as a practical tool, but also challenging the organisational norms.

The cleaning company that we use aren't fantastic...about a year ago I caught them doing about twenty minutes work and then sitting chatting for an hour and a half every night and realised that was why standards had slipped, picked up on it and things changed. The way I reacted, well I wasn't angry, but I was perhaps accusatory when I was complaining about it. I came across something today first day back in work that there might have been a problem one last night week when I wasn't there and could I look into it and the way I handled it was quite different to the way I handled it a year ago. It was, I had learned – they had been very good and they had responded and the service had improved but I think I caused some friction with the cleaners themselves rather than the management and this time I tried to handle it a little bit differently, asking did something go wrong and was there a reason for this rather than saying why did you do that or why didn't you? (Girl Friday – face to face interview)

There are four examples which have drawn on reflection to recognise changes to their approach to work, the delivery of a particular process or even to adaptation of their behaviours to ensure the impact on service was minimal. Whilst all recognised a change in approach the examples are very different. There is an interesting use of language throughout their discussions and I can feel their personality coming through in their words, again from a subjective interpretation. Girl Friday feels like she has embraced a level of emotional intelligence and recognition of own emotions so as not to engage in an unnecessary conflict situation. Brushstrokes is very much a team player and likes to create positive relationships around him and therefore the need to phone and speak to people as opposed to sending a "formal email" seemed

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very much to be part of the individual. I would suggest that Brushstrokes is someone that remains 'themselves' whether in work or social setting as he feels no need to use different identities. Interestingly SW's statement of how he has used reflection feels more like a critical analysis of the process and the individuals involved and less of a reflection on own performance with language that drew on elements of status and power. WM's comments stated similarly a learning from a process, however the language used was very different and more open to admittance of a personal mistake and the need to learn to improve. Whilst both were similar in context, the language used was poles apart.

The concept of service delivery being improved by reflective practice has been evidenced by the discussions from the social actors but equally this reinforces the concept of Verdonschot (2006) in relation to innovation in the workplace.

1.4 Perceived risks of not engaging in reflective practice

This was an interesting question that came out in some of the interviews as they were unstructured discussions; but the responses led to interesting reflections on learning and being able to move forward.

I think we are constantly in flux, we are constantly changing, and constantly moving forward doing different things. Flexibility is a major issue with FM, whether it be monetary or whether it be service deliveries... I think you constantly need to reflect on what you are doing, either whether you are in the private sector and you are wanting to expand and move out, or whether you are in the public sector and you are delivering the service and you want to make it better and constantly keep up there so you don't be outsourced. (Brushstrokes – face to face interview)

If you don't reflect, you don't learn; you don't improve, in my view. And if you don't improve and you don't learn you leave yourself open to situations you don't want... in the FM sector in general, not as an individual but as a department, if we don't learn, we don't develop and we don't improve; we leave ourselves open to outsourcing or rival private organisations coming in and taking it from us. (The enforcer – face to face interview)

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Interestingly those that worked in the public sector perceived one of the biggest risks of not reflecting as potentially being outsourced as they need to show continuous improvements.

You could look at it and go well no there isn't any risk of not using it ... probably four years ago, I would have said there is no risk to not using it, I am okay as I am- look at my department, it runs... the risks are you are passing over process improvement opportunities ... if you are in an environment where nobody else, no other departments, do reflective practice, it could be your key differentiator... the thing that lifts your department ... where everybody has carried on blindly doing the same thing, you go 'we did it last time, we did it this time, but this time we sat and we looked at it and we found out this .. and next time as a facilities department we are not going to do the refurbishment like that because of the impact it had on the admin people...If you don't reflect, you don't identify any opportunities. (Basil Fawlty - telephone interview)

... once you have that knowledge installed in you and how to utilise it, bearing in mind I don't think it is a standalone thing reflective practice. You have to incorporate everything like I said, communication of change and all that, because it forms part of a group of models that you can utilise going forward and you have got to have the knowledge of each one and see how they fit in to assist you. I think if you aren't aware of this you can go on and on and make similar mistakes ad infinitum without knowing you have made a mistake. (Little Boy Blue – telephone interview)

Again, recognition of service improvement but also of a wider knowledge from Little Boy Blue, who recognised that it has not just been the reflective practice but the wider learning over the course that has brought all the skills together to enable them to become able to learn from the mistakes but also to rectify them. Verdonschot (2006) discussed reflection with the future as a good starting point as this can lead to innovation and breaks away from the more traditional or dominant ways of thinking. "It can have three starting points - past, present and future" (Verdonschot, 2006:675). This was reiterated by The Matron (face to face interview) in her discussion as she *stated I think once you start using it, it makes you stop and think about your actions in the future. You sort of almost*

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reflect in advance, well it's not reflecting in advance but you think about the implications in advance and what the possible outcomes could be, so it is a more measured response than we might have had in the past.' Also by Peggy Olsen who stated *'It [FM] just changes so rapidly. I said in the last six months I have changed systems and it didn't go off with bells and whistles, it sort of went phut. That is how we work. I did at least expect there to be something that went wrong and yes we had one or two hiccups but it didn't go wrong, it just went in. Because of the willingness of the staff and the support we had to put it in and even now I am thinking right what can we do now to make it better. How can we move it on? Because we don't want to stand still, otherwise we will be out of date. How will we drive it forward? What sort of things are we going to be looking at in two years' time? Where do we want to be? And that is looking back at what we have done to look at the future.'*

This concurs with Op de Weegh (2004) who discusses the need to let go of existing frames of reference and create new ones. The social actors drew heavily on risk of being outsourced and of not learning from the workplace and being able to move things forward.

1.5 Perceived importance of engagement in reflective practice for facilities managers

Throughout the interviews discussions took place about the importance of reflective practice in relation to facilities management. As discussed in Chapter 1, the British Institute of Facilities Management encourage reflective practice through their courses and as part of the continuing personal development of their members and I wanted to understand whether our students felt reflective practice was a key skill for the industry.

I think BIFM need to train their FMs to think before they shoot really. I think when you get a load of FMs together they are very lively people and they are very vocal by virtue of what they do and I think the reflective practice would help them more in their role to be more accepting. It is a softer face of FM, one that gets on, it is getting back to the communications side as well and how you communicate in the right way with the right people at the right time. If you can see a situation and think about it okay now is not the time to deal with this one.

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You take it on the chin and say 'okay, right I have taken on your points, leave that with me'. Walk away, think about it and then go back to them. (Firecracker – Telephone interview)

… it identifies opportunity for process improvement I think, … that could be financial, that could be engagement … that could be how you are perceived within the business as a department. Another benefit is that if you do it right … do you take your relationship with your contractors or your staff to another level? I don't know if that is definitely true, but you get a better understanding. Perhaps you create a safer environment so that you get a more honest exchange of communication and you know even though you are further removed from the process than you were, you are getting truer reflection of what is going on around you or what your people are doing. … it has certainly helped the FM department here integrate with the business as a whole, at a senior level to be considered an asset, a part of the business, something – a department that doesn't just fix stuff, we actually engage with the business and we are an enabler, as it were, as opposed to just being this reactive or planned. We actually help fit in with the strategy of the company and where it is going. (Basil Fawlty – telephone interview).

Basil Fawlty focuses on the raising of the profile of the department, which I found an interesting concept, as this relates to the positioning of FM within the organisation and having a valid voice. Both Firecracker and Basil Fawlty have focused on improved relationships and a more honest and open environment for communication drawing also on empathy. The other area that I feel can be drawn on here is community empowerment, as a group of individuals working together there is mutual respect. Ghaye (2000:75) discusses empowerment, from a healthcare environment, as being expressed through relationships, but I feel his work can relate across other disciplines. He draws on the work by Tones (1998) and defines the characteristics of a sense of community as:

- "membership - a feeling of belonging
- shared emotional connection – a commitment to be together
- influence – a sense of mattering

- integration and fulfilment needs – through being a member of the community."

Basil Fawlty draws this sense of engaging his team with reflective practice. He has even given them reflective practice papers to read and explained his learning to his team as well.

I have given them books and papers to read and things like that… I haven't said right this is reflective practice, but I have said to them right, at Uni I have learnt reflection and it is about revisiting, looking back and would you change anything and sort of sold it that way and that is what they do… that is people's objectives now to have these meetings and have these follow up meetings, document them – just have a little one page summary of the pros and cons and then we file them away and if we have a similar study come in or the next group or anything like that – you pull them out and have a quick look at them and it refreshes your memory and you think, oh yes, I remember that, we said it was four and actually it was three; put three in this time. (Basil Fawlty – telephone interview)

His approach has enabled the team to understand the reasons behind reflective practice, but has also enabled them to continually learn from these experiences as Moon (1999) also draws upon.

Peggy Olsen (face to face interview) discussed not understanding why people wouldn't reflect stating *'If you just carry on, you don't develop anything do you? You don't make anything better. I am not saying that all reflection is positive because some of it isn't. Sometimes you reflect on things and work yourself into such a frenzy that what had started off as a little problem becomes a big one because you have worried about it. Generally, if you can put something right that has gone wrong then I think the dangers of not doing it, I just wouldn't consider not doing it, I can't imagine anybody not wanting to reflect and not wanting to make things better. We can't stay still, can we? Because otherwise then we would get processes, systems, people whatever and they are all out of date because you are not thinking about how to make it better.'* She does note that not all reflection is positive, but this again leads to the unbalanced view,

without taking an objective position it can turn into a negative spiral. However, interestingly, she draws on the issue of continuous improvement and believes that without reflection this cannot be achieved.

Emancipation and empowerment are also considered in Moon (1999) in a discussion of the purposes and potential outcomes for reflection. In summary these are:

- Consider the process of our own learning

- Critically review something

- Build theory from observations

- Engage in personal or self-development

- Empower or emancipate ourselves (Moon, 1999:23)

In relation to the delivery of the reflective practice module on the FM course, the first 4 elements of these are addressed not only through the module but across the course which does ask students to use their reflection across several models to aid in their critique of organisational practice. The element of empowerment or emancipation of self can be a demonstration of reflection to understanding self and moving away from 'group think'. However, I hasten to add that this research is not focusing on emancipation, as I felt this could have been a thesis in its own right, although my reflection on empowerment may add a new element to the section on reflective practice and personal development.

I felt both of the above ideas from Moon (1999) and Ghaye (2000) encapsulated the discussions from both of the social actors, in the sense of engagement and reviewing performance from a critical perspective. This has drawn me to another question, which again as I have discussed earlier in this chapter, may or may not be fully addressed, does using reflective practice help people to feel more engaged with their organisation, as opposed to just personal development?

Reflective Practice in the Workplace Summary

My understanding has grown from the use of the narratives and my re-engagement with the literature, I found it interesting to start to see some similarities and understanding between the social actors in relation to their experiences, and perhaps even the change of perspectives in relation to reflective practice. I found I wanted to re-explore the definition from Bolton (2010:xix) as most of the narrative linked quite strongly with the engagement in reflection in that we have to be prepared to *"relive or review the experience"* and be able to *"replay from diverse points of view"*. This very practice based view does feel lived through the narrative, however the concept of values and *"we are what we do"* didn't come through as strongly in this area, however I have kept this concept on board as I explored the personal development theme.

Student reflection allowed them to see things differently from a personal and organisational perspective, and this may result in them wanting to do things differently in the workplace, but it felt that this could be blocked by the organisation culture and potentially blame culture which will be discussed as part of theme 3 within the exploration.

The next section will explore the use of reflective practice in decision making, and again draws firstly from the text and then from the literature to try to engage in a deeper understanding.

Theme 2 Reflective Practice and Decision Making

The previous section has drawn on the usage of reflective practice within facilities management and the social actors' views on the use, some of the benefits and the importance of engagement with reflection. The next section will focus on the use of reflective practice in decision making. This theme developed from the initial engagement with the text as this area was explicitly mentioned by several of the social actors, however this was not an area that I had explored with them. When re-engaging with the literature there was much discussion about emotion in decision making (Benson, and Dresdow, 2003; Holian, 2006; Skordoulis and Dawson, 2007; Swan, 2008; Lakomski and Evers, 2010) I had initially placed emotions within the personal development section as I felt this was related to their personal development, but I felt that there needed to be some discussion of emotion within this section.

This section begins with a discussion of decision making skills and the impact of reflective practice, drawing on the text from the social actors and also Holian's (2006) framework of decision making to aid the interpretation on decision making with recognition that this is not based on a process but relates more to skills and abilities.

2.1 Decision making skills and the impact of reflective practice

The responses from the email respondents was just related to how they use reflective practice as there was no specific question on decision making, this was evidence they supplied to show how they had used reflective practice in the workplace. The email response from GJ recognised the changes in their approach to decision making and how it led to actions and focused on not just their decision making but also the actions that had resulted from this.

… my answers to questions or actions seem a lot more balanced and differ slightly if I had not reflected on what had happened in the meetings, peoples' actions, responses and attitudes (GJ - email response)

As evidenced below GA recognises the removal of blinkers; and this evidences a growth in skills level, they would have previously been more focused on achieving the task, based on the rules from a very 'legalistic' position. Again, I felt CD would have been in a similar position, but using reflective practice in their decision making has made them more rounded in the view of the bigger picture and also their own self-awareness. *'I think reflection has made me look more at the whole picture rather than heading off 'blinkered'.....Which is something I would accuse myself of doing in the past.' (GA – email response)*

... it has enabled me to take a step back from making a snap decision into looking at the impact of such decisions and reflecting upon any other options, their consequences and weighing up the alternatives against my initial thoughts... therefore reducing the effect of not getting things right first time and having to make changes post implementation. (CD- email response)

VG actually has reflected on her decision making and recognised the growth in confidence and emotion management and appears to have drawn herself out of the "Worried" position into more of a "Navigation" positioning as evidenced in Holian's model in Table 5 (2006). *'Reflective practice has meant that I am more able to take a step back from the situation and take a more pragmatic and objective view of the positives and negatives within each situation. I'm a calmer person now and tend not to panic as much about things.' (VG – email response)*

Holian (2006) discussed two categories of decision making, 'black and white' and 'shades of grey' as summarised in Table 5, drawing on her five modes and where these evidence themselves in decision making. The model breaks down further to levels of skill and these included:

- **Judgement**: recognition of level of information needed considering both the people and the context
- **Integrity**: decision making based on personal values
- **Courage:** being confident in choices even if it requires some risk
- **Humanity:** Open and honest behaviour being prepared to engage in feedback and learning

Holian's (2006) research created a model to attempt to understand the impact of using various skill levels in relation to the modes within the workplace. Although she draws on emotional intelligence, she has not drawn particularly on the use of reflective practice in decision making. I have revisited the text to see whether there were any signs of one or more of the modes used by the social actors from their discussions. I would note that this research has not focused on decision making and reiterate this is a theme that has emerged from the text and therefore, this model helped to gain some understanding to the social actors' thoughts in relation to their own practice of decision making. Having been back through the text, one of the key areas of learning from their discussions was that due to the use of reflective practice, "Humanity" became a lived skill and was evidenced in the majority of the discussions. This model has given me some insight into the text, and by using the model from a more interpretive angle, as I have not focused on necessarily how decisions were subsequently made following their reflections, this only provides me with another way of understanding and interpreting my actors' voices; and is not a critical view of the model itself.

In relation to her Entrepreneurial mode, several actors, as evidenced within this section, have commented on their more balanced approach to the consequences of decisions, but being able to look to the future as well, to understand how elements could be improved, drawing again on Verdonschot's (2006) view of innovation.

Some of the social actors have drawn on the negative aspects that they presume relates to their reflective practice, in that they felt they spent too much time there or now prefer to take time before they react.

Whilst WE felt that reflective practice had 'enhanced his working practice' due to being more considerate of the outcome they have reflected that 'at one point I felt as though I was reflecting too much on every decision and I was losing my edge as an effective decision taker and manager. Now I feel I have a better balance and utilise the reflection tool in more appropriate situations. (WE - email response)

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FM however felt that this has impacted on their ability to react and make decisions quickly stating *I nearly always think things through before giving a direct answer and in some instances have not made a decision right away and have taken time out to make my decision. (FM – email response)*

This causes an interesting dilemma in facilities management, as quite often the environment is one of "reaction"; however, I don't feel that having worked through the texts that making quick decisions necessarily improves performance, whereas taking slightly longer to consider can prevent the same mistakes happening again as JHE highlights below.

I used to just rush into things and not think about it. Now I take time to view things in a different way and not rush into silly decisions. (JHE – email response)

Holian (2006) also draws on the concept of ethics throughout her research, and ethical decision making, and this was reiterated below by JH in the term he used as "fair decisions"; again drawing on aspects of Integrity and Humanity ; although with the concept of "fair" there and "responsible procurement" that this is also Legalistic.

Reflective practice has enabled me to make informed and fair decisions for the XXX business. Previously I may have responded to difficult situations without taking to time to reflect, and in some instances this may have meant a less effective response. … I must make balanced and fair decisions for both XXX and the supply base, to ensure we maintain our commitment to responsible procurement. (JH – email response)

Basil Fawlty also discussed the need to try to improve the skill of reflective practice and stated *'The more you use it, the more experienced you get, so you get better at using it and using it in the right places. I think if you struggle with it at first and think I am overthinking everything; this is a nightmare, then persevere because you will just get better at it.' (Basil Fawlty – telephone interview)*

Table 5: Decision making

Decision Making Criteria	Mode	In decision making	Sets of skills
Black or White (Dualistic)	Legalistic	Following rules, policies, procedures. Consideration of objective standards of behaviour	Judgement with some Courage and Integrity but without Humanity
Black or White (Dualistic)	Narcissistic	Little concern for others	Courage and Judgement, without Integrity or Humanity
Black, Shades of Grey, White (Multiple)	Navigation	Whilst considering "laws" shows considerable thought on impact on others.	Judgement, Integrity and Courage with humanity
Black, Shades of Grey, White (Multiple)	Entrepreneurial	Possible bending of rules, and consideration of consequences for self	Courage and Judgement, low Integrity or Humanity
Black, Shades of Grey, White (Multiple)	Worried	Indecisive and not confident to act, includes concern for conflict	Judgement and Integrity, some Humanity, lacking Courage

Holian (2006)

Benson and Dresdow (2003), refer to the need to make decisions in complex situations, but still with a focus on the individual (Holian, 2006) as opposed to

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the wider organisational context. They discuss the danger of a prescriptive form of decision making in that it can limit a wider thinking and just become action focused. This thought process reiterates some of the interview text previously in that they are taking more time to reflect on the option and make decisions from a more informed position. Their model draws on five elements of decision making:

- Complexity
- Emotional Intelligence
- Learning
- Dialogue
- Systems Thinking

Benson and Dresdow (2003) refer to self-awareness as a core component, along with understanding one's own emotions, strengths and limitations. They also recognised alongside of the "self" there needed to also be understanding of the complexity of decisions and the need to discuss the 'possibles' and be prepared to engage in collaboration; interestingly this also leads to working with other people and taking a more humanitarian perspective (Holian, 2006). Schumaker and Russo (2001:54) *stated "managers must learn to recognize the limits of their own frames [or models]… and learn how to recognize and challenger other people's frames."*

Nutt (2002) discussed decisions being made quickly due to time pressures and then being imposed. Leaders need to expand their frame of reference and focus on discovery and collaboration – suggestions are that decision makers need

- Good self-awareness
- Awareness of the role of learning in decision making
- Systematic review of problems and recognition of the impact of emotions
- The need to use conversation to explore and manage the complex nature of decisions.

Thus avoiding pure idea imposition and allowing more time for discovery. Nutt's (2002) thinking also reiterates my own understanding in relation to decision

making and reflective practice in that there needs to be time to reflect on not only the past, but also the present and future, linking to Verdonschot's (2006) concept of innovation and reflective practice, to enable any changes of practice moving forward. Firecracker's text below shows her change in self-awareness and also in her ability to reflect on past and present, but also the future in trying to understand what will be achieved by the decision.

