

Tacit assumptions of senior managers

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University of New South Wales

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Tacit Assumptions of Senior Managers

Keith Harold Dawes

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A thesis submitted for the degree of Doctor of Philosophy

September 2007

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Keith Harold Dawes
25 September 2007

“If you do not expect the unexpected, you will not find it.”

Heraclitus, *Fragments*, c.500BC

Abstract

This thesis documents an investigation into the role that tacit knowledge takes in the mental life of senior managers. The research resulted from the author's work in New South Wales in facilitating assessment and development centres over a five year period, carried out in collaboration with senior managers from several organizations. A frequent comment made by senior managers was that there seemed to be a gulf between the data obtained objectively from behaviourally measured managerial competencies and the senior managers' own perceptions of their managerial behaviour. Having earlier researched the role of thought processes *out of awareness*, the author developed the overall aim of the present study – to develop some form of training procedures for senior managers that would enhance the use of tacit processes in their managerial behaviours.

The present dissertation begins with a literature review related to the development of understanding of the role of tacit processes in the mental life of senior managers. First a review is presented of investigations of organisational behaviour reported in the literature on tacit knowledge, including issues such as learning, teams, leadership, distributed cognition and culture. Study of the role of tacit knowledge was found to be present in the study of management behaviours and during the process of the present research, related publications increased in frequency. Finally a review is presented of psychological research into the nature of tacit knowledge. This focuses on a range of historical and current views and on the author's own earlier study of implicit learning carried out in the early 1990's.

Study One is focused on examination of the process of coding tacit assumptions. This begins with documentation of the ontology, epistemology and methodology underpinning this research. Grounded theory, a well-recognised method of qualitative analysis, was selected as most appropriate for this study and its philosophy, rationale and methods are presented. The aim of Study One was to examine the effect of repeated interviews on the codifying of tacit assumptions of senior managers. The initial research was with 13 senior managers, who were interviewed either once or on multiple occasions. The initial interviews of two of these senior managers were analysed as pilot studies, and these analyses are presented in the present dissertation. The main body of this research comprises multiple interviews (five each) carried out with two of the original thirteen senior managers. The results confirmed the importance

of the method of investigation but failed to provide any depth of understanding. Apart from consolidating cognitive closure on a set of managerial competencies, attempting to render tacit knowledge explicit (making the tacit conscious) provided no other significant benefit to the senior managers. The extension of some of these previously tacit assumptions into current cognitive functioning, when coded, assisted in the retention of organisational knowledge but offered no real benefit to the senior managers themselves, no depth of self-knowledge.

Study Two arose from a more realistic understanding of tacit processes. The aim of Study Two was to find a way of harnessing the influences of tacit assumptions without trying to surface them – to make them “conscious.” This is consistent with the writings of such researchers as Nonaka (1991), Baumard (1999) and Spender (2005). By adapting an existing method focusing on subtle mental processes (developed by Norm Kagan in the context of teaching counselling skills and developed further for research first by Diment, Walker and Hammer and then by Sheehan and McConkey), the author has further developed a technique (The Explicit/Tacit Interface Technique – ET~IT) that accesses the tacit processes in the service of the senior manager’s aims. A multi-perspective analysis was applied to the feedback interviews of six subjects. This generated a set of characteristics of the ET~IT that hold promise for it to become a useful management development tool. Cohen and Levinthal’s (1990) concept of “absorptive capacity” is discussed as a possible starting point for indicating individual differences in successful interfacing with tacit processes. Finally recommendations for further improvement, consideration of constraints and their minimization and methods for evaluating future research into the tacit assumptions of senior managers are presented. Study Two concludes with discussion of how the results can be used as part of senior management development.

Acknowledgements

This study was first conceived in the office of my first Supervisor, Dr Robert Westwood, in the grounds of the Graduate School of Business (GSB) in Newtown. After just one year of my part-time candidature, the Graduate School of Business merged with the Australian Graduate School of Management (AGSM). During that first year both John McManus and myself completed Professor Christopher Adam's *"Philosophy of Social Science"* course and Bob Westwood's *"Research Methods in Management"*. John and I had been close friends for many years, we were both Psychologists, and both had entered into Organisational Psychology, he as the Director of an Employee Assistance Programme Provider and I as an Organisational Development Consultant. We both studied under Bob Westwood's supervision.

In 2002 Bob Westwood accepted an Associate Professorship at the University of Queensland. John opted to follow Bob to UQ while I decided to stay with the AGSM, mainly because I had become very active in the teaching of Organisational Behaviour classes in the Master of Business Administration, Master of Business Administration (Executive) and Corporate Education programmes of the School. This left a void in my Supervision, as my topic is not really of the mainstream philosophical leaning of the AGSM. I was most fortunate to have been "adopted" by Dr Peter Lok, who also came from the GSB. He agreed to the unenviable role of becoming my Administrative Supervisor. While I did not have a subject Supervisor, I was offered a participatory role in Dr Giana Eckhardt's Qualitative Analysis group, which met monthly. Giana was especially informative and presented as a wonderful role model with her dedication to teaching and research. One of her presenters was Dr Suzanne Brownhill, who provided me with a clearer insight into the formulations of Grounded Theory. My reading into Tacit Knowledge and to the philosophy of Knowledge in Organisations drew me deeper into the research area.

It became increasingly clear that this study would not reach a satisfactory conclusion without a Supervisor. I had been working professionally with Dr Wendy-Louise Walker, who had been my Supervisor for entry into the Australian Psychological Society and the Australian Society of Hypnosis during the years 1985-1988. She had enjoyed my discussions on Tacit Knowledge and the role of implicit memory in decision-making, and she had an extensive academic career in Qualitative Research. To my enduring

gratitude, Wendy-Lou agreed to supervise the completion of my data collection and writing and Peter Lok made sure that it would all come to fruition.

I would like to acknowledge the supervision by Professor Kevin McConkey in 1991 in the area of Implicit Knowledge. He taught me a range of research techniques and values and alerted me to areas of psychology that evolved into the current study on tacit knowledge.

I have lived a lot during the years of this study, suffering both personal losses and the realisation of my own mortality, but have been amply succoured and rewarded by the care, love and respect of my family, friends, colleagues, teachers and students. I have learned many new ideas and encountered fine, dedicated people whose paths differ from my own. I have been especially indebted to the staff and management at two markedly dissimilar organisations who provided the time and energy to be interviewed in this study. Thank you to all of you! To my siblings, Joy, Barry and Gregory, thank you for your wonderful support! To my close buddy Johnno – thanks mate! I wish to express my profound gratitude my darling Frankie Herd, who has been both cajoling and encouraging through the highs and lows of this research program. I especially wish to bring attention to the lifetime support I have received from my mother, the remarkable Eileen Doris Dawes. Eileen raised my sister Joy and two brothers, Barry and Gregory, and myself, as a single widowed parent from 1954. She had a most successful career as a Teacher and in her latter years has received public recognition for her poetry. She has always provided warm, wise counsel to us all and continues to do so.

Preface

During 1991 I was given the opportunity of studying the processes of implicit learning under closely regulated Galilean experimental conditions with Professor Kevin McConkey at Macquarie University. Homophones had been primed to elicit their uncommon meanings in an Ebbinghaus-style memory learning task. The experimental subjects were then hypnotised and given a post-hypnotic suggestion that they could not recall any of the words. A test of recall failed to elicit these words, but when asked to spell these words the subjects convincingly spelled them the uncommon way. This provided experimental evidence for implicit learning. What impressed me most was the degree to which this implicit memory endured at a time when explicit memory did not operate.

After some twenty-six years of continuous practice, my skills and techniques as a counselling psychologist during this same era had matured and consolidated. I had learned the virtues of active listening early in my career, had modified the process according to my own insights, and had come to a stage where I could readily actively listen to a client for periods of up to an hour. For several weeks after the interview, I can still vividly recall important aspects of a client's exegesis. Although I have not subjected this claim to test, I quite often write psychological reports on clients based upon these memories. Very often the recollections come to mind with insights supplied, adding greatly to the psychological quality of my report writing. My only form of validation comes from the clients themselves, who often comment on my detailed accuracy and ability to link details. I claim no special gift on my part, except to say that I credit my active listening skill in enabling the memory bestowed to me as a human being to work in the manner for which it evolved. Human memory, if left to its own devices (and remaining intact), must rank as one of the most efficient recording devices yet developed. I make this observation to the Senior Managers whom I meet through the Australian Graduate School of Management (AGSM) or through corporate consulting and see this enterprise as part of my life's work.

From 1992 until around 1996 my professional work led into the Organisational Development initiatives taken by two major organisations: NSW Department of Health and Sydney Water Limited. These initiatives were in the form of Development Centres, which are workshops held over three to five days at venues such as the Westpac Training College at Ingleside and the Institute of Administration at Little Bay, in which

Senior Managers were tested for the explicit demonstration of their managerial competencies. Very often, what was observed publicly of their behaviour did not correspond well with what the Senior Managers believed privately about their own competencies. This finding formed the germ of this current research project. It also began a journey into the study of tacit knowledge, an area often trumpeted but poorly understood.

It was obvious at the outset that the methodology required to investigate tacit knowledge was for all intents and purposes non-existent. The Study One of this dissertation was, as it turned out, a vainglorious attempt to render the tacit explicit, that is to identify implicit themes and make them communicable, so as to assist the Senior Manager know his/her mind better and more efficiently to pass on the technical managerial skills of effective Senior Managers. It followed the methods developed in Grounded Theory quite successfully, and when approached using the special skill of active listening interviews, the method did in fact produce the aims of the study. The senior manager subjects derived personal benefits but these hard-won results did little to bring any advantage to the OD movement. After all, what was produced in this study was no different from what anyone could read in a Management textbook, or learn in an MBA Managerial Skills subject on managerial effectiveness. I was prompted by Baumard's statement that *"Tacit knowledge definitely escapes observation and measurement. To develop an adequate methodology to study the non-expressed is hence a preliminary condition to its study"* (1999, p.78)

Thus, the realisation came through clearly, more from a long philosophical investigation into the nature of tacit knowledge than from any empirical research program. Study Two sought to develop a technique that would encourage Senior Managers to become much more involved in the fullness of the explicit/tacit knowledge exchange. A technique that I had used in teaching medical students to become more effective interviewers, Interpersonal Process Recall (IPR), had developed into a robust and widely used research tool as the Experiential Analysis Technique (EAT). My variant of the EAT, the Explicit/Tacit-Interface Technique (ET-IT) was developed as the methodology for Study Two. The feedback results of this study were analysed using a multi-perspective technique, that of the Experiencer and that of the Researcher. Future studies are likely to include a further two perspectives from people who come from a different philosophical perspective from the researcher.

A series of propositions regarding tacit knowledge have come from this study. They are:

1. Tacit knowledge is always out of consciousness. Once it is 'surfaced' (made explicit) it is no longer tacit.
2. Tacit knowledge operates whether we are aware of the environment stimuli or not. These environmental stimuli can be either of internal (within ourselves) or external (outside of ourselves).
3. There are two mental perception systems. One is explicit, one is implicit. The explicit system gives rise to explicit knowledge while the implicit system stores its data as tacit knowledge. Both interact to a greater or lesser degree, depending on the individual.
4. Tacit mental processes often work hand-in-hand with explicit mental processes. They are present to a greater or lesser degree in all human expressions.
5. Every individual has a databank of tacit knowledge. Some access it extensively, others less so.
6. The tacit knowledge store has both species-specific attributes (such as language generation) or individual attributes (such as having learned a particular skill).

The tacit assumptions of Senior Managers play an integral, pivotal and definitive place in the management of complex contemporary organisations. It is a key outcome of this study that this realisation can be communicated effectively to managers throughout this country.

“The study of modes of knowledge within the organisation is a nascent field: introduced by Nonaka in 1987, the idea of a dynamics between different knowledge bases has not yet given rise to much empirical research, and except for Spender and Bird few authors have followed Nonaka into this no man's land.”

Baumard (1999, p. 93).

Plan of this Thesis

The role of tacit knowledge within the organisational life of senior managers has been investigated from several perspectives. Chapter 1 **Introduction to the Study** reports on the range of inputs that influenced the scope of this research project. Chapter 2 **Developing the Concept of Tacit Knowledge in Management** presents an examination of the diversity of ideas found within the tacit knowledge literature both before and during the writing of this dissertation. Chapter 3 **Tacit Knowledge and Implicit Learning** reports on the close links between the psychology of implicit learning and the management concept of tacit knowledge. In this chapter the author presents his own empirical work on implicit knowledge and some of the more interesting investigations of international researchers.

Study 1 – Codification Tacit Assumptions Chapter 4 presents the ontology, epistemology and methodology of Study One. Chapter 5 continues with this study, focussing on Grounded theory and a report on the Study One research findings. The aim of this study was to develop a methodology that would encourage the surfacing of tacit knowledge into conscious awareness. The study was successful and brought benefit to individual senior managers but the findings were not valuable.

Study Two – Encouraging the inclusion of tacit assumptions into current mental focus Chapter 6 arose after a period of immersion and incubation on the nature of tacit assumptions. It used a different methodology, one borrowed from the psychology of close interpersonal involvement. The results have been reported and the outcome of the multi-perspective analysis on the feedback interviews this has been outstanding. Chapter 8 – **Conclusions and Future Directions** draws together a composite analysis of the significant practical outcomes and theoretical ideas and discusses future directions for this research methodology.

The Empirical Questions

As this thesis seeks to demonstrate, assessment and development centres represent pivotal locations within the OD movement. The often reported discrepancy that exists between the inner, personal evaluations of assessment centre simulations and the more public behavioural forms of analysis used to evaluate senior manager's managerial competencies formed the background to this study. It was hypothesised that tacit knowledge, i.e. "*knowing without awareness*", may have been at the basis of this discrepancy.

In the area of tacit knowledge, this is a unique and innovative research question. In this thesis it is proposed that tacit knowledge in management philosophy and theory can be equated with the psychological notions of implicit learning and implicit memory.

There is one empirical management question that has emerged from the author's original empirical thesis¹ into implicit and explicit memory. Rather than adopt the scientific quantitative methodology followed in the author's 1991 study, for distinct epistemological reasons, a sociological qualitative approach was followed. This is the subject of Study 1 of this study.

Study 1 Question

Can multiple interviews (using a qualitative grounded theory approach) with senior managers reveal their tacit assumptions on interpersonal and communication skills, political skill and business acumen (shrewdness)? Can such assumptions be "surfaced" effectively for later reference by the managers themselves and by their team members?

The results and subsequent discussion on Study 1 led to an innovative approach to encouraging the tacit/explicit knowledge interaction for the same three managerial competencies: interpersonal and communication skills, political skill and business acumen "shrewdness". This second study used the efficiencies found in the Interpersonal Process Recall (IPR) technique, and its offshoot the Experiential Analysis Technique (EAT) as the basis for a new empirical research tool, the Explicit/Tacit-

¹ Dawes, K.H. (1991) Explicit and Implicit Memory in Hypnotic Amnesia. MSc Preliminary Thesis, supervised by Associate Professor KM McConkey, Macquarie University.

Interface Technique. A strong realisation was that the surfacing of tacit knowledge was an unnecessary aspect of this empirical work. In fact, as it emerged, it presents as a logical tautology: tacit knowledge by definition cannot be surfaced into awareness.

Study 2 Question

What is the effectiveness of encouraging senior managers to reflect closely on the expression of their interpersonal and communication skills, political skills and business acumen (“shrewdness”) in developing trust and reliance on their tacit knowledge of these skill areas?

It became evident that this approach represented a unique and fertile approach to developing managerial skills within the OD change school of thought and protocols. Using highly accessible media technical apparatus and easy to follow instructions, it is highly likely to emerge as a favoured form of managerial skill development as a variant of IPR or EAT reflection into management practices.

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Part One

Chapter One

Introduction to the Study

1.1 Introduction

This is an investigation into finding ways of tapping into the tacit assumptions that occur in the mental life of senior managers. It also seeks to make managers aware that what they are consciously aware of about themselves is only a small part of what they really contribute in their managerial efforts.

'Tacit' is the business world's equivalent for the term 'unconscious' that is found in the psychological and psychiatric literature. The term was introduced by Polanyi in 1958 in his philosophical quest to account conceptually for the realization that we can '*know more than we can say*'. It is said to arise by the activity of a mental system known as 'implicit learning' which operates as an ongoing mental activity out of conscious awareness. Tacit knowledge accounts for a large percentage of the learned material of the human mind; in fact people can articulate only a small fraction of what they know. The author reasoned that if some method could be found to access beneficial aspects of tacit knowledge then senior managers could be assisted in making more robust decisions and more realistic strategic plans. Also, it is clear that we as humans are unaware of a lot of our own behaviours, attitudes and habits although others can observe them.

Unconscious Motivation or Tacit Assumptions

There are many examples and illustrations that show the existence of tacit assumptions guiding and shaping human thought and action. Most of these examples are at best anecdotal, even though it is true that there is much experimental evidence to support the claim that tacit assumptions exists. This experimental evidence is usually in the form of dichotomous 'yes' or 'no' type outcomes, or at best fragmentary results that are provable only by meticulous statistical analysis.

The researcher entered this present study with a determination to identify and demonstrate the presence, even the roles, of tacit assumptions in the decision making and strategic thinking of senior managers. Once a methodology is established, these processes could be used to enhance the effectiveness of the behaviour of these managers, and the managers' understanding of what makes them behave in his/her usual manner. These decisions and strategic thinking studied were not the stuff of overarching corporate concerns, but more the day-to-day activities of average senior

managers. The need was to identify intelligible themes and assumptions from the thought of these individuals, not mere traces of possible mental events.

Many issues needed to be resolved, including (i) a clear requirement to define that which is '*explicit*' and that which is '*tacit*' in human motivation, (ii) the epistemology of such an exploration into human behaviour, (iii) a methodology that would produce observable and replicable results, and (iv) a form of argumentation that would support any research findings that were generated from such research efforts. These four issues are discussed at length within this thesis. Chapter 2 discusses the tacit/explicit issue. Chapter 4 outlines the epistemology followed in this thesis. Chapter 5 and Chapter 6 present the methodologies followed while forms of argument that support research findings is found in Chapter 7.

The body of research reported in this thesis did not follow a simple path, beginning with a clear hypothesis. It was exploratory. Preliminary investigations had already commenced before entering a formal research programme. After several years of concentrated effort the understanding grew that the first study would not achieve its aim. It found that indeed, a method to render tacit knowledge explicit was available. However, in doing so the tacit was no longer available for useful access. In fact this understanding came to the author only after four grinding years of toil. This study has been called Study One. The aim of Study One was to render tacit knowledge explicit. This aim was consistent with what most people consider knowledge to be – objective, observable and rational. This aim of finding some dynamic access to the tacit was not achieved, but Study One is kept in the thesis. It has been retained in this thesis as, in the author's understanding, it provides substantial background on the nature of tacit knowledge, the epistemology of this thesis and the methodology requirements developed from grounded theory. The breakthrough came in the face of defeat. Study Two took a different direction. It did not abandon the grounded theory approach, as grounded theory had proved its worth as a way of characterising observable behaviour concomitant with behaviour arising from tacit assumptions. The discovery underlying Study Two was in adapting two well known but related psychological research methodologies, (developed from pioneers such as Kagan (1975,1976), Diment (1974) and Sheehan, McConkey & Cross (1978)), one a teaching improvement technique and the other an experimental inquiry technique, to form a new technique called the Explicit/Tacit Interface Technique (the ET~IT).

Influences on the Study

There were several influences that had bearing on this study. They are (a) psychoanalysis, (b) the principles that support evaluations in assessment and

development centres, (c) the completion of a fourth year empirical thesis on implicit learning, (d) the results on a pen and paper personality questionnaire (The Management Personality Questionnaire) devised, written and administered by the author, and (e) the recognition of the differences that exist between what a manager does and what a manager reports to have done, the so-called '*rhetoric of management*'.

- (a) As a practising psychologist, the researcher has enjoyed a long association with Freudian psychoanalysis. Early in his career he acquired the complete works of Freud and spent many years pouring over these and associated books and journals. He has even made the pilgrimage to both Berggasse 19 in Vienna and 20 Maresfield Gardens in Hampstead, London, the homes and clinics of Freud. The author, in following the early Freud, gained a keen interest in hypnosis and the workings of the unconscious. This influence has always been interesting and of enormous significance in the treatment of clinical patients. It can be shown to explain the significance of relationships that exist between people and ongoing conflicts that can persist both intra-personally and inter-personally. Another area that has held his interest is in interpretation of art, such as is found in the forms and content of painting, sculpture and architecture, the characters and plots of poetry and novels and the highly embellished expression of opera and symphonic music. It is also noticeable in the activities of people in organizations, where spectacular denouements occur with highly talented executives, who for no apparent reason 'derail'. Also puzzling, the existence of the so-called 'glass-ceiling' for senior women in organizations, where they can reach a certain level of seniority but no more. There are also senior managers who continually subvert their own attempts at fulfilling their ambitions by undermining key relationships with their power-broking seniors. Of course, on the more positive side, we can witness the charismatic leader, who because of a suitable array of both personal and situational qualities, is able to lift the hearts and minds of groups of people into attaining heroic (and often profitable) levels of achievement. It is wonderful to encounter as well the epochal findings of Elton Mayo, with his elucidation of the "Hawthorne Effect" in lifting team performance.
- (b) The author facilitated over fifty assessment and development centres in NSW and became vitally interested in forms of behavioural assessment. At the end of these experiences he was left wondering on the efficacy of such evaluations. There was always a significant difference between what the senior managers

thought of their performance and what their objective evaluations said of them. Experience in competency analysis prompted the researcher to design the research topics followed in both studies as “interpersonal and communication skills”, “political skills” and “shrewdness or business acumen”. All three appear as quite generic managerial competencies in assessment and development centres.

- (c) The writing and research on implicit and explicit memory has left the author with a complete confidence in the existence of tacit knowledge. Using the power of post hypnotic amnesia, the author was able to prove a link between forgotten ideas and present performance on lists of words. This work is described in Chapter 3 on Tacit Knowledge and Implicit Learning.
- (d) The Management Personality Questionnaire was written during ‘down-time’ on assessment and development centres. It was based upon RB Cattell’s 16PF personality scales and assessed senior managers on the six factors considered by Cattell to be important for ‘successful’ executives. These are Factors A, B, H, N, Q1 and Q2. Possibly because of the construction of this test, it provided ratings of senior managers on these traits that satisfied the self evaluations of the senior managers far more than did the assessment/development centre measures. It was written way before the author had any awareness of tacit knowledge but it certainly provided an impetus to look more closely at the mental processes of senior managers. Again, the traits identified in this scale are closely related to the managerial competencies identified in assessment and development centres.
- (e) The rhetoric of management has long been of interest to the author. It is a phenomenon where the manager reports on what has been done on a project, or what has been discussed in a meeting or something like what has been done to meet a budget. Its aim maybe to present a ‘politically correct’ version, or a show of competence. What it does achieve, however, is a version that is devoid of the many false moves, self doubts, incorrect decisions and interpersonal squabbles that existed in the real interplay of events leading to the final report.

Methodological considerations

The use of the psychoanalytic method for this study was considered at length. There were several reasons for not following this methodology. The method requires a significant preparation on the part of the researcher. The researcher wanted a methodology that could be acquired readily and could be usable by organisational

development professionals who were not trained in psychoanalytic methods.

Psychoanalysis itself is a lengthy process, and the researcher was only interested in a method that would provide effective outputs without taking too much time from already time-pressured executives. The actual interpretative process is nearly always a development of themes from past events. The researcher wanted a method that would assist in present and future events. Prediction was far more important in the business world than was elucidating a satisfying history of events. Also, it became clear early in this research, that the qualitative descriptions of psychoanalytic terms such as 'conscious', 'pre-conscious', 'unconscious' and even 'subconscious' do not map conveniently with what Polanyi describes as 'tacit' and explicit'. Sometimes 'tacit' is clearly describing the 'unconscious', sometimes it is describing the 'pre-conscious'. The 'explicit' is always the 'conscious'. However, in whatever the form, psychoanalytic thinking always permits the flow of ideas from the realms of the unconscious, through the preconscious and ultimately into the conscious mind. In fact this could be stated as the basis for the psychotherapeutic process. This flow is echoed in Polanyi's thought as well. Contemporary thought on tacit knowledge (Nonaka 1992 esp) supports all logically possible flows.

After considering a range of contemporary qualitative methods the researcher decided on grounded theory methodology. Although the development of theory was not a primary aim of this study, grounded theory offered several techniques that would ably assist in the identification and collation of knowledge arising from interviews with senior managers. The idea of capturing something as intangible as tacit assumptions with something as substantial as grounded data appeared to provide a firm foundation for the study. When grounded theory is used on the same data from differing points of view it produces a substantial multi-perspective analysis of that data. This was the methodology used to great effect in the critical analysis of Study Two outputs.

A principal catalyst for commencing this study came from writing and researching the Management Personality Questionnaire (MPQ). The author was interested in developing a systematic tool for understanding the differences found in EDC outcomes and individuals' beliefs about their own managerial skills. This test was administered after the first day of the EDC, for completion overnight. Feedback was delivered in written form some weeks after the EDC week. This assessment revealed that there was a wide range of beliefs, attitudes and assumptions that had little systematic relationship to the objective measures obtained from the EDC.

A second source of encouragement arose from the many evenings of discussion that took place after close of business. For those Executive Development Centres that took up the whole working week there was ample opportunity to become quite familiar with

each of the participants. As facilitator, it was part of the author's role to debrief each participant in a series of unscheduled, informal feedback sessions. These often developed into group feedback sessions, especially when the red wine stocks were made available. *In vino veritas*, and what EDC participants really thought about what they were on about came out freely and clearly!

The author has always been swayed by the notion of self-efficacy (Bandura, 1997). He likes people to have self-control. People need to know what they are doing, why they are doing what they are doing and to have a clear idea of what they plan to achieve. In an interview with Goleman in 1988, Bandura said:

“... people's beliefs about their abilities have a profound effect on those abilities. Ability is not a fixed property; there is a huge variability in how you perform. People who have a sense of self-efficacy bounce back from the failures; they approach things in terms of how to handle them rather than worrying about what can go wrong.” (Goleman, 1996, p.90)

Self-efficacy is an important principle to impart when leading senior managers through development programmes. It is an assumed principle in this project.

1.2 Assessment Centres

While working as a facilitator and assessor in assessment centres the author became very aware of the substantive differences that can often occur between a senior manager's understanding of his or her managerial skills and the objective findings captured through assessment centre technology. These people were quite confused, even angry, that they achieved quite low ratings in areas in which they thought they were quite competent, even skilled. Now, these anomalies could be said to be the direct result of the pressure of being closely observed in the “fishbowl” environment of the assessment centre (called the Executive Development Centre - EDC), or could be an artefact of the simulated nature of the tasks involved. They could even be due to assessor error. However, as each of these managerial competencies was measured over several days and in a wide range of managerial contexts, and the participants themselves became involved in the assessment process, the results of the self and peer ratings were usually found to be justified. After several days of assessment and evaluation the senior managers were resigned to accepting the difference between how they had assessed themselves before and after the EDC. Hence the importance of competency evaluation in the career of a senior manager! To remedy the perceived competency deficits of Senior managers exposed through the assessment centres, the author ran a series of managerial skills workshops as well as six month EDC review meetings of progress made since the assessment centres. The workshops were quite didactic but featured a liberal incorporation of experiential learning exercises. The four

hour EDC Reviews were something else. A period of reflection was encouraged, followed by personal presentations that revealed welcome shifts in the explicit understanding of several key areas of managerial skills. The collegiate atmosphere generated during these reviews was a clear indication of the *"insight"* experiences witnessed when an understanding is reached – when, if you like, an individual's tacit and explicit knowledge formations coincide. Many of these senior manager's had made considerable gains in their understanding of just how managerial effectiveness is benefited by a clear link between theoretical understanding of what to do and practical understanding of how to be perceived by others. It is a remarkable advance from acting in a manner unsupported by theoretical insight or standing back after the event, and quoting *management speak*. One particular engineer, on the occasion of an EDC Review, when it came to his turn to discuss his development plan progress, remarked that he had successfully integrated the process of *active listening* into his ongoing relationship with his team members. He related thoughtfully that many of his traditional communication problems had gradually disappeared and he had a much greater awareness of what was happening in his business unit. Mostly though, he had come to appreciate the ability of his team members to solve their own problems without recourse to his views. He looked at us all and said with an almost bewildered look *"It's almost as though they have minds of their own!"*

Assessment centres have traditionally been used in the selection and development of managers². They are typically live-in and usually last for four or five days. Economic pressures nowadays make them shorter and some are restricted to day events, but the outcomes of day events from are meagre, can be misleading and hence potentially damaging to senior managers. They also supply limited intelligence for the organisation's strategic human resources management (SHRM). For the complex behaviour exhibited by senior managers, the more sampling of behaviour available, the better quality of insights regarding the usual behaviour is possible. This has always been recognized. Assessment centres utilize a very wide range of sampling avenues. These include managerial simulations (management team meetings, team member counselling, project team planning, strategic plan writing, in-tray management, budget meetings), personality and critical ability questionnaires, interviews with trained assessors and outdoor challenges.

Assessment of management competencies is the basis of this process. Each manager is evaluated against a set of criteria that are grouped according to managerial competencies. These competencies are determined by the sponsoring organization

² Assessment and development centres are discussed further in Appendix 23.

after careful skills audits and decision-making by the strategic human resources organizing committee. These competencies are the stated behavioural equivalents of the behaviours and roles found in the work of Yukl (1998) and Mintzberg (1975), respectively. Commonly held required managerial competencies are Interpersonal Skill, Decisiveness, Strategic Planning, Problem Solving and Communication. These competencies are clearly defined³ and their typical behaviours are noted, as they form the basis for standardized evaluation.

1.3 The Management Personality Questionnaire

This questionnaire is not part of the present study but its earlier development by the author was a key contributor for framing some of the research questions developed in this thesis. The Management Personality Questionnaire (MPQ) (Dawes, 1997) was based upon (i) the competency definitions and behaviours used in the EDC and (ii) the research into management-related traits by R.B.Cattell. The author's MBQ has 204 items, based upon both research findings and intuitive understanding of the targeted behaviours. The questionnaire was piloted and normed by the author on more than two hundred senior managers across six organisations. There was international fervour following the publication of the Institute of Personality and Ability Testing (IPAT) group's 16PF Personality Scales (1970). Part of the IPAT network's strategy was to explore the trait profiles of a wide range of industry and vocational groups. Included amongst these studies were Teachers, Nurses, Psychologists and "Successful" Executives. This latter category was selected as a model for basing the scales developed in the MBQ. The reasons for selecting executives (senior managers in Australia) as being "successful" was not made clear (see original paper) but a series of traits where executive rankings exceeded general population norms was quite apparent. "Successful" executives gained significantly higher ratings on Factor A, Factor B, Factor H, Factor N, Factor Q1 and Factor Q3.