.. I used to you know make a decision and 'right that is what we are going to do' and off we would go, but now I do step back and think about it so when I do make a decision I have given it the thought and considered the options and then made a decision. It may take me longer to make a decision but when I make a decision now, I can back it up. I am not just saying 'we will do that'. You know I think I do reflect on what the outcome is going to be and how to achieve it now. (Firecracker – telephone interview)

As highlighted by the text below, these comments reiterate the need to create space for the reflection to aid the decision making and this feels like a very personal way of dealing with decision making as opposed to a defined model that has to be followed.

Professionally it [reflective practice] helps me as a decision making tool… I find if I make a point of using it and formalising it in my mind or on paper it helps me put things into perspective, analyse and assists in decision making by reflecting back on experience. (MB – email response)

As per above, reflective practise has been key to my personal development by allowing me more control over my ability to deal with issues and incidents by slowing down my train of thought and recalling experiences (MBe – email response)

It helps me take stock of where I am and what implications my decisions will have for both myself and for the contract (PH – email response)

Decisions to be made are more informed as, as far as possible, all options are considered and this not only reduces mistakes but more importantly prepares the manager (and team) for the possible outcomes. Jumping in has led to poor decisions in the past and also misjudgements of others, however the

environment I now work in enables me to be more reflective as I have more 'thinking space' (PO – email response)

The above four extracts were all drawn from the email responses, and this is how the emailed respondents chose to outline how they use reflective practice, the key part of this being that they feel decisions are more informed, have taken account of the outcomes, and equally considered the consequences that their decisions will have on others.

Holian's (2006) model provides an interesting view on skills and I felt individuals did use elements of it but the model is not a step by step process, and further evidences the complexity of decision making. The social actors have drawn on the impact that reflective practice has had on their individual approach to decision making and this could be an area for future research and could add to the skills model created by Holian.

The changes in decision making skills were identified by several of the social actors and this has reinforced their use of reflective practice to make some behavioural change (further discussed in Theme 4). There was also recognition of a need to take more time to consider the options; and rather than purely being task focused these also drew in their working relationships, with staff and colleagues.

2.2 Decision making and learning

The decision maker needs to be prepared to learn and drawing on Senge et al (1994) and Benson and Dresdow (2003) this includes reflecting, connecting, deciding and action as well as the need to engage in learning. Benson and Dresdow (2003:1001) also draw further on the concept of learning and working with others, stating that it *"can instil a sense of self-esteem, advocacy and partnership...leading to accountability and trust and a transformative view of decision making process"*. There is also an element of systemic thinking as decision making is complex and has an element of drawing on the more holistic view. Systems perspective requires the decision maker to focus on the process and not blame; recognise the cause and focus on resolutions to address the wider picture, not just the symptoms (Mintzberg, 2003). Traditionally facilities

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managers are more likely to address the symptoms due to the reactive nature of their roles.

I have stopped and thought about things. Like I say, I have been more open and honest with my Line Manager and some of my other colleagues about areas I have been struggling with. Because I have taken the time to reflect and think what is this issue? What is it doing to me? If I sort it, what are going to be the benefits? Taking a more considered approach to work. (Gandalf – telephone interview)

I felt the text from Gandalf above, highlights a change in approach not only in relation to decisions, but also in them being more open and honest which reinforces Benson and Dresdow (2003) position of engagement. Decision making needs to be made in collaboration and not in isolation; but to have truly open and honest discussion then trust is a huge part of this and this shall be explored further later in the chapter in relation to blame culture.

Another element to decision making has been highlighted by several of the authors within this chapter is emotion and emotional intelligence in decision making. Cherniss (2001:6) discussions emotion in decision making and refers to the need to '*tune into emotions that are the most accurate and helpful when making difficult decisions*'. Goleman's (1998) concept of emotional intelligence (EI) is key for decision making in relation to personal competence (drawing on self-awareness, management of personal emotions and understanding motivation); social competence (drawing on engagement with others such as empathy, relationships, collaboration); and using emotion to maximise learning. Brown and Isaacs (1996) cited in Benson and Dresdow (2003:1003) describe "*the power that mutual respect, listening and asking questions, suspending judgement, strengthening of relationships, deriving shared meaning, and the development of mutual commitment has to transform the stakeholders and to generate ideas.*" This is very true again of facilities managers, I had a conversation with Firecracker recently on one of her study blocks where she regaled me with a story of how she had decided how she would deliver a new block for the staff that included bedrooms and shower rooms for staff on shifts, she had thought that they would prefer individual rooms, however when she

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went into the first Station to deliver the plans to the staff, they were horrified, and said they preferred dormitory style. She recognised that having never had the conversation and working on her own presumptions, in her words, she had "made a boo-boo!" However, taking the learning forward from this experience led her to the next meeting with another Station and they were asked for their preferences and their response was "wow, thanks for asking us etc…" At this Station they again preferred to have dormitory style rooms. Interestingly Firecracker has now reflected on this, and recognised as stated above by Brown and Isaacs (1996) that there needed to be a collaborative process to the decision making from the beginning and having moved on from the first debacle has learnt that this approach will be carried on throughout the change project. There needs to be a balance of conversations and emergent learning to try to change the 'quick fix approach'.

My last two years at [my previous organisation], it was difficult to make a decision and I reflected too much on things about the decision making process. If I said this what is going to happen and if I did this this way, how is it going to reflect but I think that was more about what would happen if I made the wrong decision and what the reaction would be. I think here you might make a wrong decision and you might change your mind and things like that but it is not a reflection on you personally, it is just situations and things like that. But beforehand, it was your ability as a manager and that kind of made me dwell on things too much, made me reflect too much. But here, when I have to make a decision I might want to come back to it, go away and think about it and then come back and make a decision and I have not tended make any snap judgements since I have started reflecting on what I do. Sometimes you have time critical things that you need to resolve but it always best to have a think about the situation and think of a plan of how to deal with it rather than jump straight in at the start. (Baywatch – face to face interview)

Baywatch discussion above evidences his change in approach to decisions and above, he has stated the dangers in reflecting "too much" however I felt the interpretation led me to understand that this was part of his internal process to

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reach a point in decision making that he felt comfortable with and a recognised balance between time and reflection. In relation to problem solving and making decisions, Reynolds (1997:314) discusses reflection as being *"concerned with practical questions about what courses of action can best lead to the achievement of goals or solutions of specific problems"*; whilst critical reflection draws more on the underlying assumptions in a particular context individual and organisational engagement with a view of change conditions not just facing the immediate problem (Reynolds, 1997). Swan (2008:389) discusses reflection as *"a kind of organisational problem solving whilst critical reflection is more a form of consciousness –raising"*. Decision making using reflective practice is more than just a cognitive process, as it also allows understanding of self, emotions and behaviours (Swan, 2008). This links to the social actors in that their reference to decision making is not purely around process but also around how they have evolved relationships through their decision making. Fook and Gardner (2007) refer to the importance of critical reflection leading to analysis and then action. Within this process there has to be an understanding of self to prevent knee-jerk reactions to decision making, and understanding of emotions and learning. Giddens (1991) and Beck (1992) refer to reflexivity as our capability to reflect, examine, and revise our behaviours and/or processes in relation to our own learning. Thus helping to make decisions and choices in relation to improving self, also known as 'individualisation'; both authors view this from a perspective of modernity where traditions and customs are disappearing; although Lash (1994) questions whether we can be completely rationalist or cognitivist assuming that we can distance ourselves from "our worlds". The piece from The Enforcer below draws on the concept of exploring yourself with awareness, but also understanding the need to try to perhaps be more aware of the emotional impact; in this case he chooses to try to step away from emotional influence.

I think reflection is a great thing to do. I think it is taking time out for yourself just to think things through. Go in isolation, look at a problem, look at a situation and look at it when it is very crystal clear. You have taken all the emotion out of it and think about it. That is what I do at the end of the day and think about it in a very clear view and you have nothing affecting your view. It is this is what it is,

this is what I need to do and I think reflection is great for that and I go away with a cool head and look at a problem. There are many times that I have actually thought to myself, I have had a situation and been really angry with myself and really pissed off and downhearted but then I have gone on the way home and I have started to go 'do you know, I did this and this and that is wrong. However, if I do this and this I will make it right and I am improving'. Yes, so then my mood is changing and I am not down on myself and I even reflect back situations arising and things going off and I think oh that is not good and I am worried about whatever now, but then I will go and think well if it happens, it happens, I can always do this and this. It basically helps me to stay rational. (The Enforcer – face to face interview)

The Enforcer also draws on how the reflection then impacts on his own moods and allows some rational thought, perhaps this reinforces individualisation (Giddens, 1991 and Beck, 1992) and allows the individual some 'peace' as well based on their reflexivity on a situation.

Reflective Practice and Decision making summary

This section has provided some interesting insights into how the social actors have engaged with reflective practice to help them with decision making in the workplace. There appeared to be a great deal more thought on how decision making impacted on individuals and this reinforced the 'humanity' skill from Holian (2006). I also felt that our FM students whilst ensuring the legalistic aspect of their roles (such as compliance) where adhered to that there is perhaps more of an entrepreneurial mode in decision making - the 'can do' attitude.

There also seemed to have been a shift on the style of decision making to being more reflective and not rushing to decisions but trying to look at the 'bigger picture' - a more holistic view. Due to reflective practice and the time taken there is a more informed decision making approach.

Another area that I will explore in the discussion section is that of innovation and FM, whilst it has been touched on within this section, I felt this needed to be drawn on from a more holistic overview of the research, as this is an area that is increasingly being used in management of outsourced providers.

The next section will explore reflective practice and blame and consider whether it is acceptable to draw on reflection to learn by our mistakes, whether this be through our decisions or interactions with others.

Theme 3 Reflective Practice and 'Blame'

From my initial pass of the text and during the creation of the themes I had noted two questions:

- Does there need to a safe environment to engage in reflective practice?
- How this concept impacts on the team and their engagement with the organisation

This was an area I had not considered but came out across the emails and interviews, it made me want to delve further into the text to understand the emotions that were felt with this and also to address the areas of organisational behaviour and to understand whether this is about the individual or whether the organisation allows or does not allow mistakes to be learned from. This section draws further on the concept of the safe environment for reflective practice, and also blame culture and the willingness to be open and honest about mistakes and the learning that has been drawn from them.

3.1 The Safe Environment

Brushstrokes discussed the previous management within the department, who just drove for targets and achievements but did not allow for any ways of thinking differently. This felt, from my subjective interpretation of the language he used and his body language when he spoke about it, like quite a bullying environment with a need to just keep your head down and get on! Post the change of manager he stated

Now I think they have come to a time where we have got to reflect and we have got to do it better and better and better and I think we are starting to reflect more. I think people, if they get under these umbrellas where they don't have to do it; it just gets sucked out of them. I am sure we all want to reflect. We all want to do things better the next time don't we, but I think sometimes when you are not allowed to you just get it knocked out of you. (Brushstrokes – face to face interview)

Interestingly the organisational behaviour appeared to be based on an autocratic management position, with little encouragement for innovation and

change. The language, based on Brushstrokes perception and my own interpretation, lends itself to downtrodden workers who don't want to stand out for 'fear of retribution'. This must have had a huge impact on Brushstrokes and his colleagues during the old manager's reign; impacting on motivation and empowerment of the staff. As French et al (2011:189 *discuss "empowerment focuses on liberating, not controlling human energy and on balancing the achievement of personal and organizational goals"*. This can be achieved by managers delegating more power to their staff, however in the case above the staff didn't even feel they had the energy or motivation to reflect on and improve performance. As Verdonschott's (2006) stated to have any change of practices moving forward through innovation, then reflective practice needs to be encouraged, and this would appear to agree with what Brushstrokes has stated post the change of management. As Zuber-Skerritt and Cendon (2013) discussed reflection in action learning, meaning learning from experience, recognising improvements of process and understanding what works and what doesn't, but this was being prevented by the management structure. At a deeper level, this also meant that there was little personal development or exploration of self during this time as well.

As Basil Fawlty discussed reflection from a management position, he draws on honest communication and a "truer reflection". He recognised the need to empower his staff and to withdraw some of the control. He was open about his own changes in behaviour and this came from a deeper self-reflection where he recognised his own strengths and limitations and in doing so aimed to try to stand back more and trust his staff to carry out their roles.

Perhaps you create a safer environment so that you get a more honest exchange of communication and you know even though you are further removed from the process than you were, you are getting truer reflection of what is going on around you or what your people are doing. (Basil Fawlty-telephone interview)

The other issue that was discussed was reflection during times of change by Personnel Penelope; she felt that it was the responsibility for the organisation to

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reflect and also to understand the emotions of the people engaged during the change and the levels of trust and engagement from the staff during this time.

I think it is a constant thing with change because you are constantly having to adapt, the interventions I suppose, and what we do. We have to try and get the Organisation to reflect as well on how it has been for them. We try and bring things in like giving feedback and try and put the mechanisms in to make it, to actually get people to formalise this reflection and think about things and then feed that back in. I think there is a lot of suspicion about it and I think people are worried about providing, again because it is a bit of soul bearing isn't it? And I think when you are going through a very difficult time people tend to be a bit guarded about their feelings and their emotions. I think that is a barrier as well. Well, I think they are worried about showing any kind of weakness, because they feel that they may be judged and I think there is a period of when you are going through a very difficult change period that the trust starts being eroded and I don't think people feel comfortable about being honest about their feelings. Again, they think they might be judged or somebody might hold it against them. I know I hear ' it will be selection, a redundancy exercise type of thing, if I don't say I am on board with this that will be seen as a negative and I will be the first out the door'. So, I think there are all these sorts of things people feel. (Personnel Penelope – telephone interview)

If people are feeling threatened by risks of redundancy, or have had no clear communication from the organisation; how can the organisation expect them to communicate openly and honestly; and in reality, it can't!

Vince and Reynolds (undated:1) stated in their paper that reflective practice should not just be focused on the individual but should be embedded as good practice within the management and organizational structure. *"Reflection is an essential part of the day to day life of managers, not a disconnected, separate activity but central, supported by structures and the culture of the workplace, affecting decisions and choices, policies and activities and the politics and emotion associated with them.* The belief being that this is an integral part of management and leadership. As we have seen from the social actors this is not

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something that is embedded within their organizations, although as Brushstrokes stated there has been a shift following a change of management.

To engage in reflective practice in the workplace there has to be some form of a safe environment so employees feel able to be open and honest and this theme discusses this further in relation to blame culture.

3.2 Blame Culture

Some of the social actors actually used the word "blame culture" within the interviews, and I found this an intriguing concept that I had not considered. To encourage staff to be more reflective and to allow a safe environment to be able to be honest about mistakes and to learn from them can again improve the future practice of the organisation. Sgt Chef discusses not only his personal use of reflective practice but also the engagement with his team, whereby it has become a lived practice (Dewey, 1933) in their daily roles.

I would say a lot of it was probably not because I was practicing reflecting but a lot of it was a conscious if I cock up am I going to get my arse kicked? Sorry to use that terminology. But yes, I probably was reflecting but more on the blame culture side rather than now I reflect for the work and not for the fact I might get in trouble for it. So yes, I probably did do it but not to the same extent. I use it as a tool now rather than before it was if I do that next time I might not get my backside kicked, whereas now it is a tool I look at and really analyse what we are doing and the way forward. . (Sgt Chef – face to face interview)

His first comments related to his own practice, and evidenced the changes in his approach in that initially it may have been more about being aware of getting into trouble in the workplace, however now his focus is more on understanding the mistakes made and the ways forward. There was definitely a shift in his approach and how he can improve. In the next statement he focuses on the change to his management approach and also then how this has impacted on the organisational behaviour of the team. So referring back to the beginning of this section, drawing on a non-reflective manager from Brushstrokes, there appears to be a strong link with the views and practice of the 'management' and the environment to create a reflective and reflexive culture.

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Reflective practice has enabled me to widen the scope of my thinking with regard to the area under consideration; I have also requested this deeper thought process of my team. Decisions to be made are more informed as, as far as possible, all options are considered and this not only reduces mistakes but more importantly prepares the manager (and team) for the possible outcomes. Jumping in has led to poor decisions in the past and also misjudgements of others, however the environment I now work in enables me to be more reflective as I have more 'thinking space'. (PO – email)

As PO has discussed, she is attempting to engage and embed the reflective process within the team, but is also aware of her own shortfalls. Raelin (2001) would refer to her practice being within 'public reflection', which as Vince and Reynolds (undated:8) stated allows us to "*become aware of judgement errors*". The concept of 'public reflection' allows individuals to come together collectively to consider ways of improving without fear of being reprimanded. The idea is to create an open and honest, safe environment to allow options to be explored. Therefore the reflection goes further than the individual and becomes an organisational norm. This concurs with the approach by Sgt Chef below as well, as he has embedded the practice into daily working life with his team. Also be reducing the need to create a scapegoat, there is a safe environment to learn.

What I try to do with reflective thinking is take away the blame culture. I think there is too much, I know the bosses say there isn't, but there is. Who is the scapegoat? By reflective thinking we now do it as a team, so if I take my team at work and we are looking at a project doing health and safety, instead of actually just looking at the issues and the individual we look at what happened, why did it happen, how did we change it and how can we all learn from it and then take it forward. My guys are actually using that naturally themselves cos you can see the transformation from say, two years ago when I first tried to try and introduce it where they just said 'the job has got to be done and get on and do it' and now they take their time, and they look at the job and after the job you can actually see them over a cup of tea saying "What did you think XXX? How did that go? Maybe if we had done this last time we could have done this better". So my team are actually doing it without thinking about it now. It has been very, very useful. (Sgt Chef – face to face interview)

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I found this particularly interesting as this was not about self-flagellation but recognising the other influences that can impact on a job being delivered and not proportionately blaming it all on self! The above concurs with Reynolds and Vince (2004b) case study on a bid team, as they discussed where bids had failed the team did not want to "dwell on their failure" however this was due to the organisation not supporting reflection to allow learning. Subsequently, a change of approach was included by adding in a member of the team as the "action researcher" (Sgt Chef appears to have taken a similar role) and this aided the process, and allowed awareness of the politics internally to the team, and the wider organisation, thus allowing a safe environment to be able to be critical and therefore learn from the unsuccessful bidding process and to make the necessary changes. ". The idea of reflecting with a team was reinforced by DN through her email response

Working in an operational area, things often go wrong. Reflecting alone or reflecting with others is a useful way of determining if the procedure, action or resource should change. (DN – email response)

In my conversation with Matron, she drew on the issue of blame, and the word came again out of the blue and I attempted to explore this further with her, to understand why she thinks blame happens, and how reflective practice reduces the "blame".

I think none of us really like to accept blame and so now it is about being able to say it is not about trying to transfer blame, so it is actually saying that went wrong and actually the reason it went wrong is more about what I did and what I told you to do, rather than what you actually did. So, talk, how could we have done it better, how should we have done it better, how will we do it next time, why did we do it? It is about being open and honest, but not in an accusatory or in a blame way.

I questioned the use of the word 'blame' and asked whether she felt that using reflective practice lessens that need for blame culture?

Yes, well that is the way I have interpreted it, because I don't see it as blame…The other one is relatively new, he is much younger, he is quite

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ambitious, when I talk to him and when we are going through the issues of what he is dealing with at work; I am conscious of making a really conscious effort of not trying to put blame on him and to try and encourage him to sort of learn by reflecting on what he was doing in order to improve how he approaches things in the future. He is young, headstrong and ambitious and so goes down that particular path... Possibly because FM is seen as quite reactive. Problem solving and lets just get the job done and I think I only have experience of FM in the NHS, and so I think there is an element of time to it, about actually having the time to do that because you hit one crisis and you hit another crisis and then you hit another one. So it is not as if there is much time. Whereas, I think that now throughout the NHS is very encouraging and looking at lessons learned, but that isn't necessarily done in, people don't necessarily look at that from a reflective point of view or from a reflective stance. So I guess it is probably a mixture of how things have always been, so it is legends isn't it, 'we don't do that kind of girly stuff'. And time, and also I think that within the NHS they also quite like having someone to blame. (Matron - face to face interview)

Matron, with a strong NHS background, draws more on the culture of the organisation here with the language stating the NHS likes someone to blame, although her approach with the team is to try to lessen the impact of this. Within a fast paced environment such as a hospital, the focus perhaps needs to be on 'productive reflection' as described by Boud, Cressey and Docherty (2006:2) *"reflection is far from being an isolating act of solely personal benefit, it is the key to learning to improve production and to making life at work more satisfying."* To gain this level of 'productive reflection'; there does need to be engagement on an organisational level rather than an individual one, but with matron's approach to management and the examples she has drawn on this does seem a feasible way of moving forward within her team. However, changing the culture of the whole NHS is a very different beast, and not one that I am addressing within this thesis. This thinking was further reiterated by SH below.

Through this practice it allows you to deal with issues without the need for a blame culture, staff feel part of the team and they are more open to discussions (SH – email question)

The practice of productive reflection was also drawn on as being dynamic and related to both work and learning. As IH discussed though

There is no doubt that R.P. can improve an individual's performance in many different ways, personal and professional, but help and support is needed to ensure the correct interpretation of reflective thinking and channelling the results into something positive. The danger is to use it to just increase productivity. (IH – email response)

Again, this comes back to safety for the individual engaging in reflection and also as Vince and Reynolds (undated) discussed it is not just about operationalization in the service of management but more of a developmental opportunity between the individuals within the team. This also reiterates the view of reflective practice leaning towards action and not being a process to "beat yourself up".

To summarise, there is a need to engage in open and honest practice. For organisations to be able to admonish blame culture, they need to provide a safe environment that allows for the employee voice. There needs to be a consideration from the organisation to engage in reflective practice and this should not just be the responsibility of the individual (van Woerkrom and Croon (2008) but from the organisation as a whole.

3.3 Mistakes do happen

In our working lives we all make mistakes, but some of the interviewees felt that by using reflection there is an allowance for the mistakes to happen and the learning to be taken from them.

I can be truly honest with myself and understand that mistakes are made in life but they can be corrected if you understand why , reflective practice allows you to do that, also 4 years ago I was rubbish at reflecting I struggled to understand what this was therefore I was saying to myself "nothing wrong with me why should I critique myself" now I see things in a different light and try to help my work colleagues/friends to reflect on issues they don't seen for themselves, I can now see things that I can change and make me a better person , I am now

able to make better decisions than before and I can now stay calm in stressful situations (MP – email)

Without reflection it would be almost impossible to learn from previous mistakes or enhance practices. I believe it has had a positive effect on my development. It has helped me understand why things have gone particularly well and should be repeated or not so well and need attention for future. This has also had a knock on effect of contributing towards improving my confidence in my own abilities and the perceptions of others about my capabilities. (CM – email questions)

SW had taking on a new member of staff and after initial training they seemed to make rapid progress so he allowed them to work with minimal supervision, but mistakes began to happen and routines and procedures were not being followed which had a wider impact on the organisation. *'It has made me reflect on how the situation can be corrected (more closer supervision until I am happy that tasks are being carried out correctly). Also deeper reflection has taken place on the training I have given and also whether I was correct to lessen the supervision given to the member of staff. I have reflected that my decisions were justified at the time. I expected some errors to occur as new staff tend to hit a perceived 'comfort zone' where they feel that they know what they are doing and mistakes can occur for various reasons. I was not surprised that mistakes were made, I expected this to happen, but the severity of some of them and frequency has led me to reflect on the training and supervision of this member of staff. (SW – email)* I found the discussion from SW very interesting in that not only were they prepared to recognise and learn from their own mistakes but they were also aware that they had to let others learn from mistakes as well, although I felt there needed to be careful consideration on how much 'supervision' he will put in place and what the impact would be on the member of staff.

The Enforcer reflected on an uncomfortable situation in the workplace which had involved a change in a heavily unionised environment, and as a new manager he had not engaged the Union in the initial discussions which led to a grievance being placed against him. This had potential for serious escalation

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and he spoke with his line manager to explain the situation and his mistake, this evidenced his ability to own up to his mistake, but also to being able to trust the line manager. His line manager said to him *'look this is a learning curve'.* The line manager helped to deal with the situation whilst also reassuring the enforcer that he had had many grievances against him whilst having to deal with car parking and the learning was taken on board. However he reflected on his position and stated *'I changed my behaviour, I changed how I handled it because I had put myself in this predicament that I didn't like, unknowingly. This time I made sure my behaviour had changed so I didn't do that. So I learned from what I did and my mistakes basically.'* This learning has been further evidenced as he is working through another change at the time of the interview and stated that he had the Unions on board from Day 1! His final comment on the matter was *'I will never stop learning. The day I stop learning is the day it is not worth me doing this job in my view... Reflective practice to me is a method for me to basically learn and improve what I am and how I behave'.*

Vince and Reynolds (undated:13) draw formally on critical reflection recognising a shift from this being purely about the individual learning but more on the need to recognise the *"collective responsibility for reflective practice on organizing assumptions and practices... with a collective reflection on emotional, moral, social and political capabilities within organizations"* thus changing ways of working within organisations. As JG found to enable the use of reflective practice has enabled him to also cope with critique better, as he has recognised this is both for individual and organisational improvement.

Most definitely, it helps me if anything see the other side to anything. When my manager should ever criticise me or my work I would always take this as a negative and probably stress about it and dwell on it for days, I now take this as a positive and on which something I can improve on, love your deviations as they say.... (JG – email response)

As discussed throughout this section, there needs to be an engagement from the individual and organisation to create a safe environment to allow reflection

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to become embedded and not seen as an isolated skill. There does need to be trust within the team to allow the open communication to emerge.

As Basil Fawlty stated '... *and that probably touches on what I was saying about people thinking you are criticising them or looking for fault. I think they feel safe that they could go 'well, we could have done this better' and they know the management fee isn't at risk or the contract. It is all about working together, the same direction, and getting stuff done better. Plus, I think [my current organisation] is a culture of process improvement. So once they get that over, everybody quite rightly, should be able to express failure and success safely and say this is how we could do it. (Basil Fawlty – telephone interview)*

The above statement evidenced the need to be able to be open and honest, and culturally within the organisation this appears to be acceptable, but this has been a learning curve to engage the trust within the team so they feel they can discuss mistakes, but also be open to critique.

Reflective practice encourages learning from mistakes and this can improve team dynamics and in time help to lessen blame culture if everyone feels able to be open and honest about with each other. Again this does require organisational commitment.

Reflective Practice and 'Blame' Summary

I found this section quite enlightening drawing on the comments from the social actors, and their views on trust, blame and being open and honest. This is an area that requires not only personal engagement but also organisational engagement. I felt that allowing this practice to be engaged from an organisational perspective has led towards discussions of more engagement. To engage with your organisation, and to be motivated there needs to be levels of trust. As French et al (2011) discussed this allows staff to feel good about their work, and relationships with the organization as part of their psychological contract. Vince and Saleem (2004) argue constant use of blame can limit collective learning, as reflection is bound by the power relations, or management structure within an organisation. Organisations and individuals need to find a balance of openness and an encouragement from the

organisation to constantly reflect and improve; and to be open and honest about mistakes but to learn from them. The level of which appeared to vary from organisation to organisation.

Theme 4 Reflective Practice and Personal Development

Within this section, and drawing on the initial themes that appeared I will be drawing on self-awareness; emotion and control; emotional intelligence; relationships; behavioural change; and growth in confidence. This section focused on the personal journeys of the social actors, with open and honest statements on how reflective practice had aided the individual to improve and grow from a personal perspective. I have tried to outline them under the subheadings but due to the nature of individuals and how we speak, there were crossovers as this section emerged such as self-awareness and confidence; and behavioural change with relationships. As one of the email respondents noted from a more holistic view:

Reflective practice has been one of the key tools I have used, which has ensured my development is of a very complete nature. (JH – email response)

4.1 Self-awareness

Furthering the discussion on blame culture and the ability to make mistakes and learn from them, Stevens (1989: 87-89) discusses communication with others, especially the issues of trust and honesty, he says with regards to being honest with others that *"I have to first be honest with myself and get in touch with my experiencing and take responsibility for it by expressing it as my experiencing".* This section will explore the concept of self-awareness through the discussions with the social actors through the interviews and also from the email responses. Atkins and Murphy (1993:1190) state that self-awareness *'is an analysis of feelings and knowledge, and the development of a new perspective"* and are crucial to reflection.

During my discussion with Personnel Penelope (telephone interview) she drew on the benefits of engaging with reflective practice stating *'you would enrich your self-awareness of why you do things and you would begin then to start thinking and understanding why you react in a particular way and that can be helpful then to structure future meetings or conversations or even how you approach a project or task… it is several things. It is about improving your*

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performance as an individual; it is about learning; and it is about easing your interactions with other people…it is about improving your performance and your effectiveness.'

The above extract evidenced her thinking around self-awareness but also drew on the wider issues of interacting with others, and if we are more aware of how we come across to people, we can start to improve ourselves, as individuals.

I think it has made me more self-aware (not always comfortable!) it makes me challenge my assumptions and to a certain extent it highlights and then minimises any bias I may have, for example when dealing with people.   I think it allows me to deal with situations in a more planned and thoughtful way – thinking about my mistakes! I think it has improved my performance, particularly as I'm still fairly new in my job role and I still have a lot to learn. By reflecting on my past performance makes me do better next time and I don't keep repeating the same mistakes. (MG email)

Interestingly MG discusses that becoming more self-aware has not always been comfortable, I found this to be an interesting concept. As human beings it can be hard to be able to recognise both our strengths and limitations but also to embrace them to recognise our areas for improvement. If organisations wish to engage with the use of 360 degree feedback in organisations the individuals involved have to trust those engaging with the process and also be prepared to acknowledge their own shortcomings (Bratton et al, 2011).

There were also discussions about being aware of own behaviours and how these can be perceived. Firecracker refers to the use of reflective practice in relation to her own behaviour.

It has taken the sting out of things. It gives you a less aggressive, not aggressive, less confrontational stance. Softer style. Not to say you don't get what you need, but just a softer style. I think you are more aware of yourself and how you act on things. (Firecracker – telephone interview)

ST simply recognised the new knowledge they have gained about themselves and their ability to learn through reflective practice.

It's been a positive impact and it's helped me learn more about me as an individual. (ST – email response)

I do, if something happens now and it needs an answer now I am prepared to make the decision and stick by it, but I might think maybe I would do that differently next time and there are one or two things that have come up with the new team. (Peggy Olsen – face to face interview)

I felt the discussion above from Peggy Olsen has evidenced a shift in their mind set, and again their own self-awareness. They have recognised, acknowledged and even accepted that perhaps every decision they make may not be the correct one and are now more open, and I feel this has something to do with feeling safe within her team, to hold their hands up and state they had made the wrong decision, and look for ways of improvement and to remove blame culture from the team.

As discussed in my preunderstanding chapter, there is considerable literature in relation to nursing and self-awareness and the concept of self-identity to allow the nurse to be open and authentic with their patients (Cook, 1999). Bulman & Schutz (2004) refer to self-awareness as being not only the fundamental skill underpinning reflective practice, but it is also crucial for understanding and developing good interpersonal skills and building therapeutic relationships with patients / clients and their families. I feel now this is equally as true for people working in the facilities management profession, as the role requires them to work with people on a daily basis. This also appears to have been acknowledged through the texts of the social actors. We are also returning to the concept of being open and honest and as Morris West cited in Saunders (1996:41) stated *"It costs so much to be a full human being that there are very few who have the love and courage to pay the price"*. To engage in reflective practice we have to be prepared to critique the 'whole' and not just focus on the 'good bits'.

4.2 Emotional intelligence (Emotions, Control and Empathy)

This section will explore the emotional intelligence that I felt was being shown by the social actors, along with my thoughts and theoretical discussion on the

concept itself. As Landy and Conte (2010:110) suggest emotional intelligence is *'A proposed kind of intelligence focused on people's awareness of their own and others' emotions'.* Another definition of emotional intelligence by Robbins (2002:109) is *'an assortment of non-cognitive skills, capabilities, and competencies that influence a person's ability to succeed in coping with environmental demands and pressures.'*

The section also includes emotions and control, I originally had this as a separate section but I found that as I entered the interpretation and the subsequent theory, the concept of emotion and control, and managing emotions is very much a part of emotional intelligence. I will begin with the discussions on emotion and control moving on to the text that I felt identified emotional intelligence.

I have drawn on AB's text in both emotion and control, and emotional intelligence as I felt she evidenced a huge change in her emotional response to change, and the impact this has had on her.

When faced with another impacting change in my working life I looked at my previous reflective paper, focusing on what I had learnt last time and decided on how to deal with this current change differently and had clear objectives of what I need to do/ know for myself. I felt more in control, looked at positive aspects of the change & helped support those around me going through the same experience. My transition through this change had less impact on me emotionally because I had my previous reflective piece to look back on and learn from. (AB - email response)

She draws on the impact this has had on her and her emotional response to the change, however in the next section, she also recognises the impact she had on others during the previous change, and has tried to learn how to amend her response. *'I reflected on how my own behaviour had affected both my attitude & that of others around me and looked at what I could learn from this and change if the situation occurred again. (AB – email response)*

From my own interpretation and conversations with AB, I believe that AB had quite a large change in her persona during the course, as she had started quite

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negatively, she started to recognise, through reflection, how she could begin to change and adapt her own behaviours being more mindful of those around her.

Other responses about emotions were quite interesting, especially the use of language used by SW.

It has enabled me to see situations through other people's eyes in 'cold' reflection. After an incident what I write down I change upon reflection hours or days later as my emotions calm down and I have time to reflect. As a result I am now far more likely to listen to a person's point of view and confirm I understand it before I put my own point of view across. (SW – email response)

As this was an email response I had not questioned the use of the word 'cold' reflection, but on reading this the word stood out to me. I felt he was referring to a critical reflection where perhaps he was drawing on more objectivity as he refers to the emotions calming down. This evidences his own self-awareness and ability to manage his emotions in a productive manner and reinforces Salovey and Mayer's (1990) model as discussed later in this section but relates to monitoring own and others feelings and emotions; discriminating among those states and using the information gained from understanding of feelings and emotions to guide action and thinking.

Others referred to a more balanced approach to their interactions with others such as GJ and VG in their email responses below

I seem to operate reflective practice on a daily basis particularly after meetings when I appraise the meeting and reflect on what was said and use that when working on any actions as a result of the meeting, it normally makes my responses much more balanced. (GJ – email response)

It has meant that I'm able to become far more practical about my approach, less emotional and am able to take things less personally. Reflective practice has meant that I am more able to take a step back from the situation and take a more pragmatic and objective view of the positives and negatives within each situation. I'm a calmer person now and tend not to panic as much about things. (VG - email response)

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Both evidenced a change in the way they are reacting and interacting with others, again this is an area that crosses over between self-awareness, relationships and behavioural change; along with their personal growth in emotional intelligence (EI). As Goleman's (1995) model would suggest, the above comments link to his five components of EI (see page 155).

The Enforcer (face to face interview) has the unenviable position within FM of dealing with car parking, which is always an emotive issue. He has to deal with complaints and mediate situations and he refers to his reflections on the interactions and how he has learned to cope with a conflict fuelled position. He stated *'...I went away and started reflecting on the conversations I had with people and how I was reacting and what I needed to do to be a bit calmer and a bit more removed from the situation, do the helicopter sort of thing, to say I am here to help you, not to get into an argument with you kind of thing. That is what I learned to do to try to step back a bit more and not let the individual's attitude get to me. I have tried to do that and I have learned to be more of that nature, to look at it as they are not having a go at me, they are having a go at the situation and that is what I sort of reflect in my own mind and think how can I handle this better, how can I improve?'* Anyone that has worked in FM and dealt with car parking will be aware that this is one of the most difficult, emotive issues and people can be quite rude about losing their car park space, but I felt that he has dealt with this by reflecting on his own responses but also by not allowing this to be taken personally. This also shows some emotional maturity for a reasonably young man. When I questioned the concept of helicoptering and why he did this he stated *'I need to hover above and just look at it and take all the emotions out of it and look at the problem and see what they are saying ... I like to sit above the problem to see the problem from up above, so I can see both sides of the story and try and put together a compromise and a suitable end to the whole issue.'* This showed an ability to not only critically reflect on the situation but also to draw on his emotional intelligence to see the issue rationally and without bias. He recognised reflection as a useful tool with a practical learning experience.

Personnel Penelope (telephone interview) has a strong HR background and she reflected on the difference between herself and other colleagues in being able

to ask *'difficult questions'.* Whilst she is comfortable and feels emotionally capable to address issues especially during the current change scenario, she stated that *'I know a lot of managers would be frightened thinking I don't want to upset somebody or oh dear what if they start crying and I can't say that or I don't want to start opening up this can of worms, which is a good example. They don't like to open up and they think if I open it how am I going to get it all in the box again. If I start asking people to think about things and reflect on how they feel and ask about their feelings it is going to be like lancing this boil that is not going to stop, and then I am not sure what to do.'*

Referring back to Personnel Penelope's biographical information, she has a strong background in HR, which may have helped her to engage more with staff and to ask the 'difficult questions'. She was quite open with her feelings throughout our discussion, and this was obviously something she feels quite comfortable with.

In their email response, DO also talked about understanding self in order to then develop others, which evidences their self-awareness through their personal reflection. This has had an impact on not only self-development but also on how they work with their team.

I think that by understanding myself and how I have arrived at decisions or acted in a given situation has helped me to coach and develop others. (DO – email response)

Other elements of emotional intelligence were drawn upon in a more practical way, in respect of dealing with people and meetings; drawing on the importance of the reflective practice.

With this in mind I try to prepare for each of my meetings in advance and then try to reflect upon how the meeting went upon completion. The reflective aspect is particularly important to me, maybe more so that then initial prep as it helps me build a picture of future meetings with individuals so I can adapt my approach with them and better understand what drives and motivates them. (JoH – email response)

I often reflect that I could have handled the situation better, shown more compassion, showed too much compassion, dealt with discrimination better and next time I will not make the same mistake. (JM – email response)

Compassion was an interesting concept, and I felt both of the above excerpts linked to the 'humanity' skill in decision making (Holian, 2006) and also a willingness to embrace their faults in relation to their human interactions, evidencing a level of self- awareness.

I was in a meeting this morning that was getting very heated and previously I would have jumped straight in and gone, you know the finger would have come out and 'grrrrr'. But you sit back and think about what they are saying, you think about why they are saying it and then you can still get your point across, you can still achieve what you want but just come at it a different way, because you are not going to achieve what you want by going head on with someone. I was just about to jump down someone's throat and I thought hold on for a sec, that is not going to get me what I want it is just going to inflame the situation and it wasn't until afterwards thinking about it and with our conversation this afternoon, that I suddenly went maybe that is a bit different for me… the pause button. Previously, it would have been thought, mouth gone and now it is 'thought, ooh think again and then go.' Firecracker (telephone interview)

Firecracker recognised how using reflection enables her to manage her own emotions and those within the meeting, to gain a more practical position and as she said enables her to 'push the pause button'. You can see she has changed her approach to dealing with difficult situations, with the need to, in her own words 'thought, think again and then go', but I believe this evidenced her use of reflection-in-action (Schön, 1983, 1991). She does seem to have raised her levels of self-awareness in relation to the impact she can have on others as well.

In 1980s Gardner (1983, 1993) proposed a new idea to intelligence with seven different types of intelligence, logical-mathematical, bodily-kinaesthetic, linguistic, musical, spatial, interpersonal and intrapersonal. He further explained interpersonal and intrapersonal intelligences as *'interpersonal intelligence is the ability to understand other people: what motivates them, how they work, how to work cooperatively with them… intrapersonal intelligence… is a correlative*

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ability turned inward. It is a capacity to form an accurate veridical model of oneself and to be able to use that model to operate effectively in life' (Gardner, 1983:9). This concept was made popular in the 90s by Goleman (1995) who developed the label emotional intelligence (EI).