Table 1.1 High Score Meaning of IPAT Factors for "successful" executives

IPAT Factor	High Score Meaning
A	Warmth
B	Intelligence
N	Shrewdness
H	Boldness
Q1	Radicalism

³ See Appendix 1 for a sample of the competencies used in the author's Registered Clubs Development Centre (1998).

Q3	Self-discipline
----	-----------------

Source: Figure 12.10 Cattell, Eber & Tatsuoka, 1970 pp. 199-200.

This excerpt from the results pages of the MPQ provides an example of what the test seeks to measure. Like many personality instruments, the results are presented in bipolar form, with the opposite ends defined. A phrase such as “more critical than accepting” would be used for a Sector 2 rating on Scale A1.

Table 1.2 MPQ Factor A Result Sheet (Dawes, 1997)

Factor A

Disposition Towards Other People

Component Scales

Scale	RS	Description	Sector 1	Sector 2	Sector 3	Sector 4	Description
A1		Critical, quick to point out faults	13-20	21-23	24-25	26-32	Accepting, easygoing, good-natured
A2		Individualistic, stands by own ideas	13-23	24-25	26	27-32	Cooperative, likes to participate
A3		Isolated, aloof, Detached	13-19	20-21	22-24	25-32	Attentive to people, includes others
A4		Intolerant, precise, Objective	13-22	23-24	25-26	27-32	Empathic, soft-hearted, casual
A5		Sceptical, lacks confidence in others	13-22	23-25	26-27	28-32	Trusting, delegates responsibility
A6		Rigid, seeks conformity with own views	13-21	22-23	24-25	26-32	Adaptable, goes Along with others
A7		Impersonal, cool, disinterested in others	13-23	24-25	26-28	29-32	Supportive, warm-hearted
A8		Taciturn, prone to sulk	13-22	23-24	25-27	28-32	Good humour, laughs readily

Factor A Scale

Factor A		Unlikely to demonstrate positive disposition to others	13-22	23-24	25-27	28-32	Likely to show positive disposition towards others
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1.4 The Rhetoric of Management

The author admits that he speaks of *management-speak* in a somewhat disparaging manner. This apparent disrespect is the approach he takes in challenging management students to ground their statements and claims in actual workplace case data or research findings. This promotes a far more realistic dealing with current managerial problems and scenarios in ways that can be communicated with others and, furthermore, can closely align with what is actually taking place in the real world.

A communication issue that is anticipated in the conversational interviews is that of ‘*the press release*’, that is, the initial story told by participants to explain their views and experiences (Wiersma, 1988). It is related to what Gergen (1991) speaks of as

'warranting'. This is when we provide representations of ourselves that are most likely to "warrant voice" or to give our own version of events some validity and legitimacy.

1.5 Why Surface Tacit Knowledge?

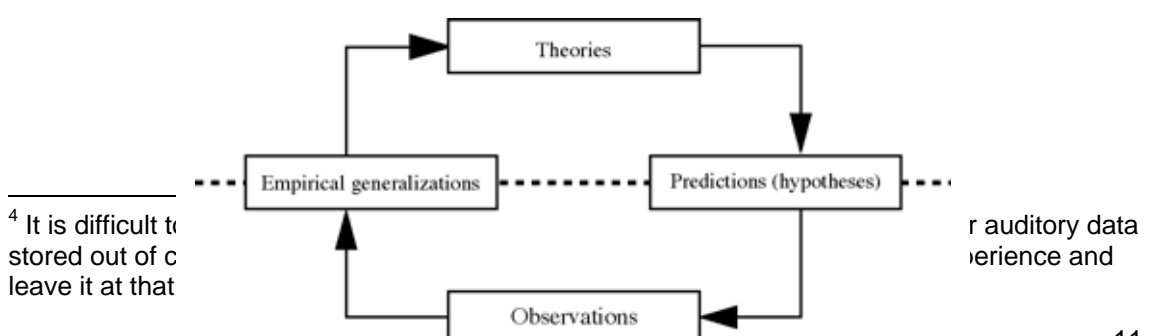
The aim of the first few years of this research study was to codify tacit knowledge, that is, to render it explicit. It came from a long-cherished psychotherapeutic aim of the author, who believed that benefits would arise for clinical clients who were led through a process of self-discovery to elucidate their own particular unconscious motivations. Ultimately support for this quest declined and a paradigm shift occurred within the author's thinking. It was decided that the true aim of psychotherapy is not to proceed through the upset of recovering past memories and linking them with current behaviours. It is to harness the energies of beneficial unconscious processes so that they can be aligned with current and future behaviours. There is no need to render the unconscious explicit: it is far better to identify positive 'drives'⁴ or processes and keep them 'in the service' of the client's best interests. Similarly, this project moved away from the codification of tacit assumptions and set its intent on determining ways of facilitating the use of tacit assumptions in the service of senior managers.

1.6 Epistemological Considerations

The epistemological basis of all research brings with it a series of assumptions on what questions are legitimate, what methodologies are acceptable and what forms of analyses fit within its framework. In the author's years of teaching and studying in management education, it is clear that the dominant forms of researching are consistent with the tenets of logical positivism. That is, for reasons of habit and custom, management research has followed that highly developed, rational form of enquiry known collectively as the scientific method.

The tenets of the scientific method include the assumptions that reality is objective, singular and static and that the researcher stands apart from the focus of study, as an impartial observer, value-free and unbiased. The language of this research is formal and impersonal, is based upon a series of definitions and follows the vocabulary of the physical sciences. It proceeds from observations to empirical generalisations, to theorising and predictions, and then to further observations as illustrated in Figure 1.1.

Figure 1.1. The scientific process (Singleton and Straits, 1999, p.27)



The research process itself is decontextualised and follows a deterministic cause-and-effect paradigm. It legislates on what is permitted and what must be rejected as artefact and calculates through statistical methods, generalisations that are used to predict, explain and understand.

This research does to a point follow this paradigm in specific situations, as there is much to be gained from using the accuracy and reliability offered by it to theory building. However, in part because of the subject matter of the research topic, and in part because of the background of the researcher, it follows the assumptions of the qualitative research paradigm, that the social reality studied in management research is itself socially constructed and subjectively experienced. In this thesis the author takes the view that all research is value-laden and biased, so considerable effort is taken to evaluate critically the data produced, the concepts generated and the hypotheses developed. The aim is to produce theory and understanding that are persuasive, useful and acceptable in encouraging senior managers to work more effectively within their organisations.

1.7 Studying Tacit Knowledge

Tacit knowledge is knowledge stored in memory that is outside of consciousness. This area of study is itself difficult to research from a positivist perspective. It is the internal working of the human mind, so much of which is ephemeral and even unreachable, even by the most ingenious of positivist researchers. There is a substantial body of research that successfully links isolated facts and themes as tacit determinants of later behaviour but in this research a different view is sought. It does not impose a set of facts or themes and then look for their effects on behaviour. Its original aim was to seek to find themes that exist already within the tacit assumptions of senior managers and to discern those themes or classes of themes that have most influence over the senior managers' behaviour. Once found, however, it was clear that this was not a central goal.

It is argued that the objectives of this thesis are only available to methods of research that seek understanding through the complex interplay of social interaction between subject and researcher. It is clear from Polanyi's extensive reflections on this topic that what is tacit can become explicit, and it was an early aim of this study to show that the rendering of tacit processes into explicit form adds intelligence to the actions that follow tacit processing. That is, determine the structural and functional aspects of tacit assumptions, examine them consciously, add, refine and evaluate, and then allow these tacit assumptions to pass back out of awareness, to be called upon, out of awareness, as and when required. This was the research aim of Study One.

Study Two did not seek to codify at all. It proceeded in the recognition of the idea that ‘arousing the energies derived from tacit assumptions’ was the key to enhancing effective managerial behaviour.

As a brief introduction here, we can consider some of Polanyi’s thoughts:

“I shall reconsider human knowledge by starting from the fact that we can know more than we can tell. This fact seems obvious enough; but it is not easy to say exactly what it means. Take an example. We know a person’s face, and can recognise it among a thousand, indeed among a million. Yet we usually cannot tell how we recognise a face we know.”
(1966, p.4)

The basic structure of tacit knowledge involves two things, or two kinds of things. Polanyi refers to them as the two terms of tacit knowledge. The first term is set up by prior learning but is itself unknown when the second term is enacted. That is, prior learning is implicit within the action of the performance of the explicit act.

Another way to describe tacit knowledge is that it either precedes the explicit act (Figure 1.2) or is immanent within in its action (Figure 1.3).

Figure 1.2

The tacit precedes the explicit through the process of ‘patterning’

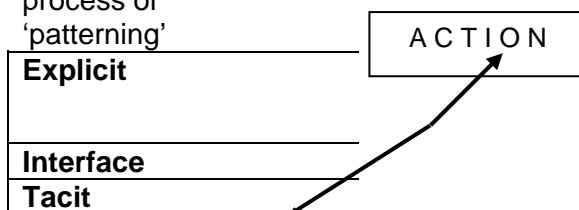
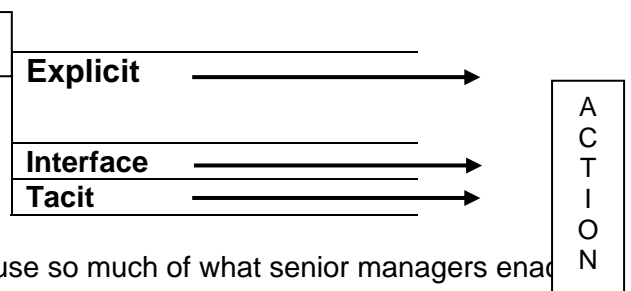


Figure 1.3

The tacit process is parallel with the explicit



Why is this important? It is important because so much of what senior managers enact is based upon tacit assumptions. The prior learning that informs current acts, albeit out of the awareness of the enactor, is in need of close examination. Too often the act is subjected to:

1. Pre-action justification, where a list of reasons is generated to support an action or a decision, or
2. Post-action rhetoric, where a list of reasons is called upon to support such behaviour, also based upon a set of generalised statements generated from a list of possibilities (such as previous learning from past managers, learned in Master

of Business Administration program, thought about it before in different circumstances).

Most importantly, utilisation of tacit knowledge makes sense! If in some way it comprises most of what we know, would it not be of great benefit to access it when we need it most?

The concept of tacit knowledge is found in the seminal work of the scientist turned philosopher, Michael Polanyi, who wrote three books over a period of ten years on the cognitive processes which are precursors to scientific thinking. At this stage, it would be fair to say that this study has a certain reciprocity in that it examines in an inter-subjective manner the processes which lead to the objective currency which facilitates and mediates organisational processes. It looks at those informal, personal, generally unstated, ideas, themes, heuristics and concepts developed and held by senior managers, which when subjected to formal logical analysis and peer review, become the isolated prizes and systems of value of mainstream objective management science. However, the aim here is not to rush into structuring the tacit processes: the structuring itself is both a psychological need of some and a general organisational norm, but to examine the social and personal economies which shape these tacit assumptions. Tacit assumptions are generated, acted upon or rejected in a continuous, dynamic flow. Some tacit assumptions are quite able to be grasped within the conscious awareness of the individual, others are less so, even to the point of being expressed into consciousness as primary processes, that is, of vague feelings, premonitions and hunches.

The entire rationale for Study One was that the nature of the tacit assumptions themselves needed to be revealed so that they could be studied. The explicit rendering of these assumptions arose through an inter-subjective process, the conversational interview. The intensely subjective nature of tacit assumptions, and their often barely discernable traces, requires a particularly sensitive and subtle form of interpersonal process, as has been developed in the psychotherapeutic and counselling disciplines. This study sought to develop a technique that would facilitate this process.

In Study Two, no such assumption was made. It sought to raise 'relevant' tacit assumptions in the cognitive domain so that they would exact their force onto conscious thought. An appropriate notion might be to *"marshal or recruit the relevant subsidiary thoughts to achieve an optimal field in which important decisions can be made"*. It was decided to approach this study through the research methods developed in the two closely-related interpersonal study techniques, the Interpersonal Process Recall technique (IPR) and the Experiential Analysis Technique (EAT).

There are many ways that tacit assumptions are formed through psychological processes. Polanyi's development of the term tacit knowledge moves from identifying the proximal and then the distal (the way we attend from the first to the second) thus achieving an integration of particulars into a coherent entity to which we are attending. *"Since we were not attending to the particulars in themselves, we could not identify them: but if we now regard the integration of particulars as an interiorization, it takes on a more positive character."* (1966, p.18)

Tacit knowledge is knowledge that is hidden or implied. Even at this level of assertion we can set about questioning in several pertinent directions. For example, does the thought that underlies a sophisticated diagnosis of a physician or the virtuoso cadenza of a jazz musician rate any differently from the action of a professional soccer player heading a goal or a juggler keeping three balls in the air at once? Polanyi says it does, and he clearly states that there are differences between intellectual knowledge and practical knowledge. He usefully refers to the *"wissen"* and *"können"* of the Germans and the *"knowing what"* and *"knowing how"* of Gilbert Ryle (1949). For example, is the knowledge hidden because the individual actually expresses a skill without thinking about it, like a word-processor keyboarding away listening to someone dictating notes while the fingers perform an intricate set of procedures which result in a coherent writing of the dictated notes onto a screen? – is this tacit or procedural knowledge? Is the knowledge implied when a CEO makes an intuitive instruction when presented with a wide array of competing possibilities? Are the reasons for the choice based on tacit knowledge? Is the knowledge tacit because a work group carries out a series of instructions without really understanding why they are performing their actions? Tacit knowledge or lack of communication? Does an engineer keep his/her knowledge hidden from some other skilled person in order to maintain vocational security – tacit knowledge or protective vocational secrets? Does a manager withhold information about a pending retrenchment in the computer department so as to avoid a possible sabotage in the computer networks? Tacit knowledge or political withholding of knowledge? These among many others, are some of the questions resolved by the findings of this study.

1.8 Research Aim

The aim of this study is to achieve a methodology which when identified, by enlisting the untapped tacit resources, will give effective service to senior managers in the enactment of their many operations in the complex organisational milieu in which they function. The answer may reside in elucidating a complex set of approach-avoidance patterns, as is found in Polanyi's electric shock example; it may be more readily determined by the outcome of a series of internal logical debates; or it may be that

senior managers need to learn how to 'tune into' the forms of cognitive processes that support their own tacit assumptions. Whatever is found, it will be kept in mind that any future senior manager's action will continue to follow the functional relation between the two terms of tacit knowledge with the dictum: *"we know the first term only by relying on our awareness of it for attending to the second"* (Polanyi, 1966, p.10). Better managerial outcomes are likely if we learn how to prepare managers who seek solutions to novel dilemmas by 'accessing their tacit assumptions'. As is found in Study Two, accessing tacit knowledge does not equate with making tacit knowledge conscious.

1.9 The Research Subjects

The research project investigates the role of tacit assumptions of senior managers in two organisations⁵. Study One focuses on Organisation A, a firm in the service industry. It has its parent company in the USA, the Australian corporate office in North Sydney and several regional businesses throughout Australia. When the study commenced they had, to a man, risen from the trades of electrician, plumber and mechanical engineer⁶. The likelihood of admitting woman into the senior ranks in the near future was very low, even though the possibility was never actually dismissed in management strategy meetings. Nowadays, there is growing affirmative action in that quite a few women are noticeable within the ranks of senior management. Most Organisation A staff members are trained through the Colleges of TAFE and in in-house training programs. Their careers are tied closely to their business success – particularly as it impacts on their EBIT⁷. There is no systematic human resource based performance appraisal, the management development function comprises mostly individual assessments and attending learning workshops.

The other organisation, the focus of Study Two, is Organisation B. This organisation operates hospitals that provide palliative care, geriatric rehabilitation and general surgical services in the Riverina, Cessnock, Sydney, Adelaide, Melbourne, Canberra and Tasmania. The senior managers studied are a different group. They are mostly tertiary qualified and well learned in the ways of hospital administration. They come from the disciplines of medicine, accounting and finance, nursing and health administration. Their charism is that no-one should die alone, but the values they try live by are those of Hospitality, Healing, Stewardship and Respect. They also state that

⁵ The identity of the two organizations is hidden throughout this thesis. Pseudonyms are used for names and places.

⁶ Several mechanical engineers were university graduates, but most received their training through the NSW Colleges of Tertiary and Further Education.

⁷ EBIT - Earnings before Interest and Tax.

their purpose is 'being for others'. They are contracted and their performance is subject to annual review.

Whereas Organisation B has long developed a culture of management development and education, it is only since 1999 that the parent group of Organisation A has fostered an interest in getting their senior managers to enrol in management studies. Several Organisation A senior managers have completed Master of Business Administration and Diploma of Business Administration degrees in recent years. One organisation is religious, while the other is completely secular. There is a quiet contemplation of spirituality in the Hospitals: there is a quiet contemplation of profit in Organisation A.

1.10 Organisational Development (OD)

The author's introduction to OD was when he was a Tutor in the Faculty of Medicine at the University of Sydney in 1985. The Department won a contract to carry out the selection process for new recruits into the NSW Fire Brigades and the author was one of the team working on the project. There were over 3000 applicants with only 140 places on offer. It was a fascinating process to apply skills learned as a School Counsellor to the industrial world. At that time it was little different from placing hundreds of senior school pupils into streams in their local High School. The principles were similar, that is a series of "tests" (academic, practical, social), along with targeted interviews, were utilised to rank the applicants into an order of acceptability. The first ranked 140 applicants formed the successful recruit cohort.

In 1990, on the basis of the author's psychological qualifications and experiences, he was invited to join a human resources firm that specialised in OD. He was quickly inculcated with the ideas of senior staff recruitment and senior manager development and imbued with the zeal of high flying professionalism. Within months he was facilitating Executive Development Centres in Sydney and performing recruitment assessments in most capital cities in Australia. He recalls asking his employer at the time just what industry they were in. She responded thoughtfully that we were OD consultants, so he made a point of researching his new occupation. OD has been a predominant theory in change and organisational behaviour. It emerged from the Human Relations Movement of Elton Mayo, famous for the Hawthorn Studies of 1927-1932. There is little consensus on what constitutes OD but Porras and Robertson have ventured a definition from their own literature review. They write:

"Organisational development is a set of behavioural science-based theories, values, strategies and techniques aimed at the planned change of the organisational work setting for the purpose of enhancing individual development and improving organisational performance,

through the alteration of organisational members' on-the-job behaviours." (1992, p.722)

Furthermore, they found that there are five points of commonality across all OD theories.

It is people centred

It is usually focussed on incremental or developmental change (it may be used in transformational change)

It usually focuses on the individual or group level (although it does look at the whole system)

The pace of change is usually slow

The author's own view is that the pace of OD is slow. This is because lasting organisational change results from change in the behaviour of individual organisational members. This takes time!

Having taught regularly at the Australian Graduate School of Management in their Master of Business Administration (Executive), Full-time Master of Business Administration and Corporate Education for these past seven years the author is pleased to have developed a methodology for increasing the potential use of the tremendous resources of tacit knowledge of Senior Managers. He has developed similar techniques with professional sportspersons through his Sports Performance Scale, developed during his time as Sports Psychologist with the Penrith Panthers Football Club, Marconi Soccer Club, Warringah Dolphins Soccer Club and Sydney Olympic Soccer Club.

The Explicit-Tacit Interface Technique promises to achieve significant advantages for Senior Managers who care to investigate its claims.

1.11 Psychological Functioning & Developing Senior Managers' Skills

Two contributors to this field are Carole Myers and Keith Davids. They set out to demonstrate that *"differences between intellectual and experience-based ways of knowing and doing have important implications for performance and consequently for methods of work organization and training* (1992, p.45)". They argue that

"Training professionals are devoting increasing attention to the importance of tacit knowledge for successful work performance at all organisational levels: professional, managerial and shop-floor. Differences between intellectual and experience-based ways of 'knowing' and 'doing' have important implications for performance and consequently for methods of work organisation and training. One obvious example is the discrepancy which can arise between the skill requirements officially prescribed by organisational management, and the actual level of expertise exercised by many workers." (p. 45)

Differences in learning due to personality

These differences between intellectual and experience-based ways of '*knowing*' and '*doing*' reflect the classical learning styles which distinguish introverted and extraverted orientations. It is helpful here not to discuss actual people as introverts or extraverts, but to work the theoretical notions of extraversion and introversion as hypostasised entities: then allowing the insights gained from such theoretical discussion to settle back onto actual people, depending on their degree of introverted and extraverted behaviours. With this form of argument, it is possible to discuss these important psychological constructs free from the distraction of the many and various idiosyncratic irregularities that appear with individual persons. An important realisation when considering the behaviour of individual managers is that there is a regular distribution on the extraversion-introversion continuum, just as there is with the team members who work with them. What matters to us here is that there are differences in the mental life of extraverts and introverts. It is clear that the mental organisation at the extremes of the continuum show a discernable difference in objectification or objective expression. Here primary processes become secondary elaborations.

Objectification

Objectification in thought is the result of contemplation. There is an important theoretical distinction that is made between mental objectification and perceptual objectification. Curt John Ducasse, the American philosopher, in discussing creativity, presents us with a useful distinction between objectification which is "*image-stuff*" and objectification which is "*perceptual stuff*". This is important to us here because there are many who operate mainly in the area of "*image-stuff*", that is, they work very hard at producing complex, varied and helpful mental objects, yet do not go so far, at least not very often, to produce empirically observable "*perceptual-stuff*". Following Ducasse's line of argument, objectification is usually "*partially at least in perceptual stuff, but it might take place wholly in image stuff*" (1966, p.112), and hence it remains private to the producer.

Introverted behaviour

Introverted learning style always follows a conceptual organisation which is either represented externally in some symbolic form, such as talking, writing, diagrams, and so on, or represented internally, in a purely private mental form. These external forms are secondary to the introvert, as his/her principal form of expression still remains internal. Objectification of thought to the introvert is an internal, private state. To translate that mental objectification into an external, public form is a second process,

one which introverts often find to be tiring and unnecessary, or more usually, one that does not occur to them.

Extraverted behaviour

The extraverted form of expression, on the other hand is always external. Meaning for the extravert is found not in concepts, but in action. Objectification of thought is all external. In a way, expressions do not exist unless they are demonstrable. The external symbols which are bothersome to the introvert are the currency of reality for the extravert. Similarly, the conceptual representation which is so fundamental to the introvert is likewise bothersome and often avoided, by the extravert.

This view allows us to see that the extravert often misinterprets the behaviour of introverts. The more extraverted person will only witness the external forms of expression. Much of the understanding which guides the action of introverts is not available for external examination by others. Hence, any modelling which is done on the external behaviour of introverts is at best modelling of superficial and very often unimportant aspects of the introvert's behaviour.

Communication between differing orientations

An important issue that arises for us is in the communication of ideas. The contemplation process produces a model (an idea or a process, or even something much simpler, like a remark) that gains sufficient clarity to warrant communication to others. There is sufficient coherency and closure to transmit, so to speak. The issue is this: how well is the message communicated? Does the spoken or written message genuinely, or correctly, reflect the mental expression of the originator? Has the attempt to communicate the message been successful or unsuccessful? Ducasse states what seems obvious – you can't know at the time of communication (ibid., p.113)! The obtaining back of a confirmation or a reflection of what has been delivered is only proof of the success of the attempt at objective expression. It does not mean that the meaning has been delivered as well.

Sociological Behaviour patterns

Working from this behavioural analysis provides us with an approach which may at first seem at odds with a further assessment of Myers & Davids (op.cit.), who suggest that "tacit skill may represent a reservoir of knowledge and ability that remains untapped because of traditional job demarcations. Tacit skill can be distinguished from more formally developed skill on 2 counts: 1. It is generally difficult to articulate. 2. It is informal." (p.45)

The informal aspect emphasizes the importance of rules of thumb in much human behaviour. Such knowledge typically is untaught, increased by job experience,

possessed in larger quantity by successful personnel, largely context-dependent, in the form of "if, then" rules, and automatic. Tacit knowledge is likely to develop in complex tasks where it is not obvious which factors are important and which are not. While tacit knowledge has appeared relatively inaccessible, it may be possible to teach some features directly, perhaps leading to more effective performance.

1.12 Competencies Studied

The tacit assumptions being studied relate to three competency areas: interpersonal and communication skills⁸, shrewdness (or business acumen) and political process skill. That is, a principal output of this work is to develop useful theory on the way that senior managers achieve effective methods of developing rapport with others, attaining their desired managerial ends (without sully their social reputations) and achieving for themselves satisfactory political status within their respective organisations. These three competency areas, it is believed, are guided by both explicit and tacit assumptions. The tacit assumptions themselves are often quite clearly held, yet never voiced. *In vivo*, it is only over a few glasses of red wine that they become apparent. *In vitro*, there is going to be a concerted effort to seek the divulgence of privately held methods of success in the three competencies. The assumptions may also be only procedural, in that they act out some previously witnessed but never understood behaviour pattern or social move by some admired (or feared) successful colleague. They may be completely unconscious, as if they were picked up and recorded in memory while falling asleep when watching a movie (or sitting in a boring lecture theatre). This so-called *learning out of awareness* is discussed in this thesis.

A principal theory under test in this thesis is that senior managers create an ongoing, tacit 'endogenesis' – an internal flow of many mental themes, some quite conscious, some entirely out of consciousness, themes which wax and wane, ebb and flow, become confluent then effluent, - nonetheless themes which enter into context as exegeses or accounts which seek to reflect and guide the processes of management. They are not formal nor are they chaotic. These themes have been described whenever there is any serious account of human psychology, psychology that includes the mental life of human beings. This is the subject matter which the early logical positivists rejected as being the stuff of "*witches and goblins*" (Watson, 1930). It was because of the unreliability of the early introspectionist studies that internal mental events were rejected as the subject matter of modern psychology. The amazingly creative insights of Freud and the psychoanalysts were scorned as being fanciful in the extreme by the behaviourist movement, yet there has been a turnaround with the

⁸ These two competencies are usually separated but they are kept together for the purposes of this study.

growing strength of cognitive psychology, especially in the areas of memory and information processing, to a view that is becoming accepting of the psychoanalytic mechanisms without necessarily accepting the bases of their causes.

1.13 Polemics

When one considers the history of psychology there is a certain feeling of emotional pleasure in witnessing the slow decline of that argumentative, narrow-minded, disrespectful application of a physical science epistemology which outlawed the intricacies, pleasures and astonishing behaviour of human mental life. As a tilter at windmills, a psychic dragon slayer and an ardent supporter of Prospero's books, the author needs to hold himself back from wanting to take some form of vengeance upon these cold calculators. What he has learned is that logical positivists have difficulty in admitting to have an emotional life. They either prefer to suppress their emotionality or take mental frames from which the emotions are excluded. Cattell (1970) realised this with his notion of Tough Poise, as did Eysenck (1991) with his views on Toughmindedness. It is a vindication to know that the authors and promulgators of the new and powerful Big Five personality theory (Costa, McCrae and Dye, 1991) also recognise the existence of toughmindedness as a fundamental personality theme. Furthermore, the high proportion of people who take on the non-people focus professions, such as accounting, finance, engineering and pure science, it is suspected, have a vested personal interest in creating systems and theories that exclude the emotions. It is little wonder that they find difficulty in permitting the existence of emotional and imaginative themes into their lives, let alone developing ways of managing these natural phenomena.

There are many phenomena that have come to centre stage in any discussion of tacit knowledge. These are the psychic curiosities designated as the psychopathologies (such as slips of the tongue, forgetting, mistaken identity), the dreamlife (with its fantastic creations) and humour. All admit to having some conscious contribution as well as some unconscious contribution – merged together to produce behaviours that are neither expected nor planned. [see Perry & Lawrence, 1984].

Discussion of emotional intelligence is fashionable these days. Emotional intelligence (Salovey & Meyer, 1997; Meyer & Salovey, 1997) has been heralded as being more important than cognitive intelligence to those who seek to find success in modern organisations. However, one of the major stumbling blocks to the development of emotional intelligence is the tacit assumption that it is weak to have an emotional life. This view is not often stated by people who suppress their emotions; they often express surprise and even displeasure when the possibility of their having an emotional life is canvassed. But in the scheme of things, the recognition and utilisation of tacit

assumptions will far outshine claims made about emotional intelligence. This is because most individuals who do inhabit organisations would rather gain their competitive advantage through utilisation of the tacit knowledge than having to feign some degree of emotional intelligence.

It is little wonder that the impetus for commencing this study arose from listening intently to the post-assessment discussions with the participants, long after the milgramesque⁹ assessors locked themselves away with their videotape machines. It was in this setting that managers began to discuss the meaning behind their lack of success, stating that there was a gulf between what they understood they were doing and what was expected of them. Almost without exception, managers set about examining their own motives and assumptions behind apparently straightforward manager behaviours. One of the most often quoted explanations was that it was assumed that explicit acknowledgement of commonly held beliefs within an organisation was unnecessary. Why state the obvious? This has rekindled a long held belief that the author had as a young teacher. There are very many words, terms and concepts that are used freely in an organisational context that are not understood by many people who pretend that they understand when in fact they are quite unaware of the meanings of these utterances. These are not simply from ignorance or inattentiveness. They have been omitted from the “need-to-know” loop. Vygotsky (1978) called them a *“Zoo of Phantom Words”*.

⁹ Indicating their willingness to be as harsh as possible with their evaluations because they were “forced to be hard” by the process supervisor.

Part One

Chapter Two

Developing the Concept of Tacit Knowledge in Management

2.1 Introduction

The study of tacit knowledge, it could be argued, is an adventure into “uncharted waters”. The researcher, like any explorer, needs to be determined to keep sight of the Holy Grail, as it were, of tacit processes guiding and informing the actions and expressions of others, witnessing these as if through the magic spectacles of reflective thought. Like the heroes of the epic stories of Tolkien, and the seekers of the hidden Force of the Starwars trilogy, the researcher must follow each lead and reflect on every observation. Everything that is thought and everything that is done is subject to the most intense personal criticism, because the researcher who was educated and employed by the scientific community of practice already hears the voices of the critics scolding fearfully and laughing uproariously at the task of finding true science for ideas that in no way conform to the basic requirements of the usual objects of science. This research project began as a quest to render the tacit assumptions of senior managers into objectively verifiable explicit statements. This, while an invaluable exercise in itself, and with ‘scientific merit’, it was set aside in favour of developing a technique for gaining access to tacit ideas while leaving them tacit, that is without attempting to bring them into conscious awareness. The mission was to enlist tacit ideas, utilise their effects on the conscious mental life of senior managers, and then let them subside back into the deeper recesses of the mind. To verify that this task is achieved is the major undertaking of this research thesis.

Feyerabend (1979) challenges the critics by questioning the very notions of validity and the *raison d’être* of research itself, defending the need and right for the researcher to move outside the parameters of existing paradigms.