There has been a continuous debate over the last two decades about the concept of emotional intelligence (Bratton et al, 2011). Mayer and Salovey (1993:434), which predated Goleman's (1995) work, defined emotional intelligence (EI) as an *'ability to advantageously deal with one's own emotions and those of others in problem solving and decision making.'* They based this around an ability model drawing on ability to:

- Monitor own and others feelings and emotions
- To discriminate among those states
- To use the information gained from understanding of feelings and emotions to guide action and thinking. (Salovey and Mayer, 1990)

As evidenced by comments from the social actors, there is evidence of all of the above being shown in their discussions.

As Bratton et al (2011:128) discussed the Goleman (1995) model *combines 'traits with social behaviours and competencies'.* Goleman's model (1995) is defined in terms of 5 components:

- Self-Awareness – i.e. of ones emotions, strengths & weaknesses
- Self-Regulation – controlling emotions and channelling them constructively
- Self-Motivation – being internally driven to achieve goals
- Empathy – understanding emotional reactions in others
- Social Skill – working well with others, building rapport

When drawing on Goleman's model from the social actors discussions I can recognise all five of his components being drawn upon from the text and particularly the self-regulation from Firecracker.

There are debates as to whether EI can be measured or whether it actually exists (Conte, 2005; Landy, 2005). Although Mayer et al (2008) support the use of EI in understanding and supporting organisational behaviour. Bratton et al (2011) discuss the concept of self-awareness and have referred to the use of 360 degree feedback to further understanding of self-perception. Sosik (2001) believes that leader self-awareness can lead to heightened organisational commitment and trust.

Emotional intelligence (EI) is considered to contribute to leadership effectiveness (Camilleri, 2012). They can be seen as someone who has the complete trust of his/her staff, someone who never loses his/her temper no matter what problems he or she is facing. Another image of the perfect leader that comes to mind is someone who listens carefully to his/her team, someone who speaks kindly, is easy to talk to and always makes careful well-thought and informed decisions. These are some of the qualities and characteristics of a leader with a high degree of emotional intelligence. Research carried out by the Hay Group has shown that leaders who use their emotional intelligence engage their employees and inspire them to do their best. The study, which was conducted on 4,322 participants from 283 global clients from a range of organisations and sectors, clearly demonstrates that the key to performance is a strong self-awareness of emotions to drive the ability to respond to others with emotional and social intelligence with 92% creating positive climates. In contrast 72% of leaders demonstrating low emotional self-awareness created negative climates. (Camilleri, 2012:1)

Self-awareness is a key aspect of EI and has been positively correlated with leadership success (Gardner et al, 2005). In research carried out by Bratton et al (2010) they proposed that self-awareness 'sometimes' improved leadership performance. The study was based on a measurement of EI. From a personal perspective, this is a misnomer in that EI can be measured drawing back to Conte's (2005) view of the lack of ability to truly create a measurement for EI.

Empathy forms a key part of Goleman's (1995) model of emotional intelligence, however Slote (2010:303) draws on the concept of empathy historically stating that *'Confucian thinkers seem to have had something like our present concept*

of empathy long before that notion was self-consciously available in the West';
he continues to discuss how moral distinctions *'correspond to and can be
explained and justified by reference to distinctions in how empathy (or more
broadly, empathic concern for others) develops and is evolved.'(pg. 305)*. He
argues that empathy is a key tool to understanding moral concepts and believes
that *'empathy is central to moral life'*. (pg. 305).

Caruso, Mayer and Salovey (2002) discussed the findings of Mayer and
Salovey's paper (1997) in relation to their views of emotional intelligence and
the four different abilities as branches. The table below highlights the four
branches and the skills used under each branch

Table 6. Emotions and Emotional Intelligence

Identifying Emotions	Emotional Facilitations of Thought (or using emotion)	Understanding Emotions	Managing Emotions
Identifying Feelings	Use emotions to redirect attention to important events	Understand complex emotions and emotional 'chains'	Ability to stay aware of one's emotions (even if unpleasant)
Expressing emotions accurately	Generate emotions that facilitate decision making	How emotions transition from one stage to another	Ability to determine whether an emotion is clear or typical
Differentiating between real and fake emotional expressions	Use mood swings as a means to consider multiple points of view	Ability to reorganize the causes of emotions	Ability to solve emotion-laden problems without suppressing negative emotion
	Harness different emotions to encourage different approaches to problem solving	Ability to understand relationships among emotions	

Caruso et al (2002)

Using the model above, I have revisited the text and found that there was
evidence of all four branches through the interviews and email responses.

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There seems to have been little written about how reflective practice impacts on emotional intelligence, however the social actors are evidencing that due to reflective practice they have been more aware of the their impact on others, their emotions and management of them and also recognised improvements in relationships which is an area to be further discussed. As I stated at the beginning of this chapter, I felt there would be overlap between self-awareness; emotion and control; emotional intelligence; relationships; behavioural change; and growth in confidence.

I found it interesting that the majority of research carried out in emotional intelligence involves quantitative research in an attempt to operationalise EI (Caruso et al, 2002); similarly to reflective practice research, as discussed in Chapter 2. This seems to lose the voices or meaning behind the voices of the participants and gives a statistical/tangible view of something that I feel is more intangible. Caruso et al's (2002) research focused on self-reported behaviour and as they noted there is limited research on emotional intelligence and actual behaviour.

4.3 Relationships

Relationships again could be strongly linked with self-awareness and our emotional intelligence and the influence this has on our behaviours with others, but I felt this stood out as not only a discussion of relationships in the workplace, but also personal relationships and the impact that reflective practice has had on the social actors across varying situations.

The first three statements have drawn predominantly on their use of reflective practice from a professional position

As we all probably do, we receive emails from clients/customers, whereas before I would reply straight away, I now wait reflect on the content of the email and if I have to reply I do so in a more constructive way getting my point/return argument across differently (JH – email response)

Most recently during a project I was involved with I used RP following a conflict with another individual. RP was useful in this instance as I altered my reaction

for a subsequent conflict. Professionally it helps me as a decision making tool. (MB – email response)

I used the practice when considering how to work best with my colleagues. I spent time considering how I had acted with them when I first arrived in my new workplace and their corresponding reactions. Most of their reactions had been unfavourable and so I needed to change my approach. I didn't help that in the beginning, my boss had encouraged me to 'shake things up a little', but on reflection, this was bad advice and only served to alienate me from everyone. Since my change of approach my relationships have worked much better and people have begun to trust me and work with me in a positive/constructive manner. (VG – email response)

These have drawn on various issues such as JH's responding to clients via email, which again could be a whole thesis in itself, there are papers written in relation to 'flaming' in emails (Hartley and Bruckman, 2002) and perhaps by using reflective practice and engaging our emotional intelligence the level of these can be reduced. By being aware of the emotional reaction we are having and being able to cope with this and as Firecracker stated in her earlier text, push the pause button, we can prevent relationships being destroyed by misunderstanding of written text. There is always a danger with email as we don't get the usual cues that we associate with human interaction. As Albert Mahrabian stated (1972) there is proportionately 7% words taken away from a conversation with the rest being body language and facial expressions (55%) and vocal characteristics such as tone/pitch (38%). Therefore with email we are starting with a limited resource. I am not sure that I agree completely with Mahrabian's percentages however I would suggest that due to the changing environment for communication this is an ongoing issue.

MB refers to using reflection as a tool to aid with conflict, again this draws me to their emotional intelligence and being aware of emotion and control of emotions during their discussions. VG has stated that she was put into a difficult position on taking over her role, and had to reflect on her own behaviours and those that were not really 'hers' to enable her to change her approach and gain trust from those around her. As this section and others have drawn upon, trust is

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important in the workplace to engage staff in an open and honest interaction and to also be able to engage and motivate. This is an area that I am keen to explore in further research post my doctoral study.

Another view from Sgt Chef, specifically focused on FM delivery in the organisation and recognition that relationships are key for a facilities manager, he recognised a change in his own positioning *'I think reflective thinking in the workplace for facilities managers or anybody in FM, because we are a people organisation that is what we deal with. I used to [think we only dealt with buildings], I actually used to think that way. I used to see FM as I am bringing that, delivering this, stuff the rest. But it is not, you can't deliver this unless you take into account those who are going to use it. So that is the starting point and I reverse everything now before I do the project and I think of the end user. So I think what the end user's expectations are going to be out of the property before you can design it.'* This evidences a real shift in position, as the delivery of service is now focused in understanding the needs of the end user and creating positive relationships.

As I read through the responses, there appeared to be several people talking about how reflective practice had improved their personal life taking work out of the equation.

I have found that I listen to my families point of view rather than imposing my view point, this has led to closer relationships and understanding. (SW – email response)

From the first time I was introduced this technique four years ago on my Facilities Course I have embraced it, not just using it for my own working life but for my personal life able to deal with my children in a more relaxed manner. (SH – email response)

Both SH and SW have recognised a shift in their personal practice, and this feels, again as Dewey (1933) would suggest, that they are using reflective practice as a 'lived' practice, this isn't just happening in the workplace, this is now part of their being.

Little Boy Blue reflected on the differences on his personal life and the relationship he had with his wife; further evidencing a change in his personal self-awareness.

Now I look back and I think you idiot, you could have lost everything because you didn't step back for a minute and think about what you were like. It is similar, it you like it is reflecting because you are looking back and thinking I did that wrong last time; I am not going to get it wrong again. (Little Boy Blue – telephone interview)

Reflection appears to have had a real impact on Little Boy Blue, but also made him realise by reflecting back what he could have potentially lost and then he has used reflection to engage with the present and future.

Throughout the interviews there was a lot of personal reflection on how the social actors have improved their relationships with key stakeholders, colleagues, clients and end users. They have recognised the differences in their approach to relationships, and the benefits they have gained from this.

4.4 Behavioural change

Under the heading of behavioural change, I have focused on areas where people have noticed changes to their own personal and/or professional behaviour and within this topic, there seemed to be a change in the way they used communication; and also style flex. By style flex I mean a deliberate change in communication style to suit the person that you are communicating with. Behavioural change can be linked with the concept of reflexivity; according to Cunliffe (2009) it is taking reflective practice further in relation to not only understanding our practices but also how we relate with others, the creation or organisational realities' shared practice and also how we talk and use language. We can then recognise how our circumstances and relationships are considered in relation to our behaviours as opposed to merely reacting to them and this can help us to understand and revise ethical ways of being.

I think for me one of the interviews that stood out in relation to behavioural change was that with Basil Fawlty, there has been such a shift in behaviour and he commented on that fact that was also noticed by his HR Manager

I always remember she used to say to me 'where some people take ten words to say something, you generally just take two and sometimes you really should have taken ten'. She said 'I admire you for your very a to b, straight line, you see the objective, you see what you have to deliver and you will just go straight to it' And I do, and I will go over people, not career wise, but I won't listen or I don't care, I already know how I am doing this, I know how I am delivering it. Whereas now, managing people – I can't do that. I want to and it is a physical consideration, I go ' I can't do it that way, it has got to be four stages instead of two- I know two looks quicker but in actual fact four stages might take a little bit longer but the end result will stick and stay and become embedded and become process or culture.   My HR Manager said to me 'you have changed'. I wouldn't have been considered for this role now showing the behaviours that I did four years ago or two years ago because it is not in keeping with XXX culture or what they expect from managers. (Basil Fawlty, telephone interview)

Basil Fawlty's statement not only highlights the behavioural change, but also the self-awareness that has grown within him. He can now see that his earlier behaviours may have been accepted in achieving a set task, but now he has moved to a more senior management role he needs to consider staff and relationships more and this has delivered a huge change in his own mind-set. He also stated that he used to go into meetings with 'pre-held conceptions' and having summed up the people in the group he would know what he wanted to walk away from the meeting with. He has further reflected on this stating he can remember seeing people cringe round the table, or close up, or they weren't as warm to him as they had been before and the shift that now he tries to *'think how people perceive me, which I would never have done before.'* He refers later in the interview to *'even now, reflecting, looking back, how do I avoid getting into that place I was four years ago?'* stating that he does this all the time now. He doesn't want to let old behaviours sneak back in. This does show an ability to be able to critically reflect on himself as an individual and be able to challenge his personal values, beliefs and assumptions. The change in his

behaviour has also clearly led to him achieving a further promotion, and therefore this aid in personal development, has benefitted him professionally. He went on to say that *'[reflective practice] is a tool I use all the time subconsciously, it is always there, whereas before it was a tool I didn't even know existed'*. Again this statement confirms Dewey's (1933) principle that it has to be 'lived'.

Similarly, with PO and Gandalf, they have noted a changed behavioural approach in the workplace which again have given PO further promotional opportunities that may not have been there had she continued to display the same behaviours linking their change with the concept of reflexivity and different way of being.

As I have developed the skill of reflecting I am now able to see the bigger picture and therefore a greater understanding, perhaps even tolerance. I understand I'm calmer, less opinionated and more strategic I guess (although no less passionate); this in itself has opened opportunities to progress. (PO – email response)

People are human, people have got emotions. You can't go into something if it is kind of the harsh hard way or the softly, softly approach and you can't jump in there; you are not always right. You need to reflect and I think by reflecting it is the only time you really accept your own faults or ways of working and can change them. (Gandalf – telephone interview)

This also evidences a growth in their emotional intelligence in relation to management of emotions and their engagement with others (Salovey and Mayer, 1990).

Another interesting view was from LT who referred to the concept of style flex. *...reflecting allows you to understand yourself better, and consequently how you interact with others, I've unlocked the power of style flex using reflection. (LT – email response)*

LT has been through our undergraduate programme (as have the other social actors) however she, and others, seem to have drawn from the use of temperaments that we discuss in the Managing People module, and the

subsequent concept of style flex. Historically, the concept of temperament from the Roman *"temperamentum"* originally referred to a mix of bodily 'humors' and was a fourfold typology (Rothbert et al, 2000); a concept was created in approximately 400 BC by the Greek physician Hippocrates (460-370 BC). He created the concept of an innate temperament within everyone and the interrelation between bodily fluids (humors) and our emotions and behaviours. As described by Rothbert et al (2000:123) the humors related to aspects of the body:

"The choleric individual, with a predominance of yellow bile is irritable and quick to anger; the melancholic individual with predominant black bile is sad and anxious; the sanguine individual with predominant blood, is positive and outgoing; and the phlegmatic individual with predominant phlegm is slow rising in emotion and action"

This fourfold typology has been used by varying academics and psychologists including Jung (1921), Steiner (1944) and Eysenck (1967), but there is constant discussion on content of temperament scales (Rothbart et al 2000). According to Merenda (1987) Galen, another noted Greek physician in 2 AD referred to the four temperaments in his writings, which were later translated by Immanuel Kant in 18th Century. Galen felt that the humors were a *"determinant of illness, of constitution and of physiognomy*[1] (Stelmack and Stalikas, 1991:260) Merenda relates Galen to Wundt's model in 1903 as a modification of Galen's; however, Lester (1990) argues that Wundt's model only contained three dimensions of behaviour: emotional/non emotional; active/passive and primary/secondary functioning in relation to external stimuli and therefore cannot be compared to a fourfold typology. Merenda discusses Wundt's model that was represented by Eysenck (1970) as highlighted below. As can be seen in the model it pulls in Wundt's theory of emotional (E), nonemotional (NE), unchangeable (UC) and changeable (C) in relation to the four temperaments. The students tended to recognise the typology through colours and therefore may refer to any of the following references - Choleric (red, director), Sanguine

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[1] which is the art of discovering temperament and character from outward appearance

(yellow, socialiser), Phlegmatic (green, reflector) and Melancholic (blue, analyser) as this is the language used during their Managing People module. This had not necessarily been an aspect that I thought would be considered but they have drawn on their temperaments in recognition of their own adaptation of communication with individuals, and therefore relationships, in the workplace.

Figure 7: Wundt's model of personality structure[2]
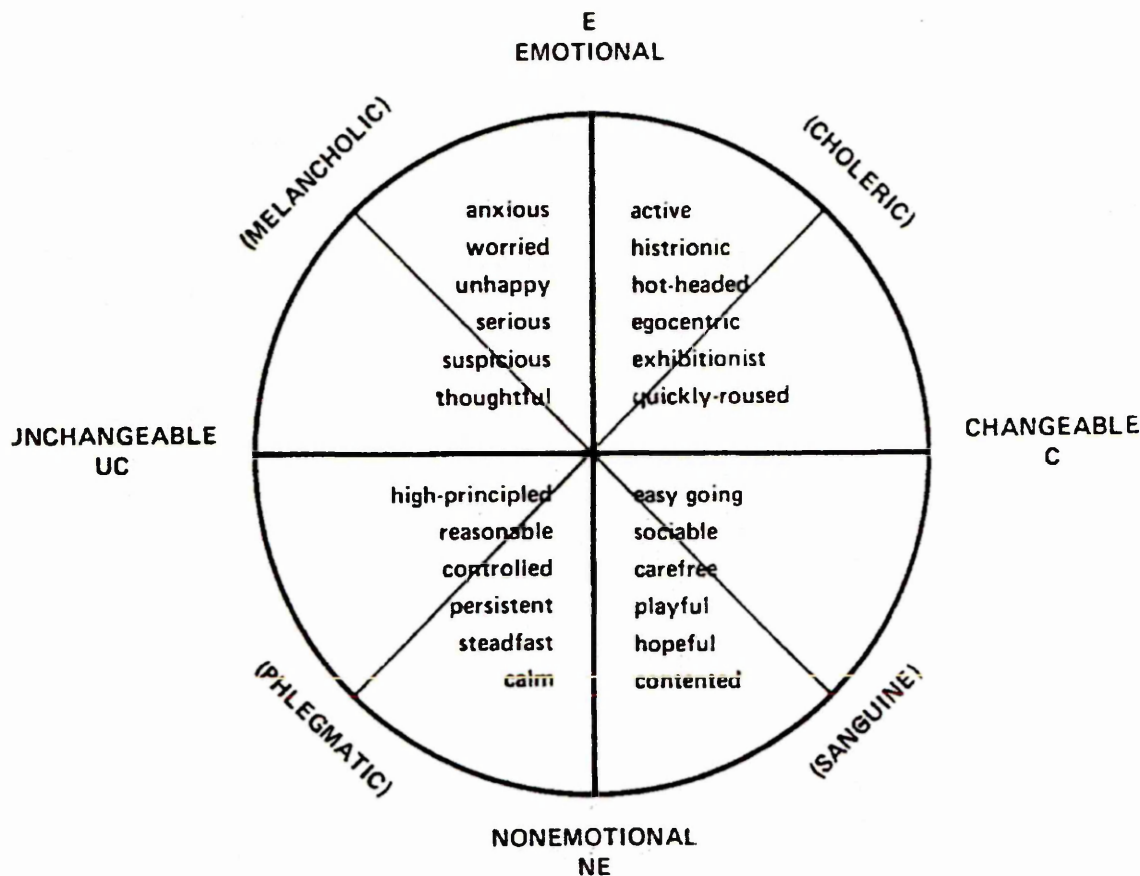
The module also engages students in self-awareness of their own predominant temperament style in order to enable them to reflect and realise how to interact with individuals both personally and professionally and for them to be able to

[2] Wundt's model of personality structure from Eysenck, H.J. (1970) "A Dimensional System of Psychodiagnostics" In Mahrer, A.R. (Ed) New approaches to personality classification. New York: Columbia University Press.

flex their style accordingly. Other students have also drawn on the concept of changing their behavioural style in relation to temperaments.

… I think around the temperament style, I firmly established who I am and how I behave and that core temperament is never going to change, no matter what. I have reflected and looked at the pros and cons of being the green or the reflector in other behaviours. You know I think that led me to the way I behave with my staff members. I sat them down and said there is a problem here and we need to work out the problem, rather than you know if I was a red I would have said what are you doing you lunatic? I have looked at the cons as that kind of reflective behaviour doesn't always sit well with busy Directors. So I suppose I have had to kind of match their pace, I think is a good phrase for it, when speaking to them. (Gandalf – telephone interview)

Gandalf has reflected on his own predominant temperament of the phlegmatic (green) and recognised the style flex when dealing with people of a different style, although has embraced his natural temperament.

Girl Friday also refers to the understanding of temperaments and acknowledges that this has helped her to work with different people *'…if you treat different people in a different way you will get a different reaction from them. I think I am doing that a lot more now. I have always had a pretty good relationship with most contractors that we deal with but some of them are better than others at delivering the service… I think I am learning more about them so I can get more from them. I think it is just developing relationships but reflecting on how things have been in the past and how better to treat them or how to work with them.'*

Firecracker has tried to influence the behaviours with her team by using the temperaments to get her team to reflect and understand how they are reacting with others and to encourage style flex. *'… it is something I am trying to get them to recognise because one of the guys was a bit abrupt and I said look you know the reason you get the reaction you do is because of the way you are with people and I did a sort of the colours thing that we did, and worked through all of that and that was quite interesting. I think people learned quite a bit about themselves by doing that. So that has helped.'*

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Interestingly Sgt Chef has evidenced a change in his approach of dealing with his new boss, he reflected on why there was some difficulties in getting ideas through and he noted

She is very challenging you don't go to her with issues you go to her with solutions. Particularly helps with the way I now think. If you go to her she will grind you down and keep going why? Why? Why? Why? So it is easier, if there are issues, to do the reflective thinking, to think about it, come up with the reasons why and then take it to her and it sails through easily. (Sgt Chef – face to face interview)

He has learned from his experience and his reflections to recognise the best approach to deal with his senior management in the organisation. He also reflected on his level of confidence on dealing with senior management and almost a 'eureka!' moment of realising they are only human beings as well…his behavioural change seems to also draw on a growth in confidence level. *'I know I have definitely changed because the chief exec has said you interact with people dependent on who they are in a totally different way. So if you are with external people coming in you treat them one way, if the senior management team come in you treat them that way. That comes from being in the armed forces because of officers, sergeants and so on and so forth, the chief exec says you probably won't get over that but you need to treat everyone as equals, don't treat people differently and the change was learning and embracing reflective thinking because I suddenly sat there and thought it is only [John], he is just a man! Yeah, give him the respect for the position he holds and what he does but he is just a man, he is no better than me or my team and now I treat everybody, I believe, the same no matter who I am talking to whether it is Lady [Jane] or a member of my gardening team or a volunteer, everybody is the same.'*

It was interesting that there appeared to have been some learned behaviour in there from having been in the Armed Forces from a young age, and this has impacted on him from a 'rank' perspective; he also draws on the behavioural change being from a deeper reflection that allowed him to change his own values and beliefs system.

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MG reflects on engagement with contractors and suppliers and recognises a need through her reflection to change the way a message is delivered or negotiations conducted 'F*or example reflecting on how people deal with the idea of change and looking at ways to make sure the message is completely understood. Similarly I reflect on negotiations with contractors and suppliers and consider what went well and what didn't to improve my performance for next time.' (MG email response)*

Firecracker drew on a recent conversation with her husband which he noted the changes in her behaviour '*We were talking about something and I was reading him my assignment and talking to him about it and he thinks I am speaking a different language these days and much changed. What have you done to me?' (Firecracker – telephone interview)*

Interestingly, whilst joking, she asked '*what have you done to me'*, so perhaps during the conversation there was more personal learning and recognition of those changes taking place at that particular point in time. She also felt that reflection wasn't a skill to be switched on and off '*it just becomes who you are'*. She also recognised the difference in the way she communicates in the workplace, and again her reflective practice has helped her to learn when to think about the situation rather than to jump in which under her own admission was the default setting. *It is a softer face of FM… If you can see a situation and think about it okay now is not the time to deal with this one. You take it on the chin and say 'okay, right I have taken on your points, leave that with me'. Walk away, think about it and then go back to them.*

Behavioural change is an interesting concept and the title itself I believe could be a thesis in its own right, however through this section, I wanted to understand how reflective practice had influenced behavioural change and it would appear that there are several different elements, including self-awareness and also understanding of their temperament type for some, there is reflection that has led to different approaches to situations and again there does appear to be a strong link with drawing on emotional intelligence.

4.5 Confidence

The final element in this section was confidence, there appears to have been a strong link in allowing people to explore themselves throughout the course by their engagement with reflection. As Girl Friday (face to face interview) concurs '*I think doing the degree course has made a difference. It has made me conscious of thinking how I react to things whereas previously I might just have acted instinctively, not considering why.*' From an acknowledgement of my own position as a lecturer on the Facilities Management courses, I have noted through their final pieces of course work which is a learning portfolio that confidence is one of the most used phrases in their documents.

A growth in confidence has not only led to personal development but also, for some of the social actors, to their professional progression, as LJ discussed '*It allowed me to reflect and find true answers to questions that used to bother me. This has allowed me to rid myself of unwanted baggage. It has allowed me to increase my self-confidence, take on new and scary things which have resulted in several job offers and me being asked to be on a panel as an expert at a the main SHE conference in the UK. I have always been technically able but my reflection is that this process has made me more confident in my abilities as it has allowed me to see other facts of influence which previously I would have blamed on myself. This has made me not only self-aware but aware of others and how they may be feeling and reflecting, this has helped when working with Colleagues in Asia and Europe.*' (LJ – email)

The statement above draws on every aspect of this section, including self-awareness, and her own emotional intelligence when working with colleagues from a cross-cultural setting.

The following statement from JHe also recognises a greater belief in their own ability and since this email response she has now moved on to a more strategic role within a large organisation.

Last year I would have said that I was not ready to move into a more strategic role. I did not have the confidence to do so. Now, with my degree ½ way

through and using reflection I feel more confident in my ability and will now be moving into a regional role, more strategic. (JHe – email response)

There are further discussions below about confidence leading to more general personal development and an acknowledgement that not only reflection but also their learning has given them a changed view of themselves. There is an element of skill acknowledgement alongside this. I feel that I had to add that this is one of the reasons I enjoy teaching these kinds of non-traditional students, you do tend to see real differences in the way people are carrying themselves by the end of the course .

I am now more confident in myself, I can be truly honest with myself and understand that mistakes are made in life but they can be corrected if you understand why (MP- email response)

I am becoming more confident and productive when getting things done, it has definitely helped me to improve (DN – email response)

Reflective practices have definitely improved my personal development. I think this is mainly down to giving me more confidence and understanding of difficult situations and how to approach them in future. (CR – email response)

Going back to my first reflective assignment, I feel I'm a much more confident person, and didn't realise back then just how low my confidence was... looking back I can definitely see how much I've grown as a person. My confidence is growing all the time, and there's still room for improvement, but that will come in time. (LS – email response)

However, there is not a 'cockiness' and that the learning is complete, this felt that, from the statements above, this is the first part of the journey and they will continue to embrace the experiential workplace and potentially further academic learning. Sgt Chef's comments below I felt were quite liberating when I had asked him if he had changed, his first comment was '*you tell me*' and I can see a real change in him but I wanted him to express this and explore in his own words and there was a sense of real honesty in the next statement

I came to uni I wouldn't have said I was confident. I was quite loud, wanted to interact, to maybe impress and get on with people and justify my point, whereas I would say now I am confident but I am confident because I actually believe and know what I am saying and understand what I am saying. So yes, I have changed, big style (Sgt Chef –face to face interview)

Peggy Olsen (face to face interview) reflected on having to apply for a position with the same organisation due to a restructure, and she recognised that reflecting on her past experience that she had a great deal of knowledge in FM and also the impact on her confidence more broadly *'So I suppose I look at myself more now, at what I do now, and I have got a bit more confidence. The process of having to reapply for your job is awful, but it does make you look back and see what you do do and what experience you have got and it is quite a confidence boost.'*

Conversely, using reflective practice helped DO recognise how her last role had impacted on her level of confidence and made her realise that perhaps the doubt it had created had prevented her from career progression.

Reflection on my career to date has led me to understand that my position with my previous employer led me to have feelings of self-doubt and prevented me from moving forward. (DO – email response)

Reflective Practice and Personal Development Summary

This has not just been about the practical elements in relation to workplace, but also more of a soul searching journey that has led people to being in a very different place. As part of this journey, there has been a wider educational input than just reflection, but it feels like perhaps this was the tool that allowed them to reach the point of recognition and development of self (Mezirow, 1991).

The students have all been very open and honest in how they feel in relation to their confidence and I think I could have probably used quotes from every interview and email response as this is and always has been one of the key learning areas for our non-traditional students. From the day they arrive to the day they finish the certificate stage (approx. 15 months) there is such a difference in the majority of the students. Through my own philosophical

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position, I want to try to engage with our students and take them on a journey, as Fry et al (1999:23) discussed constructivism focuses on experiential learning and reflection and using the concept that no-one is a blank sheet we are merely giving the option to add or change pre-existing knowledge as discussed by Mezirow (1991). With adult students with great experiences but little academic theory, this is exactly the approach I have taken through my teaching engagement with them and an area that needs to be further explored in the conclusion in relation to teaching reflection to professional facilities managers through our undergraduate course.

Hermeneutic Discussion – The final spiral

On reaching the point of synthesis or the final spiral within hermeneutics, I have drawn on the 'whole' to try and gain some meaning from the hermeneutic journey. I acknowledge that if I revisited the text, I may find new interpretations, as may the reader as they have entered the thesis and representations of the themes and the text, as the circle is never closed and always open to new interpretation (Gadamer, 1981). This section will explore and draw on the holistic view of the research. As Crotty (1998:92) discusses the hermeneutic circle is my attempt to understand *'the whole through grasping its parts and comprehending the meaning of the parts divining the whole'*. I note that in Paterson and Higgs (2005:349) paper they have used NVivo through a hermeneutic exploration to *'assist in managing large volumes of data and tracking the coding of key concepts'*. Whilst, similarly to my approach, they used this to manage the volume, they still immersed themselves in the text to develop a deeper understanding. I felt the need to delve deeper into the narrative rather than just a coding exercise, which concurs with the approach of Paterson and Higgs (2005).

After my preunderstanding chapter 1, I also raised the following questions which I have responded to in this chapter.

- Is there a question of reflective practice impacting on organisational behaviour?

- Why do people engage in reflective practice, and is it due to the learning journey with us that has encouraged them to reflect more deeply on their own learning?
- Do organisations need to become more open to allow true engagement in reflective practice

Is there a question of reflective practice impacting on organisational behaviour? I felt this was a substantial area of this study, in that the majority of the respondents have actually reflected on their own working practices leading to changes in behaviour. To be able to change, we first need to have a level of self-awareness, understand what makes us tick; reflective practice seemed to give them that deeper understanding but also allowed them to challenge their own behaviours, to recognise the limitations and what they could do differently. This also linked with the discussion on blame and learning from mistakes, whilst individuals may be prepared to recognise their learning, there has to be engagement from the organisation to allow this to be a safe process, without fear of retribution.

Why do people engage in reflective practice, and is it due to the learning journey with us that has encouraged them to reflect more deeply on their own learning? The students interviewed have embraced reflection, but I do feel this is based on the journey they have been on, and the active engagement with reflection throughout, however as I have discussed in my contribution to practice in relation to teaching reflection, there are areas for development of the curriculum not necessarily just on our courses but also across the wider business and management courses across this university and wider.

I developed a paper with a colleague in relation to engagement with reflective practice which was delivered at the SPACE network conference in Barcelona in April 2014 (copy of paper attached as appendix B). This paper drew on my doctoral research and also a comparison of engagement in reflective practice from part time professional HRM students within Sheffield Hallam University. The findings from this study suggested the issues for the HRM students were that they see reflection as too introspective and use strong narratives suggesting that *"over thinking can be dangerous"*. The students on the part time

MSc HRM are similar to the FM students, they are professionals who may have some previous experience of higher education or whom are being sponsored by their companies. Whilst they have similar work statuses they are dissimilar by not engaging in reflective practice often stating it is too time consuming or lacks purpose. An exploration of the approaches used in FM and health teaching and the literature has provided two clear areas of future focus for engaging HRM students. The initial element is on preparing the students for reflection, drawing on the approaches that we have used within the FM subject group and also from the literature in reflective practice in nursing to provide reflection as a pragmatic process and to utilise models which are tool based and can be applied practically. By delineating teaching of reflection this could help the students to engage with reflective practice in a different way, for example drawing on Zeichner and Liston (1996) who propose five different levels where reflection occurs. These are rapid reflection; repair; review; research; and retheorizing and reformulating. They are action based and less focussed on emotions and feelings.

Whilst most of the HRM students recognised the possible advantages of reflective practice as they engaged with learning, they discussed issues such as having little or no time for writing down their feelings. This can be attitudinal however it could also be a reality as they are time poor professionals (although FM students are in a similar position). A clear barrier appears to be getting students to go beyond description and towards a deeper scrutiny. Thus this may relate to a tension in teaching approaches rather than the students themselves i.e. if they perceive themselves as pragmatists then the advantages may already be limited. Thus an area for teaching to address is how we link learning to practice. Lastly a core element will be on how we approach delivery to suit specific cohorts (Bull and Taylor, 2014).

Do organisations need to become more open to allow true engagement in reflective practice? This has been the biggest learning curve for me within this doctoral journey in that as human beings we need to feel safe and therefore this concept of organisational engagement is key to allowing their staff to engage in reflection but also to feel more engaged with the organisation overall. I felt that these questions were answered through the analysis but I also, during my

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analysis of the themes, noted specific areas that I felt needed to be revisited during the synthesis to draw the themes together as a whole and these are discussed below.

The first concept was whether reflective practice helped people to feel more engaged with their organisation, as opposed to just personal development and on reflection I felt this was twofold. In some aspects, they were more engaged due to recognition from management and their peers in relation to their performance. Even to the point of promotion based on their perceived behavioural changes by the organisation, for example Basil Fawlty reflected on the comments made by the HR Manager and recognised that he would not be in the position he is now if he had not grown personally. However for some perhaps a growth in self-awareness through their reflections has led them to realise that the organisation does not support them or indeed has led them to doubt their abilities, as *DO* discussed.

Secondly, the issue of FM and innovation, this is an area that is increasingly being used in management of outsourced providers, and within the industry there needs to be more understanding on how we can encourage innovation through reflective practice. Several of the social actors have recognised a change in their service delivery, and therefore are innovating due to their changes in thinking and decision making which they have recognised as being part of their engagement with reflective practice. There is a great deal of pressure within the facilities management industry as a whole to permanently innovate the way the service is delivered and to make cost savings in the current climate.

There needs to further exploration to understand how organisations and individuals can find a balance of openness organisationally and also how the organisation can encourage reflection and improvement. There needs to be an environment that allows staff to be open and honest about mistakes and to learn from them. This is an area which following my doctoral study I would like to take forward to try to understand how organisational trust can promote and encourage the use of reflective practice in the organisation. As Reynolds and Vince (2004a:6) discussed *'it is a social, relational and collective process as*

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well as an individual one' which means there needs to be a trusted environment for all of these to be able to take place.

I wanted to be able to understand how reflective practice impacts on emotional intelligence from a personal and professional perspective. Based on Goleman's (1995) ideas there needs to be a strong sense of self to be able to understand emotional triggers and management of emotion, and from the social actors' text this does seem to have been borne from using reflective practice to recognise their own strengths and limitations but also to challenge their personal values and beliefs. However, the research was not focusing on this area and again this could be an area for future research and exploration. As Swan and Bailey (2004) discussed there has been little discussion on the relation between emotion and reflection. Raelin (2001) discussed how emotions can be used as a source for reflection and Brookfield (1994) discusses emotion and reflection in relation to Masters level study.

A more pressing issue for me as a reflective practice lecturer is to understand how we can get the students in the classroom situation to engage openly with their strengths and be comfortable to state them. This is an issue which I have reflected upon and will be adjusting in relation to how reflective practice is taught in the classroom, one of my interviewees suggested a more lived approach in that after every study block students are asked to reflect on a workplace situation. I felt the concept had potential, as they could note down a situation and then reflect on how they could have approached this differently (limitations) or conversely recognised a situation that they felt went well (strengths). I do feel that there is an element here to help them address their strengths and perhaps this is where the difference can be made in asking students to recognise a workplace situation that went well and what skills they felt they brought to the situation to enable a positive outcome. There also needs to be further consideration of how the current delivery engages the students with reflective practice throughout the undergraduate certificate and beyond through assignments, however to encourage the lived practice, as discussed above, there needs to be more engagement in how they can use it in the workplace not just in assignments, this requires further reflection and my

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ideas for improving teaching of reflective practice will be discussed in the conclusion.

Using the concept of operationalising critically reflective work behaviour, van Woerkom and Croon (2008) drew on the need to create an instrument to measure critically reflective behaviour in the workplace for individual and organisational learning. Whilst I agree and can relate to their defined aspects of critically reflective work behaviour as they suggest: reflective working (Chapter 5, Theme 1); openness about mistakes (Chapter 5, Theme 3) asking for feedback (Chapter 5, Themes 2 and 4); experimentation (again, touched on within this area, in creating new ways of working and trying them out in chapter 5, Theme 1); critical opinion sharing (from my personal view this relates to trust and again has been explored in Chapter 5, Theme 3); challenging group think and career awareness (drawn upon within personal developments Chapter 5, Theme 4); I then found it difficult to engage with a statistical, positivist style analysis which I felt lost the voice of the interviewees and what this critically reflective behaviour actually looked and felt like, as opposed to being a percentage. However, the seven areas they have identified do link quite closely with the interpretations from my research, and by way of synthesis I aim to explore each one through this section; not as a measure but a discussion under each area.

Table 7: Operationalization of reflective practice

Key aspects	Understanding
Reflective working	Reinforcing Schön 's (1983, 1991) theory of reflection-in-action.
Openness about mistakes	Being able and open to learn from them, reinforcing double loop learning (Argyris and Schön, 1996).
Asking for feedback	Being open to receiving positive and negative feedback; not only on performance, but also on underlying

	values and criteria (Schön, 1983, 1991) with the potential for stimulating double loop learning.
Experimentation	Trying new ways of working (Kolb, 1984).
Critical opinion sharing	The openness to be critical about the social and political contexts, including critique of the organisation.
Challenging groupthink	Being able to stand outside the uniform voice and challenge the current practice of the organisation.
Career awareness	This relates to self-identity and the ability to focus on developing "self" in order to develop one's career. Predominantly this is aimed at self-realisation and development.

Adapted from van Woerkom and Croon (2008:319-321)

I have explored the 7 concepts individually below, drawing on the text from the social actors, theory and my own reflections; also referring to the questions that came out of the earlier hermeneutic spirals.

Reflective Working

Reflective practice seems to have had a distinct impact on the working practices of the social actors, this has led to changes in service delivery but also in the relationships within the workplace.

Openness about Mistakes

This is an area that seemed to vary dependent on individuals and organisations. There needs to be a level of trust amongst the collective and also the

organisation for this to be a truly reflective learning experience. This is where I felt there was a need to focus not only on the individual which they have in their research but also on the organisation.

Asking for feedback

This was not a specific area discussed however I feel that the more self-aware individuals were, the more they are able to critique themselves and are less afraid of asking for feedback. However, as most of the social actors have drawn upon the ability to be able to address their limitations and find recognition of their strengths more difficult, then this has to be a balance of both.

Experimentation

Due to the type of work the facilities managers are engaged in, I felt this was a strong area in relation to engaging with new ideas; however again this comes back to organisational and individual trust as without these aspects, people are more fearful of making mistakes and therefore less likely to try something new.

Critical opinion sharing and challenging groupthink

Through the discussions I felt that these linked closely together and through the conversations it felt that people were more balanced in their approach to critique current methods of working and this has led to changes within services delivery.

Career awareness

I felt this evidenced the biggest learning area to the social actors, the recognition of their own personal development and also their growth in confidence and self-awareness (whilst not always comfortable) has led to significant changes in themselves which has also been recognised by their peers, managers and even their personal relationships.