“His imagination is hindered, and even his language ceases to belong to him. And this is reflected even more in the nature of scientific facts, which are lived as if they are independent of opinions, beliefs and cultural memberships. It is therefore possible to create a tradition and to maintain it by strict rules; this, to a certain extent, enables success. But is it desirable to sustain such a tradition by rejecting all other possibilities? Should one give it exclusive rights over knowledge, with the consequence that all results obtained by other methods are eliminated without appeal?” (p. 16)

Management research into tacit knowledge has emerged from its early formative years. This is because it has now been approached using a systematic social interactionist approach. This does not imply that individual positivistic researchers have not made substantial gains in their efforts to characterise and understand tacit processes. However, many studies remained safely at the descriptive and metaphorical levels. Other pioneering efforts were aimed at seeking ways of “operationalising” tacit processes, much like the physicists seeking to observe the behaviour of electrons. The author’s own research¹⁰ into what we called “implicit” processes in psychology, was supported by critical propositions and laboratory experimentation, which reduced reality to tests of word associations which were tested against probability statements and statistical analysis.

A range of published works is reported in this chapter. Its aim is to familiarise the reader with the terms and concepts used in this field. Some are purely descriptive, some are deeply philosophical, others are very business-like in their intent. One comes from anthropology, and arises from the author’s sociological research with Australian Aborigines. The management studies that are clearly germane to this thesis are reported in depth. The importance of shared knowledge in organisations, be it explicit or tacit or both, comes through clearly in the sections on creative team and strategic decision-making team interactions. There is no established literature on either the surfacing of tacit assumptions or the accessing of tacit assumptions. Those that have been published are found in this literature review.

Absorptive capacity has been a feature in management theory for many years but it has been introduced and discussed as an organisational competency, not an individual personality characteristic. The concept of absorptive capacity is introduced here as a possible psychological discriminant for those who access the tacit effectively and those who do not.

The direction of this chapter is to provide the underlying concepts necessary for an appreciation of the aims, underlying logic and methodology that substantiate the claims of the major Study Two of this thesis.

2.2 Descriptions of Tacit Knowledge

Sternberg, Wagner, Williams and Horvath

One clear statement on tacit knowledge is that of Sternberg *et al.* (1995) who define it as work-related practical knowledge learned informally through experience on the job. It is an intellectual and cognitive process that is neither expressed nor declared openly but rather implied or simply understood. It is intimately related to action such that it

¹⁰ Reported in Chapter 5.

reflects knowing how as contrasted with knowing what. It is normally procedural in nature and acquired without direct instruction or help from others. It is practically useful and instrumental in the attainment of goals that the user values. (pp. 916-917).

This definition is plain speaking and seeks to create a standard in understanding tacit knowledge. However, as is about to be discussed, their definition does not enjoy universal acceptance.

American and Japanese Culture

This discussion continues with some of the understated, charming writing of Bonnie Durrance. Durrance (1998) offers a range of “*explicit thoughts on tacit learning*”. She reminds us on how much Western culture “*loves explicit knowledge*” - the quantifiable, definable information that makes up the reports, memos, manuals, and instructional materials. She avers that tacit knowledge “*is more mysterious and harder to talk about*”. Tacit knowledge resides within people’s hunches, intuition, emotions, values and beliefs. Durrance is also of the view that, with careful observation, patterns of tacit knowledge can be experienced, expressed, and described. She conceives of tacit knowledge as “information in action” (p.25) “...those non-intellectual qualities or mental models form the basis of how we behave and act, the filter through which we see the world” (ibid.) “... *the deep physical and emotional knowing that grows as result of working and living alongside each other*” (ibid.). She adds prosaically,

“A lecture would have joined other intellectual material to collect dust, be argued about, or be dismissed, whereas the tacit knowledge shared ... will remain ... for a lifetime. Imagine the depth and range of tacit knowledge to explicit knowledge as being what the proverbial iceberg is to the tip. A successful organisation, like a well-steered ship, makes room for both.” (ibid.)

Durrance cites Prof Hirotaka Takeuchi who directs us for insight into the Japanese tea ceremony: “*It’s what we know in our bodies,*” explains Takeuchi, “*in our muscles, in our guts. Picture yourself driving a car, riding a bicycle, typing on a keyboard. You know how to do those things so well that you don’t actually have to know how to do them; you just do them.*” (ibid.)

Australian Aboriginal Culture

The author’s own study on Australian Aborigines (Dawes, 1985) researched educational strategies for assisting Australian Aborigines in completing their Department of TAFE trade courses in the Central West of NSW. What was apparent was that Australian Aborigines had no love at all for explicit knowledge. In fact, in retrospect, it can be stated that Australian Aborigines have respect only for tacit learning. He followed the work of Harris (1978) who offered the following distinctions

between Western and Aboriginal learning styles. Most western learning is formal in that its is conducted;

In specifically educational institutions and buildings,

By trained teachers who have the specific office of teacher,

With the content having little immediate application to everyday life and survival,

Largely through verbal instruction,

Is often imparted in compact highly organised 'courses' that take comparatively little time.

As a high conscious process.

On the other hand, most Aboriginal learning is informal, in that it is conducted;

Without specifically arranged educational institutions or buildings,

By various relatives,

With the content having immediate relevance to, and arising out of, everyday life and survival,

Largely through non-verbal means,

In most cases is time consuming with most skills being learned over many years, learning is often not a highly conscious process.

Furthermore, Australian Aborigines are oriented to the present time and past-continuous history rather than to the future, and presumably do not give much credence to 'learning for the future'. In building concepts of tacit knowledge there are guidelines here that could be borrowed from the Australian Aboriginal learning style were it to become apparent that a greater reliance on tacit assumptions is important for Senior Managers in our increasingly more complex world.

Key ideas that could be utilised are:

The usefulness of experiences, whether they be positive or negative towards the knower,

Learning does not necessarily need to be verbal in nature,

Tacit learning often takes years to attain a useful level.

So, in summary from the ideas presented so far, tacit knowledge is conceived of as practical knowledge that may or may not be work-related, is cognitive yet unexpressed, is to do with knowing how to do something, is informal, takes a long time to learn and is likely to be of benefit to the knower. It may ultimately be experienced, expressed, and described.

2.3 Tacit knowledge in learning and performance

Myers and Davids (1992), in their study on the theory and application of tacit knowledge in the workplace, differentiate between intellectual and experience-based ways of knowing and doing follow this argument by emphasising the loss and under-utilisation of tacit knowledge because of traditional job demarcation. They distinguish tacit knowledge from more formally developed skill on two counts. Firstly, it is generally difficult to articulate. This implies that “rule of thumb” outlines and procedures are generally promulgated from more sophisticated people (such as professional engineers, managers) to less sophisticated people (shop-floor operatives) and hence much is not communicated. They found that by pairing these rules of thumb with incentives, such as a bonus payment scheme, actually significantly improves work performance, with the key implication that less conceptually sophisticated people develop their own practical methods that do not require formal explicit conceptualising. They “do” rather than “know”, where knowing has the requirement of being able to be explicitly communicated verbally.

Secondly, it is informal in that:

1. *It emphasises the importance of rules of thumb in much human behaviour*

Many engineers in factory environments believe that operatives cannot understand the technology they use, so that adjustments, maintenance and repairs are seen as specialist interventions. This ‘technological superstar’ mentality is mistaken. Myers & Davids found that shop-floor skill gained through daily experience with advanced technology regularly outweighs that which is formally taught by management in complex manufacturing systems.

2. *Such knowledge is typically untaught*

They found that in practice, without formal acknowledgement, a new bonus scheme encouraged operators to perform many of the minor fault rectification tasks previously completed by specialist engineers.

3. *It is increased by job experience*

Training professionals are devoting increasing attention to the importance of tacit knowledge for successful work performance at all organisational levels. This is at professional, managerial and shop-floor levels.

4. *It is possessed in larger quantity by successful personnel*

This is obvious when one considers the discrepancy that can arise between the skill requirements officially prescribed by organisational management (quality

standards, “scientifically developed” management procedures) and the actual level of expertise exercised by many workers.

5. *It is largely context-dependent*

The type of knowledge an individual has may constrain the use to which it can be put. Tacit knowledge can be bound up with the context in which it occurs so that it is less flexible than explicit rule-based knowledge: this makes the transfer of skills to other apparently similar situations difficult.

When operatives were provided with bonuses for lower machine downtime, the number of minor incidence of downtime (remedied by the operatives themselves) became more frequent. This led to less downtime, which maximised operative’s earnings.

6. *It is the form of “if, then” rules*

It appears to operate according to associationist principles. When a stimulus is presented a learned response is elicited.

7. *It is automatic*

An automatic, often unconscious, action is elicited in response to specific conditions.

This is important to this thesis as it provides an explanation as to understanding the strength of much tacit knowledge. The foundations of tacit ideas very often arise in the mind of the knower when he/she is in a junior position, being managed by a more seasoned management professional. It arrives into the knowledge store of the junior employee by virtue of the imposed organisational power arrangement, and is assimilated into the cognitive structures much as a command or edict. The senior managers studied in this study had served apprenticeships and traineeships in mechanical and electrical trades, as well as administration and nursing and hence were well trained within hierarchical organisational design. They are likely to have many tacit assumptions that originated early in their careers.

Furthermore, Myers and David go on to assert that tacit knowledge is more likely to develop in more complex tasks where it is not obvious which factors are important and which are not. As any teacher knows, there is far more that can be known about a complex situation than is taught formally.

“While tacit knowledge has appeared relatively inaccessible, it may be possible to teach some features directly, perhaps leading to more effective performance.” (Myers and David, 1992, p.45)

Myers and David conclude that a significant theme is that of the critical role of experience-based knowledge in training and performance contexts.

“Indeed, there is growing awareness that direct experience may support more formal skill training through the development of less formally recognised, and often inarticulable, procedures for attaining performance goals.” (p. 47)

Apprenticeships

“Apprenticeships are a time-honoured way of building shared specific tacit knowledge” (Leonard and Sensiper, 1998, p.120). Although today most production processes are moved as rapidly as possible from art towards science, even in quite sophisticated processes, some art often remains. This example comes from biological tissue culture apprentices. A decade ago, a study of the transmission of hybridoma technology¹¹ revealed that *“the unsaid is indeed a part of conscious scientific practice.”* Hybridoma cells are cells that have been engineered to produce a desired antibody in large amounts. The researchers found that the production of monoclonal antibodies was an *artisanal* technique. Manuals purporting to instruct in the methodology explicitly recognised the need for apprenticeship: The newcomer to hybridisation is well advised to learn the technique in a laboratory which is already practising fusion... newcomers to the technique are relatively unsuccessful initially and obtain many hybrids after some practice, although an experienced observer cannot see any difference between the technique used on the first day and in subsequent, successful experiments. The best approach is therefore to learn from an experienced laboratory and practise until hybrids are obtained. Researchers engaged in the production of the hybridomas talked about getting *“a feeling for just what the cells are doing, and how healthy they are by looking at them”* and reported gaining that understanding by association with experienced individuals. *“The professor says: these are healthy, those are not. You learn by association, without knowing what you are looking at”* (Cambrosio and Keating, op.cit.). Leonard and Sensiper (op.cit.) note that in such an apprenticeship, much explicit knowledge is conveyed from expert to novice, but tacit knowledge grows through shared observation and from mimicking behaviour, even without knowing why. They discuss this developmental aspect again in their 2004 article on ‘deep smarts’ which is presented below.

This transmission of tacit knowledge is recognised in this thesis. It was thought from the outset that a rich source of tacit knowledge could be utilised if a way could be found to identify the ‘tacit reservoirs’ immanent within the mind's of experienced senior managers. This knowledge store could be used in training others and also could be

¹¹ Cambrosio and Keating (1988).

used to strengthen the future decisions of senior managers. This endeavour became the basis for Study One of this thesis. So, determining a method to access the tacit stores of senior managers holds as a worthwhile outcome. It would appear to yield two valuable outcomes:

It would assist less experienced managers learn more about relevant tacit assumptions, and

It would permit senior managers to have a method to access their own resources.

Instructors and musicians

Nelson and Winter (1982) describes the intra-action that occurs between the tacit and explicit processes in the mind of the instructor:

“... a trait that distinguishes a good instructor is the ability to discover introspectively, and then articulate for the student, much of the knowledge that ordinarily remains tacit. The same knowledge, apparently is more tacit for some people than for others.” (p.78)

Students are most enthralled by this ability. The instructor is regarded as having an ability to explain concepts well. The author has often heard gifted lecturers comment that they have come to hear the lecture as much as to deliver it. They say, for example “I don’t know where it comes from”! So much of what they say arrives through this tacit-explicit interfacing. It is quite novel and ingenious, arising from the need to produce interesting information, hypotheses, conjectures and conundrums for the audience in an unrehearsed, ad-libbed performance. Jazz, rock-fusion and folk musicians also confide such interpretations of their creative musical improvisations.

Senior managers who are able to demonstrate this intra-action also instil confidence in their reports and team members. The demonstration of clever problem solving, “cut-to-the-chase” decision-making, and the expounding of cohesive, conceptual overviews is an important aspect of effective leadership skill. The researcher was pleased to identify such a senior manager in this study. ‘Anna’ was the first subject interviewed in Study Two and the decision-making process that she demonstrated in response to her first interview was incisive for her and exciting for the researcher.

‘Deep Smarts’

In recognising these behaviours, Leonard and Swap (2004) have attracted much attention amongst management educators. They describe the person who, when confronted with a complex situation, “comes to a rapid decision that proves to be not just good but brilliant” (p. 88). Others are mentioned as well, such as “the manager who understands when and how to move into a new international market, the executive who knows just what kind of talk to give when her organisation is in crisis, the technician

who can track a product failure back to an interaction between independently produced elements” (p.88). The authors describe many situations where such ‘deep smarts’ are found, and, although they do not provide a satisfactory account for why these people have this skill, they do provide a series of guided techniques that are likely to increase these skills in novice managers. They clearly link deep smarts with an individual’s ability to access their own tacit knowledge but they fail to explain why an experienced person who has presumably an accumulation of related tacit knowledge does not exhibit ‘deep smarts’. In Chapter 3 the ancient Greek notion of *mètis* is discussed, adding to an appreciation of this valuable trait. Deep smarts are examined again in discussions on Study Two in Chapter 7.

2.4 Tacit knowledge and the Creative Team

There are few senior managers who do not have line responsibility for a team or a series of teams. Even those who have no such leadership requirements need to be aware of the ways of effective team management. A key feature of contemporary work teams is their capability to create the innovative work practices and products that contribute to organisational competitiveness and organisational best practice. New product development has become particularly important in contemporary industries. The admiration of creative, learning organizations is part of the current zeitgeist. At the forefront today are not only the traditional manufacturing and service industries, but also banking, finance, technology, medicine and the health industry in general. Senior managers need to be aware of the source of these innovative ideas. The first thought is that recruitment of suitable, creative individuals is the answer. However, this is not always possible, nor is it the preferred approach to satisfying this particular need. Starbuck (1995, p. 106) writes that “... organizations cannot obtain creativity merely by hiring creative people. Most organizations have many members, who come up with creative ideas, but all organizations ignore or suppress some forms of creativity, and organizational creations often reflect the contributions of diverse individuals.” Madhavan and Grover (1998) respond to this challenge in synthesizing an effective meta-analysis of the role of tacit knowledge in the creating of new knowledge. They urge emphasis on cognitive team processes rather than purely social processes in building new knowledge in New Product Development (NPD) teams. They use the notions of tacit knowledge and distributed cognition as a basis for proposing that the key design variables when creating NPD teams are “T-shaped skills, shared mental models, and NPD routines of team members, as well as the A-shaped skills of the team leader”¹² (p.1). Their study introduces a tightly argued set of variables that have

¹² T-shaped and A-shaped skills are discussed in Appendix 18.

considerable relevance in the study of tacit knowledge. It becomes clear to the reader that the following recommendations are quite generic across all industries seeking to increase creative performance within their work teams. Madhavan and Grover (op.cit.) propose that

Trust in team orientation

Trust in technical competence

Information redundancy, and

Rich personal interaction

are important process variables for the efficient and effective creation of new knowledge. As will be presented later, we see that the senior managers interviewed in Study One certainly demonstrated awareness of these interpersonal relationship issues in increasing creative performance in their work teams.

Dorothy Leonard and Sylvia Sensiper (1998) also believe that the complexity of skills and processes needed in the development of today's products and services requires that managers be aware of the role of tacit knowledge during innovation.

"Knowledge held in people's bodies and heads, the unarticulated knowledge, is the very basis of creativity and is not easily captured nor codified. The process of innovation is both an exploration and synthesis." (p.112)

Leonard and Sensiper examine ways in which managers can begin to deal with a wide and healthy proliferation of ideas and a successful convergent process in which options are narrowed and a solution is decided upon and implemented. They view the process of innovation as a "... rhythm of search and selection, exploration and synthesis, cycles of divergent thinking followed by convergence." (p. 120). At the formal explicit level of abstraction, innovation is usually presented as linear. Innovative, idea generation is followed by development, then by acceptance or testing, and finally by implementation or after-sales service. However within this overall pattern, the stages of idea generation through implementation recur at a smaller scale at each step.

"The innovation pattern thus occurs as fractals, with small decision cycles embedded in larger, but very similarly structured ones, and with individual choices made within the confines of a hierarchy of prior, larger scope individual or group choices" (p.117).

Distributed Cognition

The idea of sharing both tacit and explicit knowledge is a recurring theme in discussions on tacit knowledge (eg Nonaka (1994), Weick (1995) and Baumard (1999). The idea is that individual knowledge is shaped by collective inputs of both explicit and tacit knowledge, so called 'distributed cognition'. In the past, Madhavan and Grover

(op.cit.) found that the extant literature on NPD teams was based predominantly on fundamental work performed by social psychologists on the effectiveness of small work groups. Teams have been considered by a range of authors who have looked at team benefits (Wellins, Byham & Wilson, 1991), traditional and semi-autonomous teams (Wall, Kemp, Jackson, & Clegg, 1986), self-managing teams (Lawler, Mohrman & Ledford, 1998) and team formation (Tuckman & Jensen, 1977; Gersick, 1988) amongst many others.

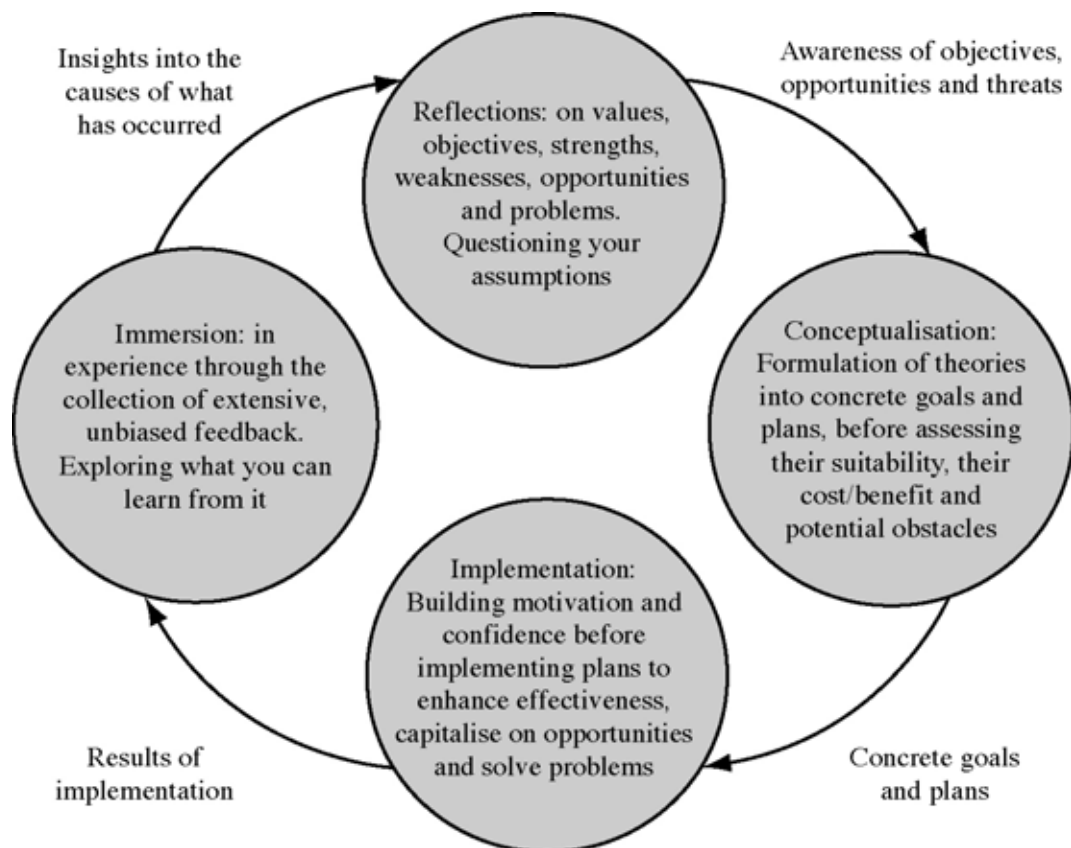
Bereiter and Scardamalia (1993, p.118) point out, teams traditionally were perceived as "consisting of discrete individuals, each performing a specified function." Working from this perspective, the team outcome depends on the skill and reliability with which the individual functions are performed; they see that the team is primarily a vehicle for co-ordinating the separate cognitive activities of individuals. Thus, team studies framed in this manner have focused on the influence of social team processes on the team's key function of co-ordination. A clearer, more inclusive view has been developed by Katzenback and Smith (1993, p.5) who suggest that a team is more than a collection of individuals. They define a team as:

“... a small number of people with complementary skills who are committed to a common purpose, set of performance goals, and approach for which they hold themselves mutually accountable.”

Madhavan and Grover (1998) see that new product development teams are engaged in knowledge-producing activity, which implies that an understanding of team social processes should be complemented by a cognitive perspective. Early cognitive psychologists (eg, Neisser, 1967; Ausubel, 1963) proposed that cognition is more than the property of the solitary individual so that it is somewhat surprising that Katzenback and Smith have omitted this cognitive sharing aspect from their definition of a team. One of the senior managers from Study One ('Lorraine') made a most illuminating point when she was able to develop a fulfilling level of team cooperation and sharing by simply relying on the goodwill of the team members concerned.

More recent researchers whose thinking is based on awareness of the social realities of team behaviour now perceive cognition as being distributed across the entire team, such that knowledge is based in inter-subjective understanding. Patel, Kaufman, and Arocha (1995) as well as Perkins (1993) see cognition as being distributed across the members of a team. The individual brings a wealth of accumulated skills, explicit knowledge, social strategies and cleverness that both affect and are affected by the team environment. This distributed cognition was observed in all of the reports provided in interviews for senior managers of Organisation A. Later research investigations using the methodology of Study One into work teams would be an

ambitious project with quite enlightening insights! As has been recognised before, this dynamic interplay of individual and context would result in the emerging, enhanced cognitive performance of the group (Patel, Kaufman, and Madger 1996, p.140). These issues have been discussed at length with senior managers from both organisations of this research project. Several subjects have been keen to share their endeavours to increase creative involvement within their work teams. These findings are discussed in the Results sections later in this thesis. This distributed cognition notion implies that teams should function more as a single unit engaged in a single process of expertise, rather than purely as a well-co-ordinated group of discrete, individual contributors. This fits in well with the epistemology followed in this thesis. That is, knowledge of our reality is social and communal: it is inter-subjectively constituted. This view will be discussed further when reviewing the work of Berger and Luckmann (1966) and Wenger (1998). To borrow from the Action Learning Cycle, it can be stated that, from the immersion/reflection phase to the implementation phase, the creation of new knowledge can be viewed as a central theme of the organisational learning process. The Action Learning Cycle has been developed by Lewin (1951) to demonstrate the succession of learning phases, commencing from the earliest of planning stages through to implementation of innovation.



Recapitulation

To summarise so far, one aspect that is being considered increasingly in many of the treatments of knowledge management is the importance of tacit knowledge - knowledge that cannot be explicated fully even by an expert and can be transferred from one person to another only through a long process of apprenticeship (Polanyi, 1967). When talking about tacit knowledge, we are reminded of Polanyi's (1966, p. 4) famous dictum, "We know more than we can tell". Tacit knowledge points to the phenomenon in which much that constitutes human skill remains unarticulated and known only to the person who has that skill, yet even then it is knowledge not within the scope of full consciousness. In contrast, explicit knowledge is relatively easy to articulate and communicate and, thus, transfer between individuals and organisations. Explicit knowledge ultimately resides in procedures manuals, formulae, textbooks, or technical documents. The notion of distributed cognition explains how both explicit and tacit knowledge is passed from individual to individual through social interaction.

2.5 Terms linked to the study of tacit knowledge in organizations

One comes across a range of terms and concepts when studying tacit knowledge. They have been included in this thesis to assist the reader discern between terms found in the tacit knowledge literature. These are the terms discussed:

Embodied and Intellective skills	Embedded skills
Collective tacit knowledge	T-shaped skills
Information and know-how	A-shaped Skills
Tacitness	Shared mental models
Experiential and compressed strategies	Standard Operating Procedures and Routines

They are located in Appendix 18 of this thesis.

2.6 Tacit Knowledge and strategic planning

Brockmann and Anthony (1998) suggest that tacit knowledge plays an integral part in the strategic decision-making process, and, furthermore, the collective mind of the top management team (TMT) increases the impact that this tacit knowledge has on the strategic decision-making process. They also maintain that the incorporation of tacit knowledge in the strategic decision process with a TMT having a developed collective mind should result in effective strategic planning.

In addition, these authors find that decision-making through rigorous thinking is a way of life for managers. However, their perception of how they are supposed to think and

the decision processes they use are “plagued with inconsistency” (p.1). As part of their business education, managers are taught the rational/analytic methodology of strategic planning (Ansoff, 1988; Mintzberg, 1994). However, as with all of the professions, they learn that making decisions using tacit, or hidden, knowledge is quite effective; in fact it is given the elite ameliorative status of demonstrating “acumen”. This author shares Brockmann and Anthony’s sentiment that “Managers, through their strategic choices, determine the success or failure of an organisation” (1998, p.204). [See also Andrews, 1971; Ansoff, 1988; Child, 1972; Priem, 1994].

A question that is a key driver in the present study is why is it that some managers can shift through vast quantities of complex information and come up with the best course of action (Brockmann and Anthony, 2002). Sternberg (1997) suggests that this link between intelligence and successful performance is tacit knowledge. In the discussion on ‘deep smarts’ earlier in this Chapter it was noted that no satisfactory explanation has been introduced to show how access to tacit knowledge is achieved. Study Two in this thesis looks carefully at this process and starts to unfurl a likely explanation. The remainder of this chapter seeks to find a theoretical basis for this occurrence.

The Collective Mind

Brockmann and Anthony (1998) propose a model of the strategic decision-making process used by members of TMTs (top management teams). Specifically, they couple two criteria

- The supra-individual concept of the collective mind (Durkheim, 1895; Neck and Manz, 1994; Weick and Roberts, 1993, with
- The efficacy of tacit knowledge and intuition in decision-making (Agor, 1986a; Isenberg, 1984; Polanyi, 1966).

The idea for a collective mind was popularised in our times by the psychoanalyst, C.G. Jung. He referred to it as a “collective unconscious” and he coloured it extensively with ideas of pre-formed archetypal images, drawing on his data from dreams and the behaviour of the mentally ill (Cook, 1987). For us the idea is far more inclusive: “... the phenomenon of a collective mind is formed when a group of individuals enacts a single memory complete with differentiated responsibilities for remembering appropriate portions of a common experience” (Brockmann and Anthony, 1998, p.204).

It is evidenced by

shared vocabularies (Martin, 1992),

consensus on strategic means and ends (Bourgeois, 1980; Dess, 1987), and

shared perceptions of the organisation’s environment, strategic position, and prospects (Hambrick, 1981)

The internalisation of tacit knowledge has a deep bearing on the collective mind of senior managers, as it does on an individual. Nonaka (1994) argues that just as the individual mind encodes experiences into memory, this process of crystallisation in the collective mind is a social process enhanced by frequent TMT meetings (see Eisenhardt, 1990). Nonaka (1994) writes

“The central mode of knowledge conversion at this stage is internalisation.

Crystallisation may then be seen as the process through which various departments within the organisation test the reality and applicability of the concept created by the self-organising team.” (p. 25)

Thus a knowledge base is developed through a mutually inducing process of interaction between established and newly created concepts (D'Aveni and Gunther, 1994; Nonaka, 1994). These interactions:

add links and nodes to a cognitive map (Huff, 1990) that must be kept current to remain viable (Barr, Stimpert & Huff, 1992)

and the resultant knowledge base can then be viewed as an aggregate map (Reger and Huff, 1993) or a developed collective mind, both of which are affected by learning. It became evident when listening to and analysing the interviews of senior managers of Organisation A that there is a deep respect of the knowledge base passing to managers from their senior managers.

2.7 Tacit Knowledge and Intuition

Intuition and tacit knowledge are closely related. Wagner and Sternberg (1985) define tacit knowledge as work-related practical knowledge learned informally through experience on the job. It is manifest in people knowing more than they can tell (Polanyi, 1966) and associated with common sense (Sternberg, Wagner, Williams, & Hovarth, 1995). Saint-Onge (1996) includes intuition, perspectives, beliefs, and values people form as a result of their experiences in his definition of tacit knowledge. When Saint-Onge's description of tacit knowledge at the individual level is congregated into an organisational level, it can approach the definition of culture (Hatch, 1993; Schein, 1985).

It is considered to be an intellectual and cognitive process that is neither expressed consciously nor declared openly but is rather implied or simply understood. It is often associated with intuition. Intuition is broadly considered as a non-sequential information processing mode that comprises both cognitive and affective elements, and results in direct knowing without any use of conscious reasoning (Epstein, Pacini, Denes-Raj, & Heier, 1996; Shapiro & Spence, 1997; Simon, 1987; Sinclair, 2003). It demonstrates immediate understanding and learning without making a choice using formal analysis

(Behling and Eckel, 1991). Crossan, Lane, & White (1999) referred to its non-verbal quality and explained the frequent use of images and metaphors in the intuitive process by its subconscious “a-verbal” nature. Petitmengin-Peugeot (1999) and Rowan (1986) describe intuition as subconsciously perceived and synthesised impressions. Intuition is also considered a conduit between the non-conscious and conscious (Parikh, Neubauer, & Lank, 1994) and used to access tacit knowledge (Anthony, Bennett, Maddox, & Wheatley, 1993). Wally and Baum (1994) prefer a more business-like perspective, preferring to call intuition a “non-conscious ability”.

Parikh, Neubauer, and Lank (1994) deem that intuition has two components. The first component is conscious, where intuition aids in the recognition of patterns, or what could be described as “if-then” statements or as a schema (Gioia, 1986). The second component is subconscious, where intuition is used to access the internal reservoir of accumulated experience and expertise developed over a period of years. After accessing the reservoir, intuition distils out a response to do or not to do something, or to choose from some alternatives-again, without being able to understand consciously how we get the “answers”. Human memory is able to contend with only so much information (Miller, 1956). Often we literally instruct ourselves to forget selected experiences or incoming information (Dawes, 1991). Bjork (1970) called this positive forgetting; Epstein (1972) called it direct forgetting. It appears as a dynamic input that guides the intuitive impulse path.

Traditionally the rational analysis method is the preferred decision-making method taught and stressed in business schools (Mintzberg, Quinn, and Voyer, 1995). In *The Logic of Intuition: How Top Executives Make Important Decisions*, Agor (1986a) found that an emphasis on tacit knowledge, or intuition, is contrary to these teachings and often carries a stigma. Nonetheless it is recognized that the incorporation of tacit knowledge into the decision process to some degree is universal (Agor, 1985a; Polanyi, 1966).

The author has taken care in this study to outline and understand the basis of some of our discipline’s time-honoured rational and decision-making processes. The intention was to see to what degree tacit processes and intuition come into play when associated with rational logic in the overall assumptions of Senior Managers. Some of these ideas are presented in Appendix 20 Bounded Rationality.

Tacit knowledge and psychological correlates

Wagner and Sternberg (1986) maintain that tacit knowledge is an intellectual and cognitive process that is neither expressed nor declared openly but rather implied or simply understood. From a psychological perspective, tacit knowledge “resides just outside of our active conscious” (Gioia & Ford, 1995). Although it is an intellectual

process, tacit knowledge fails to correlate to intelligence or an intelligence quotient (Wagner, 1991; Wagner and Sternberg, 1985; Sternberg, Wagner, Williams, & Hovarth, 1995)). Furthermore, again from a psychological perspective, tacit knowledge is not an emotional process and differs from feelings and emotionally motivated wishes (Holloman, 1992).

It is very difficult to characterise something that cannot be represented as an explicit phenomenon, let alone find psychological correlates that may or may not demonstrate a reliable, constant explanatory link with this phenomenon. However, this link has been considered at length by the researcher who has made some inroads to investigating such an association.

Absorptive capacity

The author's current thinking leans towards what Cohen and Levinthal (1990) describe as absorptive capacity. They argue that the ability of a firm to recognise the value of new, external information, assimilate it, and apply it to commercial ends is critical to its innovative capabilities. They make this clear statement:

“The ability to exploit external knowledge is thus a critical component of innovative capabilities. We argue that the ability to evaluate and utilise outside knowledge is largely a function of the level of prior related knowledge. At the most elemental level, this prior knowledge includes basic skills or even a shared language but may also include knowledge of the most recent scientific or technological developments in a given field. Thus prior related knowledge confers an ability to recognise the value of new information, assimilate it, and apply it to commercial ends.”
(p. 128)

There have been two major reviews of this concept. Zahra and George (2002) provided significant conceptual development of absorptive capacity as a dynamic organisational capability, while Todorova and Durisin (2007) developed a refined model of absorptive capacity that has included the contingency notion of power relationships as well as feedback links that enable greater dynamic interplay. These three sets of authors relate absorptive capacity principally to a function of a firm's level of prior related knowledge but the question remains as to what is the ultimate source of this prior knowledge and how is it accessed. Cohen and Levinthal's reference to two researchers, Bowers and Hilgard, and their theories of learning, provoked a clear association that was not stated anywhere in their paper¹³. Bowers (1976) and Hilgard (1977) have been two of the most internationally prominent investigators of hypnotic phenomena. This provides a link to the notion of absorption as measured in Tellegen's Absorption Scale, a well-

¹³ Neither is there any reference in either of Zahra & George's nor Todorova & Durisin's papers.

known correlate of hypnotic responsiveness of an individual. So is the absorptive capacity of an organisation dependent on the absorptive capacity of its people. Tellegen and Atkinson (1974) views absorption as the “... *degree to which subjects report being imaginatively involved in their experiences in this way – attentively engrossed in the situation.*” (p.160).

Sheehan and McConkey (1982), in discussing the search for the hypnotizable person, note that Tellegen has come to focus most recently on the imaginative capacities or skills of the susceptible person. They wrote that with all the data in hand to demonstrate the relative stability of individual differences in susceptibility, it is somewhat surprising that evidence supports so particularly the relevance of imaginative capacity and related skills such as the capacity for absorption.

So do those who demonstrate ‘deep smarts’ also demonstrate high absorptive capacity? Are organisations who demonstrate high absorptive capacity populated by individuals who have high absorptive capacity?

Tellegen and Atkinson (1974) initially delineated absorption as a significant (but less than perfect) correlate of hypnotic ability and specified the essential components of the capacity in terms of internal processes in interaction. In particular, the trait of absorption explicitly recognizes both cognitive and emotional components that appear to define an ability construct actively in imagination the experiences that are suggested by the hypnotist. They interpret the cognitive aspect of their absorption variable as one of total attention involving a:

Full commitment of representation of the attentional object [so that it] is experienced as present and real (p.274)

The motivational component of this trait is considered to be one of devotion-trust, which Tellegen & Atkinson define as “a desire and readiness for object relationships temporary or lasting, that permit experiences of deep involvement”. (p.275)

The emphasis is clearly on spontaneously generated imaginative experience rather than on compliance with instruction to generate specific imagery. In this sense, the trait of absorption seems more closely allied to the constructive or independent modes of cognition rather than to the concentrative-cooperative style of cognition that we reviewed before.

One of the author’s future research directions¹⁴ will be to investigate the relationship between hypnotisability and managers’ openness to their own tacit assumptions. Preliminary investigations have been conducted in the Study Two of this research

¹⁴ The author holds the Diploma of Clinical Hypnosis (1988) from the Australian Society of Hypnosis. This is a two year diploma course available only to psychologists, medical practitioners and dentists. He is currently Vice President and Education Secretary of the Australian Society of Hypnosis, NSW Inc.

thesis using the Tellegen Absorption Scale as an indicator of hypnotic responsiveness. The role of hypnotic susceptibility also receives further consideration in the Conclusion of this thesis (Chapter 8).

Tacit knowledge viewed retrospectively

From a practical viewpoint, we can only make sense of an experience by viewing it in relation to what we already know (Gioia & Ford, 1995) or what Weick (1979) calls “retrospection”. Sometimes we are aware of knowledge only after we use it in attending to a problem. It is this after-the-fact awareness that is inherent to tacit knowledge (Polanyi, 1966).

The “velocity” of tacit knowledge

Tacit knowledge is often called for when a quick decision is required. We are all familiar with the questions “What is your best shot”, or “What is your educated guess?” It is often called upon when having to judge a wine, a work of art or a passage of music (Schoemaker and Russo, 1993)¹⁵. Isenberg, in *How Senior Managers Think - intuition in managerial decision making* (1984) wrote that tacit knowledge can be used to sense if a problem exists, to check on more rational approaches, to bypass in-depth analysis, and to move rapidly to a plausible solution if a familiar pattern is recognised. Tacit knowledge can also be used for integration at the pre-implementation stage of a decision process to check if the choice solution is appropriate, or it can be used eclectically to decide upon the ambit of information while it is being gathered before the decision is due (Agor, 1986a).

Metaphysics and Tacit Knowledge

According to certain metaphysical assumptions, there is also the (collective) supra-conscious level, implying that the ultimate reality is some kind of pattern of order or pure consciousness (Vaughn, 1979). Intuition can be applied to this collective unconscious (Parikh, Neubauer, and Lank (1994)). Vaughn implies a connection between intuition and the supra-conscious level even beyond our scope of the top management team (TMT):

“At any given moment one is conscious of only a small section of what one knows. Intuition allows one to draw on that vast storehouse of unconscious knowledge that includes not only everything that one has experienced or learned either consciously or subliminally, but also the infinite reservoir of the collective or universal unconscious, in which

¹⁵ Schoemaker and Russo (1990) had originally minimalised this form of decision-making as ‘*shooting from the hip*’ or ‘*winging it*’ and actively encouraged avoiding the tacit by implementing explicit systematic procedures such as writing down all relevant facts, listing pros and cons and assigning weighted values to each criterion.

individual separateness and ego boundaries are transcended" (1979: 64).

Commonsense and tacit knowledge

In *Testing Commonsense*, Sternberg, Wagner, Williams, & Hovarth, (1995) developed a tacit knowledge inventory (TKI) which claimed to operationalise a connection between tacit knowledge and intuition. These authors describe the TKI as:

"The measurement instruments typically used consist of a set of work-related situations, each with between 5 and 20 response items. Each situation poses a problem for the participant to solve, and the participant indicates how he or she would solve the problem by rating the various response items" (p.918).

Typical business behaviours comprise the items and scoring is according to a Likert Scale (1932), where 1= low to 9= high scale). Scoring was developed according to normed samples which included such criteria as 3=experienced manager, 2=business school student, and 1=undergraduate.

Their rationale may be viewed as a subset of Vaughn's (1979) reservoir of knowledge. This reservoir of implicit knowledge may be accessed, or made explicit, with intuition (Parikh, Neubauer, and Lank, 1994) or mental imagery (Anthony, Bennett, Maddox, & Wheatley, 1993). As has been reported, intuitive access implies a conduit for knowledge transfer between the non-conscious and the conscious. Therefore, non-conscious memories can be recalled into the conscious where they can be applied to the current decision-making setting. Agor (1986a), in discussing strategies for developing senior managers' mental skills, maintains that an individual senses a cue that in turn triggers a non-conscious reaction. That is, an intuitive feeling of excitement, warmth, or recognition of insight will develop to indicate tacit support. This cue can come from an infinite number of sources, including the team's collective interrelating or from a guided imagery experience (Anthony et al., 1993). The requisite "chunk" of knowledge stored in the subconscious is then transferred to the current awareness. Once in the active memory of the mind, the knowledge chunk, or memory, can be applied to the current problem.

2.8 Tacit Knowledge and Experience

One of the conceits of aging is that *we may not be getting faster but we are certainly getting smarter!* Most authors agree that senior managers place a higher reliance on tacit knowledge the more experience they have in a particular field (Agor, 1986a; Behling and Eckel, 1991; Brockmann and Simmonds, 2002; Isenberg, 1984). Others tend to hold other views, saying that successful managers often claim that it was simply

commonsense or “street smarts” that led them to their decisions (Sternberg, Wagner, Williams, & Hovarth, 1995; Wagner & Sternberg, 1990).

This emphasis on incorporating tacit knowledge into management processes is not intended to imply that they should be made in the absence of analytical or codified data. Such decisions would be described as ignorant (Harper, 1988), exemplified with the *"I've already made up my mind, don't confuse me with the facts"* response.

Although in this chapter not much attention has been given to explicit knowledge, it is not possible to consider tacit knowledge without its dialectic, explicit knowledge. The emphasis on tacit knowledge is an attempt to bring out into the open a process that has been previously mostly unexpressed (Agor, 1986a).

The acquisition of tacit knowledge influences the collective mind of a TMT as it does an individual. Just as the individual mind encodes experiences into memory, this process of crystallisation in the collective mind is a social process (Nonaka, 1994) enhanced by frequent TMT meetings (Eisenhardt, 1990). A knowledge base is developed through a mutually inducing process of interaction between established and newly created concepts (D'Aveni and Gunther, 1994; Nonaka, 1994). These interactions add links and nodes to a cognitive map (Huff, 1990) that must be kept current to remain viable (Barr, Stimpert, & Huff, 1992). The resulting knowledge base can then be viewed as an aggregate map (Reger and Huff, 1993) or a developed collective mind.

2.9 Knowledge walking out the door

Innovation, the source of sustained advantage for most companies, depends upon the individual and collective expertise of employees. Some of this expertise is captured and codified in software, hardware, and processes. Yet tacit knowledge also underlies many competitive capabilities – a fact driven home to some companies in the wake of aggressive downsizing, when undervalued knowledge walked out the door.

Turner and Crawford (1998) maintain that this can be avoided by embedding competencies so that they become the property of the organisation, not just attributes of particular individuals. They write:

“Knowledge that is in a form to be widely disseminated needs to be changed from tacit knowledge to explicit knowledge. Tacit knowledge is the knowledge in a person's head from innate understanding, learned skills and experience. It is the basis of professional judgement. This kind of knowledge must be understood, codified, structured and captured on paper, in computer systems or processes before it can be disseminated, taught and learned. This process often increases the quality and applicability of the knowledge through analysis, understanding and codification. When people know what to do, they do not have to spend time in finding out, and their energy can be focused on doing.

As people begin to apply this formalised or explicit knowledge, they develop their own extensions of it. This increases the amount of knowledge and the way it can be applied. Such knowledge and skill are usually very relevant to business performance as many managers seek to solve the real business problems that confront them. If the process is managed, this new tacit knowledge is, in turn, made explicit and fed back into the knowledge and skill base, thereby increasing the potential power of the competence. If not all the knowledge remains, there is a continual sedimentation effect, as what is more valuable is kept and what is less valuable atrophies." (p.274)

What Turner and Crawford have written here supported the original aims of Study One of this research program. However, as is reported in Chapter 5 of this thesis, this aim does not fit adequately with the role of tacit knowledge in organisational life.

Conclusion

This Chapter has covered many contemporary views on the nature and role of tacit knowledge in organisations. It has introduced much of the terminology found in current publications. As can be ascertained from reading this Chapter, very little empirical work has been progressed on tacit knowledge. This is because of its unobservable nature. It has been very difficult to carry out a literature survey on a non-existent empirical literature. However, by equipping the reader with the concepts encountered in the tacit knowledge field it is possible to follow some of the steps followed by the researcher in developing an empirical approach to this most important management area. The next Chapter, on tacit knowledge and implicit learning, adds to the rich literature generated on the establishment of tacit knowledge and its role in human mental life.

Part One
Chapter Three
Tacit Knowledge and Implicit Learning

3.1 Introduction

Tacit knowledge is a difficult concept for many to acknowledge, let alone study. In fact an early empiricist criticism of the study of mental processes themselves was that if they were not explicit then, by definition, they do not exist¹⁶. There have been many philosophical analyses of what constitutes conscious ideas and what unconscious ideas may be (see Block, Flanagan and Güzeldere, 1995). Very many advances have been built upon the personified models proposed by Freud and Jung in the final years of the nineteenth century. Descriptive ideas such as subconscious, preconscious and unconscious all have their place but they are not followed uniformly within the management literature.

A tight definition of tacit knowledge is not so difficult to construct, but it does stretch the comprehension of minds that require sensory data to form satisfactory closure over ideas. To begin with, tacit knowledge is unspoken: when it becomes explicit it is no longer tacit. A thought that quickly comes to mind is that it would be of great advantage to make all that is tacit explicit, so everyone can see what it is. This may be fine, but what we have here is more an emotional pull to regress everything from the abstract form to the concrete form, a psychological mechanism researched extensively by Piaget (Gruber & Vonèche, 1977). Tacit knowledge itself is an abstract or theoretical construct, because it is true: once it is expounded it is no longer tacit. The nature of tacit knowledge is best accessed via the information processing studies in the psychological literature.

Conceptually we could say that there is an immense repository of knowledge stored away beyond the grasp of normal awareness. However, this knowledge informs our every action, thought and motivation and somehow stays out of awareness, like some friend or ally (or, unfortunately, some destructive foe) whose influence we follow blindly.

3.2 Tacit Knowledge and Memory

Anderson's (1976) model of information processing classifies the contents of memory into declarative knowledge structures, the individual's fund of general and specific factual information, and procedural knowledge, the repertoire of skills, rules and

16 This criticism is discussed in Chapter 6.

strategies that operate on declarative knowledge in the course of perception, memory thought and action. Declarative knowledge can be classified further as either episodic or semantic in nature (Tulving, 1972). Episodic memory is autobiographical in character, and contains more or less explicit reference to the self as the agent or experiencer of some event, and the unique environmental and organismic context in which that event occurred. Semantic memory is the “mental lexicon” of abstract knowledge, stored without reference to the circumstances in which it was acquired (Kihlstrom, 1987, p.1446). Anderson conceives of memory as a network of “locations” corresponding to events, concepts and so on. Each location is associated with several other locations, each of which is “tagged” with information about the spatiotemporal context in which the event occurred, the semantic and syntactical properties of the concept, properties of the words used to form the concept and strength of memory trace. Recollection proceeds by a search of associations and is guided by the presence of the tags. Roediger (1990) argues against a spatial organisation of memory. In describing phenomena associated with memory, he claims that theorists such as Anderson assume the mind is like a space in which memories are stored, just as objects are stored in physical space. He argues for a more dynamic, synthesised model of memory retrieval. Nevertheless, whether structure or function is the more appropriate way of conceptualising memory, empirical evidence supports several memory systems. Hilgard (1977) also views memory in its dynamic aspect. Although he is clear that structural schemata exist, he is more interested in what happens to the stimulus input, based upon the presence of a wide variation in individual cognitive processes and existing memories. He proposes that there exist divisions or themes in the human mind: some that control and guide action and behaviour with conscious awareness and others that are out of consciousness. Other workers have sought to use the scientific method to ground these ideas.

Schacter and Graf (1986) noticed that task performance may be affected by residual memories of prior experiences, even though those experiences are not accessible to conscious recall. This led them to defining a distinction between explicit and implicit memory. They used the descriptive terms implicit and explicit to distinguish between the forms of memory that are indexed by priming effects on the one hand, and by performance on recall and recognition tests on the other (Graf & Schacter, 1985). Implicit memory occurs when test performance is facilitated without deliberate or conscious remembering of a study episode, whereas explicit memory occurs when test performance requires recollection of the study episode (Schacter & Graf, 1986, p.432). Roediger (1990) notes that at one level the theories postulating memory systems and those emphasising different component processes in explicit and implicit memory seem

quite different. Defining what constitutes a memory system or a mode of processing requires theoretical subtlety and it would be rash to quickly add the aside, “and tacit memory is the same as implicit memory” – it is simply a form of memory that is not explicit. Furthermore, Whittlesea and Dorken (1993) pointed out that knowledge may be implicit for different reasons that have little to do with each other. Firstly, we are only aware of some knowledge if the task draws attention to that knowledge. Second, incidental learning conditions that are found in incidental learning experiments tend to hide the fact that knowledge acquired incidentally will be relevant later. Thirdly, we need to have a theory that describes how the knowledge we have is relevant to the task in focus in order to verbalise that knowledge. Fourth, knowledge learned knowingly may be expressed as an unconscious influence rather than as an explicit act of remembering.

3.3 Implicit memory and hypnosis

In 1991, the author researched experimentally explicit and implicit memory in hypnotic amnesia under the supervision of Professor Kevin McConkey as part of the Master of Science (Qualifying) requirements. Explicit memory was operationally defined as scores in both a test of amnesia and a test of reversibility. Implicit memory was defined as the priming effect which brings each subject to spell homophones in the biased, uncommon way. Forty six highly hypnotisable amnesic and thirty low hypnotisable non-amnesic subjects were presented with a list of 32 word pairs, 16 of which were homophones paired with words which biased them towards their uncommon meaning. Explicit memory was measured as recall while in suggestion for amnesia (Test for Amnesia), and out of suggestion but still in hypnosis (Test of Reversibility). Implicit memory was measured through a direct priming technique. Spelling tests, where the biased uncommon homophones were matched with unrepresented unbiased homophones, were conducted while in suggestion for amnesia and after reversibility. Significant differences were not found in the Test of Amnesia according to hypnotisability. The Test of Reversibility showed a significant but small gain for the highly hypnotisable group. A definite priming effect by previous biased presentation was found for both conditions of hypnotisability. Highly hypnotisable amnesic subjects showed a greater priming effect.

The above study arose from two major research strands in contemporary psychological research. Researchers into hypnotic phenomena (e.g. Kihlstrom, 1980) have found that hypnotic amnesia for presented material is never complete. There may be a relative failure to recall or recognise this material according to hypnotisability, but nonetheless subsequent perceptual or cognitive testing shows savings irrespective of hypnotisability. Analogously, investigation into the cognitive processes which occur in

memory has revealed that evidence for memory for unattended events also exists in similar subsequent perceptual or cognitive assessment (e.g. Eich, 1984).

Inquiries into the nature and mechanism of amnesia in hypnosis have both informed and been informed by the general study of human memory. The noted memory theorist and experimentalist, C.L. Hull, suggested during his early career that the mechanisms of posthypnotic amnesia involve either the storage or the retrieval process of memory (1933). Since this time, amnesia has been utilised in the investigation of the social and cognitive mechanisms of human memory (e.g. Kihlstrom, 1980; Pettinati, Evans, Orne & Orne, 1981; Radtke & Spanos, 1981). Slamecka (1985) emphasised that Ebbinghaus (1885) based his seminal work on the measurement of what is now termed implicit memory, an area of study that underwent a resurgence of experimental concern during the 1990's with respect to notions of dissociation (Hilgard, 1977) and separate memory systems in both hypnosis and cognitive psychology.

Hypnotic amnesia can be distinguished from other forms of active forgetting, such as motivated suppression or neglect of memory (Barber, 1969), or pathologies of memory as found in clinical practice or everyday life (Freud, 1901, 1940); or by brain injury, fatigue, or illness (Cooper, 1979); by state-dependent forgetting, such as with drug administration (Flinn, Wineland, & Peterson, 1975) or heavy alcohol consumption (Tamerin, 1971); or by other non-experimental observations. Hilgard (op.cit., p.77) emphasises that the first and most impressive characteristic of the amnesia response is the power of words in producing and alleviating the amnesia.

There is general agreement that the concept of reversibility is important in hypnotic amnesia research (Cooper, 1972; Kihlstrom and Evans, 1976, 1979; Orne, 1966). Kihlstrom and Evans (1976) argue that the use of reversibility of amnesia as an index helps to define conceptual differences by distinguishing between amnesia, pseudo-amnesia, partial amnesia, and non-amnesia, depending on whether amnesia and/or reversibility are evident. This differentiation points the way to using measures of both forgotten and recovered items in hypnotic amnesia research. Measures of amnesia and reversibility are indispensable to the study of explicit memory, and they formed an important aspect of the 1991 study.

Breaching of amnesia

Another form of attempted reversibility, described as "breaching", is derived from Bowers' (1976) introduction of 'honesty' instructions to the study of amnesia in hypnosis. Here subjects are exhorted to recall more items on a second test of amnesia, and, although there is a general increase in the number of items recalled, there is never a full reversibility (Kihlstrom, Evans, Orne and Orne, 1980; Spanos, Radtke, &

Bertrand, 1985; Spanos, 1986). Nevertheless, nearly every hypnotisable subject was able to recapture the previously blocked memories better than matched insusceptible subjects and, conversely, subjects who demonstrated better reversibility were more responsive overall to hypnosis than those who showed less reversibility. As the apparently forgotten material can be retrieved with the reversibility cue, it can be deduced that the hypnotic amnesia is a retrieval impairment rather than a storage of memory deficit (Evans & Kihlstrom, 1973). Hilgard (1966) conjectured that hypnotic amnesia may be partially explained as a form of motor speech inhibition.

Tests of hypnotisability

The empirical study of hypnosis has been assisted greatly by the formulation of standardised tests of hypnotisability. The nature of these tests has changed considerably over time. Ever since Braid's (1855) formulation, most tests of hypnotisability have included a test of hypnotic amnesia. Amnesia has been included in the tests of Davis and Husband (1931), Barry, McKinnon, and Murray (1931), Friedlander and Sarbin (1938), Eysenck and Furneaux (1945), and Watkins (1949). Partial amnesia is employed in Barber's Suggestibility Scale (1965) and subjective reports of amnesia are used in Shor's (1978) Inventory and Spiegel's Hypnotic Induction Profile (1974).

Relationship to the current study

Measures of how much information is remembered yield very little insight into the nature of the implicit. What is required is a methodology that will allow a closer inspection of mental processes. In the present study the work of Kagan (1975) and Diment (1974) and then the developmental initiatives of Sheehan and McConkey (1982) are considered in detail.

In Study One of this current project, codification of tacit knowledge was sought through repeated interviews of each senior manager, as counselling theory and practice (e.g. Tyler, 1969) indicate a greater surfacing of underlying assumptions (i.e. breaching) with repeated interviews.

As to measures of hypnotisability that would be suitable for inclusion into a management project, the author turned to the concept of "*absorptive capacity*", one that has already been published in the management literature.

Absorptive Capacity

Spender's (1996) review of the learning, memory and knowledge literature has identified many inconsistencies. For example, Fiol and Lyles (1985) have put the view that organisational learning publications cover two distinct concepts – behavioural learning or cognitive learning. Daft and Huber (1987) take a different view. They

believe that the distinction is between “*interpretative*” and “*systems-structural*” and that organisational learning can take place in either. Later, Huber (1991) used the anticipatory “*potential behaviour*” dynamic to argue that organisational learning comprises both the cognitive and the behavioural dimensions.

Spender (1996) cites Weick’s (1991) wry comment that organisational theorists took up learning theory “*at around the same time that psychologists began to abandon it*” (pp.63-64). Weick contends that learning can only be understood as a dynamic relationship between a given stimulus and the actor’s response. Spender (1996) writes:

“This leads to the counter-intuitive conclusion that responding to a new stimulus may not be learning, since it is not clear that the response is based on new knowledge. The response may be based on knowledge derived from some other situation and memorised”. (p.64)

Weick (1991) furthered this argument by asserting that learning must be defined as a changed response to the same stimulus, leaving the way open for the role in prior learning in knowing about a novel situation.

This view is reminiscent of Plato’s doctrine of prior learning, where learning is defined as the process of uncovering what we already know. In the Doctrine of the Ideas, Copleston (1985) notes that

“... the true philosopher seeks to know the essential nature of each thing. He is not concerned to know, for example, a multiplicity of beautiful things or a multiplicity of good things, but rather to discern the essence of beauty and the essence of goodness, which are embodied in varying degrees in particular beautiful things and particular good things.” (p.175)

Thus with Weick’s view, there is a theoretical requirement to identify the source of the initial body of knowledge that enabled further learning to occur. Cohen and Levinthal (1990) attempt to reconcile this view by postulating a mediating process, termed “absorptive capacity” which is something akin to the computing device of a “booting programme”, such as DOS or Linux. Absorptive capacity is said to arise from work done in R&D, a by-product of a firm’s direct involvement in manufacturing operations or when personnel are sent on advanced technical training courses.

They write:

“The premise of the notion of absorptive capacity is that the organisation needs prior related knowledge to assimilate and use new knowledge. Studies in the area of cognitive and behavioural sciences at the individual level both justify and enrich this observation. Research on memory development suggests that accumulated prior knowledge increases both the ability to put new knowledge into memory, what we would refer to as the acquisition of knowledge, and the ability to recall and use it.” (p.129)

3.4 Tacit knowledge as a component of the unconscious

The term *tacit knowledge* comes from the writings of Michael Polanyi (1958). He described it as a philosophical term used to denote knowledge of which origins and general epistemic contents were simply not part of one's ordinary consciousness. There is general agreement that the economist Friedrich von Hayek (1962) also referred to a form of 'supra-conscious' that comprised deep rules and other rich mental representations that were simply not part of or available to one's ordinary conscious awareness.

There is little doubt that there was considerable focus on the existence of *unconscious processes* within the domain of what we describe as the human mind during the latter part of the nineteenth century and then onwards into the modern era. It was not simply a reaction against the notion of "rational man". Its being hypothesised was due to a clear recognition amongst thinkers, especially those concerned with philosophy and its sub-branch, psychology, that some systematic form of knowledge existed out of ordinary awareness. Freud wrote that Georg Groddeck appears to have been the first to propose unconscious processes, referring to them as "the It" (the Id) (Groddeck & Collins, 1989).

This knowledge comes as required, generally when a problem, or a series of issues needs to be resolved. We also know that it does not come to all of us, only to those who are prepared to '*expect the unexpected*'¹⁷. Reber (1993), in a personal aside, mused in his Introductory Remarks to *Implicit Learning and Tacit Knowledge* (p.22), that it is a kind of knowledge that seemed to result from "osmosis" – simply being immersed or absorbed within an environment, often in an uncontrolled fashion, and allowed understanding to emerge magically over time. The author's own experience is that it is best approached in silence. Tacit knowledge can be stored and then accessed most readily by assuming a '*meditative*' level of awareness, one that excludes as much internal and external stimulation as possible. Dr Walker and the author also share an observation that it comes best when the gaze is fixed to the right, at 30° to the sagittal plane of the tilted head, directed to the far corner of the room or lecture theatre. It is stored when one is focussed (but without accompanying critical self awareness, self watching) and comes into play under similar circumstances. It is then that one's own mind informs conscious awareness of an understanding of the problems at hand. The tacit becomes explicit and hence subject to conscious action. Its impact enters

17 Expect the unexpected. "If you do not expect the unexpected, you will not find it." Heraclitus *Fragments*, c. 500 BC. Quoted by William Starbuck in his Preface to Baumard's *Tacit Knowledge in Organisations* (1996). This phrase epitomizes the realization that much of what the tacit guides arises from sources that often appear to be non-rational, oblique and of uncertain origins.

awareness but not the database from which it emerges or is drawn. People say *"It just came to mind"* or *"the answer (or idea) just came, I don't know how."*

There is general consensus that the study of unconscious processes present the researcher with many difficulties, not only in determining just what is conscious and unconscious. As Reber (op.cit.) acknowledges, this point of difference is not merely a theoretical or an epistemological problem, it is *"... first and foremost, a measurement problem."* (p.8). He also warns that *"there are many methodological booby traps awaiting anyone who ventures to study unconscious processes."* (ibid.)

3.5 Studies into Tacit Knowledge and Implicit Learning

One of the earliest studies conducted on learning without awareness was conducted by Thorndike and Rock (1934). In their Association Experiment and Four Quadrants Experiment, the authors attempted to bridge the divide between a behavioural and a cognitive approach to the implicit rules and patterns of individual perception of which we have no awareness. These were laboratory studies that introduced the notion of learning without awareness and accidental learning.

Reber defines implicit learning as *"the acquisition of knowledge that takes place largely independently of conscious attempts to learn and largely in the absence of explicit knowledge about what was acquired"* (p. 5, 1993).

One of his core assumptions is that implicit learning is a fundamental process that exists as a central medium within the *adaptive behavioural repertoire* of every complex organism. If this is so, then it augers well for access by senior managers, who are individuals with tremendous experiential databases and highly effective implementation skills.

Cleeremans (1997) also finds himself in agreement with Reber's position. He is clear that any theory of cognition has to make room for a concept such as "implicit". He writes *"it seems utterly implausible to assume that all we learn or process is consciously available or intentional"* (p.195). Another view he presents is that associations rather than dissociations between implicit and explicit knowledge are expected with normal subjects.

Psychological Polarities

There is something quite noticeable regarding the overall impetus of human thinking. We have a distinct penchant for categorising and labelling everything that comes to our attention. Our strongest tendency is to dichotomise, or place related entities at the opposite ends of a continuum.