I felt the model by van Woerkom and Croon (2008) gave a good understanding of the operationalization of reflective practice, however my aim was not to focus on operationalization but to understand whether there was a link between their approach and the students interviewed, I found there to be a missing in the

model in relation to trust and as discussed this is an area for future research. Whilst the model discussed being open about mistakes, and also not trying to cover up mistakes or reacting defensively, I felt the model did not address the organisational responsibility. The social actors' identified the concept of 'blame culture' and perhaps by creating more reflective facilities managers and leaders this would create a change in the organisational environment.

Life Histories revisited

Revisiting the life histories and the social actors' engagement with this research, there is a sense of greater understanding of the students as a whole. Whilst their journeys to facilities management may have differed and their roles are different, there are similarities and shared views on how they have engaged in reflective practice. The interesting notable issue was those in the public sector that felt if they did not innovate they were at risk of outsourcing. As a piece of interpretive and qualitative research, I am not attempting to generalise to the population, but it has given me some further understanding on the type of student I am addressing with reflective practice teaching and also ideas for how this could be improved. The life histories also evidenced the student's non-traditional entry to education, their career in FM which for the most was unplanned, and for those that I interviewed a lack of belief in their own skills. An area I need to particularly develop is their confidence building and recognition of strengths (as opposed to the focus on limitations and their academic learning) from the beginning of the course.

Reflections on the research

As stated at the beginning of the thesis, I wanted to ensure I reflected on the process and my learning throughout as part of the hermeneutic process, but also on the changes in my own thoughts and shifts in understanding.

My own interpretation or understanding of how reflective practice was used was open to question. I wanted to understand whether this thing that we call reflective practice and deliver to FM students as an underpinning to our programme made any difference to our students in their 'lived worlds'. My

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enthusiasm and belief in the use of reflective practice very much hoped so, but did it actually matter to them? This was part of the exploration. I had to be aware of how I felt about reflective practice but in Gadamer's hermeneutics there is a recognition and declaration of yourself and how you make sense of your world, and I felt through the process I have been true to myself and the voices of the social actors.

Reflecting on the differences this can make to my practice moving forward has made me aware of how the tangible benefits need to be explained to students so they can understand the use of it from a very practical perspective. I have also subsequently shared some of the findings with students that were in on their last block of study and they expressed their interest and wished they had understood the tangibility of reflective practice more at the start of the course, as on person stated 'they would have found it easier to engage with'. I feel we have always explained it as a theoretical position whereas the reality is they need to understand 'what it can do' to truly engage.

The lessons learned have not only been in relation to the teaching of reflective practice with FM students but also more widely across the Business School and I will be drawing on my experiences to help feed in to the accreditation process and to ensure we have critical reflection embedded across the faculty.

Chapter summary

This chapter has allowed me to explore the four themes and their subthemes through a hermeneutic analysis concluding with a more holistic view of the research, drawing on questions that have been raised as I have moved through the analysis. The chapter gave me further understanding to the initial research aims and the final spiral drew this to a final interpretation; equally allowing some further reflection on my learning. The next chapter will draw on final conclusions and also my contribution, through the research, to knowledge and practice.

Chapter 6 Conclusion and Personal Reflections

This chapter will review the aims of my research along with the theoretical concepts considered, credibility of the research, strengths and limitations, contribution to knowledge and practice, future research and my personal reflections. The aims of the research was to gain a deeper understanding on how reflective practice is used by facilities managers and also whether reflective practice benefitted individuals from a personal perspective and from an organisational/professional perspective.

Reynolds (1998:189) argues that *'the socially situated nature of experience must be taken into account for reflection to have any meaning'* which links back to my initial discussion on my philosophical standpoint. Within my ontological and epistemological position, the impact of our *a priori* and personal values and beliefs can have a great impact on how we reflect. I felt the social actors were open in their interviews and that the life histories aided me to understand their subjective understanding of their worlds. The next section revisits the aims of the research and the initial research questions.

Aims of the research

As stated in chapter 1 the aims of this research was to develop a deeper understanding of how reflective practice can enhance the personal and professional practice of the facilities manager, and also to inform my practice in relation to teaching reflective practice to professionals in this field.

The two main drivers were

- How is reflective practice used by facilities managers?
- Can reflective practice benefit individuals from a personal perspective and from an organisational/professional perspective?

By way of conclusion I have readdressed the initial questions with some concluding comments and discussion.

The first driver was to understand whether reflective practice was used by facilities managers. Reflection at the beginning of the course was, for the

majority of students, something that was not considered. They felt their roles were reactive, which typically FM is, and therefore to maintain momentum on delivering the service they felt they did not have the time to stand back and try to look at their practice in a different way. However, the areas around decision making appeared to have evidenced that reflective practice has enabled them to recognise the benefits in doing so but also to realise the dangers of not engaging this skill in an ever changing workplace. Learning has to occur and to take on the critical learning they needed a mechanism or a tool to help to facilitate this and it would appear that reflection has given them this opportunity.

The second driver was to understand whether reflective practice can benefit individuals from a personal perspective and also from an organisational/professional perspective. This remains an interesting question, especially as this research has evidenced, when there is the concept of blame cultures, or 'unsafe' environments. To truly allow the individual and therefore the organisation to benefit there needs to be an organisational commitment to allow learning to be open and honest and clearly learning does come from making mistakes. Organisations need to take some responsibility for this, and this means that senior management, middle management and supervisors need to be encouraged to engage with their own reflective practice in the first instance so that they can understand the environment that is needed to allow learning to take place. As King and Wright (2003:102) stated *'perspective transformations entail fundamental reframings of how individuals understand and conceptualize their worlds'*. Unless managers are prepared to embrace this, then it limits the ability of the workforce to be reflective. From the research and the conversations with my social actors, I felt there was a need for them to not only be able to take time to reflect, but also the engagement with the organisation was enhanced when they felt the environment was safe and supportive.

The concept of reflective practice impacting on organisational behaviour was a substantial area of this study, in that the majority of the respondents have actually reflected on their own working practices leading to changes in behaviour. To be able to change, people first need to have a level of self-awareness, as identified in the research and through theory (Stevens, 1989;

Atkins and Murphy, 1993; Bratton et al, 2011); reflective practice seemed to give them that deeper understanding but also allowed them to challenge their own behaviours, to recognise the limitations and what they could do differently. This study has implications for organisational behaviour more widely than just facilities management, as the issues as discussed above of providing safe, honest and open working environments to encourage staff to feel engaged and motivated is a more generic issue. This study will provide a platform for further research to understand whether reflective practice could enhance this further.

I questioned why people engaged in reflective practice, and whether it was due to the learning journey on the course that had encouraged them to reflect more deeply on their own learning. The students interviewed have embraced reflection, but I do feel this is based on the journey they have been on, and the active engagement with reflection throughout, however as I have discussed in my contribution to practice in relation to teaching reflection, there are areas for development of the curriculum not necessarily just on our courses but also across the wider business and management courses across this university and wider.

The concept of whether organisations need to become more open to allow true engagement through reflective practice has been the biggest learning curve for me within this doctoral journey in that as human beings we need to feel safe and therefore this concept of organisational engagement is key to allowing their staff to engage in reflection but also to feel more engaged with the organisation overall. There are areas in this section that require further research, and will be areas that I will explore further in my academic research moving forward.

Reflective Practice and Facilities Management

At the point of conclusion I consider whether reflective practice is of consequence to the facilities manager, whilst the British Institute of Facilities Management are encouraging the 'reflective FM', their worlds are getting busier through "cost savings", staff leaving and not being replaced, or simply more being required from contracts for less. FMs are constantly being pushed to innovate and discover new ways of working. As we move forward in this decade there is also a growing recognition of the strategic benefit of FM to the

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organisation and therefore there is a pull to be both operational and strategic, and this is all before 10 0'clock in the morning! So how can the facilities manager, with his many different hats on, take time to recoup, reflect and recognise the ways to improve using their reflective practice to challenge the status quo, if there is such a thing in FM!

As Osterman (1990) referred to in her paper on reflective practice and education, there is a need to encourage self-awareness in order for employees to pose questions on their own behaviour such as 'what am I doing? Why? With what effect? Increased self-awareness along with the reflective process can lead to continued professional growth. This has been evidenced by the social actors within this study. Without a clear understanding of the workplace issues or problems, effective solutions are not likely to occur and reflective practice helps to engender a deeper understanding. As Brookfield (1987) suggested reflective practice can help to look for better ways of carrying out processes in the workplace by challenging organisational behaviour.

Høyrup (2004) focuses on the need to not necessarily define reflection but to distinguish between the levels of reflection, drawing on individual, interactional and organisational. For the majority of the respondents the focus has drawn more on their individual reflections and very little from an organisational perspective. Osterman (1990:145) stated that *'effective organisations will be those organisations which encourage reflective practice both individually and collectively',* reinforcing the later work of Vince and Reynolds (undated). Osterman also insinuates that to encourage reflective practice, organisations need to create an open and honest climate which allows open discussion of problems without *"fear of embarrassment or retribution"* (pg148). This refers back to the trust that is needed by the students within their organisations but also whilst on the course. There needs to be safe environments provided for reflective practice and whilst we can encourage this in the classroom, there is more work needed within organisations to encourage the same level of safety; and the move away from the blame culture.

As the recent paper on Strategic Facilities Management by the Workplace Law Group (2014) for the Royal Institute of Chartered Surveyors stated the most

successful FMs are those that recognise that their role is all about people. They also used a case study from MITIE which referred to them drawing on a 360 degree feedback process which encouraged the sharing of thoughts and best practice and for opinions to be shared and respected in the aim of improving working environments.

Alexander and Price (2012) focused their book on looking at new ways of working from not only a space perspective, but also more generally to encourage FMs to think differently. As Alexander (2012) argued that the FM function cannot be performed without engagement with the customer/end user. If we are asking FMs to think differently and to engage them in different thought processes we can encourage them to do this through reflective practice (as discussed above) and also to engage in more productive communication with their end users, which as evidenced by this research, can be improved by FMs being more self-aware and reflective in their approach.

Facilities Management Education

Facilities Management education does tend towards the more formal, technology based routes, as Steenhuizen et al (2014) discussed. Their research focused on FM education within Europe with a focus on Portugal. Their paper stated that in Europe there was no standard FM education. Their research focused on Portuguese professionals in FM to understand their definition of FM, how they deliver FM within their organisations and what education would be best for the Portuguese market. They recognised from their interviews that the majority of their interviewees discussed 'place' and did not acknowledge people or process and the managers had an in depth technical knowledge but felt that education needed to focus more on the soft skills in relation to management.

Alexander (2009:6) discussed the role of education in FM as being paramount and recognition of the need for managers, researchers and educators to be aware of organisational issues and trends to which FM must *'contribute and respond'*. Roper (2012:191) also recognised the issues with more traditional technology based education for FM, and reviewed a need for the FM to be able to cope with the *'complex social impacts that the workplace has on the worker*

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and that the workers impart on the workspaces and the interactions of the users and space' This approach is drawn from a social constructionism view and she feels that FM should be taught from this perspective. This would draw on a different way of thinking and this research suggests reflective practice has the potential to address these needs and engage FM students to see the world differently. Her ideas concur with our current course approach in using problem based learning, but we can further develop a greater understanding of how different people view the world from a different standpoint; as Roper suggested (2012:196) *"more elaborate and thoughtful approaches to educating the fully rounded professional".*

As Coenen and von Felton (2014) discussed facilities management is a service based industry and therefore education needs to also focus on management in relation to process, the tangibility management (the brand of FM, including uniforms of the FM staff, logos etc.), personnel management and relationship management. This research has highlighted how reflective practice has led to a change in all four elements, from the improvements in decision making and therefore innovation (process), the raised profile of themselves within the organisation (tangibility), increased self-awareness leading to improved communication with staff and end users (personnel management) and their ability to flex their behaviours according to the situation has improved relationships. In Coenen and von Felton's paper they have not drawn on reflective practice but I believe that using reflective practice, as evidenced within this research, can enhance service delivery and the four elements that they have considered to be key to FM education, leading to improved delivery in the workplace.

Facilities management is a complex working environment, which deals with operational, tactical and strategic issues and has numerous amounts of very different soft and hard services roles falling under its remit. Using reflective practice as an underpinning for all courses related to facilities can help the individuals to constantly challenge their values and beliefs in order to continually innovate in the changing world that is FM.

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Contribution to Practice

There are three key areas that this research has contributed to in relation to practice: these are teaching; management and organisational culture change; and team development.

Reflective practice should be embedded into all facilities management education; and management education more broadly to encourage the more reflective practitioner to contribute to organisational benefits, such as improved service and innovation. In relation to practice within FM, the research has evidenced that there are benefits of using reflective practice and this knowledge can be imparted to professional FMs through the professional bodies, such as British Institute of Facilities Management and also enhance my own practice, and that of my fellow academics, in relation to teaching and learning within the facilities management subject area.

To encourage a lived practice (Dewey, 1933) we need to engage students in reflective practice from the start of the course, and after each block study (as per the earlier reference to our method of teaching in Chapter 3) we need to engage them in reflective practice in the workplace as well as reflection on their learning which is already actively encouraged through their assignments. King (2005) discussed adult education theory and suggested that learners may reawaken their intellectual side by their return to education and therefore in learning which encourages critical reflection may then be able to challenge their own values and beliefs as their level of confidence grows. Referring this back to our students you can see that confidence has played a large part in their journeys and therefore this has allowed them to be more critical of not only their own behaviours but also of their own organisational behaviour; and dependent on the organisational climate, the ability to challenge the norm.

There are benefits to managers in being more reflective in their working practice and this contributes to the wider discussion of management and organisational cultural change. As discussed within the thesis the research found evidence of blame culture within organisations that had been lessened by the use of reflective practice. This has great implications for moving on conversations within organisations to try to encourage a focus on reflective practice both from

an individual perspective, but also from an organisational level. Organisations need to focus on creating a safe and trusting environments to allow reflective practice to become part of their culture in order to improve and grow. The learning from the research and the use of reflective practice can also be considered in team development. As evidenced by the social actors, they have taken the use of reflective practice to further develop their own teams and their skills to enhance working practice from an interpersonal and organisational perspective. As stated by Jane Cummings, Chief Nursing Officer for England and NHS England Chief Nurse (2014) a year on from the Francis Report *"We need to embrace transparency and learning, unequivocally and everywhere, so as to build trust with the public and knowledge within the NHS".*

Another area that this research contributes to is the concept of innovation in facilities management. In a fast moving environment there is a need to encourage FMs to be more open to reflection to allow them the time and space to think differently, to change the organisational treadmill and to make differences to the practice. As Raelin (2002) highlighted action is paramount from an organisational perspective, but this research highlighted that the ability to take the time to step back, and reflect on the delivery of FM services has led to improved ways of working. So whilst the decision or the action may not be immediate, the benefits outweigh the time of correcting or resolving problems.

Contribution to Knowledge

There are three clear areas that have arisen from the research in relation to my contribution to knowledge. Firstly, a greater understanding of reflective practice in facilities management; secondly, the concept of reflective practice and blame culture and the impact of using reflective practice effectively to address this; and thirdly the wider application of these concepts across organisations.

The research has contributed to the discourse of reflective practice and more specifically in the context of facilities management, as there was a dearth of literature in this area and it will provide new knowledge to academia within facilities management and also to the profession as a whole. The research found evidence of blame culture within organisations that had been lessened by the use of reflective practice. As has previously been noted during the banking

crisis, staff felt unable to say that things were going wrong for fear of retribution and perhaps if we can encourage the use of reflective practice and an open and honest learning environment within the organisation we can allow for a deeper level of personal and organisational learning. Reflective practice has lessened blame culture and thereby trying to engage people in the concept of reflective practice could lead to heightened organisational commitment, as trust is encouraged to grow. In some aspects, due to the discussion of blame, this research sits with a wider remit than just facilities management and more with the discipline of organisational behaviour.

Organisations need to embrace reflective practice to enable a more open and honest workplace, and this needs to be led top down. Vince and Reynolds (undated:1) stated in their paper that *"reflective practice should not just be focused on the individual but should be embedded as good practice within the management and organizational structure"*. Moving forward organisations need to see the benefit of engaging a reflective workforce and this needs to stem from senior management. To encourage engagement in reflective practice and the level of trust required for it to be beneficial, it should be embedded in the heart of the organisation. *"Engaged organisations are said to have strong and authentic values with clear evidence of trust and fairness based on mutual respect where two-way promises and commitments between employers and staff are understood and are fulfilled"*. (Gennard and Judge, 2010:27).

Van Woerkom and Croon's (2008) model in relation to the operationalization of critically reflective work behaviour needs to have an extra dimension to understand the organisational engagement and commitment to reflective work behaviour. As this research has identified there may be a desire for reflection but unless the environment is positive towards this approach, it is very hard for individuals or communities to engage in such practice. Again linked with operationalization, there needs to be further research on how reflective behaviour leads to innovation from a practical perspective in the workplace. This research has identified, through reflection leading to changes in decision making, a renewed approach in understanding problems and issues and leading to improved methods of service delivery.

Nursing draws heavily on reflective practice to ensure there is constant learning and I feel this research is useful as a learning experience in any similar environment. Whilst the research focused on facilities managers, the learning taken in relation to reflective practice and service delivery, decision making, trust and personal development can be transcribed to many different working environments.

Credibility of the research

As part of the conclusion and ensuring quality in interpretive research there is a need to consider three areas, authenticity, plausibility, and trustworthiness to indicate the credibility of the research (Paterson and Higgs, 2005). I have also drawn on the practice of hermeneutics from Madison (1988) who discussed the methodological principles to highlight whether I felt there had been any gaps in my approach.

As Madison (1988:29-30) discussed in relation to using hermeneutics in nursing research the methodological principles were stated as below, and I felt that I had closely aligned with this approach. The life histories have provided the context and the questions raised as I had been through the hermeneutic spiral were discussed in my final synthesis section in Chapter 4 to ensure a thoroughness in my approach. I have ensured that I have been 'true' to the actors' voices whilst trying to interpret understanding without drawing from my own bias. The cycle then involved further engagement with the theoretical concepts and my interpretations have linked to existing text; however there are elements which I felt brought new concepts to the discussion of reflective practice.

   a) *Coherence - the interpretation should be logically consistent*
   b) *Comprehensiveness – regard for the whole of the work*
   c) *Penetration – the underlying, central problematic should be laid bare*
   d) *Thoroughness – all the questions raised by the text, should be answered*
   e) *Appropriateness - the questions should be raised by the text, not by the interpreter*
   f) *Contextuality – the text should be set into historical – cultural context*

g) ***Agreement (1)*** - *the interpretation should agree with what the author really says without distortions*

h) ***Agreement (2)*** *– the interpretation should agree with established interpretations of the text*

i) ***Suggestiveness*** *– the interpretation should be fertile and stimulate the imagination*

j) ***Potential*** *– the application of the interpretation can be further extended*

As part of the conclusion and ensuring quality in interpretive research there is a need to consider three areas, authenticity, plausibility, and trustworthiness to indicate the credibility of the research (Paterson and Higgs, 2005).

Authenticity – use of unstructured discussion to allow the voices of the social actors and were not led by questions - use of life histories to get background of social actors. Creation of four themes to move forward with the hermeneutic analysis whilst using NVivo to manage the amount of text; resulting in an exploration of those themes remaining true to social actors' voices and drawing on theory to explore further. The final spiral revisited to look at the whole to revisit the questions stated within the introduction.

Plausibility - this goal was addressed by the use of life histories and the original social actors' quotes in the text and evidence of the relation to the four themes (Paterson, 2003)

Trustworthiness - defined as confidence in that the information reported is accurate and reflects validity (Depoy and Gitlin, 1998). This has been addressed by drawing in the participants from the field of facilities management who have completed the undergraduate certificate course at Sheffield Hallam University. Consistent critique of the themes and the holistic whole. The actors' voices were not tampered with and interpretations were acknowledged through the eyes of a lecturer in reflective practice.