Goschke (1997) notes that how we perceive, learn, think, and act are often grounded in the idea of opposition between two fundamentally different modes of mental

functioning. The following dichotomies that have been followed during the history of psychology include:

Perceptive	↔	Apperceptive
Analytic	↔	Holistic
Rational	↔	Experiential
Logical	↔	Intuitive
Verbal	↔	Imaginal
Symbolic	↔	Subsymbolic
Figurative	↔	Actual
Conscious	↔	Unconscious
Abstract	↔	Specific
Mindful	↔	Automatic
Declarative	↔	Procedural
Propositional	↔	Analogue

Epstein (1994) observes that ever since Freud (1901) distinguished between primary and secondary mental processes in his book on the interpretation of dreams, the most fascinating dichotomy is the one between conscious and unconscious processes. Modern ideas about the unconscious do not usually include those conceived by Freud. He included the basic physiologically derived “id” states, such as hunger, need to eliminate bodily wastes, sexual libido and aggression combined in a maelstrom of forbidden repressed wishes and unbearable emotional conflicts. Nowadays, authors speak of forms of information processing that occur automatically and outside awareness, but are not necessarily connected to the psychoanalytic terms used by Freud.

The cognitive unconscious

A closer study of the psychoanalytic theory of the dynamics of the mind reveals that there is a continuum between the fully conscious and the fully unconscious. The term ‘preconscious’ refers to ideas that are not currently conscious, but nonetheless are capable of coming to conscious awareness, sometimes with minimal intensity of focus or sometimes with great focus, as achieved in meditative or hypnotic states. Even the most persistent unconscious memories¹⁸ can be ‘surfaced’ in the psychoanalytic tradition by the techniques of dream analysis or ‘screen memory’ analysis. Both these require the strength of concentration of the individual concerned, and frequently can only be made conscious through the subjective analyses of the psychoanalyst. As to the usefulness of these processes in surfacing memories, the jury is still out and it remains a question of doubt, even for Freud himself.

18 The ‘subconscious’ is Janet’s term used to describe the pre-conscious together with the unconscious.

The polarity fallacy

This issue continues into modern discussion. Reber (op.cit.) writes that it is one thing to say that there are distinctions between implicit and explicit processes but that it is another entirely to conclude that they are processes of altogether different kinds. To say this is to fall prey to what he calls “*the polarity fallacy*”:

“... we need to be careful not to treat implicit and explicit learning as though they were completely separate and independent processes; they should be viewed as interactive components or cooperative processes, processes that are engaged in what Mathews (1991) likes to call a “synergistic” relationship” (p.23).

But this does not present closure on this issue. We have not by any means reached consensus on whether tacit knowledge exists at all, let alone decided upon the operational criteria that discern the presence or absence of whether knowledge is conscious or non-conscious.

Polyani’s distinction was a major catalyst for bringing back into vogue the return of the unconscious into human information processing psychology. Empirical findings demonstrated the existence implicit learning, even when subjected to the functional phenomenon of hypnotic amnesia. Also, the study of brain injured patients and the exciting new developments in brain imaging techniques have illustrated the existence of differing neural structures associated with implicit and explicit learning (e.g. Schacter and Tulving, 1994). However Farah (1994) warns that the fact that damage of a specific structure produces an impairment of a specific cognitive function, one cannot conclude that the damaged structure was the anatomical locus of this function. Despite these findings, and notwithstanding the ingenuity of these empirical designs, a clearer definition of unresolved and controversial theoretical issues is still needed. A major contribution has been forwarded by Thomas Goschke.

Implicit Learning and Unconscious Knowledge

Goschke (1997) has attempted to resolve these issues by posing five major theoretical questions and then proceeding to provide answers, using his own work as well as the findings of others.

They are:

- 1 Does implicit learning actually lead to unconscious knowledge, and if so, how can (un)conscious knowledge be measured?
- 2 Does implicit learning require attention or is it automatic?
- 3 Does implicit learning lead to abstract knowledge?
- 4 What are the computational mechanisms underlying implicit learning?

5 Does implicit learning involve specific brain systems?

Before responding to these questions he presents an overview of implicit learning tasks and basic findings. Goschke focuses on four classes of tasks, which he terms *incidental concept learning*, *sequential contingency*, *simultaneous co-variation*, and *dynamic system control* tasks to comment on the role that implicit learning takes in the formation of unconscious knowledge and the measurement of (un)conscious knowledge.

Incidental concept learning

Goschke cites Reber's (1989, 1993) artificial grammar learning¹⁹. Subjects are asked to study a list of meaningless letter strings (e.g. XVCCMT) under some orienting tasks (such as judging their "pleasantness", or committing the letter string to memory). The subjects were not told that the letter strings had been generated according to a finite state grammar²⁰.

"... Such a grammar consists of a set of states (represented by numbered circles) which are connected by labelled arrows. Legal strings are generated by following a sequence of arrows from the start to the end state. Each time one passes from one state to another, the symbol on the connecting arrow is written. The set of strings that can be generated this way is called a language and the strings of this language are termed grammatical." (p.250)

Subjects were later asked to differentiate between grammatical and ungrammatical letter strings. They selected grammatical strings significantly higher than chance (60-70%). Subjects are often unable to describe the underlying rules and sometimes indicated that they made their decisions on an intuitive basis. This implies "... *an unconscious abstraction process which maps veridically the intrinsic structure of the environment.*" (Reber and Allen, 1978, p.191). Looking further into this issue, Dienes and Perner (1996) ask whether participants represent the property structure of a grammar implicitly or explicitly, or is it a combination?

Sequential contingency tasks

In these tasks the order of the sequence of stimuli is determined by a fairly complex rule. The *serial reaction task* (Nissen and Bullemer, 1987) asks subjects to observe while a stimulus is presented in one out of four possible locations arranged horizontally in a visual display. The subject has to press one of four response buttons that correspond to the location of the stimulus. Goschke notes that

19 See also Berry (1997) for overviews on this work.

20 All are Markovian systems that are finite-state. Markovian systems means that they generate strings of symbols in a left-to-right, nonhierarchical fashion (Reber, 1993, p.29).

“Performance increments in this task have been observed even for subjects who were not able to verbalise the sequence after training and who performed poorly in a cued recall test of the sequences.” (p.251)

A clear indication from this study is that subjects can acquire procedural knowledge about sequential structures incidentally and without conscious awareness about the sequence.

Simultaneous co-variance tasks.

These are similar to sequential learning tasks. The key difference is that co-variance holds between different simultaneously presented stimuli or between features of a complex visuo-spatial stimulus. Goschke notes that the critical co-variation is usually chosen to be non-salient or intuitively improbable in order to prevent subjects' from becoming aware of it. Lewicki (1986) used hair length and personality notes as his stimuli and found that their judgements in a test phase were influenced by the co-variation, even though they were unaware of it.

Dynamic systems control

Computer simulations of fictitious workplace systems are provided to subjects who are provided with feedback on one or more of the system variables which he/she can then manipulate. They were then provided with sets of algorithms that mapped either previous or current states of the system. What fascinated Berry and Broadbent (1988) was the observation that subjects sometimes achieved high proficiency at controlling the system (indicated by their success in producing required outputs of the system) even though when tested they had little or no declarative knowledge of the regularities governing the system.

Summary

The common features of these four classes of tasks are, according to Goschke (p.253) that:

- 1 Subjects process stimuli under some cover tasks in which the stimuli instantiate some kind of regularity, structure, contingency or co-variation.
- 2 At least two different dependent variables must be measured, one indicating that implicit knowledge has been acquired and the other indicating lack of conscious knowledge of the relevant regularity, contingency, or co-variation.
- 3 Performance measures that have been used as measures or indicators are judgment of grammaticality or category membership, response times, and accuracy.

- 4 With respect to the measurement of explicit knowledge, an ongoing controversy exists whether *verbal reports* or *discriminative behaviour* and *forced choices* are better suited to infer the existence or non-existence of conscious knowledge.

A summary of the responses to the five theoretical questions are presented below.

Table 3.1

Five central theoretical questions concerning intrinsic learning and tacit knowledge (after Goschke, 1997, pp.253-255)

Key Issue	Question	Summary Response
The unconscious nature	Does implicit learning lead to unconscious knowledge?	<i>The claim is that implicit learning can produce knowledge which is inaccessible to consciousness rests on dissociations between task performance and measures of conscious knowledge. However a far from trivial criticism is that to specify operational criteria to justify why performance in a given task (as we have seen with grammaticality judgements) should be attributed to unconscious knowledge, whereas performance in some other tasks (such as free recall) should be interpreted as evidence for conscious knowledge.</i>
The attentional preconditions	Does implicit learning occur automatically and without attention?	<i>This question concerns the second defining criterion of implicit learning according to which implicit learning occurs incidentally, without intention or attention. This question has two aspects:</i> <i>(i) we can ask whether implicit learning occurs even if stimuli are processed in a passive, incidental fashion (as compared to an active, intentional rule-discovering strategy, and</i> <i>(ii) we can ask whether implicit learning is possible even when the relevant stimuli are ignored or</i>

		<i>one's attention is distracted.</i>
The abstractedness	Does implicit learning lead to abstract knowledge?	<i>Given that implicit learning does exist, a fundamental question is how sophisticated it can be? Some have argued for a "smart unconscious" capable of abstraction of rules, full semantic processing, and even creative problem-solving. In discussing the cognitive unconscious, Kihlstrom (1987, p.1450) states: "... one thing is now clear: consciousness is not to be identified with any particular perceptual-cognitive functions ... all of these functions can take place outside of phenomenal awareness. Rather consciousness is an experiential quality that may accompany any of the functions".</i>
The computational mechanisms	What are the computational mechanisms underlying implicit learning?	<i>The first wave of implicit learning research was dominated by attempts to demonstrate replicable dissociations between performance measures and conscious knowledge in order to prove the existence of implicit learning.(e.g. Reber & Allen, 1978)</i> <i>Research by Dienes (1992) have explored various computational models of implicit learning with computer simulation.</i>
The neurological	What brain systems are	<i>We can ask whether explicit and implicit forms of learning and knowledge are mediated by separate</i>

basis of implicit learning and tacit knowledge	involved in implicit learning?	<i>brain systems or networks of systems, and whether there are separate brain systems underlying different forms of unconscious learning.</i>
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These are important questions in any serious examination of tacit knowledge and implicit learning. However not all are addressed any further in this thesis. The insights of Kihlstrom are by far the most fruitful to this research. The author also believes that all perceptual-cognitive functions are able to operate independent of conscious awareness of them. This means that tacit assumptions differ only from explicit assumptions because they are, at the time of examination, out of conscious awareness. They have no other special properties. This is a completely psychoanalytic view. Some ideas are in awareness and some are not. Ideas out of awareness are either easily broached or require intensive mental effort to bring them into awareness. Theoretically all ideas are potentially easily brought into conscious awareness, or require varying degrees of effort. Some may take minutes of sustained mental focus, others can take weeks, months, even years of constant application to bringing them to awareness. Some may never reach consciousness at all. The opinion that tacit assumptions must remain tacit needs to be reviewed by holders of such a view. Similarly, as has been found in Study Two of this research project, tacit assumptions can be accessed in ways that assist the work of senior managers even though they are never broached, never brought into conscious awareness.

Another important issue in this thesis refers to conceptions of knowledge. The author will, from time to time, refer to his own paper, entitled "Organisational Knowledge, Learning and Memory" presented last year at a corporate development seminar in Sydney. Critical reviews of key management theories such as Bounded Rationality Operations Research and Cybernetics are presented in Appendices 20, 21, 22. We proceed now to look at a historical view of knowledge in general, tacit knowledge, various knowledge types knowledge acquisition, knowledge system development and knowledge transformations.

3.6 Conceptions of knowledge from the Ancient Greeks to the Present.

A commonly held belief in the scientific community is that 'knowledge' is a model of the real world. Positivist sciences define knowledge as a sound representation of the world, tested and validated against the real, and objective in that it is independent of people.

Usually there is a strong attempt to control the environmental or situational conditions so that “pure” knowledge can be gleaned from mere inference or even “commonsense”. However, there appear to be sizeable gaps in the positivist definition of knowledge. It is evident that a number of alternate forms of knowledge exist, especially when we take the time to reflect on our experiences. Even a quick review of the day’s passing will reveal many examples of “being knowledgeable” – some of enduring consequence to others (and hence subject to scientific scrutiny), others being consciously ephemeral, while a good many more eventuate and pass without any conscious awareness. Experience itself tends to “paper over its own character”, which is itself “intuitive, tacit and unique” (Baumard, 2001). Nonaka (1991) writes that “knowledge is a multifaceted concept with multilayered meanings” and notes that the history of philosophy since the time of the Ancient Greeks “can be regarded as a never-ending search for the meaning of knowledge (p.15)”.

Spender (2005) wrote recently that “there is nothing commonsensical about [knowledge]; we inevitably assume away the difficulties or find ourselves with a Russian doll in which there are more knowledge puzzles inside every set of answers (p.4)”.

The relevance of the work of Chomsky (1987) is especially important in this discussion. His tilting of the nativist versus empiricist debate towards the existence of deep inherent “a priori” logical and language structures implies a deeper, paleontological substrate to all of the modern mental processes.

We move onwards. The first dichotomy we present in our psychological discussion on knowledge is found in the distinction between explicit (objective) and tacit knowledge. Polanyi’s work, and his distinction between objective and tacit knowledge, have become extremely influential. In two of his major publications, *Personal Knowledge: Toward a post-critical philosophy* (1958) and *The Tacit Dimension* (1966), he argued effectively for the importance of tacit knowledge, knowledge for which origins and essential epistemic contents were simply not part of one’s ordinary consciousness (Polanyi, 1958). Polanyi classified human knowledge into two categories. Explicit or codified knowledge refers to knowledge that is transmittable in formal, systematic language, while tacit knowledge has a personal quality that makes it hard to formalise and communicate. Nonaka writes that “... tacit knowledge is deeply rooted in action, commitment, and involvement in a specific context” (1994, p.16). In Polanyi’s own words, it “indwells” in a comprehensive cognisance of the human mind and body. Spender (1996, p.67) observes that the distinction between objective and tacit knowledge is a restatement of James’s (1950, pp.1-221) distinction between “knowledge about” and “knowledge of acquaintance”, i.e. that of which a person has a

personal acquaintance. There are two important aspects of tacit knowledge that contribute to this discussion: (i) it is gained experientially, is private and is uncommunicable, and (ii) it is inseparable from the process of its creation and application and it has not yet been abstracted from practice (Spender *ibid.*). In Study One a methodology is described and followed that brings about the transformation from tacit knowledge to explicit knowledge. This is found to be achievable. It is the basis of other theoretical work reported later in this chapter. Importantly, Study Two of this research work does not seek to transform tacit knowledge. Its aim was to discover a method that would bring about the ability to utilise tacit resources in the service of current mental activities, in such activities as problem solving and strategic thinking. While positivistic knowledge has the character of being atomic and discrete, Csikszentmihalyi & Csikszentmihalyi (1988) describe tacit knowledge as being more like that being applied in the “*state of flow*”, knowledge of which the actor was not explicitly conscious and which does not need to be fitted into or processed through a conscious decision-making schema.

Forms of knowledge of the Ancient Greeks

As has been indicated above, the Ancient Greek philosophers had developed a systematic approach to the different forms of knowledge. Both Spender (1993) and Detienne & Vernant (1978) report the work of Plato²¹, who distinguishes between four forms of knowledge:

1. Epistêmê (abstract generalisation)
2. Technê (capability, capacity to accomplish tasks)
3. Phronesis, (practical and social wisdom) and
4. Metis (conjunctural intelligence).

Epistêmê²² refers to knowledge that is universal, shared and circulated, which we teach and preserve and what we commonly refer to as our heritage. It is knowledge about things. It is often referred to as “theory”. Technê, on the other hand, is translated as either ‘craft’ or ‘art’. As Parry observes:

“Outside of modern science, there is sometimes scepticism about the relevance of theory to practice because it is thought that theory is conducted at so great a remove from reality, the province of practice, that it can lose touch with it. In fact, at the level of

21 Plato thought of knowledge as justified true belief, an idea that has been rejected in current sociological thinking.

22 ‘Science’ derives from the Latin ‘*scientia*’, which in turn translates the Greek ‘*epistêmê*’, from which English derives ‘epistemology’. Strictly speaking, for the Greeks, for something to be studied it needed to be *epistêmê*.

practice, concrete experience might be all we need. And within science, theory strives for a value-free view of reality" (2003, p.1).

A sensible balance is reached, however, by Lewin, who once quipped that "*nothing is more practical than a good theory*" (1951).

Table 3.2 presents a typology of categories of knowledge.

Table 3.2

Typology of categories of knowledge

(Baumard, 1999, p.55)

	EPISTEME	TECHNE	PHRONESIS	MÈTIS
Definition	Abstract generalization	Capability, task accomplishment	Practical and social wisdom	Conjectural intelligence
Cohesiveness	hierarchical	encapsulated	organic	mutable
Horizon	indeterminate	perenniel	life	ephemeral
Field	universal	systems	people	situations
Structure	hard	hard and soft	soft	furtive
Nature	abstract and objective	abstract and practical	abstract and practical	practical, oblique
Goal sought	scientific truth	structure	wisdom	results
Emergence	maturation	experience	social interaction	unpredictable
Process	sequential	Hybrid	hybrid	simultaneous
Elaboration	positive	Hybrid	hybrid	relative
Method	abstraction, deduction, idealization	observation, study, recipes	learning socialisation, imitation	combination, regeneration, ruse, shortcuts
Preservation	laws, principles, representations	manuals, communities of practice	clans, culture, ethnic groups, personality	discretionary, intimate, clandestine
State	substance	accumulation	initiation	transient
Teaching or initiation	analysable, easy to communicate, standard	hybrid, with a tendency towards the explicit	hybrid, with a tendency towards the tacit	complex, tacit, difficult to communicate

Phronesis is the opposite of Epistêmê. It is personal, singular and idiosyncratic, the result of experience and social practice. It cannot easily be shared. It has vivid meaning only to the person who has lived the experience. It is generated only through the *“intimacy of lived experience”* (Baumard, 1996). Phronesis is usually the result of trial and error, comes from interaction in social or organisational life and is very difficult to subject to analysis or test. Because it is difficult to characterise and operationalise, it is especially difficult for science to observe and evaluate. In fact, its intuitive content makes it difficult for science to study. The author sought for several years to attempt to characterise this knowledge phenomenon from a scientific perspective. This quest has

brought about a resignation that it required a radical new paradigm²³, one that abandons the scientific method and relies on more sociological concepts such as *'intersubjectivity'*²⁴ or *'communities of practice'*²⁵.

Mètis, or conjectural knowledge, is exciting to the author personally. It is

“... furtive, discretionary and simultaneous, it spurns idealisations and established representations – it provides a contrast to abstract generalisations on every point. Where one is hierarchical, the other is organic, indivisible, encapsulated in action. Where one tends towards universality, the other chooses the ephemeral as its playing field (as it is only the tactical outcome that counts). Where one seeks truth, the other seeks results”.

(Baumard, 2001, p. 54)

Mètis is like Prospero's Ariel, a personification of the wizard's shrewdness and cunning. Where epistêmê is steadfast and reliable, the result of a long maturation, mètis is unpredictable and intuitive. In short, where one can be analysed, the other is multiple and tacit. Most importantly, conjectural knowledge is embodied into purposive behaviour, and does not make sense out of the limitations of its instrumental boundaries. It is difficult to describe the mechanisms of mètis. The dedicated study of wit and its relationship to unconscious processes, and the study of dreams by Freud have dissected the likely processes involved but in no way adequately reflect wit or dreaming themselves as mental activities.

Husserl advised in his Paris Lectures of 1929 that doing science is an admirable human venture, but to apply science, a subset of human endeavour, to the totality of human experience and expression, is not logically coherent. We do not seek to ignore or diminish the power of scientific thought, we only wish bring attention to its relevance, and that is to the area of epistêmê. The Ancient Greek analysis provides clear guidance, pointing the way for using forms of analysis not aimed at trying to impose the scientific method onto forms of human expression that do not adhere to its requirements.

Nativist arguments – phylogeny and implicit learning

Chomsky (1987) makes the uncontroversial point that there is a fundamental organisation to the physical development of the human body. We all make the assumption that the human species has a certain biological endowment. Each of us develops according to our inherited genetic programme, with an epigenetic unfurling of new growth according to what has grown before within our complex environment. The

23 Kuhn (1970)

24 Berger and Luckmann (1966)

25 Wenger (1998)

result is an interacting, integrated series of biophysical systems, each mutually supportive according to a predetermined blueprint. He writes:

“It is fortunate that we have such a refined and specific innate endowment. Were this not so, each individual would grow into some kind of amoeboid creature, merely reflecting external contingencies, utterly impoverished, and lacking the special structures that make a human existence possible” (p.419).

There is an important corollary. The same native factors that bring about this ordering principle also prevent many other possible developmental outcomes and drastically limit the final states that can be reached in physical growth. Although the developmental biology sciences provide much knowledge, there is little known about how all of this happens. However no one really doubts that there must be some kind of internal, innate mechanism afoot. This is obvious because there is “... *a vast qualitative difference between the impoverished and unstructured environment on the one hand, and the highly specific and intricate structures that uniformly develop, on the other*” (ibid, p. 420). Chomsky applies this analysis to the human mind. He says that we also find structures of great intricacy developing in a uniform way without the benefit of learning, in fact with limited and unstructured experience. Language is a case in point, but there are also other faculties.

“Think of the capacity to deal with abstract properties of the number system, common to humans apart from gross pathology, and, it seems, unique to humans”. (p. 420)

This ability to cogitate on the number system or on other abstract properties, such as time, space, relationships or causality, capacities that lie at the basis of managerial endeavours are all, in essence, unlearned, and are based upon our biological endowment. As with physical systems, these mental systems develop epigenetically, that is each successive development stage depends on what has been achieved beforehand. Biological readiness is a necessary precursor for environmental influence to have any meaningful influence on these capacities.

Chomsky also argues that this same biological endowment provides the basis for a social existence in common with others. Even though we may have differing environmental histories, we nonetheless share capacities that support commonalities in practice. He extends far beyond nativist arguments when he writes:

“We live in a world of shared understanding that extends far beyond the limited experience that evokes cognitive structures in the mind” (p. 420).

Arthur Reber dedicated much of his research career to the study of implicit learning. He defined implicit learning as the “*acquisition of knowledge that takes place largely independently of conscious attempts to learn and largely in the absence of explicit*

knowledge about what was acquired" (1993, p.5). One of the core assumptions of Reber's work was his belief that implicit learning is a "*fundamental 'root' process, one that lies at the very heart of the adaptive behavioural repertoire of every complex organism*" (ibid., p. 5). Drawing on the heuristic strength of Darwin's evolutionary theory, he goes so far as to assert that implicit learning has phylogenetic precedence over learning with awareness. The author, with his own roots in evolutionary biology and psychology finds this work to be relevant and important to this discussion. Reber proposed four considerations, which the author refers to as Reber's Darwinian Postulates. The author has drawn closely on Reber's own explanations, which are:

1. Consciousness and phenomenological awareness are recent arrivals phylogenetically speaking. This is in accord with Darwin's own proposition²⁶. Consciousness and conscious control over action must have been built upon, as it were, deeper and more primitive processes and structures that functioned independently of awareness. On these grounds, it can be assumed that implicit processes operate independently of consciousness and are more primitive and basic than those that are dependent on consciousness and conscious control.
2. One of the standard heuristics in evolutionary theory is that phylogenetically older and more primitive structures are more robust and resilient and less prone to disruption than the newer. One would expect to see implicit cognitive
3. structures show greater resistance to interference from neurological insult, functional disorder and hypnotic intervention.
4. The evolutionary more ancient implicit functions of the cognitive unconscious should show a tighter distribution in the population than the more recently emerging explicit and the conscious. This implies that we would expect to find fewer individual differences between people when implicit processes are in use than when explicit processes are. The more successful an evolutionary adaptation, the less likely will it display variation. Also, as most of our educational programmes and theories of instruction are based on explicit, overt paradigms we must expect, in our culture of inequalities, an increase in population variance on virtually any explicit cognitive function that we measure.

²⁶ Darwin considered conscious control an evolutionary failure, largely because of all the biases that come into being because of the very nature of individual and group consciousness.

5. There should be a relationship between a phylogenetic point where a particular property evolved and the degree to which we are conscious of its form and content. That is, we would expect to find that the more primitive a function is shown to be, the more refractory to consciousness it will be. Hence the reliability of such hypnotic responses as ideomotor response and the relative rarity of complete hypnotic amnesia.

It is surprising that the evolutionary heuristic is not used more frequently in modern psychology. It formed the basis for Piaget's cognitive theories, of Kohlberg's (1969) moral development and even of Tuckman and Jensen's team development theory. Nonaka (1994) would argue that this is because we are in the "knowledge society" and, as observed by Drucker (1967) and Toffler (1990), a time where the forces of empiricism far outweigh the nativist approaches.

Knowledge creation relies on the interaction of explicit and tacit knowledge. Polanyi's work was philosophical but Nonaka believed that it was possible to expand his idea in a more practical direction. Tacit knowledge involves both cognitive and technical elements. The cognitive elements centre on mental models that the human mind creates, and include such devices as schemata, paradigms, beliefs and viewpoints that provide perspectives that enable individuals to perceive and understand their world. Meanwhile tacit knowledge also covers technical elements such as concrete know-how, crafts and skills that apply to specific contexts. The cognitive components of tacit knowledge are future oriented, that is 'what is' and 'what might be likely'. Nonaka (ibid.) points out that the articulation of tacit perspectives is a kind of mobilisation process, a key factor in the building of new knowledge.

Piaget and cognitive growth

The life work of Jean Piaget (Gruber & Vonèche, 1977) is focussed on the developmental sequencing of the logical cognitive structures. He was guided by the logical theory of Poincaré (Gruber & Vonèche, 1977, p.457), who maintained that the human mind is capable of some forty two logical operations, each dependent on more elemental, less complex logical forms. Piaget's genius was to realise that the growth of logical operations was epigenetic, i.e. it formed according to successive stages over a long time period, from concrete logical operations during the first few years of life, such as sequencing, correspondence and grouping, to the highly sophisticated logical forms of correlation, probability and regression analysis, which comes much later in life and only to the relatively few. Piaget was clear that these logical structures were immanent and implicit, and only become explicit in the study of their forms, such as in the disciplines of mathematics and logic.

Bateson (1973) refers to the analogue quality of tacit knowledge, a continuous activity of knowing. She sees communication between individuals as an analogue process that aims to share tacit knowledge to build mutual understanding. This understanding involves what he terms 'parallel processing' of the complexities of current issues, as the different dimensions of a problem are processed simultaneously.

Intention, autonomy, and fluctuation

Polanyi noted that individuals are the prime movers in creating their own world in accordance with their own perspectives. He noted that commitment underlies human knowledge creating activities and that three factors contribute to the strength of this commitment: *intention*, *autonomy* and a certain level of environmental *fluctuation*. Husserl's (1929) analysis of consciousness is instructive to those who wish to promote change. He denies the existence of conscious awareness *per se*, arguing that consciousness arises when a subject pays attention to an object. This attitude on the part of the individual is termed 'intentionality'. Any form of consciousness is consciousness of something: it arises, endures and disappears with a subject's commitment to an object.

The principle of autonomy permits the development of intention. Our current ideals of empowerment and self-efficacy seek to assure autonomy where only '*minimum critical specification*' (Morgan, 1986) is provided and monitored. Nonaka (op.cit.) believes that individual autonomy widens the possibility that individuals will motivate themselves to form new knowledge. From the work on emotional intelligence, Salovey and Meyer (1990) propose that self-motivation is based on deep emotion that drives us, through metaphor and allegory, to achieve personal goals. Purpose serves as the basis of conceptualisation while autonomy provides the freedom to absorb knowledge. Environmental fluctuations cause disruption to the intentionality of individuals. *Chaos* or discontinuity can generate new patterns of interaction between individuals and their environment that take into account ambiguity, redundancy, noise or randomness generated from the organisation and its environment. '*Order without recursiveness*' represents an order where the pattern is hard to predict in the beginning (Gleick, 1987)

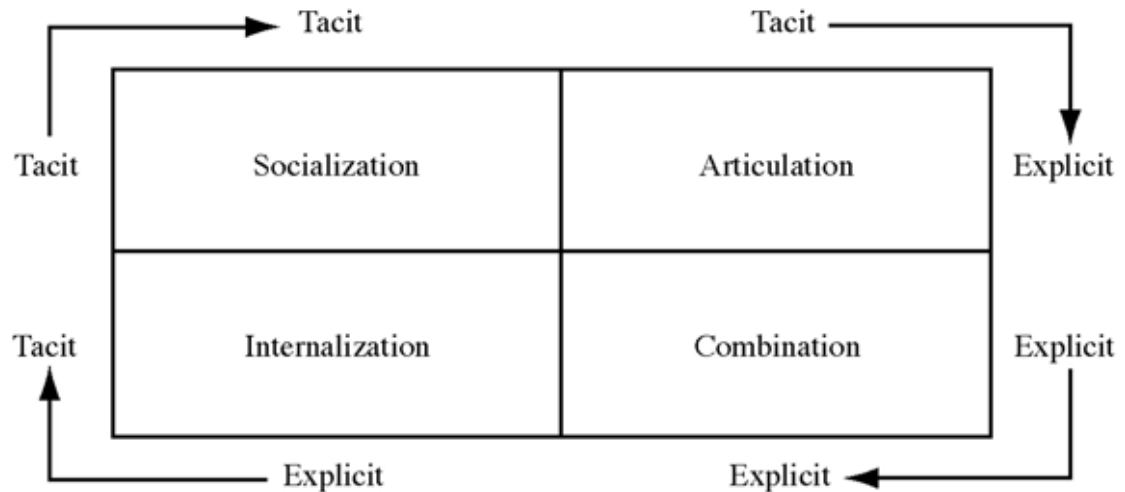
Knowledge conversion

The idea of knowledge conversion has been well developed by Nonaka (op.cit.). He traces the idea back to Anderson's ACT model (Anderson, 1983), developed in cognitive psychology. This model is based on two concepts, '*declarative*' and '*procedural*' knowledge. Declarative knowledge (actual knowledge according to Anderson) is expressed in the form of propositions and procedural knowledge (methodological knowledge) is used in such activities as playing the guitar or walking

down stairs. In our discussion, the former might be considered as explicit knowledge while the latter, tacit knowledge. In this model Anderson hypothesises that declarative knowledge has to be transformed into procedural knowledge in order for cognitive skills to develop. One might acknowledge that Anderson's hypothesis is a more sophisticated version of Ryle's (1949) classification of knowledge into knowing that something '*exists*' and knowing '*how*' it operates. Nonaka (op.cit.) identifies one limitation of the ACT model – it says that knowledge transformation is unidirectional and only involves transfers from declarative to procedural knowledge, while anyone who has ever learned a new skill will avow, such transformations are bi-directional. He has developed the following conception of the tacit-explicit interfaces.

Figure 3.1.