Rigour through an explanation of the hermeneutic spiral and deep immersion within the text and the theory to create further understanding

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Ethical considerations - these were considered drawing on Miles and Huberman's (1994) ethical considerations questions, I have drawn on the worthiness of the project; informed consent; harm and risk; benefits; honesty and trust; privacy, confidentiality and anonymity; and integrity and quality as discussed in Table 3 on page 56.

Limitations of the research

In order to achieve a well-structured and contained piece of research, the research scope was kept to a tight definition and as I have mentioned through the hermeneutic analysis (Chapter 5), there were areas that I have left to be considered for future research.

I used NVivo to manage the volume of text, this is not a typical approach to hermeneutic research but as discussed previously, this has been used in hermeneutic research previously by Paterson and Higgs (2005), however it needed to be managed to ensure that the researcher did not become detached from the text. Another potential limitation was achieving a realistic timeframe, as with hermeneutic research you could continue to interpret and analyse *ad infinitum* and therefore I had to give myself a strict deadline for completion.

There was another consideration in that I could have drawn my social actors from a wider pool of facilities managers and interviewed people that had not been through the course to see whether reflective practice was indeed lived within their working practice, but as this was about the understanding of our current students and alumni to better understand how to teach reflective practice; therefore this was not an avenue taken. However, in hindsight it may have drawn on some interesting comparisons and may give me an area for furthering this research in the future to a wider demographic of facilities managers.

Future Research

There are areas that I would like to continue to research after this doctoral thesis and they have been borne from subject matter from this study. They include the concept of the "Mindful Facilities Manager"; this is an area of interest and I felt that some of the text from this research could be drawn upon to discover whether the traits and discussions identified could lead to further understanding. Another area of further research from this study would be to explore the concept of emancipation that is potentially felt by reflective practitioners (Moon, 1999).

I aim to further this existing study by exploring the concept of openness and trust in an organisational context to see whether this can enhance the practice of reflection and to understand whether a changed environment would relate to changes in working practices; and ultimately a more engaged and innovative workforce; drawing on the use of reflective practice and decision making within.

Personal Reflections and Observations on my DBA journey

The doctoral journey has led to my own personal reflections in relation to learning and education. I have been through some real highs – for example completing the taught element of the course and subsequently succeeding in passing my DB2 research proposal and having that written confirmation that says "yes" (just like the man from Del Monte!); and some real lows. At the start of the course when you are never sure of what is considered to be Level 8 the feedback from my first assignment led me to doubt my own abilities and made me want to give up; thankfully I have supportive friends, family and colleagues who reminded me that this was a journey and I wasn't supposed to be the expert in the first assignment! This also led me to reflect on the feedback we give to students and this is an area to consider as they enter each different level of study whether it be levels 4,5,6 or 7, it is being able to articulate clearly the requirements of their written work; perhaps showing examples to take away the fear of the unknown.

Another element has been the research itself, I have spoken to 12 individuals who have shared some intimate thoughts and feelings about their working and personal practices and I am honoured that they felt comfortable enough to share this with me. Equally the emailed responses that people took time to write a reasonable amount of text to allow me to further interrogate the questions raised. It never ceases to amaze me how giving people can be when they are asked to participate. For the majority of the emailed students, they have finished their studies and are now part of our alumni and therefore had no benefit of completing the questions, apart from to help me in my studies, as I hope I have helped them in theirs.

I have also learned not only new skills in my level of research and writing, but also personal skills to be able to focus and concentrate whilst working at home alone. I am notoriously bad at "being alone" and this experience has actively encouraged me to work in this way, and at first I found it very difficult, but I have learned to embrace the quiet and no longer have the need for there to be lots of exterior noise (radio, television etc.). I am aware of my own natural temperament of sanguine (Steiner, 1944) which means that I am the social animal and like to be around people so this has really taken me out of my comfort zone and allowed me to develop my melancholic temperament in not only working alone, but also in engaging in a more analytical state of mind and focusing on the detail.

I surprised myself in how engaged I became in the philosophical experience, and found myself reading and reading about hermeneutics and its historical background. This was an area where I found myself devouring literature and wanting to read more to the point where I had to make myself stop, otherwise this could have become a thesis on hermeneutics as opposed to a thesis on reflective practice and facilities management.

My meltdown came when trying to engage with and write the conclusion chapter, the panic set in, the black mist came down over my head and I felt trapped in the darkness, the "so what" element kept crossing my mind. I decided to draw on other people's thoughts from "Dr Google" on the final chapter - *"most important part of the thesis"; "I have failed people based on a poor conclusion".*

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So that was no help whatsoever, in fact I then felt more anxious. One website page talked about it being the letting go of the research and I reflected on this, as this research has been in my mind for the best part of four years, this was like ensuring the final 'send off' was the best it could have been. I hadn't sensed fear before on this journey, but here it was mind-numbingly here! I felt frozen in the moment, unable to breathe or think, how was I to get around this? I eventually regained my calm, spoke to my supervisor Phil (again I am indebted to him for his support) and he reinforced that I was on the right lines, and the smoke started to clear! I have further reflected on this, and for someone that declares a confident outlook, I found it interesting that my fear sat with the thought of finishing and being 'judged' in some way. I think this comes back to the start of this journey when I initially had some negative feedback, and this has evidenced how feedback again stays with you and I need to ensure that as I write feedback for my students, I maintain a constructive approach that equally encourages them to continue to grow.

Overall, this has been a more pleasurable experience than I had expected and I have found a new lease of life in relation to my teaching as it has allowed me to explore different ways of connectivity between student and reflective practice and I hope this will be 'lived' in my practice as I move forward. It has also re-energised my interest in research, as noted I have identified other areas that I want to carry on researching post this study.

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Appendix A Thematic Folder

Thematic Folder

Name		Sources	References	Created On
no use of reflective practice		2	3	12/05/2014 1
RP and Blame		0	0	19/05/2014 1
	Blame Culture	8	14	12/05/2014 12:
	safe environment for RP	1	1	13/05/2014 09:
RP and influence on decision making		0	0	19/05/2014 1
	Communication	12	16	12/05/2014 12:
	Consideration of others	8	9	12/05/2014 12:
	Decision making	21	34	12/05/2014 12:
	More in control	2	2	12/05/2014 12:
	Objective view	5	7	12/05/2014 13:
RP and Personal Development		0	0	19/05/2014 1
	Behavioural change	16	48	12/05/2014 12:
	changed perception of RP	6	9	12/05/2014 14:
	Confidence	13	19	12/05/2014 12:
	Emotional intelligence	13	25	12/05/2014 12:
	Emotions	9	11	12/05/2014 12:
	Engagement	1	1	12/05/2014 12:
	Learning	12	33	12/05/2014 13:
	Limitations	2	2	12/05/2014 12:
	Mindfulness	12	19	12/05/2014 12:
	Over analysis	7	8	12/05/2014 12:
	Personal development	26	37	12/05/2014 12:
	RP negative	6	9	12/05/2014 12:
	Self awareness	18	37	12/05/2014 12:
	strengths	2	2	12/05/2014 12:
	Style flex	12	19	12/05/2014 12:
	Teaching RP	3	3	13/05/2014 10:
	Temperaments	7	11	12/05/2014 12:
RP in the workplace		0	0	19/05/2014 1
	BIFM and the reflective FM	4	4	13/05/2014 10:
	FM and RP	4	5	13/05/2014 10:
	Improved relationships	18	29	12/05/2014 12:
	Improved service delivery	15	29	12/05/2014 13:
	Motivation	2	2	12/05/2014 12:
	Perceptions	2	2	12/05/2014 12:
	Professional development	21	28	12/05/2014 12:
	Recognition at work	4	7	12/05/2014 12:
	Risks to not using RP	6	9	12/05/2014 14:
	RP positive	8	20	12/05/2014 12:
	Sharing RP with team	17	28	12/05/2014 12:
	Team work	3	4	12/05/2014 12:

Appendix B

**Teaching Reflective Practice; can Human Resource Management (HRM)
learn from research in other disciplines?**

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Abstract
*Reflective practice is becoming ever-more prevalent as a key skill for Human
Resource Management and other wider business disciplines (CIPD, 2013;
BIFM, 2014). To understand the requirements of teaching reflective practice
and the benefits this can bring to practical working life, this paper draws on
research from the Facilities Management undergraduate course within Sheffield
Business School delivered to mature professional students. The course
engages with a reflective practice module that underpins the mindset of the
course. Alongside the primary research will be a literature review in relation to
reflective practice and observations from teaching reflective practice to HR
professionals. The paper concludes with some initial thoughts for consideration
and improvement and the need for further research into this area.*

Key Words
Reflective Practice, HR, Facilities Management, Teaching, Multi-disciplinary

Biographies
Mel Bull is a Senior Lecturer teaching Reflective Practice and Organisational
Behaviour to Facilities Management Practitioners and is Course Leader for the
MBA in Facilities Management. Her doctoral research draft title is 'The use of
reflective practice by facilities managers: a hermeneutic exploration'.

Claire Taylor is a Senior Lecturer teaching Employee Relations and Human
Resource Management. Claire has a range of industry experience within the
private, public and third sectors. Her doctoral research interests are employee
relations, social networking and workplace psychology.

1.0 Introduction
An opportunity is presented to analyse pedagogical approaches to teaching
reflective practice across differing disciplines, addressing how teaching practice
is developed to match the skills requirements of the Human Resource
Management (HRM) sector. The purpose of the analysis is to address issues
faced by lecturing teams on MSc HRM courses at Sheffield Hallam University
(SHU).The teams have encountered portfolio submissions by mature students
where a superficial discussion of reflective practice theory and practice is
evident in content (Thompson & Pascal 2012). This paper will look at the
agenda for reflective practice in higher education to ascertain what can be
learned to aid engagement with this topic pedagogically.

Norrie et al (2012 p566), suggest poor implementation presents difficulties for
on-going professional practice. They imply practice is reliant on the

assumptions that individuals seek to question their critical thinking skills and previous actions in order to develop themselves. Smith (2001) discussed that mature students can often block reflective practice as a negative exercise which needs to be facilitated properly allowing for a deeper understanding of what reflection is both theoretically and in practice. Edwards and Thomas (2010) raise the question whether reflective practice can be taught (Thompson and Pascal, 2012). Their discussion highlights the issues Schön (1983, 1991) had initially with technical rationality, and have stated that there needs to be awareness that reflective practice is not just a skill to learn.

Developing reflective practice skills are purposeful as HRM has moved from a narrow, reactive role to a "wider canvas" denoting a paradigm shift towards strategic HRM (SHRM) (Gupta 2010:397). This shift requires employee empowerment, constant change management and strategic development, which require professionals to develop a reflective stance in volatile economic contexts. It is essential Universities encourage and develop reflective practice as a core competency.

This paper draws on current doctoral research of reflective practice within Facilities Management education (Bull, 2014) and reviews core requirements of teaching reflective practice within other sectors, analysing literature and requirements by professional bodies to explore whether HRM can learn from other disciplines. The paper will make recommendations for the future pedagogy at SHU.

2.0 Background
The word "reflection" originates from the Latin verb "reflectere" which means bend or turn backwards (Fairbrother and Hibbert, 1997); correspondingly the core properties of reflection used in academic literature relate to "looking back" on our experiences (Moon, 1999). Several key educational theorists have analysed reflective practice (Boud et al, 1985, Van Manen, 1977, Mezirow, 1981 and Schön, 1983, 1991). Their thoughts have been linked to philosophers such as Dewey, Habermas and Friere; however there is little clarity between these key theorists on a definition of reflective practice.

The focus on reflective practice for HRM is driven by requirements in standards of education and training for HR practitioners in by the HR professional body the Chartered Institute of Personnel Development, (CIPD). CIPD require masters students to complete a module focusing on reflective practice as part of their accreditation and continued professional development (2013). The "Developing skills for Business Leadership" module is delivered over the duration of their course. The assessment includes a portfolio based on 7 learning outcomes including: interpersonal relationships, problem solving, financial resources, leadership and team working skills.

Conversely at Sheffield Business School, the undergraduate programme in Facilities Management (FM) is for mature professionals working in the FM industry. The first year includes a reflective portfolio to not only recognise the learning but to be aware of how the learning has impacted on practice (Bull, 2014). The British Institute of Facilities Management (BIFM), the professional

body for this sector also recognise like the CIPD that continuing professional development (CPD) should include self-reflection on learning and reflective facilities management (FM) practice as a core module on their education routes. Thus it seemed fortuitous to explore what HRM could learn from the FM teaching practice in our university.

3.0 Literature Review

3.1 Core Concepts of Reflective Practice

Bengtsson (1995) highlights four basic aspects of reflection: reflection as self-reflection, reflection as thinking, reflection as self-understanding and the distancing function of self-reflection. This is further reiterated by Boyd and Fales (1983) who see reflective learning as an individual process and internal examining resulting in a changed conceptual perspective. According to Bolton (2010:xix) reflective practice is *"paying critical attention to the practical values and theories which inform everyday actions by examining practice reflectively and reflexively. This leads to developmental insight."* Bolton further explains the concepts of reflection and reflexivity alongside the concept of values. *"Reflection is an in depth consideration of events or situations: the people involved, what they experienced and how they felt about it."* She states that to fully engage in reflection we have to be prepared to *"relive or review the experience"* and be able to *"replay from diverse points of view".* She continues to explain reflexivity as a way of *"standing outside the self to examine, for example, how seemingly unwittingly we are involved in creating social or professional structures counter to our espoused values."* By the meaning of values, she continues in explaining that these are manifested in practice. For example, *"we are what we do".* The recognition of the difference between our values in practice and our espoused values can be further explored through reflective practice to try to enable us to make them harmonious with each other. Osterman and Kootkamp (2004:13-14) refer to reflective practice being designed as a way to " facilitate identification, examination, and modification of the theories-in-use that shape behaviour... requiring change in deeply held action theories". This explanation identifies the active as opposed to passive engagement with this practice. It is not simply naval gazing but a way of changing our own inbuilt assumptions and behaviours.

3.2 Reflective Practice in Teaching

Smith (2001) discussed that mature leadership development students can often block reflective practice as a negative exercise. Teaching needs to be facilitated to allow for a deeper understanding of what reflection is. An anecdotal comment from a facilities management student reinforces this need, *"I don't want to engage in reflective practice, I am a positive person".* After further exploration with this student about their understanding and some more detailed clarification, this particular student recognised that reflection was not just about self-flagellation which allowed them to feel able to engage with the concept (Bull, 2014). There is also a danger of reflective practice becoming confession like (Bleakley, 2000), it is not just an unburdening of guilt. Fairbrother and Hibbert (1997:5) also refer to feedback from students who have studied a reflective practice module through nursing education; when asked what advice they would give to new students about to start the module they said:

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- *"Watch where you walk some of it is thin ice.*
- *At times the group were very irritable about reflective practice. I know I was.*
- *Do it! Be prepared to have your ideas shaken about.*
- *I went through a complex learning process through this (reflective practice) module and it has certainly made me look at a lot of things from a new perspective."*

This reinforces the initial responses to the idea of being critically self-aware and being able to question your own values and beliefs (Moon, 1999).

The concept of reflexivity according to Cunliffe (2009) is taking reflective practice further in relation to not only understanding our practices but also how we relate with others, the creation or organisational realities' shared practice and also how we talk and use language. This allows for recognition of how our circumstances and relationships are considered in relation to our behaviours as opposed to merely reacting to them and this can help to understand and revise ethical ways of being. Consideration also needs to include whether there is a difference between our values in practice and our espoused values. Can this be affected by organisational values being different to our own? Bolton (2010) refers to reflexivity as an awareness of how "I" am experienced and perceived by others. Bolton also discussed her use of reflective and reflexive practice as a "through-the-mirror" method to allow for a combined reflexive and reflective journey.

Locating reflection in teaching practice can be evidenced back to Dewey (1933) as he considered the way of taking in new knowledge and the thought process that this can commence; he defined reflection as *"active, persistent and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and further conclusions to which it tends constitutes reflective thought"* (Dewey, 1933:9). As discussed previously, this still has some focus on an active as opposed to passive process. Whilst Dewey does not refer to the emotional engagement in relation to learning and reflective practice, Boud et al (1985:19) defines reflection as *"a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciations"*.

Schön (1983, 1991) takes a different view in relation to epistemological knowledge in the workplace. He discusses how professionals or practitioners are expected to have the technical skills; and in facilities management terms this might include skills such as engineering. He refers to the growth in Positivist stances in relation to learning as predominantly these stances have been formed from scientific professions such as medicine and the sciences within universities in the late 19th century when positivism was predominant and names this technical rationality. "Technical rationality is the Positivist epistemology of practice." This relates to the delivery of theory or knowledge in a controlled setting; Schön considers this to be inadequate and that the practitioner must engage in some reflective practice in order for the learning process to be complete. Thus there is a need for reality to be used as well, evidence of theory in practice. As Edwards and Thomas (2010) discussed Schön's ideas were the start of popularity in relation to professional

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development in the 1980s. Schön's ideas also fed into the concept of reflective practice in teaching and especially in teacher education (Day, 1999; Hadfield, 2004).

Interestingly Edwards and Thomas (2010) raise the question whether reflective practice can be taught. Their discussion almost highlights the issues Schön had initially with technical rationality, and have stated there needs to be awareness that reflective practice is not just a skill to learn. As Dewey (1933) discussed this needs to be "lived practices" as opposed to a teacher's delivery of a skill to become more self-critical.

3.3 Reflective Practice Skills
The skills associated with being able to be reflective don't appear to be directly discussed in the literature, however, Boud et al (1985) recognise the importance of open mindedness and motivation and whilst these are not necessarily skills to be learned they are prerequisites for reflective practice (Atkins and Murphy, 1993). Atkins and Murphy (1993:1190) continue to state that *"self-awareness, an analysis of feelings and knowledge, and the development of a new perspective"* are crucial to reflection. They suggest that these could be considered as the following skills:

- *Self-awareness*: an ability to able to analyse our own feelings
- *Description*: accurate recollection of events
- *Critical analysis*: including challenging own assumptions and existing knowledge
- *Synthesis*: integration of existing and new knowledge
- *Evaluation*: As Bloom et al (1956) state this is making judgements about the value of something.

The above list links to the requirements outlined in the MSc HRM CIPD requirements and are linked closely to Bloom's taxonomy (1956). The authors concur with Mezirow (1981) that both synthesis and evaluation are crucial to developing new perspectives. Kolb's (1984) four stage cycle of learning also allows further consideration for reflection in our learning process. However, whilst Kolb's iterative model states the ideas of having a concrete experience; observing, reviewing and reflecting on that experience; linking ideas to previous experience; and then planning and deciding on future actions; the impact of the reflection does not seem to be engaged with in depth. It does appear to be more of a review of the experience rather than a true deep critical reflection. Again, as with Bloom's model, they both have their value and place in understanding our learning but both are limited as discussed above.

3.4 Reflective Practice in Teaching HRM
The formative feedback from students at SHU suggests they perceive reflective practice of little practical use; as Fook, White and Gardner (2006) highlight this raises concerns over a simplification in teaching of genuine reflective practice. The following documentary evidence taken from the portfolio submissions in 2013 highlights the significance for this research.

Student A: *I am by no means a fully functioning reflective practitioner as it takes time, firstly to get used to the idea of what it actually is and what processes can*

be used. I need to find something that is quick and punchy; I don't have the time or the inclination to keep a journal and flittered around the idea of a diary.... neither one has stuck.... my role is task focused and not strategic so the benefits of reflection are unidentifiable... I see this as something that is more useful as you move up the promotion ladder.

Student B: *My opinion of reflective practice is somewhat divided... I dislike keeping a journal and find it too time consuming to build into my daily routine.. I also over analyse thoughts which at the time made me paranoid... I can see this tool can become dangerous if constantly applied to this high level of reflection. Part of me does still feel like I am doing this just because I've got to do this as part of the course. I do appreciate the benefits and at points it has helped me but this is the underlying thought mechanism*

This highlights the mixed levels of engagement and provides the impetus to rethink pedagogical approaches. In order to address this further, the next sections will focus on how reflective practice is used in FM and nursing.

3.5 Reflective Practice teaching in Facilities Management
The research has focused on the teaching practice in the FM discipline defined by the British Institute for Facilities Management (2014) as *"Facilities management is the integration of processes within an organisation to maintain and develop the agreed services which support and improve the effectiveness of its primary activities".*

Williams (2003) would argue that FM was a non-core service along with other support services such as HRM. They are not perceived to be the main organisational purpose, however after staff costs, generally an organisation's second highest cost is their estate, assets and the management of those. This suggests there needs to be professional strategic thinking and a joined up approach to deliver an estate that enables the business to deliver, often termed as "fit for purpose". No longer should the Facilities Manager be viewed as the caretaker but more, as Tranfield and Aklagahi (1995:7) stated, as *"A combined people, process and place manager capable of tuning into overall objectives to plan and deliver an environment conducive to successful work in any organisation".*

The above section clarifies the focus of facilities management; however there needs to be some consideration as to why reflective practice can benefit the facilities manager. Research carried out by Bull and Ellison (2009) focused on two cohorts of professional students on the Undergraduate Certificate in Facilities Management within Sheffield Hallam University. One of the questions specifically used within the focus groups asked "How useful did the students find reflective practice?" Some of the responses included: *"I think for me it is the bigger picture, being able to think a little bit more strategically. Whereas opposed to just being reactive in your day to day duties, you're looking at the bigger picture and it's starting to open your mind a little bit as to why I do this, as to why we're looking [in] that direction. That's how it works for me at the moment" (participant A). "What surprised me is how my reflection changed over time, when I read that one I'd written, because I wrote it as soon as I left here to*

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get my first thoughts and feelings out, but I did it again in two weeks and couldn't believe the difference" (participant B).

This gives evidence that once students have been engaged with reflective practice for some time they begin to recognise the benefits and can evidence the changes to their personal practice in the workplace.

3.6 Reflective Practice in Nursing
It is important to note that reflective practice is routinely considered an important developmental area for clinical approaches used in nursing. Studies on health practitioners show nurses who utilise reflection as part of their practice provide better nursing care and have a greater understanding of their actions, thus developing their professional skills (Hansebo & Kihlgren, 2001). Chong (2009) iterates this point stating that nursing students perceive reflective practice as playing a major role in applying theory into nursing practice. Most studies in nursing suggest reflection is a meaningful activity area. Gustadsson & Fagerberg (2001) suggest reflection is a tool that promotes courage. When used it meets the unique needs of the patient and empowers the nurse. This is important as Mantzokas & Jasper (2004) in their interpretive study concluded that nurses felt reflection was of limited value due to the minimal power they had to initiate change. This echoes the views of SHU HRM students who anecdotally suggest they are limited by the organisation often feeling powerless to make or challenge changes.

3.7 Reflective Practice Research
There appears to be a growing need to rationalise reflective practice and the individual and organisational benefits that can be gained from this (Cornford, 2006). Cornford discusses the need for improved empirical evidence, however Gore (1987) would argue that quantitative measures cannot be used to measure reflective teaching outcomes. However, Tom and Valli (1990) would counter argue that there is a need to evidence that for example in teaching there needs to be a mixed methods approach in order to be able to evidence that goals have been achieved. Korthagen and Wubbels (1991) carried out research in an attempt to operationalise concepts of reflection in relation to the characteristics of a reflective practitioner. Their research focused on education students within Utrecht University. They used four studies to attempt to operationalise their concepts; the first study was a questionnaire to students and graduates and then interviews with 10 of the respondents; the second a longitudinal study that followed 18 students, and this took more of a qualitative approach using interviews and video recordings; the third study involved questionnaires and the fourth study compared students from this particular course with graduates from another. Their findings, using these mixed methods approaches, highlighted the attributes of reflective practice teachers, but they still concluded that whilst there was an element of building blocks towards creating a theory and they also believed that there needed to be more sound empirical evidence to *"leave behind the realm of vague notions and beliefs about the benefits of reflective teaching" (Korthagen and Wubbels, 1991:19).*

Brown and McCartney (1995) demonstrate the effective use of reflective writing as a way of evaluating the effectiveness of a course but Askham (2004) recognised the issues with the approach of using reflective portfolios as any

form of data in research as students, being aware that the portfolio is marked, will be aiming to deliver what they perceive the teacher wishes to see. Bull (2014) has recognised from their own engagement with reflective portfolios that the majority appear to be open and honest reflections on their learning journeys and the implications to their practice.

Friedman (2004) found that there was a link between formal education and improvement in the use of reflective practice, but also indicated that several personality traits were also relative to this engagement. Their research involved a personality traits test and subsequent interviews; a more mixed methods approach. They recognised that there were limitations to this research as it was a small sample based on female students

In learning organisations, reflection is often encouraged and van Woerkom and Croon (2008) focused their research on how we can operationalise the outcomes of using reflection within the workplace. There does appear to be limited research in relation to the outcomes of using reflective practice as identified above, and for van Woerkom and Croon (2008:319-321) they have attempted to do this using a literature review and a survey. Their key aspects following their literature review in relation to reflective work behaviour are reflective working; openness about mistakes; asking for feedback; experimentation; critical opinion sharing; challenging group think; and career awareness. These seven aspects were then explored using a survey approach, and quantitative data. From the authors' perspective, to have entered into statistical data in relation to reflective practice can be limited in relation to the subjective experiences of reflective practice and again the concept of "operationalising" refers back to Schön's (1983, 1991) technical rationality. Research in this area tends to be focused on action research or interviews in relation to reflective practice and personal learning or more quantitative approaches when trying to operationalise the benefits of reflective practice (van Woerkom and Croon, 2008 and Korthagen and Wubbels, 1991).

The methodology used in relation to reflective practice varies and this appears to be based on philosophical stances, and also whether there is a need to quantify the results in the form of empirical evidence.

4.0 Methodology
The paper presents research which took place at Sheffield Hallam University Business School. The first element was to conduct a literature review enabling some discussion and recommendations in relation to the delivery of reflective practice across business related courses. The second element drew on observations from teaching the part time HRM students on the MSc HRM, and the third element draws upon the doctoral research of Bull (2014), which examines responses of professional students that have completed an undergraduate programme in Facilities Management (FM). These students are mature professionals and the course is delivered via a blended style of block teaching and distance learning.

The unstructured interviews were held with past students either face to face or via the telephone and were recorded and then transcribed. The interviews included an exploration of the individual's background and their current roles in

FM. Following the understanding of the individuals as people there was further discussion on their use of reflective practice in the workplace post the course, and also whether they felt there were any benefits to learning how to use reflective practice. A simple discourse analysis was performed on the narrative in order to identify key themes and trends.

4.1 Teaching Reflective Practice in HRM at SHU

The teaching of reflective practice is situated on the part time MSc HRM as part of the "Developing skills for Business Leadership" module. The sessions are ad hoc throughout the duration of their course. The module is assessed at two stages in the module. This comprises of a 2500 word paper based upon 3 required portfolio entries. This is formatively assessed and not graded. This enables tutors to provide feedback on progress. The core task is the final portfolio comprising of 7 learning outcomes, a core requirement for the CIPD. The portfolio entries are:-

1. Demonstrate through practice the skills to manage themselves and interpersonal relationships in a professional context;
2. Develop the ability to solve problems and make decisions based on sound judgements grounded in practical experience and theory;
3. Critically evaluate and apply the research and theory in the field of reflective / reflexive practice and continuous professional development;
4. Demonstrate the capability to manage and interpret financial resources and information technology;
5. Apply effective leadership and team working skills in the management of people;
6. Demonstrate competence in postgraduate study skills;
7. Act ethically with a demonstrated commitment to equality of opportunity and diversity in all aspects of professional and personal practice.

The Portfolio word count is 5000 words (+/-10%). Students are asked to keep a reflective journal for the duration of the course to record key experiences and learning including modules, study blocks and residential on the duration of the course. This enables them to use extracts from the journal within the portfolio to demonstrate professional and personal development.

The CIPD state that the purpose of the module is to encourage learners to develop a strong sense of self-awareness and explore their own strengths and weaknesses as managers and colleagues. The module focus is to develop and improve a range of definable skills which are perceived to aid their management practice and develop effective leadership. The module seeks to encourage postgraduate study skills and critical reflection on theory and practice from an ethical and professional standpoint.

The sessions for this module include a range of activities such as, tutor led sessions exploring developing professional and personal practice , learning forums, expert guest speakers designed to provide knowledge and demonstrate the usefulness of reflective practice and praxis, student facilitated learning sets to develop learner autonomy.

The issue with much of the approaches outlined is that anecdotally the students dislike the portfolio and diary. They struggle with how some of the learning outcomes relate to their individual practice, particularly the Finance and IT element.

4.2 Teaching Reflective Practice in FM at SHU

On the undergraduate certificate in FM students submit two assessments, a piece of reflective writing and then a reflective portfolio as part of the Reflective Practice for FM module. The first assessment is based on a workshop activity in relation to FM that is delivered in the first block and they have to submit a 1500 word reflection on this, outlining their learning, their strengths and limitations recognised during the full day workshop activity and also recognising areas for development. The portfolio includes five learning outcomes including communication skills, problem solving abilities, identification of strengths and limitations and areas for personal development and use of feedback. They are encouraged to reflect on not only the learning on the course but also the impact of this learning to their practice using specific examples as evidence. The reflective practice module is the first module delivered on their first block followed by submission of their portfolio 18 months later. The students attend the university every 3 months for a block study, and at each touch point they are reminded about the reflective portfolio, with an interim submission approximately 12 months in and also a reflective practice workshop at their final block. Anecdotally the portfolios represent evidence of engagement and learning, and also a strong change in mindset from the beginning of the course to see the benefits of reflective practice. To engage the students with reflective writing in the first instance they are encouraged to write an account of an incident of work, explaining the situation what happened, and the outcome and then chat this through with one of their peers. Following this there is a lecture, discussion and workshop on reflective practice and the students revisit the first account which was written descriptively and they are then encourage to write this as a reflective account, drawing more on the impact on themselves and their learning from the experience. Throughout the course, each module requires the student to hone their reflective practice skills through either summative assessment or action learning in the classroom; reflecting on their own performance in practice.

4.3 Interviews

Drawing on unstructured interviews carried out by Bull (2014) some initial themes have emerged from their engagement with reflective practice and the impact this has had on their work practice. These included the initial engagement with reflective practice and their feelings of "relevance" to their profession at the outset, to the learning they have taken both from a personal and professional perspective, and how to engage students in reflective practice from the start of the course.

4.4 Initial engagement

As discussed in the literature review, engaging students in reflective practice can often be the hardest point, some of the comments below concur with Smith (2001) in relation to engagement and understanding.

Interviewee A stated that *"I was a bit of a sceptic of reflective practice four years ago and it makes me smile when I read the stuff that I wrote years ago to what it is now … I think about what went well and what didn't go well now [at work]… I also try and think how people perceive me which I would never have done before"* (Bull, 2014)

Interviewee B recognised that they were *"a naturally reflective person"* and therefore engaging with reflection had already been part of their upbringing being the youngest of six children *"you learned what you did had a consequence and that you could change the outcome by thinking about what you did… you learn to have that bit more self- awareness about what you do"* (Bull, 2014)

Interviewee C stated that reflective practice was not something they engaged with in the work place but *"having done the first part of the uni course … it has become a big part of how I work and how I treat other people now.. I never thought about reflective practice before the uni course, and now it is something that I think about a lot and it is something that I am starting do almost as second nature."* (Bull, 2014)

Interviewee D recognised their use of reflective practice in the workplace now although they stated that if they had been asked this four years ago *"I would have looked at you gone out".* When asked how they had felt about the concept of reflective practice. *"it was interesting because initially you think oh what is this crap, to be honest. What is this tosh we are doing now? But then you sit down and you start writing it and in our infancy … you are going through stuff and you haven't really got a grasp of what it is all about and then you suddenly sit back and you reflect upon the reflection because you are driving home and you are thinking oh yes, I see the point there and you start matching it with the things you have done and probably unknowingly, you have reflected but you haven't realised you have reflected."* (Bull, 2014)

There does appear to be a need for students to understand how this relates to their particular discipline and this means as lecturers there is a need to ensure the subject can be related to in some way; so if we are teaching FM or HRM students perhaps showing case studies, or real life examples of how reflective practice can influence and help practice in a 'real' way would aid understanding and engagement from the outset.

4.5 Personal and Professional learning

Operationalizing reflective practice, as discussed in the literature review, can feel positivistic in its approach if researchers try to draw on statistical evidence. However the students interviewed drew on the changes to their personal behaviours and professional practice to evidence

Interviewee A discussed the difference that colleagues had seen in them *"my senior HR Manager who has known me since she interviewed me when I started working here has said you have changed"* The recognition of the interviewees behaviour and approach to people has become very different and realised a promotion *"I wouldn't have been considered for this now showing the behaviours that I did four years ago because it is not in keeping with the culture or what they expect of managers".*

Interviewee C reflected on how her team see her now and they said *"I am different now to how I was a year ago. I said different good or different bad and they said different good!"* When questioned further about reflective practice and her changes she acknowledged that rather than rushing into decisions without hearing any of her team she *"now reflects on what the outcome is going to be and how to achieve it"*.

When engaging students in reflective practice, whether they be practitioners already, or undergraduate students; there needs to be a safe environment with opportunity to draw on not only professional skills but also personal development. (Rush-Sahd, 2003)

5.0 Discussion and impact on teaching reflective practice across multi-disciplines

Drawing on the above literature and anecdotal evidence from teaching in health and FM there are multiple areas for the HRM team to consider. The potential for empowerment through reflective activities is considered by Ghaye in Ghaye et al (2000), Emancipation and empowerment are also considered in Moon (1999) in a discussion of the purposes and potential outcomes for reflection. In summary these are to consider the process of our own learning; critically review something; build theory from observations; engage in personal or self-development; and empower or emancipate ourselves (Moon, 1999:23) This is echoed in health care sector where empowerment is key (Caldwell and Grobbel, 2013).

In relation to the delivery of the reflective practice module on the FM course, the first 4 elements of these are addressed not only through the module but across the course which does ask students to use their reflection across several modules to aid in their critique of organisational practice.

Fortune (2004) discusses the need to *"provide students with a clear statement of purpose for their reflective activities."* Whilst this is made explicit in the HRM portfolio guidance this needs to be an iterative process. There is also a need to ensure we are seeking the views of students currently on our programmes to understand theory, experience of, and engagement in reflective practice and this paper leads us to advance the research into a broader study of more reflective practice modules delivered with Sheffield Hallam University to better understand the issues with engagement. There also needs to be further consideration of how we assess reflective practice modules. As Fortune (2004) discussed in her research if we consider that assessment strongly influences what students do, then the module requirements and method of assessment need to be linked to the motivation of the learner (Boud, 1996; Bourner, 2003).

From the interviews with the FM students, the reflective practice has enabled them to review their own personal behaviours but also their working practice. This can be seen in part within the HRM portfolios yet as the anecdotal evidence shown in the earlier part of this paper; students have reported not realising how much they have changed until they have come to put all their reflective commentary into the portfolio; and this becomes a powerful reflective tool in itself.

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One of the main issues that the FM students have always been keen to establish is who reads the portfolios, quite often these can be very deep in their reflection and the material feels very sensitive to their own personal growth, and therefore this needs to be made clear to students from the start. This is also reflected in HRM students due to the nature of their roles.

Ruth-Sahd (2003) discussed teaching reflective practice in nursing education and the need to ensure the environment is safe, open and honest and trusting to further enhance reflective practice engagement. Davies (1995:167) qualitative research study to examine 6 first year nursing students identified that *"the reflective processes of clinical debriefing and journaling did impact the environment, the process and the focus of learning."* More interestingly, as the students were engaged with each other, there was less anxiety and also higher levels of active learning. Ruth-Sahd (2003) reinforces the need to ensure that students understand the reason for reflective practice and also state the teaching staff must create a safe environment to allow this to happen.

6.0 Conclusion

This paper is the first stage of research on HRM students at SHU. Currently the research has focused on documentary evidence taken from their portfolios. The analysis of the literature and a comparison with SHU student comments taken from these portfolios has highlighted issues with engagement and a degree of negativity to reflection. An issue is that they see reflection as too introspective and use strong narratives suggesting that *"over thinking can be dangerous".* Without further research this cannot be addressed. These are deep seated individual perceptions, which may or may not be shared. This highlights a need for further research.

The students on the part time MSc HRM are similar to the FM students, they are professionals who may have some previous experience of higher education or whom are being sponsored by their companies to gain the CIPD qualification which is part of the course outcomes. Whilst they have similar work statuses they are dissimilar by not engaging in reflective practice often stating it is too time consuming or lacks purpose.

An exploration of the approaches used in FM and health teaching and literature has provided two clear areas of future focus to our pedagogy. The initial element is on preparing the students for reflection. The emphasis is to emulate the approach used in FM and in nursing to provide reflection as a pragmatic process and to utilise models which can be are tool based and can be applied practically.

An approach for our initial introduction is to delineate teaching of reflection into the differing levels of reflection suggested by Zeichner and Liston (1996) who propose five different levels where reflection occurs. These are rapid reflection; repair; review; research; and retheorizing and reformulating.

These levels relate to the teaching of reflection, however, they are useful as they are action based and less focussed on emotions and feelings, an area that HRM students particularly dislike anecdotally. Addressing this would link more appropriately to the emphasis and focus outlined in the CIPD requirements and emulates the FM approach which suggests that use of reflection is tool-based.

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It is important to address our pedagogical approaches to teaching reflective learning as it is not always best placed and needs to be integrated into other parts of the curriculum. There needs to be a focus on assimilation of reflection in other elements of the HR courses as there is with the FM course.

Whilst most of the HRM students recognise the possible advantages of reflective practice as they engaged with learning, the issue is perhaps performance based. Often they discussed issues such as having little or no time for writing down their feelings. This can be attitudinal however it could also be a reality as they are time poor professionals. A clear barrier appears to be getting students to go beyond description and towards a deeper scrutiny. This could be the levels of introspection which veer away from their stoic approach to work. This may be dictated by the unitary nature of the workplace and the demands on HR to enforce and negotiate rules and behaviours in the workspace (Dunlop, 1958, Crouch, 1993). Thus this may relate to a tension in teaching approaches rather than the students themselves i.e. if they perceive themselves as pragmatists then the advantages may already be limited. Thus an area for teaching to address is how we link learning to practice. Lastly a core element will be on how we approach delivery to suit specific cohorts.

Moon (2004:130) refers to the *"student's perception of the task that influences the approach, not the reality of it!"* Does more need to be done so they see the task of the PT HRM portfolio in a different way? The portfolio task itself is somewhat mixed, students often need lots of guidance about the relevance of such theories and their link to practice. The CIPD do not necessarily offer research evidence to support their conviction that reflective learning is important to HR management practice. The requirement of such a formal assessment has had an impact on engagement. Anecdotal evidence suggests that they feel they are being forced to reflect thus it is likely to be less effective.

The research has highlighted gaps in the teaching approach at SHU and further research is required to guide pedagogical approaches.

7.0 Limitations
The study took place within a single course within the faculty, with understanding therefore limited to the location. The research is part of wider doctoral studies; exploration into HR and management practice (Taylor) and reflective practice (Bull) and this will culminate in further research papers on this area.

8.0 Future Research
Research exists to address some of the above limitations as discussed above. Further studies need to address a more detailed research with HRM students and also the wider university in the delivery of reflective practice teaching across multi-disciplinary courses. The aim is to conduct interpretative studies to establish perceptions of the teaching of reflection. This will involve exploration with educators, professional bodies and the students. This is purposeful as most studies concentrate on the student experience.

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