From Tacit to Explicit (Nonaka, 1990a) Transition mechanisms for the conversion of knowledge



1. From Tacit to Explicit. Articulation – this form of conversion occurs as the continual foundation of life. The way that tacit rules become recognised as internal regulations is a good example. That which is commonly known, and which we could call ‘common knowledge’, is gradually articulated into explicit knowledge
2. From Explicit to Explicit. Combination – the conversion of explicit knowledge into another form of explicit knowledge is a question of combination. Nonaka notes that “individuals exchange and combine their knowledge through mechanisms such as telephone conversations²⁷. The combination of existent information can be facilitated by the selection, addition, grading, and categorisation of explicit knowledge” (1992, p.13)
3. From Explicit to Tacit. Internalisation – Foucault’s (1977) panoptic prison, in which ‘the potentiality of inspection replaces its deployment’ provides an exemplary illustration of internalisation.

“The panoptic prison is circular, made up of open cells through which light passes in order to sharply outline the silhouettes of the prisoners. The warden is lodged in a tower at the centre of the circular building, which is fitted with blinds enabling him to ‘see without being seen’. In this context, prisoners have explicit knowledge of the surveillance tower. They recognise the possibility that they are being watched at any given time, without it being possible to know whether the warden is really looking at them or at something else. The prisoners internalise this explicit knowledge, and turn it into tacit knowledge; they know tacitly that

²⁷ Nonaka did not seek to delimit this exchange of knowledge here, he was mentioning this communication form in passing. Other forms include face-to-face discussions, group meetings, emails, bulletins, letters and so on.

they may be watched at any time and accept the possibility. While the explicit expression of their knowledge amounts to a black tower at the centre of the building, their tacit knowledge has internalised the 'presence' of the warden within this obelisk" (Baumard, pp.25-26)

4. From Tacit to Tacit. Socialisation – this mode of knowledge conversion allows us to pass tacit knowledge on:

"An individual can acquire tacit knowledge directly from another without the use of language. Artisans live with their masters from whom they learn their art not through language but through observation, imitation, and practice... Tacit knowledge conversion is based on the sharing of experience" (Nonaka, 1992, p. 13)

Modelling is a form of learning that is evident to us all. Rather than hypostesise some "*unconscious*" entity to account for such learning we can rest assured that it is simply our implicit learning facility that has copied a schema and represented it according to what exists within the realm of our personal tacit knowledge.

The implications of this chapter to this thesis are quite clear.

1. Tacit knowledge describes a body of knowledge that does not normally come to conscious awareness
2. Some individuals, yet to be identified and beyond the scope of this research project, are able to access the tacit more readily. Some can express it verbally, others simply act upon their knowledge. This is likely to be what is termed intuition.
3. Tacit knowledge may simply refer to subconscious knowledge. It may also cover the same mental representation as the psychoanalytic concept of the unconscious. Hence,
4. Some tacit knowledge may be rendered explicit. Deeper tacit knowledge may not.
5. Tacit knowledge may function better, and be more readily accessed by a senior manager, if left tacit.

Point five has emerged as the key research area of this thesis and forms the basis of Study Two.

Part Two

Study One - The Codification of Tacit Assumptions

Chapter Four

Research Considerations - Ontology, Epistemology and Grounded Theory

4.1 Introduction

This study began as an investigation of the mental processes, outside awareness, which influence a manager's interactions and decision-making – what might be called intuition. The general aim was to investigate methods to facilitate intuition, to promote self-knowledge and accurate self-evaluation by setting up interaction with tacit processing. The author's investigations (1991) into implicit mental processes demonstrated experimentally and statistically that there is some phenomenon operating within the human mind that is out of ordinary consciousness. This was a step closer, scientifically speaking, than being a witness say, to the many psychopathologies that occur in everyday life - anecdotal evidence that presents strongly as being proof of these "out of consciousness" processes. It provided greater confidence to his experiences of "predicting the future" based on intuitions and hunches. His years of experience with clinical hypnosis, witnessing so many examples of behaviour that defied 'rational' causality, added to this ambition to develop methods of studying the vagaries and vicissitudes of implicit mental processes that would stand the tests of contemporary scientific thinking. A serendipitous career move into management transferred this ambition towards the discipline of management's form of implicit mental processing, termed tacit knowledge. The work of Baumard (1999) held a particular fascination because in it the difficulties encountered in studying the transformations of tacit processes were acknowledged. Baumard had already stated, as has been outlined earlier in this dissertation:

"The study of modes of knowledge within the organisation is a nascent field: introduced by Nonaka in 1987, the idea of a dynamics between different knowledge bases has not yet given rise to much empirical research, and except for Spender and Bird few authors have followed Nonaka into this no man's land." (p. 93)

Baumard developed a most dedicated, accomplished and formidable epistemological basis for studying tacit processes in organizations and became thoroughly immersed in the day-to-day events and the encompassing cultures of the organizations that extended their trust to him. This allowed him the benefit of actually hypothesising many of their tacit assumptions which he then related back to the members of these

organizations and the readers of his studies. Baumard, apparently, is one of those people who can sense the tacit far better than most, and he has the personal ability to render these tacit assumptions explicit²⁸. The researcher is not sure that this gave ongoing benefit to these organizational members, but to a reader, his exploits were convincing and highly interesting. He maintains an organizational focus throughout his work, and is profuse in the ideas and strategies he presents for the organizations he studied. One wonders why all managers are not forthcoming with creative, helpful ideas about their own organisations. Are they 'too close to home'?

Baumard's strength comes in part from his being an 'outsider' within the organisations he studied. It is not as though he could see aspects of the organisational life that were not apparent to organisational employees, it is simply that he saw these aspects from fresh perspectives. Why he could do this and employers of the firms he investigated did not is an interesting question. It is not so hard to see why. Ingersoll and Adams (1992) tell us that the proximity problem arising from working within organisations does not derive from some innate human incapacity to understand things close to us, but rather from the mundane fact that we tend to question least that which is familiar (Weeks, 1994). The notion that understanding requires a combination of personal involvement and professional detachment underlies the now standard recipe adopted by researchers for producing organisational ethnography (Van Maanen, 1988, pp.1-2). On the one hand, becoming personally involved in an organisation being studied is thought to lend the researcher something of an insider's view, appreciation, and interpretation of organisational life. On the other hand, Agar's (1980) idea of the '*professional stranger*' provides the researcher with the ability to question, consider, critique, and eventually pull away from and write about what he or she finds there. Evered and Louis (1981), in a similar vein, argue that the roles of insider and outsider produce a form of creative tension that enables the researcher to uncover things that would be invisible to a pure outsider and undiscussable by a pure insider: aspects that are either taken for granted or tacit in the organisation (Weeks, op.cit, p.1).

The present research involved a certain degree of immersion in the organization studied, as much as could be expected of a part-time researcher. In fact, from the start, a criticism of the present study is that it could only draw upon a sample of what was available from the very rich organizational life of Organisation A. This became quite evident during the early stages of the study. This became one of the reasons why it was decided to dedicate a full day of each week for ten weeks to collect data and

²⁸ It is likely that he really makes inspired guesses about tacit processes and those that are found to be "true" probably light up a sense of recognition or validity. His skill reflects what we have come to enjoy about the ability to link apparently unconnected details of famous fictitious detectives, such as Sherlock Holmes and Hercule Poirot.

become familiar with the organizational life of the firm. Business hours were kept and a Tuesday lunch with at least one of the senior managers was customary. Between interviews, someone was always available to talk with and, after several weeks, the researcher was accepted as some part-time worker. There were many informal interviews with receptionist, secretaries, computer technicians, tradespeople and even visiting suppliers. Sometimes it was necessary to conduct formal interviews towards the end of long days in order to fit in with the time constraints of many of the top team managers. There were a significant number of cancellations, brought about through the senior managers' need to attend to business matters. Nonetheless, as mentioned above, these exigencies permitted the gathering of contextual and cultural insights through informal discussions with individuals who were not participating in the research interviews.

There were times when the author lost sight of the phenomenon being studied, the tacit-explicit interchange, even to the point of becoming quite demoralized about the aims of the project. These phenomena are quite subtle and complex and do not lend themselves readily to forms of observation and recording when the researcher is not fully focused on the interplay between the subject's explicit and presumed tacit exchanges. What also seemed apparent, and this is a point that needs further discussion, is that nearly all of the subjects appeared to be quite unenthusiastic about what they discussed. They were by no means either unfriendly or uncooperative. Quite the contrary! However, for them, it all seemed to be so matter-of-fact and without consequence. The individuals who work for Organisation A are used to cause and effect, actions with consequences; thus they were bemused by sitting down and recording their views on straightforward management topics. There were no helpful ideas to be gained from knowing about tacit assumptions, no short cuts and no special ways that could increase EBIT (earnings before interest and tax). There was no tacit-explicit score to be had and no piece of paper outlining how the interview had fared. However what maintained the impetus of the study was that the senior managers did enjoy discussing their own views, and they were quite interested in the feedback provided after each interview. There were several individuals who proved to be exceptions. They demonstrated a growing interest in the project. This interest was not underestimated in the motivational effect it had on the completion of the study. Yin (1981, 1984) and Lincoln and Guba (1985) recommend that case methodology within a 'naturalistic' approach be taken when investigating new phenomena. This maps the area of the research without involving too many predetermined suppositions. However, it was quite clear that the research project carried many preconceptions that

would preclude an objective study. The author's profile was known to many of the subjects so that there was never any assumption that the study was value-free²⁹. In fact the situation queried any thoughts of the author's previously held scientific notions of the requirement of impartiality and anonymity in scientific exploration. This had a significant impact on the conduct of Study One. It also led the project into a period of study and contemplation into the nature of scientific enquiry. This required the exercise of reviewing the historical antecedents of contemporary efforts in knowledge development.

Burgess-Limerick & Burgess-Limerick (1998) note that all research proceeds commencing with an underpinning of assumptions that determine the legitimacy and framing of questions. They assert that:

"Psychological research is predominantly conducted within a framework of assumptions consistent with logical positivism." (p. 63)

The aim of their research paper was to

"... illustrate the value of research that is not consistent with these assumptions." (ibid.)

The present Study One follows such an alternate view. In the following section some of the historical and philosophical antecedents for the social-interactionist approach to research in organisational psychology are examined.

Chapter Four discusses the ontology, epistemology and methodology of Study One. Topics are the philosophical underpinning of Study One (Section 4.2), Grounded Theory (Section 4.3) and methodological developments for Study One (Section 4.4).

4.2 Philosophical underpinning of Study One

Humanism is identified in this thesis as a general area of philosophy that supports the qualitative form of analysis used to study tacit knowledge. Humanism is an intellectual tradition that traces its roots to Protagoras³⁰ dictum that "*Man is the measure of all things*". Humanism has been at odds with the philosophy of knowledge represented by science. Science is clearly defined, as Lastrucci advises us in his *The Scientific Approach*:

"[Science is] an objective, logical and systematic method of analysis of phenomena, devised to permit the accumulation of reliable knowledge (1963, p.6)".

Lastrucci makes three clear points:

- (i) the idea of truly objective inquiry has long been understood to be a delusion. Although scientists do hold that striving for objectivity is useful;
- (ii) each scientific discipline has developed a set of techniques for gathering and handling data and these methods conform to the basic assumptions of an external 'reality', that it can be

²⁹ Several new organisations had been approached in an attempt to establish a "new" research subject group but the nature of organisational politics made it impossible to gain entry.

³⁰ 485-410 BC

discovered through direct observation, and that material explanations of observations are always sufficient and that metaphysical explanations are never needed, and ;

(iii) what is true for one place must be true in another, that is, a scientifically proven idea is reliable.

The Vienna Circle³¹ had an enormous influence over modern science. They called themselves “*logical positivists*” and retained the traditional view of positivism, one that had its origins in the work of Comte and then John Stuart Mill. They held that scientific knowledge is based on experience and that metaphysical explanations of phenomena are incompatible with science. Comte wrote in 1824 “... *I believe that I shall succeed in having it recognized ... that there are laws as well defined for the development of the human species as for the fall of a stone*” (quoted in Sarton, 1935, p. 10). John Stuart Mill (1866) defined this principle even further by proclaiming:

“Whoever regards all events as parts of a constant order, each one being the invariable consequent of some antecedent condition, or combination of conditions, accepts fully the Positive mode of thought.” (p. 15),

and

“All theories in which the ultimate standard of institutions and rules of actions was the happiness of mankind, and observation and experience the guides ... are entitled to the name Positive.” (p.69).

This view has been extended to its extremity. A maxim that is attributed to Mach (trans.1976) from the nineteenth century is that the scientific view can be encapsulated within the phrase “*if you can't see it, then it isn't there.*” This led Mach to reject the particle theory of the atom, so there is little doubt that he would have rejected the status of tacit knowledge as being amenable to scientific study.

There are other views that support a positivist approach to the social sciences. Neurath (1959, p.295) writes that attempts to divorce the social sciences from the natural sciences are perceived as a result of “*the residues of theology*”. Smart (1975) advocates the view that social science should follow what is assumed to be the approach of the natural sciences because of the latter's evident operational successes. A more pointed argument, one that necessitates a denial of the importance of human subjectivity, comes from Giddens (1976) who used an important scientific methodological criterion. He observes that:

“... the specific unreliability of the interpretation of consciousness, indeed whether by self or by an observer, has always been the principal rationale for the rejection of ‘*verstehen*’ by such schools. The intuitive or empathetic grasp of consciousness is regarded by them merely as a possible source of hypotheses of human conduct”. (p.19)

³¹ A group of mathematicians, physicists and philosophers that met in Vienna and Berlin in the 1920s and 1930s.

However, no epistemological tradition has a patent on questions regarding the behaviour of humans, after all

“Any source of wisdom that generates ideas, and science, which tests ideas, are mutually supportive and compatible.” (Feigl, 1980, CD file)

And, as Bernard (1996) writes:

“... the way I see it, the search for understanding is a human activity, no matter who does it and no matter what epistemological assumptions they follow.” (p. 13)

It is not that humanists deny the effectiveness of science in studying the physical world. What they do argue is that there is a need for a different (non-scientific) method for studying human behaviour. It was Schiller (trans. 1969, orig. 1903), a leader of the humanist revolt against positivism, who argued that since the method and contents of science are the products of human thought, reality and truth could not be “*out there*” to be found, as positivists assume, but must be made up by human beings. Husserl (1970) argued that the scientific method, appropriate for the study of physical phenomena, was inappropriate for the study of human thought and action. Husserl was followed by Schutz (1962) who maintained that you don’t have to worry about what the world “*means*” to the molecules, but when you try to understand the reality of a human being, it’s a different matter entirely (1962, p.59). Schutz said that the only way to understand social reality was through the meanings that people give to that reality. This social constitution of meaning has been addressed from a variety of perspectives (Levi-Strauss, 1958; Berger and Luckmann, 1966; Bourdieu, 1972; Lave, 1988; Weick 1995). These views stress that reality is constructed. It is perceived, rearranged cognitively and negotiated interpersonally. Weick (1995) says that

“... it is assumed that something is the target of these efforts and that what is required to locate this target is that one be clever enough to choose both a good partner and a good procedure to uncover this underlying order.” p. 165

Furthermore, rather than conceive of knowledge emanating from an object to a subject, social construction proposes that knowledge is an activity in which the subject partly interacts with and constitutes the object (Gruber and Vonèche, 1977). There is reciprocal interaction between subjects and objects, not a one-sided influence such as is implied by the Behaviourists’ positivist idea that a stimulus triggers a response (Weick, 1995, p.166).

Berger and Luckmann and social interactionism

Wenger (1998) notes that theories of meaning attempt to account for the ways people produce meanings of their own. These are different from theories of meaning in the

philosophy of language or in logic, where issues of correspondence between statements and reality are the main concern. Because this notion of meaning production has to do with our ability to “own” meanings, he argues that it involves issues of social participation and relations of power in fundamental ways. Baumard observes that one has to be wary with explicit terms, as Berger & Luckmann have shown. It is clear that *“words often have a particular signification within the social construction they stem from. Thus the initial explicit form of a rule will evolve into a web of collective interpretations. These will in turn become the tacit rule – the rule as it is understood.”* (1999, p.24)

Berger and Luckmann argue that we shape our own worlds, in doing so we construct world views that are highly intelligible to us, and are hence fully transparent. We pass this view onto the next generation.

These authors write:

“The objectivity of the institutional world ‘thickens’ and ‘hardens’, not only for the children, but (by a mirror effect) for the parents as well. ‘There we go again’ now becomes ‘This is how things are done’. A world so regarded attains a firmness in consciousness; it becomes real in an ever more massive way and it can no longer be changed so readily.” (pp. 76-77)

Legitimation

Berger and Luckmann (1966) write that there exists order above order, that of the symbolic universe that “... *links men with their predecessors and their successors in a meaningful totality*” (p.120). Only in this way can we make sense of the entire society of mankind;

“Particular institutions and their roles are legitimised by locating them in a comprehensively meaningful world. For example, the political order is legitimated by reference to a cosmic order of power and justice, and political roles are legitimated as representations of these cosmic principles”. (ibid. p.121)

The Uncertainty Principle revisited

Those who accept the social constructionist view could argue that we never know what we are studying. If all reality is a social construction then everything that presents as a problem becomes the object of reality and every solution becomes its own outcome of such a construction.

Baumard (1999) follows Berger and Luckmann when he writes:

“Actors become disorientated when they are out of their social context – without their ‘symbolic universe’, their institutionalisation, their religions. Social construction does not take reality for granted, it places the sociology of knowledge at the centre of organisational phenomena and their comprehension, by calling for ‘systematic accounting of the dialectical relation between the structural realities and the human enterprise of constructing reality-in-history.’” (p. 42)

The importance of the presentation of context and culture is emphasised in both Study One and Study Two of this project in order to maximise the intelligibility and validity of the data and analysis provided. The assumptions and methods of several competing major schools of thought in the discipline of management have been discussed in Appendix 20, 21 and 22 of this dissertation.

4.3 Grounded Theory Methodology

This section comprises an overview of the origins, purposes, uses and contributions of grounded theory methodology. It then focuses on the particular aspects of grounded theory methodology that were found useful for this thesis. The discussion begins with the rationale for using this approach to social science. Strauss and Corbin (1990) have provided a learned overview that informs this discussion.

History of Grounded Theory

The methodology’s suggested procedures, or much of the logic lying behind them, have been discussed extensively in Glaser and Strauss (1967), Glaser (1978), Charmaz (1983), Strauss (1987), Corbin & Strauss (1990), and Strauss and Corbin

(1990). Many guidelines and procedures have evolved through the research experience of this methodology to enhance its effectiveness in research. What has inspired the present researcher is that the suggested guidelines and procedures allow much latitude for ingenuity and are an aid to creativity. The aim here was not to develop more theory on the key topics studied, but to use the grounded theory techniques of information identification and collation to support the aims of the study. These procedures will be discussed below.

Strauss and Corbin (1990) note that grounded theory commenced in 1967 as a method for developing theory grounded in data which has been systematically gathered and analysed. According to Glaser and Strauss (1967), a central feature of this analytical approach is “... a general method of [constant] comparative analysis hence the early description given to grounded theory that it is a constant comparative method” (p. vii). This approach affords flexibility: theory may be generated initially from the data, or may elaborate and modify existing theory that appears to be relevant to the research requirement. Strauss (1987) writes that incoming data are meticulously played against the early theoretical constructions. Researchers can usefully bring previous research findings into their current grounded theory studies, as long as there are clear linkages between these. Whatever the research format, the matching of the theory against data must be rigorously followed. Glaser (1978) states that grounded theory explicitly involves “... generating theory and doing social research [as] two parts of the same process.” (p. 2). The way that grounded theory has been used in this work is somewhat different. The focus was on the accumulation and organisation of new information using grounded theory techniques. It provided a systematic and easily understood process that would invite and encourage replication of this work as well as a process for further study in this area.

Theoretical elaboration

Diane Vaughan (1992) refers to a further process, based on grounded theory, as “theoretical elaboration”. Vaughan’s work is relevant to this study. She takes Strauss’s (1970) understanding of developing existing theory by taking any theoretical element, be it a model or a particular concept, and by using it to guide theoretical sampling. Theoretical sampling generally pursues variation in criteria such as size, complexity and function. In the present Study One, three competencies were selected from the Registered Clubs Development Centre (Dawes, 1997): Interpersonal and Communication Skill³², Political Skill and Business Acumen as the established

³² Interpersonal Skills and Communication Skills were combined as one competency. Although this is not a usual arrangement, senior managers who took part in orienting discussions on the project did not show sufficient differentiation of these two competencies. The researcher

theoretical elements. These were the focus of study as far as the subjects were concerned but what the researcher was actually seeking was the accumulation of information from repeated interviews on these same three topics.

Other forms of social research

There are other forms of qualitative research that use alternative approaches to creating and elaborating theory, but without such direct linking to actual data research. Travers (2001) notes that earlier methods were used by Parsons (1951), who took a positivistic quantitative approach to the analysis of surveys, questionnaires or official records as data; Merton (1957) followed natural science methodologies, while Blumer (1967) was prepared to defend ethnographical evidence in its untreated form as it more closely followed human behaviour than did any quantitative method. Wagner and Sternberg (1985) followed Parsons approach and derived interesting but inconclusive results on tacit assumptions of managers.

There are several contemporary rival methodologies used in social research. Amongst the key methodologies are *discourse analysis (or organisational discourse)* (Hardy, Palmer & Phillips, 2000; Hardy, 2001; Bennington, Shetler & Shaw, 2003; Alvesson & Kärreman, 2000), *phenomenology* (Giorgio, 1970; Moustakas, 1994), *action research* (Argyris, 1993; Heron, 1996), *ethnography* (Goffman, 1989; Shockley, Michalove & Allen, 1995), and *feminist theory* (Reinharz, 1992; Frank, 1994). All have their own relevance but grounded theory was selected for this thesis as it suited the researchers need for finding a method that fulfilled the requirements of relative ease of learning. It also used several readily recognised techniques and most importantly, always referred back to the original data. These reasons are discussed more fully in the next section.

Choosing the methodology

Grounded theory was chosen for the following reasons:

1 It is a methodology that has as its central aim the objective of theory building, rather than theory testing. Given the lack of an integrated theory of tacit knowledge, an inductive approach which allowed theory to emerge from the experiential accounts of the senior managers themselves, the reflections of the researcher, and the responses of the senior managers to this feedback, seemed the most appropriate and relevant

2 It has a set of established guidelines both for conducting research and for interpreting the data which offered a sense of direction when delving into the unknown territory that became the research. Furthermore, whilst there has been some debate regarding the divergence in application of grounded theory between the two originators, there is less

decided to combine the two to avoid difficulties in the research interviews. This decision made no difference to the aim of the research interview, which of course was to bring tacit assumptions to the surface.

disagreement over the nature of theory development than, for example, with phenomenology.

3It is an interpretivist mode of enquiry that has its roots in symbolic interactionism and as such discourse, gestures, expressions and actions are all considered primary to the experience. The research described in this dissertation, being largely experiential in nature, needed to incorporate observations of behaviour, as it was expected that senior managers would not necessarily be able to articulate fully the complete range of their views. Consequently methodologies such as phenomenology, which rely almost entirely on descriptive accounts, were rejected in favour of grounded theory, which allows for a much wider range of data.

4It is a methodology that encourages creativity and self-development. This is normally achieved through the process which stimulates eclectic analysis through the application of theoretical sensitivity. Again, given the nature of the research which focussed on behaviour, it was clear that theories from across disciplines could have explanatory power.

5Contrary to popular misconceptions, grounded theory is not 'atheoretical' but requires an understanding of related theory and empirical work in order to enhance theoretical sensitivity. In an area such as this where there is little formal theory, the incorporation of work in substantive areas proved to be thought-provoking without overshadowing the analysis or predetermining perceptions regarding what to look for.

6 It is especially renowned for its application to the study of human behaviour, the central theme of this research

7Finally, it is an established and credible methodology, particularly in such disciplines as management studies, but it has been largely unused in the field of the tacit knowledge of senior managers. This therefore provided the opportunity to apply a legitimate methodology in a different field.

Grounded theory remains unique in the sense that its inclusion of both general guidelines and the evolution of its specific procedures for producing grounded theories.

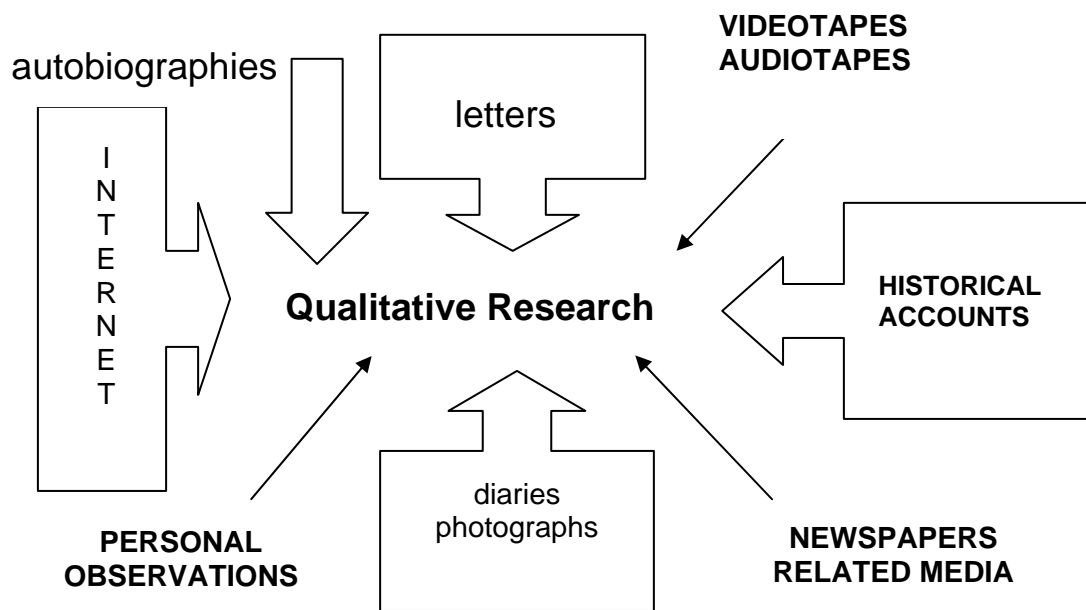
Similarities between grounded theory and other forms of qualitative analysis.

Grounded theory shares similarities with other approaches to qualitative research.

Sources of data can be the same. These include:

Figure 4.1

Sources of data used in qualitative research



Like other qualitative researchers, grounded theory researchers can use a combination of qualitative and quantitative methods in establishing their research goals. Proponents of this view make the assumption that some form of interaction between social science and social interpretation is not only possible, but a highly desirable approach to producing good theory.

Characteristics of Grounded Theory

There are several key characteristics that apply to grounded theory. Although they are generic, they provided an important step in learning more about this technique. These contributions were very important in the autodidactic approach taken by the author in learning grounded theory.

Strauss and Corbin (1990) and Glaser and Strauss (1967) are grounded theorists who have redefined the usual scientific canons for the purposes of studying human behaviour. Glaser and Strauss state clearly:

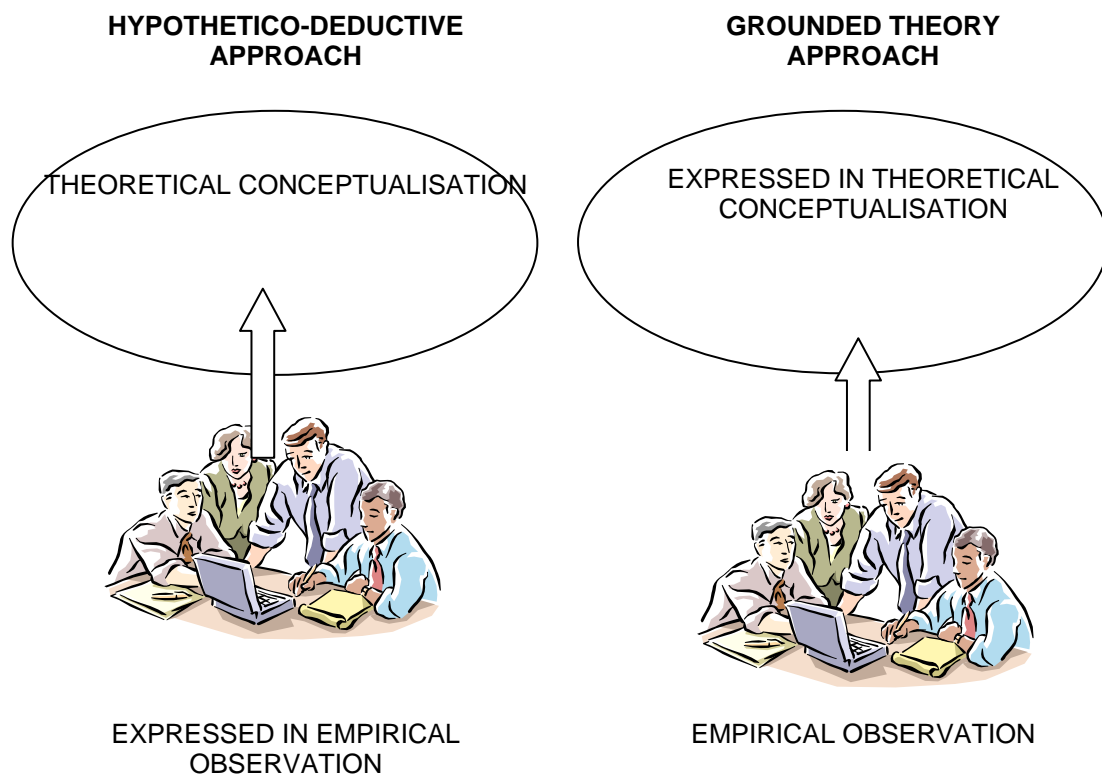
“In this book we have raised doubts about the applicability of these [the usual] canons of rigor as proper criteria for judging the credibility of theory based on the use of this methodology. We have suggested that criteria of judgment be based instead on the detailed elements of the actual strategies used for collecting, coding, analyzing, and presenting data when generating theory, and on the way in which people read the theory (1967, p. 224).”

Strauss and Corbin maintain that grounded theory is inductively derived from the study of the phenomenon it represents. It is discovered, developed and provisionally verified through systematic data collection and analysis of data pertaining to that phenomenon. Data collection, analysis and theory stand in reciprocal relationship with each other.

Grounded theory does not commence with a theory that is in need of confirmation or disconfirmation. Instead, one begins with an area of study and what is relevant to that area is allowed to emerge. Within this circle of understanding, the author focussed more on accumulated analytic output rather than condensed, derived theory as the important research product. This use of grounded theory is entirely consistent with the spirit of grounded theory. Grounded theory works in the opposite direction to the hypothetico-deductive process. Figure 4.2 contrasts the line of investigative action in hypothetico-deductive and grounded theory approaches.

Figure 4.2

Contrasting two investigative approaches (after Locke, 2001, p. 37)



Grounded theory proponents, like many other qualitative researchers, share a distinctive position: they accept the responsibility for their own interpretations. They do not believe that it is sufficient to present the views only of the people, groups or organizations being studied.

Differences between grounded theory and other forms of qualitative analysis.

The key difference between grounded theory and other qualitative approaches is its emphasis on theory development. Most grounded theory studies have been directed at substantive theory development, although there is scope to investigate various levels of theory. This path is followed in this research work. Repeated interviews focussed on the same three topics, interpersonal and communication skill, political skill and business acumen or 'shrewdness' in order to reveal further assumptions that were hitherto hidden from the interviewee and the researcher. It is true that most grounded theory practitioners have a principal interest in the substantive issues and not in the methodology itself. However, this work has more interest in other features generated by the methodology.

More inclusive general theory is also possible but grounded theory differs from more deductive forms of theory building because of its generation and development through interplay with data collected in actual research. Rather than remain aloof and objective

in collecting data, the grounded theorist strives towards verification of the developing theory through the process of active involvement in collecting extensive interrelated data and continually comparing and contrasting it with previous theoretical developments. This is done during the course of the research, rather than by collecting the data and then subjecting it consequently to follow-up quantitative analysis. Thus the verification process is ongoing and thus alleviates the problems associated with arriving with an accumulation of data that has neglected some important aspect of the research process. To a great extent that is what happened in Study One of this research work. The research process was put in train and commitments with Senior Managers were honoured. The results that were generated were in keeping with the desired outputs. It was only as Study One reached its completion that new insights into tacit knowledge emerged and the entire Study One was found to fall short of the expectation of the research programme.

A point of difference between grounded theory and other qualitative approaches is that it is an interpretive work, and that interpretations must include the perspectives and voices of the people being studied. Interpretations from the research subjects are an integral aspect of this form of theory building. This assists greatly in understanding the actions of individuals or collectives of actors. One of the more satisfying aspects of grounded theory is its ability to generate data that is both “conceptually dense” and rich with meaningful variation. Conceptual density refers to richness of concept development and relationships. This is based on the great familiarity with the concept and its associated data and the degree of checking and rechecking that occurs between these data and the concept under examination. Conceptual density differs from Geertz’s (1973) “thick descriptions”, where the emphasis is on description rather than conceptualisation. The richness of the information that emerged from the analysis of the interviews was of great interest to researcher and research subject alike. Most subjects were quite surprised and pleased by the richness of the conceptions that they themselves had produced.

Limitations, Constraints and Obstacles of Grounded Theory

Several aspects of the limitations, constraints and obstacles of grounded theory are presented here. While Goulding (1998) recognises the established place of grounded theory in management, she nonetheless notes that it has not escaped criticism. She suggests that this is due to

A number of misconceptions regarding the methodology.

The split between the two originators which in effect has resulted in the formation of two versions of the theory, and the

Misuse and abuse of its principles and procedures (p.155)

This researcher has endeavoured to mitigate these risks by carefully outlining the premises followed in conducting the grounded theory research. For a start, Study One did not presume to be developing new theory. Secondly, the researcher defined the research questions and the boundaries beforehand, followed the advice and findings of published research in this area, and was clear in the type of data that was collected. And thirdly, while the approach taken was flexible in that the researcher considered all views presented to him, it was in no way unstructured.

A second form of criticism comes from within the grounded theory movement itself. It is the likelihood of entering into what Glaser (1978) describes as the “*drugless trip*”. This refers to the ongoing, incessant pre-occupation that drives the researcher once the data has been collected. The researcher’s own experiences were at a level where the pre-occupation with the research study and the data analysis were such that family obligations, financial imperatives and occupational requirements were often placed second to the all consuming research project. It was very difficult to keep the process at a tacit level. It clouded consciousness with its demands³³. The amount of time and effort placed into the study and understanding of grounded theory has led to a passion in this approach that has continued into professional management consulting practice. A third form of criticism has been noted by Charmaz (1983). She notes that both the assumptions and analytical methods of grounded theory have been criticised by other qualitative researchers on a number of grounds. These include insufficient attention to data collection techniques and the quality of the data collected. These two issues were responded to in detail in the discussions on Study One. Interestingly, she draws attention to the similarities between terms in grounded theory that are used frequently in quantitative research (such as open coding, axial coding and verification procedures) that are uncomfortable to qualitative researchers who eschew the logico-deductive quantitative procedures. Coyle (1997) has responded well to this criticism by arguing that grounded theory was so revolutionary when introduced that it needed to utilise language that was already used in social research so that it would be accepted within the research community. Finally, Charmaz (2006) has developed a series of criteria for grounded studies that assist in minimising and avoiding the risks and problems associated with grounded theory..

³³ The complete grounded theory approach (culminating in theoretical outcomes) was used with great success in a recent organisational development process with an international medical technology firm.

Procedural Developments in Grounded Theory

There are several other general procedures that have contributed to the effectiveness and influence of grounded theory. The ongoing use of comparison as a concept grouping technique has been augmented by:

1. The systematic asking of generative and concept-relating questions
2. Theoretical sampling
3. Systematic coding procedures
4. Suggested guidelines for attaining conceptual density (not merely descriptive data)
5. Variation, and
6. Conceptual integration.

Corbin and Strauss (Corbin & Strauss, 1988 and Strauss & Corbin, 1990) introduced the conceptualization and diagramming of a “conditional matrix” that helps toward specifying conditions and consequences, at every level of scale from the most “macro” to the “micro”, and integrating them into the resultant theory.

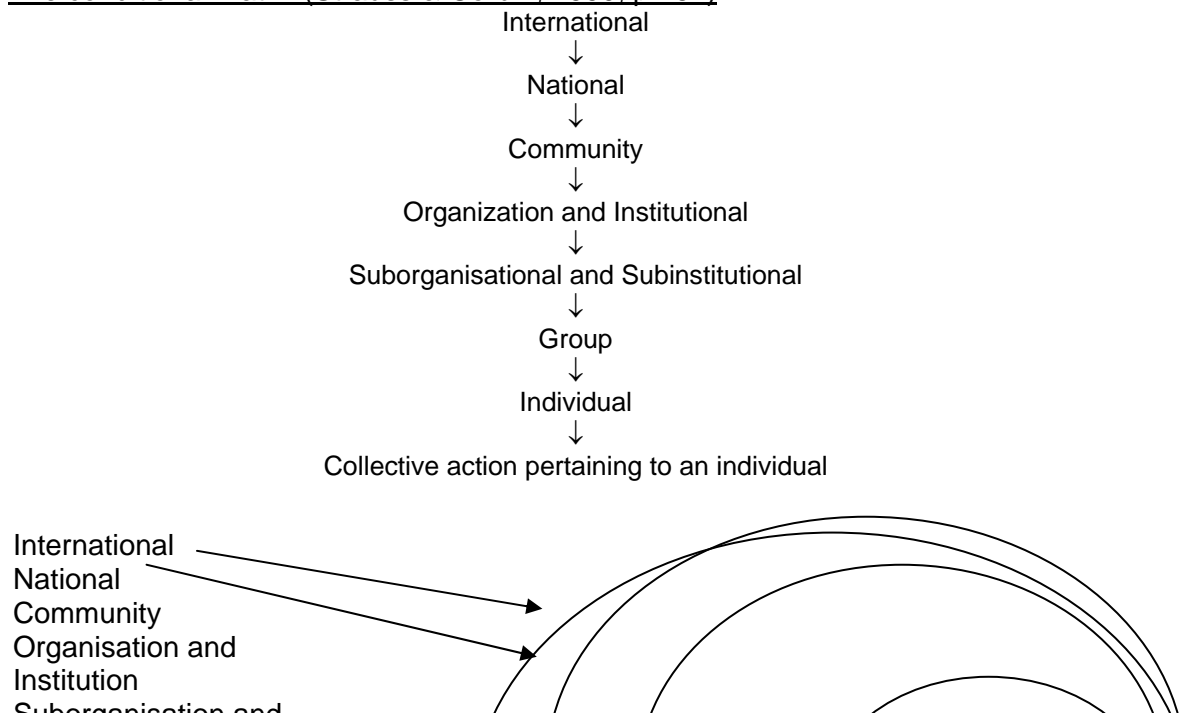
The conditional matrix can be visualized:

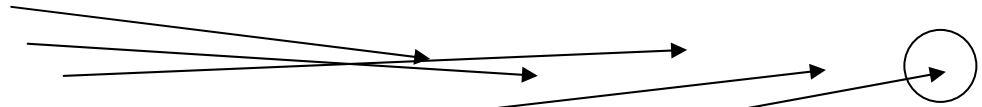
“... as a set of circles, one inside the other, each corresponding to different aspects of the world. In the outer rings stand those conditional features bearing most distant to action/interaction; while the inner rings pertain to those conditional features bearing most closely upon an action/interaction sequence”. (Strauss & Corbin, 1990, p.161)

Levels include conditions running from international and national, to community and organisation/institution, to suborganisational and subinstitutional, then group, and finally to the individual and the observed action concerning the individual's role in the group. This conditional matrix is illustrated in Figure 4.3

Figure 4.3

The conditional matrix (Strauss & Corbin, 1990, p.161)





For any given study, how each level impacts on the others needs to be assessed. Strauss and Corbin write that “the researcher needs to fill in the specific conditional features for each level that pertain to the chosen area of investigation”: regardless of which particular level it is. (1990, p. 161). In Study One, the researcher focussed on the individual but sufficient resources were applied to becoming familiar with the culture and context of the group, suborganisation and organisational levels. These has been reported fully in the appendices of this thesis. [see Appendix 9]

Purposes of Grounded Theory

Glaser and Strauss had three avowed purposes in their initial presentation of grounded theory.

1. Theory that is grounded

The theory is generated and developed through interplay with data collected during research projects. This type of theory was to contribute toward “closing the embarrassing gap between theory and empirical research”.

Grounded theories and their possibilities were posed against dominant functionalist and structuralist theories, represented by Parsons, Merton and Blau. These were regarded as inordinately speculative and deductive in nature.

2. The logic and specifics of grounded theory

They provided a strong rationale that underpins contemporary qualitative research. This gave the explicit and systematic conceptualization that constitutes theory.

3. To legitimise careful qualitative research

This had sunk to a low point in the estimation of a great many researchers as it was not believed to be capable of adequate verification.

This research project has followed these guidelines carefully. Each step has been meticulously followed as is presented in this discussion.

Establishing connections between the observable and modes of knowing

A chronic problem of qualitative research is that it is done chiefly with words, not with numbers. To counter this anticipated possibility, Glaser and Strauss (1967), in the chapter “Applying Grounded Theory”, stated that an important feature of grounded theory is its fitness.

“A grounded theory that is faithful to the everyday realities of a substantive area is one that has been carefully induced from diverse data ... Only in this way will the theory be closely related to the daily realities (what is actually going on) of substantive areas, and so be highly applicable to dealing with them.” (pp.238-239)

An important difference arose in grounded theory over the status of prior theoretical conceptions when embarking on a grounded theory study. Glaser and Strauss (1967) had argued that grounded theory research must “study an area without any preconceived theory that dictates, prior to the research, ‘relevancies’ in concepts and hypotheses” (p.33). While Glaser has maintained this position (1978, 1992), Strauss has more recently recognised the researcher’s participation in, and impact on the construction of grounded theory, recognising that a range of meanings are possible for data (Strauss and Corbin, 1990). It is within this definition of grounded theory that the methodology of this Study One proceeds. The accumulated data has most meaning for Study One. It represents tacit knowledge that has become explicit.

4.4 Methodological Developments for Study One

Adaptation of the grounded theory approach to satisfy the aims of Study One

Locke (2001) traces the adoption of grounded theory's investigative logic back to studies by Hobbs and Anderson (1971) and Reeves and Turner (1972). These researchers utilised its operational practices as a whole, applying it to the discipline of organisational behaviour. Later adoptions occurred in the 1980s and into the 1990s (eg. Burgelman, 1983). Adaptations of the grounded theory approach commenced with a study by Dunn and Swierczek (1977), combining what they called a retrospective case analysis with the procedures of content analysis and grounded theory building. They relied upon previously published case studies as a data source, an approach that is consistent with Strauss and Corbin's approach to grounded theory. Reis Louis (1977) also used what she termed a 'modified version' of grounded theory to build theory on conflict from a selection of published theoretical material on conflict.

Miles (1979) warned researchers against the possibility of being overwhelmed by the sheer volume of unstructured data. This cautioned such researchers as Harris and Sutton (1986) and Eisenhardt and Bourgeois (1988) to introduce structuring into their studies, so as to delimit and direct their analysis. Yin (1984) advocates the use of prior theory and has developed a series of guidelines for sampling subject based upon previous substantive theory.

Following these guidelines permits:

- (a) Testing prior theory by replicating previous cases.
 - (b) Extending theory by choosing cases that provide the opportunity of filling in theoretical formulations.
 - (c) Extending theory by choosing cases that are the polar opposite of previous cases.
- Strauss (1970) noted that the analytical style of grounded theory could be used in the context of previously developed theory – as long as it had been carefully grounded in research. Locke (2001) stresses that Strauss argued that grounded theory could be used to extend previous theory and make it 'more dense' by filling in what had been left out – that is by extending and refining its existing theoretical categories and relationships.

This study was unable to test previous studies of this type, nor could it be used to contrast with opposite cases as none were evident in the literature. However, the researcher believes that it has extended theory by its use of accumulating data to verify the hypothesis that repeated interviews would permit the surfacing of tacit assumptions.

Open Coding

After each interview is completed the analysis commences with memos which record and describe relevant aspects of the research situation. As has been noted already, these memos constitute a valuable source of knowledge that can add to the developing theory. They are especially important for re-orienting the researcher to the original research situation. The data in the present study, the interviews with senior managers, are transcribed and analysed for meaning. The data are subjected to close analysis using specific coding techniques. Goulding (2002) advises that this qualitative coding should not be confused with quantitative coding. Strauss (1987, p. 278) advocates that qualitative researchers need to be alert and to refrain from thinking in quantitative forms. Probabilistic and proportional logic does not apply to the qualitative approach. Charmaz (1983, p. 111) writes:

“Quantitative coding requires preconceived, logically deduced codes into which the data are placed. Qualitative coding, in contrast, means creating categories from interpretation of the data.”

Refraining from making quantitative decisions was observed throughout this research study. The range of data that could be linked with an observable category was retained as qualitative statements only.

Spiggle (1994) identifies open coding as the process of early concept development, consisting of “*identifying a chunk or unit of data (a passage of text of any length) as belonging to, representing, or being an example of some more general phenomenon*” (p. 493). It was found that it is important to commence the iterative technique of looking for as many possible meanings in units of data, especially in the formative stages of theory building. Open codes may be key words, phrases or even sentences. In this Study, words were contracted to form what almost became acronyms. These were the codes. A descriptor such as Personal Observation became “**PersOb**”.

Line-by-line analysis

Glaser (1978) is clear in his advice that researchers need to be flexible as they search through the data for significant units of data, in order to be open-minded to the evolving conceptual nature of the evolving theory. It is usual to read through the transcript data line-by-line and identify open codes. The procedure operating in this Study was to chunk data into unified phrases that could be ascribed an open code. Miles and Huberman (1994) cite Strauss (1987) and Strauss & Corbin (1990) in drawing up this code building sequence:

1. Initial data are collected and written up
2. The data are reviewed line-by-line, typically within a paragraph

3. Besides or below the paragraph categories or labels are generated
4. A list of categories is generated
5. The categories are reviewed and typically, a slightly more abstract category is attributed to several incidents or observations. (p. 58)

Goulding (op.cit.) notes that during the early stages of the line-by-line analysis it is not unusual to identify hundreds of codes which are “*open and unrelated*” (p.77). She then emphasises the iterative nature of the process even more, as the researcher sees some sort of pattern emerging from interviews with further interviews. This became evident as each interviewed was chunked and coded.

Affinity mapping

The next stage is where codes are then clustered into what can be described as ‘*affinity mapping*’. This grouping ‘... *starts the process of abstraction and moves the interpretation on from merely describing what is occurring, to linking codes together with the aim of developing explanatory concepts*’ (Golding, p.77). Thus the data is fractured into analytical pieces which can then be raised to a conceptual level (Glaser and Strauss, 1967; O’Callaghan, 1996). This was one of the most rewarding aspects of the ground theory methodology. A long list of open codes were translated into a higher level of conceptualisation through the affinity grouping.

Two preliminary interviews were administered and analysed. They provided important experience in the process, which was a novel form of analysis for the researcher. It resembled the behavioural analysis used by the researcher previously in assessment and development centres, with the exception that there was a freedom available in choosing the open codes in this study. The further interviews for the current Study One are with two different senior managers. It was already decided from previous experience that there is a possibility of identifying the tacit assumptions that underlie the senior manager’s rhetoric through multiple interviews and bringing to the fore the underlying assumptions held by each senior manager. The aim of this project is to discern a basic pattern emerging from the repeated interviews with the same senior manager.

Establishing scientific rigour

Glaser (1992) offers a set of definitions that, if followed, provides verification, correction and the opportunity for saturation necessary for scientific rigour.

These are presented in Table 4.1.

Table 4.1

Levels of theoretical coding (Glaser, 1992)

Coding	This is the conceptualisation of data by the constant comparison of incident with incident, and incident with concept, in order to develop categories and their properties.
Open Coding	This is the initial stage of constant comparison during which the data are scrutinised for every possible meaning.
Concept	A concept is basically the underlying meaning, uniformity and/or pattern within a set of descriptive incidents.
Constant comparative coding	This is a fundamental part of the constant comparative method where incidents are coded for properties and categories that connect them together.
Property	A property is a type of conceptual characteristic of a concept or category.
Category	Categories are higher order concepts. They have much wider explanatory power, and pull together all the identified concepts into a theoretical framework.

Study One follows open coding guidelines so as to induce scientific rigour. By combining properties and characteristics that appear under a particular open code, they provide a rich combination of ideas identified by each Senior Manager as his/her assumptions regarding the three provided categories of interpersonal and Communication Skill, Political Skill, and Business Acumen 'Shrewdness'. The senior managers were quite empowered by the sophistication of their own ideas when 'filtered through' this analytical process.

Grounded theory in psychological research

Because it is recognised that psychological phenomena occur within socially constructed realities that can be highly complex, ongoing, and interactive, a method was chosen that could accommodate not only expected data but also uncertain and novel occurrences. The method most conducive to identifying the type of data sought, evidence of tacit assumptions or the actual surfacing of these, was through the use of words. Several approaches were trialled, from conversational interviews through to highly subject-focussed active listening. Eventually, the preferred method was found to be a very open-ended, unchallenged, non-judgmental interview that allowed full control by the interviewee.

Conversational Interviews and social interactionism

Burgess-Limerick & Burgess-Limerick (1998) used conversational interviews and multiple-case research in generating theory in social research. Not only do they

recognize the usefulness of grounded theory but they unreservedly follow the epistemological line proposed in Berger & Luckman's (1967) treatise

“... that reality, and hence psychological phenomena, are constructed both within the individual and through social interaction. The consequence is that multiple, dynamic, and potentially contradictory realities are assumed to exist. These realities are best understood through a collaboration between researcher and participants in which the social worlds of the participants are brought together through the researcher. The aim is to generate theory that is convincing and useful.” (p.63)

We all construct our own worlds according to many inputs but ultimately each of us shapes our reality according to our inter-reactions with other people, where the connectedness that emerges depends entirely on the meanings that we develop together. It is through the process of presentation of ideas, defining what we mean, subjecting these ideas and meanings to examination and scrutiny, that we evolve commonality. Reality is up to us: the more effort we expend the more likely are we to encounter a satisfactory sharing of meaning. This sharing presents us with the intense intellectual and emotional experiences that enhance human life and as we researchers know, greatly accelerates the passion to develop conceptually clear ideas and coherent, relevant theory. Burgess-Limerick and Burgess-Limerick cite Berger and Luckman (1967) and Karlsson (1992) and emphasise this view by writing:

“Asserting the constructedness of reality allows the facticity that is typically assigned to psychological phenomena to lapse. The positivist assumption of a single, static reality gives way to an assumption of temporary, negotiated, and constructed realities; and consequently, psychological phenomena are viewed as temporary, fluid and negotiable syntheses of past, present, and future.” (p. 63)

Process of building theory from These authors go on to challenge the construction of science as a human enterprise that is “*neutral, disinterested, and value free*”, preferring rather to assert a science in “*which knowledge and understanding are constructed*.” But the following of inter-subjectivity does not lead to a *folie-a-deux*, or to some mutually solipsist position from which shared meaning is impossible, nor does it suffer from the excesses of sophistry that can emerge when meaning cannot be anchored into either apodictic or agreed-upon realities.

Gergen and Gergen (1991) make a statement that firms this view in their aphorism that “*...life is lived on the basis of the assumption of shared meanings...*” (p.76). Even though we as individuals have a lifetime of experiences, with often marked differences in personality styles and levels of awareness, we are still able to connect at the very least, and interpretations, understandings and inferences can be and are made. Adding

further, Kapferer (1986) states it clearly: “*paradoxically, your experience is made mine; I experience my experience of you*” (p.189).

As with all empathic forms of interaction between social researchers and their clients, the researcher’s voice must always be distinct from the participant’s. The researcher’s voice can be grounded in the research participant’s experiences and can reflect a shared understanding (Burgess-Limerick & Burgess Limerick, 1998, p.63). Tracey Burgess-Limerick (1998) develops three implications in her paper on the “researcher as learner” that arise from this form of interaction:

1. Psychological phenomena are best understood through understanding the individual’s own construction of her/his social world.
2. The individual’s constructions of his/her social world are lived out and modified, not only on a daily basis, but also as they are communicated to the researcher.
3. The researcher’s understanding of the individual’s social world is preconceived, and yet it is also socially constructed through communication with the participants and others during the period of research activity.

We all accept that life dictates that we take on many different roles, even as we live out a single day. Many of these roles support precepts that are quite at odds with each other. At the very least a single person can speak in ways that are ambiguous, inconsistent and very often contradictory, adding a complexity to case study research. To turn around and insist upon ordered, consistent and coherent realities does not comply with the evidence, with reality. Study One was informed by these guidelines. The greatest point of collaboration occurred during the interviews that followed reading of the transcript of the previous interview. These times were quite dynamic and intense.

4.5 Relationship of quality of theory building to sample size

This section addresses several important issues that are germane to Study One. As there were only four subject’s interviews reported in this thesis there are important issues to be considered. They are the ideographic/nomothetic distinctions that arise from multiple interviews, the development of theory building from case study research and the importance of detail and precision when relatively few cases are considered.

Multiple Conversational Interviews

Rosenwald (1988) makes the point that if psychological phenomena are located within socially constructed, multiple, dynamic and potentially contradictory realities, then research into these phenomena requires a method that allows the construction at the level of the experience of the individuals concerned while seeking the connections between the individuals interviewed. It is the researcher who is in the position to bring

together the individuals *“into conversation with one another”* so to speak, by constructing a shared reality out of the individual's perspectives. This method has a distinct advantage over single case studies as it:

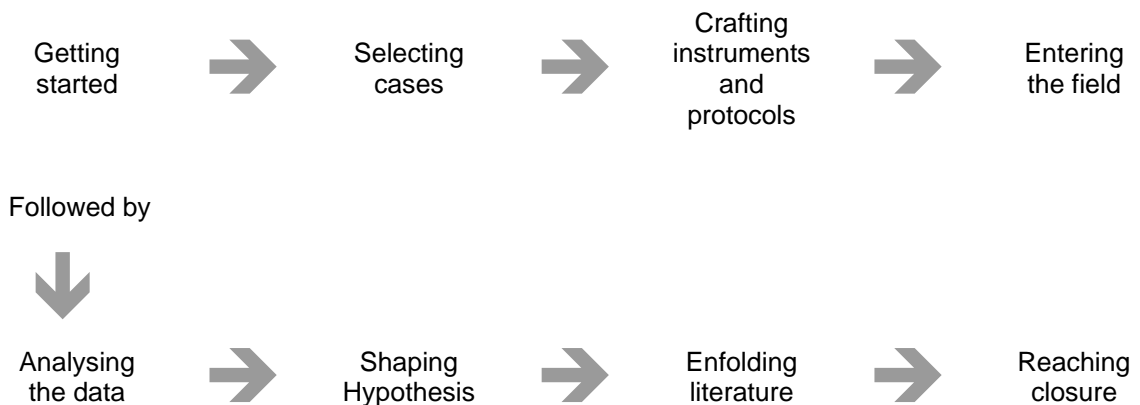
- It is ideographic in that it seeks to develop an understanding of the individual
- It is also nomothetic in that it forms an understanding of the theoretical constructs that take into account the ideas that are relevant to all individuals concerned.

Rosenwald regards this theory building as a *“synthesis of images”* or a *“synthesis of stories”*. Each story reflects a particular vantage point that becomes part of the overall synthesis.

Eisenhardt (1989) presents a cogent plan for theory building from case study research by working through the developments of Glaser and Strauss (1967), Yin (1981, 1984) and Miles and Huberman (1984). Glaser and Strauss are nominated for their work on developing a detailed, comparative method for grounded theory, Yin for his case study research designs and Miles and Huberman for their codification of a series of procedures for analysing qualitative data. Her process for building case study research proceeds as follows:

Figure 4.4

Case study research (after Eisenhardt, 1989)



Activities for these steps and reasons for their inclusion are tabulated in Table 1 of Eisenhardt (1989, p.533).

Eisenhardt (1989, p. 535) also provides a range of seven inductive case study research projects³⁴ that exemplify the key aspects of her theory building, three of which have been conducted by individual researchers. She presents two central arguments. The first argument is that multiple cases are a powerful means to create theory because they permit replication and extension among individual cases. Also, different cases allow alternate views on the phenomenon studied, often presenting complementary supporting views that build into a more universal theory. The second argument stresses the need for more methodological rigor. She emphasises the importance of creating measurable constructs as the foundation for powerful theory.

Eisenhardt (1991) furthers the development of her methodological ideas by arguing that better stories and better constructs are the basis for good theorising. She criticises Dyer and Wilkins (1991) who argue that single cases are superior to multiple cases for creating high-quality theory. They do this by reference to the calibre and quantity of theory emerging from such cases. This calls into question the need for methodological rigor, by challenging the appropriateness of a research focus, sampling, controls, and other trappings of rigor. Eisenhardt questions this view as a curious one. She says that it is not based on the inherent advantages of the loosely developed single case. She retorts that their primary rationale is that the single case is superior because there are a number of classic case studies which apparently rest on just one or two cases.

Eisenhardt poses three critical questions:

³⁴ Examples include Burgelman (1983), Gersick (1988) and Leonard-Barton (1988).

1. *Have the classic case studies actually generated substantially more and better theory than multiple-case research*
2. *Are the classic case studies truly single cases executed without concern for research focus, development of constructs, and so forth?*
3. *Is “better stories versus better constructs” a false dichotomy?*

Her overall conclusion is that the authors of the critique have seriously misread the classic case studies

“Good storytelling may make these studies entertaining to read. But, consistent with ‘Building Theories from Multiple Case Study Research’ their theoretical impact comes from rigorous method and multiple-case comparative logic.” (p.621)

Her arguments for the benefits of multiple cases and ensuring methodological rigor are summarised in the two sections of Table 4.2 [See over]

Table 4.2

Argument One – The benefits of multiple cases

Aspect of Research	Discussion
Multiple cases	Multiple cases are a powerful means to create theory because they permit replication and extension among individual cases. Replication means that individual cases can be used for independent corroboration of specific propositions. Corroboration helps researchers to perceive patterns more easily and eliminate chance associations. Extension refers to the use of multiple cases to develop more elaborate theory. Different cases often emphasise complementary aspects of a phenomenon.
Replication	
Corroboration	
Extension	
Different Cases	
Synthesis	By piecing together the individual patterns, the researcher can draw a more complete theoretical picture.

Argument Two – The importance of methodological rigor

Aspect of Research	Discussion
Focus of attention	The need to identify research questions. Development of well-designed instruments such as interview schedules, questionnaires. Consideration of theoretical sampling and controls. Flexibility in structured elements to conform with the evolving needs of the study. Both theory-building and theory-testing have similar, although not identical, demands for methodological rigor.
Psychometric Validity	
Sampling and Control	
Flexibility to meet study requirements	
Demand for rigor	
Constructs	The importance of creating precise and measurable constructs is emphasized because constructs are the foundation of powerful theory.

Snowden (2003) sees storytelling as an old skill in a new context. Storytelling is the uniting and defining component of all communities. He points out that the quality of storytelling and its conformity or otherwise would decide corporate values as one measure of the overall health of an organisation. The author notes that clever management students and many successful senior managers seek to persuade others to their point of view through allegorical stories that outline intended outcomes through thinly disguised 'parables'. This was quite evident throughout Study One. When one reads through the transcripts it becomes quite clear that tacit assumptions were at the basis of the "stories" told by the senior managers. One does not doubt that they were

intended to convey a particular message, although the senior manager may not have been able to expound the principle behind it explicitly.

One of the most influential workers in general management theory is Henry Mintzberg. It becomes obvious when reading through this thesis that the author has been extensively guided by Mintzberg's approach to studying management. His work on managerial roles³⁵ is still taught as a key model in the executive master of business administration (EMBA) at the Australian Graduate School of Management (AGSM). His book (Mintzberg, 1973) was published five years after his PhD thesis was completed. It was an edited version of his doctoral work, based on just five anonymous senior managers and additional empirical work. It is significant for the current research that Mintzberg decided that a grounded theory approach would be advantageous in this type of study.

Gill and Johnson (2002) note that a combination of

- Unstructured observation
- Reliance on "living in" the system and working inductively
- Use of development of categories to make sense of voluminous data
- Grounded theory based on observation
- Diarised notes (memos) (pp. 136-137)

added potency to Mintzberg's theory development. This approach has been followed to a great extent in this research project.

Mintzberg did not discuss the difficulty involved in securing interview time with his five senior managers but he did stress the limited time frame available to him. According to Gill and Johnson (2002),

"The field study proceeded through three stages: preliminary data collection, recording of observations and coding of observations. In preparation for each week's observation preliminary information was collected by interview and from documents about the manager and the context in which he worked." (p.137)

Furthermore, they note that Mintzberg gathered two types of data: "anecdotal" data on interesting and critical incidents and "structured" data gathered on the pattern of activity throughout every minute of the day. These authors report that

"Raw field data were thus gathered with no special concern for consistency at that stage and were tidied up through an inductive process of recording, tabulating, coding, recoding and analysing until meaningful ideas emerged. This clearly demanded patience, hard work and above all a suspension of anxiety about progress and an ability to cope with ambiguity." (p.137)

³⁵ Mintzberg's managerial roles included interpersonal, decisional, and information-processing roles.

If stories exist in all organisations, then managed and purposive storytelling provides a powerful mechanism for the disclosure of intellectual or knowledge assets in companies. They can also be shown to provide a non-intrusive, organic means of producing sustainable cultural change and for transferring context asset knowledge.

4.6 The Data

The main data generated in this project were from the interactions between the researcher and individual senior managers. Other sources included anecdotal reports on the organisation's context and culture, the researcher's own memos, and personal notes supplied by the senior managers themselves. The raw data collected by the field researcher has always presented a problem when it comes to analysis. Words are far more difficult to analyse than numbers. Quantitative data can be readily entered into a spreadsheet or database and a reliable set of data characteristics or statistics can be obtained at press of a button. The number of words in the field research study can be quite overwhelming. Quite often the only defining characteristics that can be stated with certainty are a description of the interview subject, the sequential number of the interview, the time of day, the location of the interview and maybe some of the physical characteristics of the interview subject. The aim of the analysis of this large amount of data is to reduce it to manageable, meaningful and analysable units. This is achieved in the field research by the use of coding.

In field research, codes are applied to transcribe field notes to categorise words or chunks of words, such as a sentence or paragraph, into units of meaning (Miles and Huberman, 1994). Because one is often working toward theory rather than from theory, the codes are usually develop from field observations. In fact, from the grounded theory standpoint, it is inappropriate to approach the field with preconceived notions or precoded protocols detailing how the world is to be understood. Instead code is developed as part of making sense of the world.

A motivator for researchers is the reward that comes from developing creative insights derived from the raw data. One way of capturing these insights as they occur is in a written memo. A digital recorder was used in this study to record memos and much was gained from the data that could be condensed into several short paragraphs.

Memos

Glaser (1978) says that memos are a core stage in the process of doing grounded theory, and that without using them theoretically to write up ideas, the researcher is in fact not doing grounded theory. They are a central part of the research journey. Very early in this study, a senior academic colleague said pointedly, *"Be sure to write memos about everything that occurs to you when taking data"*. Both contemporaneous

notes and the recording of reflective thoughts are important. Most are ideas that have been noted during the data collection process which help orient the researcher when data is being analysed. Others occur away from the data and should be recorded as the ideas come to mind.

A difficulty with observational data is conveying to the reader a credible account of the events that have taken place. Furthermore it is often a problem when writing up observations to construct a record that is a true reflection of what actually occurred. Memos can be used with any form of data. They provide an enduring bank of ideas that are available for further reference. They form a key role in developing theory, as they provide records useful in the identification of concepts and their properties.

In keeping with the technology used in data recording in this study, most memos were recorded on the digital recorder. Some were short while others were quite long. Glaser (1978) wrote that the researcher should write freely and take chances with ideas. Miles and Huberman (1994, p.74) have collated and developed a checklist that has been adapted to this research project. It is based upon the foundation work of Glaser (1978) and Strauss and Corbin (1990). The researcher usually recorded memos away from the interview situation. They often developed while driving home or while transcribing or analysing interviews. Some appeared to be quite related to the interview, others were from other sources, such as from informal conversations where the interview subject was mentioned by his/her colleagues. Memos were sometimes recorded soon after meeting the senior manager for the first time. Others were written as recollections during the final analysis of the senior manager's interviews. In fact, they seemed to occur often as the researcher laboured through open coding of interviews. The memos on the senior manager concerned were located together in separate files. In retrospect, there could have been a greater production of memos that would have warranted some form of internal categorisation of types of memos. The memos were often written as hypotheses, ideas that could be tested. There was scope to be more discursive in memoing, a feature that the researcher will seek in future research projects. The researcher enjoyed some of the unexpected memos that arrived into his awareness – no doubt the action of tacit processes.

Biographical Information

In order to enrich the data obtained through interview and memos, subject senior managers were asked to furnish any other information, such as performance reviews, psychological profiling or a selection of their work documents that might be of use to the research aims.

Interview data

It is not that the collection of this data does not proceed by rational design. However the aim was not to elicit data that included invented or hypothetical examples of interaction. There is no experimentally induced interaction as was devised for the author's early investigations into implicit memory (see Dawes, 1991). There are quite compelling arguments as to why these forms of data should be excluded. Such contrived data is necessarily influenced by the researcher's own ungrounded notions of how conversational interviews unfurl. Zimmerman (1988, p.421) observes that:

"Indeed, if the analysis of conversation is to be anything more than an intuitive, interpretative exercise carried on through artfully posed opinions about what is going on in some segment of talk, or what is possible or plausible in interaction, then intuition and its offspring, interpretation, must be disciplined by reference to the details of actual episodes of conversational interaction."

The key data that arise from conversational interviews comprise the interaction itself. To engage in contemporaneous note-taking significantly detracts from the interpersonal processes which are part of the interview. To overcome this difficulty researchers have turned to electronic recording devices. Initially wire and tape recorders were used, media that made a considerable contribution in terms of efficiency and accuracy, but things have improved further with the introduction of digital audio and video recording. Once the interaction has taken place, the data can be transcribed.

Transcribing data

A rationale for the usefulness of transcribing data was assisted by discussions found in the work of ten Have³⁶ (1999) and Clayman and Teas Gill (2004) on the research methodology known as conversational analysis. Their ideas are presented in Table 4.3.

Table 4.3

Rationale for Transcribing Data (after ten Have and Clayman & Teas Gill)

Transcripts make features of the recording more transparent and accessible, enabling one to 'see' the vocal and non-vocal activities that unfold on the recording
A good transcript helps the analyst get a purchase on the organisation of the interaction, including its fleeting and momentary features
A transcript is not a substitute for the recording, but rather is an essential analytical tool to be used along with the recording
Transcripts serve as a source for others to independently assess analytic claims by reference to excerpts from the data themselves.
The transcription process is itself part of the analytical process. For this reason, it is

³⁶ Actual surname is 'ten Have'.

generally recommended that researchers do at least some of their own transcribing rather than delegating the entire task to research assistants. Although transcribing a large corpus of data does represent a major time commitment, this author found the immersion in this task to be highly informative in the generation of grounded theory.

The task of recording and transcribing conversations with managers prior to analysis has been made easier in recent times by the advent of superior recording and transcribing technology. Clayman and Teas Gill (2004) note that technological advances “... have made it possible to digitise audio and video tapes and to store the data files on CD, DVD, or hard drive” (p.593). The use of new recording and transcription technology is reported in Appendix 15.

4.7 Data Presentation

There are four sets of data gathered and analysed in Study One. The first is gained from a series of interviews with nine senior managers that have been assembled to provide a cultural and organisational context to Organisation A. All has been done to ensure de-identifying individual senior managers and their organisation. The second comes from structured interviews with senior managers from the Organisation A group. The third set of data comes from memos that were recorded within the time frame of the original interviews. The fourth set of data comes from personnel files handed to the researcher by each senior manager. These included performance appraisals and personality assessments. Confidentiality, privacy and de-identification were assured. Table 6.4 records the four sources of data used in Study One.

Table 4.4

Study One data sources

Organisational Context & Culture	Anecdotal reports from nine senior managers
Structured interview	One-to-one interviews
Memos	Comments and observations made during the study time
Personal files	Performance and profiling information

Chenail (1995) advocates a qualitative data presentation format that is introduced here and then applied to the Study One data set. He nominates four ideas: Openness, Data as Star, Juxtaposition and Data Presentation Strategies as the basis for effective qualitative data presentation.

Openness

The presentation of research data is an open and public event. In order to convey the deep significance of the data, as encountered by the researcher, the data needs to be intellectually satisfying, in terms of understanding and internal coherence. Geertz

(1973) refers to "*thick descriptions*" as a form of communication that affords the greatest level of intelligibility to the person seeking to understand the findings of the researcher. In order to achieve this level of descriptive richness, this thesis reports the actual transcripts of senior managers' interview findings as well as a comprehensive review of the culture of Organisation A. Memos and comments have been included to add to the contemporaneous and reflective aspects of the interviews themselves. Another issue in providing defensibility of qualitative research is discussed by Conostas (1993). Conostas believes that it is important in establishing the credibility and status of qualitative analysis to make as much of the analytic process as "public" as possible. He writes:

"Although the use of qualitative methods has increased greatly in popularity, many still question the defensibility of the qualitative orientation. It is argued here that questions concerning the credibility and status of qualitative inquiry are related to the privatisation of qualitative analysis." (p.253)

Conostas (1993) provides an example by presenting a simple chart that makes the research process overt by making apparent the assumptions, logic and research choices that have been followed during the research itself.

Qualitative researchers make all sorts of choices when conducting research studies and methods. Conostas (ibid.) notes that we are not especially effective at sharing these decisions, nor do we clearly convey the rationales behind the choices in our presentations of our work. Furthermore, we are often guilty of omitting key aspects of our method selection in research reports. This is especially true of qualitative researchers, as unlike our quantitative colleagues, we often find ourselves having to invent new methods to study our particular subject matter, or improvise and modify existing methodologies to access the objects of study. The researcher has been mindful of this problem and has been careful in describing accurately all processes and procedures followed in this research project.

Chenail (1995) perceives that this lack in reporting by qualitative researchers leaves their readers "in the dark" when it comes to describing the method-creation process. He notes a certain irony in that researchers who pride themselves on "... *their skills of description, explanation, and interpretation*" are often "*woeful on applying these abilities in their presentation of their methods*". In order to avoid these shortcomings, Conostas (op.cit.) advocates a spirit of openness in presenting qualitative research methods. Researchers need to focus their descriptive and narrative skills on themselves and their research activities. They need to present the background to why they have proceeded as they have in approaching their research objects.

Bateson (1990) said that it takes two studies to present one in qualitative research. One is the actual research project and the "*other study is the study about that study*". In an effective research study, the reader should be able to study and question the research process and its findings. Typical questions might be: what choices were made by the researcher in the construction of the study? What were the steps in the process of forming the research questions, selecting a site, generating and collecting the data, processing and analysing the data, and selecting the data exemplars for the research report? Atkinson, Heath, & Chenail (1991) point out that it is the spirit of openness that engenders trust between the researcher and the reader. The researcher gains little by simply asserting that the study is reliable or valid. Without the aid of the probability or confidence indices of quantitative methods, the qualitative researcher is required to establish trust between his or her own *bona fides*, through the process of establishing trustworthiness through the relationship with the community of readers and critics who examine the study. They note that, as with any important relationship, openness is a key factor in the value and quality of the interaction.

The adoption of an open posture is a communication technique often found in the behavioural repertoire of a skilled communicator. To maintain this posture is to consider the other in the rapport-building process at all times. In presenting research findings, it is important to keep the reader informed of all the "*backroom*" activities as possible. This includes a discussion of what was done to create the project, what choices were made along the way, and what else was considered and rejected along the way. One needs to achieve clarity in what was done at every point on the research journey. The reporting of failures and even leaps of inductive thought add to the realism of the study presentation.

Openness extends to other significant persons, such as the participants themselves, their senior executives, your own research colleagues and importantly in a study such as this, your supervisor. It has long been the researcher's observation that there is no need to "*legislate*" the issues surrounding qualitative research, such as is always found in quantitative research paradigms. Tell the reader why you are doing and what you have done and then present the research findings. If there is a need to change direction and methodology, explain why. Chenail (1994) observes that throughout this process, you invite the reader and/or co-participants in the study to dialogue with you as to how you are doing with your description of what it is you are doing and the actual carrying out of the plan.

A key aspect of this discussion revolves around replication. If you have been open and detailed in your presentation, another researcher should be able to replicate what you have achieved, given comparable circumstances. Two important consequences arise

from being open: (i) the reader will be in a position to judge the validity of your efforts and (ii) by presenting ample data the reader will be able to '*share the wealth*' and see what he or she can see for himself or herself in the data. In the author's history as a social researcher and corporate consultant, he has always regarded the data collection as '*my gold*', the basis on which the success of the enterprise depends.

Data as Star

Chenail (1995) regards his collected data as '*the star*' in the relationship. The data, with all of its richness, breadth and depth, is the main focus of any research, be it qualitative and quantitative or a combination of both. The 'quality' of the qualitative research study is based upon how well the research data has been gathered. When the time comes to present the research study, it is incumbent on you to present as much of your data as is possible. Research data must be stored and be available to others. Participants need to be notified of the length of time that their inputs will be stored and written permission needs to be provided to the researcher.

When confronted with the immense detail that arrives when conducting qualitative research the researcher needs to be mindful of his or her aims. Within this 'data-rich' milieu the researcher needs to apply the "*just one thing*" rule. In order to follow the aims of the study, there must be a focus on the targeted aspect of the dialogue. This can be quite straightforward if you are examining a single explicit notion, but it becomes highly complex when studying a phenomenon such as the underlying tacit assumptions of the research subject's exegesis or the process that seeks to enhance the tacit-explicit interface. Separating data that is deemed significant or exemplary from data that which is determined to be non-significant contributes to the loss of a sense of belongingness of the data. To avoid this gap between data separation and data isolation it assists the reader to present actual verbatim transcripts along with quotes that have been selected to advance the aims of the study. A degree of reduction is inevitable in qualitative work, so much so that '*grounding the data*' is important. How was it generated and collected, and what was its context prior to its being separated in analysis and isolated in the presentation process? The data needs to be contextualised, this being a stated aim of qualitative research, and one that clearly differentiates its aims from quantitative research. This researcher has taken steps to include original data wherever possible. This provides a means of attaining closeness with the research project by the reader. Chenail (1995) compares the writing of qualitative data presentations with writing a novel, in which the author creates a setting in which to place the characters. He writes:

"The studies started in some place. The data was collected at some locality. The text started with some context. For their studies to then have situational validity when finally appearing in print, researchers must

re-construct the data's setting and allow us to return to the place where the data once lived. This is the artistry that is writing qualitative research." (p.3)

The idea of seeking to portray the setting and character of each informant in an attempt to make the data come to life makes for intelligibility for the reader but it also poses an ethical dilemma. A clearly stated undertaking in research with senior managers is that their anonymity will be protected, as it is very often the case that what they say in confidence to the researcher may have some future ramification for their career development and even employment if used against them. This point was recognised in the earliest stages of the study so a suitable format was devised. The presentation of the study would not reveal any information that would identify any of the research participants. Of course close knowledge of an individual will always provide advantage in recognising a particular person's individual characteristics, so even these were minimised in writing the qualitative data. Their ideas alone were identified as being of paramount relevance to the study and constituted the focus of the data analysis. The settings however, presented no such ethical dilemma. The reader can be presented with a vivid picture of the data's setting so that he/she can develop a perspective from which to evaluate the observations of the researcher. This adds the necessary contextual detail to enhance meaning for the reader.

Another device for demonstrating realism and stimulating the interest of the reader is to include actual transcript selections in the presentation. Exemplary vignettes often pique the interest of readers and draw them into a more careful scrutiny of the researcher's observations. Hopper (1988) invokes the "*more is better*" principle by advocating the use of both preceding and following passages so that readers can get a better sense of the flow and be able to see the data in its natural setting. In this way, the reader is more able to judge the merits of the researcher's decisions. The more ancillary, supporting data that can be provided, the more the "*star treatment*" is afforded in relief of the data.

Juxtaposition

Juxtaposition is the art of contrasting data excerpts with your discussion about the data. Whether the researcher be presenting categories, themes, taxonomies, typologies, pictures or drawings, the essence of presenting qualitative research eventually depends upon how well the data is juxtaposed with descriptions, explanations, analysis or commentaries. Juxtaposition with excerpts from the relevant literature, either as to support your own ideas or criticise the work of others is a

common feature of any case study issues. Chenail (1995) considers that several questions present themselves to data presentation:

- Do you annotate the data by citing relevant previous studies or theoretical pieces?
- Do you contrast the data you have collected with what has been previously said in the literature about similar data?
- Do you use the data to guide you to areas in the literature you had not previously considered?
- Do you triangulate your data with the literature as a way of validating your observations?

There is a good deal of finesse in juxtaposing data with relevant supporting concepts. Emphasis needs to be maintained on staying close to the data. The Law of Parsimony (Ockam's Razor) applies. The skill is neither to overstate nor understate; report nothing more and nothing less. If this principle is followed the data will assist in supporting the analysis and the analysis will help feature the richness of the data. This principle has been followed in this research project. Where possible, information about senior managers has been included. Memo taking have been an important source of supporting information for the main forms of analysis.

Chenail (ibid.) strongly advocates the notion of rhythm in presenting data. By rhythm he refers to the recognisable pattern that the researcher must follow so as to encourage the reader to accept a form of regularity throughout the analysis. This is accomplished by defining a pattern, such as the one presented in Table 4.5.

Table 4.5

Creating a pattern that can be used as a basic rhythmic element (Chenail, 1995)

Pattern Element
1. Section Heading
2. Present the Distinction or Finding
3. Introduce the First Data Exemplar of this Distinction
4. Display the First Data Exemplar of this Distinction
5. Comment Further of the First Data Exemplar of this Distinction
6. Make Transition to Second Data Exemplar of this Distinction
7. Display the Second Data Exemplar of this Distinction
8. Comment Further on the Second Data Exemplar of this Distinction
9. Make Transition to the next Data Exemplar of this Distinction and Repeat the Pattern Until Closing of this Section

Furthering this musical analogy, the pattern can be repeated to present a structure that can form a resonating rhythmic pattern, over which a (melodic?) commentary can be interwoven. In the same way that the patterning provides a helpful template for the writer, it provides an intelligible blueprint for the reader to navigate through the data presentation. It provides an opportunity for an involvement strategy that will prove useful to reader in following the pace of your data presentation. The rhythmic pattern can help bring simplicity to the complexity of the data presented. Without this simplicity, both the researcher and the reader will be “*swamped in a sea of endless data*”.

Data Presentation Strategies

It was Conostas’s intention to create a taxonomy for the creators of categories, to follow, or at least create possibilities for qualitative researchers to consider when designing their projects. Chenail (1995) follows Conostas in suggesting the following data presentation strategies.

1. *Natural* – The data is presented in a shape that resembles the phenomenon being studied. For example, if the data are excerpts from a therapy session, present them in a sequential order or in an order that re-presents the flow of the session itself.
2. *Most Simple to Most Complex* – for sake of understanding, start the presentation of data with the simplest example you have found. As the complexity of each example or exemplar presented increases, the reader will have a better chance of

following the presentation, Goffman in his *The Presentation of Self in Everyday Life* (1971) followed this design.

3. *First Discovered/Constructed to Last Discovered/Constructed* – the data are presented in a chronicle-like fashion, showing the course of the researcher's personal journey in the study. This style is reminiscent of an archaeological style of presentation: What was the first "relic" excavated, then the second and so forth.
4. *Quantitative-Informed* – In this scheme data are presented according to strategies commonly found in quantitative or statistical studies. Data are arranged along lines of central tendencies and ranges, clusters, and frequencies.
5. *Theory-guided* – Data arrangement is governed by the researcher's theory or theories regarding the phenomenon being re-presented in the study.
6. *Narrative Logic* – Data are arranged with an eye for story-telling. Researchers plot out the data in a fashion which allows them to transition from one exemplar to another just as narrators arrange details in order to best relate the particulars of the story.
7. *Most Important to Least Important or From Major to Minor* – Like the journalistic style of the inverted pyramid, the most important "findings" are presented first and the minor "discoveries come last.
8. *Dramatic Presentation* – This one is the opposite of the inverted pyramid style. With the dramatic arrangement scheme, researchers order their data presentation so as to save the surprises and unforeseen discoveries for last.
9. *No Particular Order Order* – As it sounds, data are arranged with no particular, conscious pattern in mind, or the researcher fails to explain how or why the data are displayed the way they are.

It was decided to take the time to create a pattern element for the Study One research results. There was always the idea that any initial pattern element could be readily adapted to variations that might arise in future studies or even variations within this study itself³⁷.

In conclusion, this Chapter, along with its corresponding Appendices, has provided arguments, discussions points and summaries to explain and persuade the reader in the research ontology, epistemology and methodology of Study One. It commences by

³⁷ In fact it was used in the analyses of the first interviews in Study Two.

arguing that tacit assumptions are able to be studied empirically and concludes by recommending a way for the intelligible, orderly display of the data collected in this Study.

Part Two
Study One - The Codification of Tacit Assumptions
Chapter Five
Research Method, Results & Discussion of Results

This Chapter presents information on research parameters such as the size of Organisation A, sampling, interview scheduling and results formats.

The Instruction protocols and basic rhythmic elements are presented next.

Key aspects of the contextual and cultural aspects of Organisation A are presented in detail in Appendix 3. Organisational charts have been included so as to assist the reader's appreciation of Organisation A.

Results of Integrated findings follow next. Discussion of results ends the chapter.

5.1 Research Method

Organisation A Parameters

Organisation A is a business of an international service organisation. The architecture of Organisation A is mainly centralised and hierarchical. The principle business centre is in Sydney. There are regional offices that are decentralised, hierarchical throughout the state. There is a strong emphasis on EBIT (earnings before interest and tax) and self regulation.

Subjects

The CEO of Organisation A provided the researcher with a list of names of senior managers. The title of senior manager was defined as a person who held a substantive position as head manager of a specific work division within Organisation A. The researcher eliminated from the list any senior manager known to him. The remainder of these senior managers then became the subject group. Each senior manager was presented with a short description of the study, an informed consent form to sign and a withdrawal form that could be used if the senior manager decided not to proceed with the study. These are presented in Appendix 2 Ethical Considerations in this Research Project

Subject Parameters

Thirteen subjects were interviewed in Study One. This sample set included two females and eleven males, all occupying senior management roles. The range of positions held in the various organisational systems was diverse. Administration, contracts, service, marketing, HR, finance, installations and compliance roles were included. They are not

sharply identified to protect their privacy. General descriptions are included with each Case Study selected. Six were interviewed once only, three were interviewed twice, two were interviewed three times and two were interviewed five times. The youngest senior manager was thirty two years of age and the eldest was forty five years of age. Median age was 39. There were various reasons as to why not all subjects were interviewed five times. The most common reason was unavailability due to work commitments, followed by absences due to sickness or leave. No senior manager made a formal withdrawal from the programme and none expressed lack of interest. No material incentives were provided. Intrinsic motivation, where the senior manager gained satisfaction from altruistic needs (Deci, 1975) was thought to be the most satisfactory form of reward. Also, the CEO of Organisation A was provided with a de-identified draft of the context and cultural issues unearthed in this study for the organisation's own purposes.

A major factor for non-completion of five interviews for each senior manager was because the researcher was only available on one set day per week due to his own work commitments. Two preliminary analyses are presented for two senior managers who did not complete all five interviews while full analyses are presented for both senior managers who did complete all five interviews. This arrangement was discussed fully with my Supervisor and the decision was based on both methodological and time management reasons. We decided that the aims of the project would be met by analysing in detail the findings derived from the two full sets of five interviews and by closely analysing the interviews.

Researcher-Subject Interaction Protocol

Conversational interviews were conducted in private in one-to-one sessions of 30 minute duration. Confidentiality and privacy were assured. Permission was sought to obtain personal records where available. Contact details were exchanged for telephone and email. Each session was conducted in three phases. The first phase included exchange pleasantries and reading the instruction card to the senior manager. The second phase was where the research data was requested and the subject's discourse was audio-recorded. The third phase included thanking the subject and organising the next session.

Phase One

The researcher described the purpose of the interview by reading from an Instruction Card. It read:

- a) *"Thank you for taking part in this research interview. As you are aware, the only persons who will know of what you have said are you, myself and my Supervisor.*

Your name will not be used in any presentation of this study nor will it be revealed to my Supervisor.

- b) I will ask three questions in this session, and will ask the same questions again in subsequent sessions. I propose that we have five sessions together.*
- c) Each session will be recorded on this audio-recorder and then down-loaded onto my computer and then onto a compact disc for transcription. I will perform all transcriptions.*
- d) I will email the transcription of this interview to you before our next session so that you can review what you have said.*
- e) The three questions are as follows:*
 - 1. Tell me how you initiate and maintain rapport when you are assigned a new team member?*
 - 2. Tell me how you maintain your political position within this organisation?*
 - 3. Tell me some of your tactics or strategies that you assess as being “smart” within your organisational life.*

The first question seeks to find your ideas on interpersonal and communication skills, the second enquires about your political skills in this organisation while the third asks about your shrewdness or business acumen while at work.

I will ask the questions again as we proceed but the aim of this research work is for you to talk freely.”

Phase Two

The subject was asked to hold the audio-recorder much as one would hold a microphone. This permitted a distinct and clear recording of the subject's voice. A nominal five minutes for each of the three questions was allocated for each session. This was sometimes exceeded and sometimes fell short.

Phase Three

The subject was thanked and arrangements were made for the next interview. When this was not possible arrangements were made to contact by mobile telephone or email to arrange subsequent sessions.

The researcher dedicated each Tuesday for a period of ten weeks in order to complete the interviews. He was required to sign in and out and to wear a visitor's identification card (even though the Receptionist often quipped that he was “like one of the staff”).

The formal interviews took place in a dedicated interview room. There were many informal interviews and conversations that took place in the coffee room, the

receptionists' lobby, the warehouse, computer technician's room, on the stairwells and even while standing in the corridors of the building.

The first interview recordings of two senior managers have been selected for preliminary analyses³⁸. These two individuals, one male (age 42) and one female (age 40) were selected by the CEO. The researcher was introduced by the CEO as a PhD student who was conducting interviews as part of a PhD research study. They were informed of the nature of the research project, its goals and the rights and obligations associated with the study.

A series of introductory questions were asked. They were:

- A Have you ever taken part in a research study such as this?
- B Do you have any further questions about me (the researcher) or the study?
- c Do you have any concerns regarding the study?

Every subject answered "no" to each of these questions.

Particular care was taken to ensure privacy and confidentiality of the senior managers' views in the study. No comments were to be made to either Organisation A nor to the University regarding their identities. The two senior managers were asked to sign the two informed consent documents and appointments were made to commence the research interviews. The researcher followed the protocol as described in this thesis. Both of these senior managers completed two interviews. Only the first interview of each senior manager has been analysed in these preliminary analyses. They present quite contrasting yet complementary accounts of their views on the three nominated management competencies. These analyses have assisted greatly in establishing the data presentation criteria for this study.

Pattern element for preliminary analysis

The pattern element that has been developed for the preliminary analyses of Study One utilises the example presented by Chenail (1995) and reported in Table 4.5 of Chapter 4. It is modelled in Graphic 5.1 and detailed in Table 5.1.

Graphic 5.1

Pattern element for preliminary analyses

³⁸ Both had completed two full interviews. After discussions with Dr Walker concerning the length of the analyses, only the first interviews were included in this report. All transcripts are available.

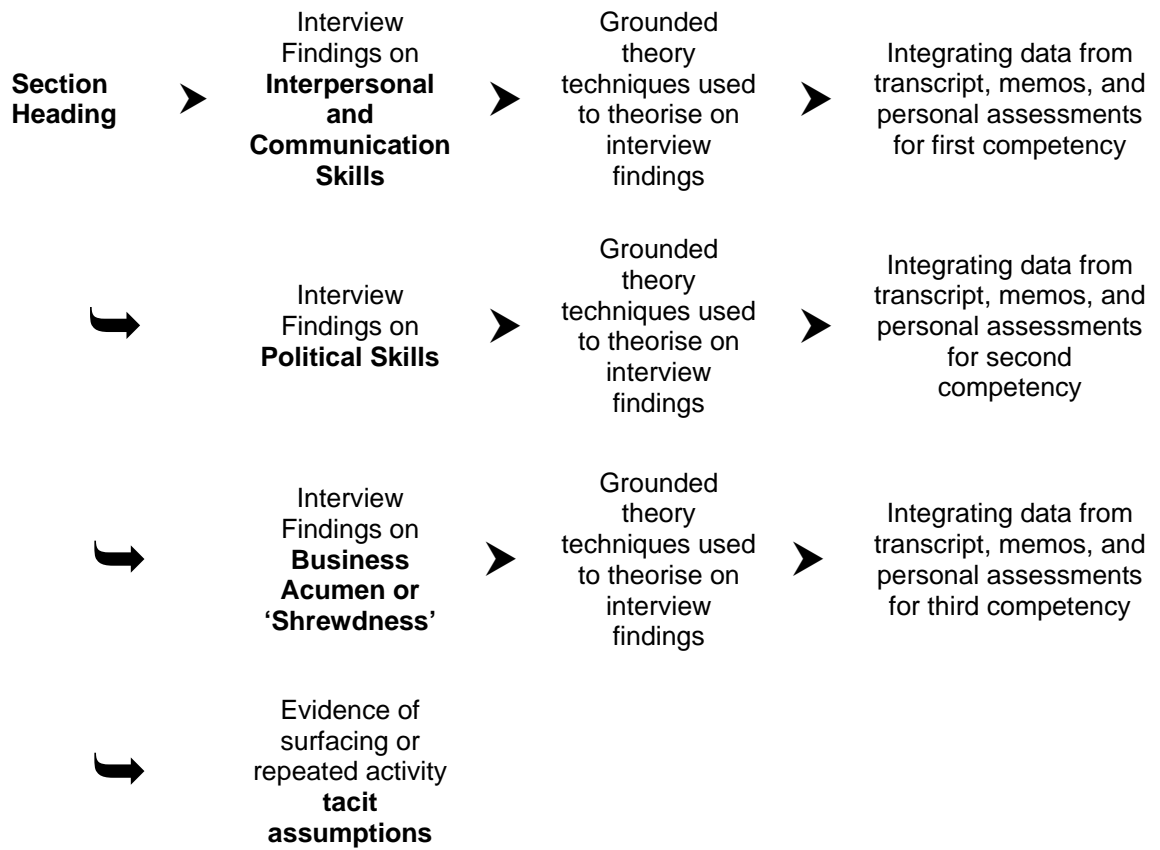


Table 5.1

Pattern of reporting results used as basic 'rhythmic' element

Component of element	Contents
1 Section Heading	Name of Organisation Identification No. of Senior Manager Pseudonym of Senior Manager Basic biographical information No. of Interviews recorded Years of service with organisation Transcript Source Memo Input Personal Assessment Notes
2 Distinction or finding of first competency discussed Interpersonal and communication skill	Concepts found to be important to senior manager
3 Introduction of data analysed using grounded theory techniques for first competency	Grounded theory based analysis techniques
4 Integrating concepts derived from transcript, memos and personal assessment notes for first competency	Restatement of grounded theory based outcomes, introduction of memo ideas, and personal assessment notes followed by conceptual integration of these three
5 Distinction or finding of second competency discussed Political Skills	Concepts found to be important to senior manager
6 Introduction of data analysed using grounded theory techniques for second competency	Grounded theory based analysis techniques
7 Integrating concepts derived from transcript, memos and personal assessment notes for second competency	Restatement of grounded theory based outcomes, introduction of memo ideas, and personal assessment notes followed by conceptual integration of these three
8 Distinction or finding of third competency discussed Business Acumen or 'Shrewdness'	Concepts found to be important to senior manager
9 Introduction of data analysed using grounded theory techniques	Grounded theory based analysis techniques
10 Integrating concepts derived from transcript, memos and personal assessment notes for third competency	Restatement of grounded theory based outcomes, introduction of memo ideas, and personal assessment notes followed by conceptual integration of these three

- | | | |
|----|--|--|
| 11 | Comments on surfacing tacit assumptions in these three competencies | Inductive evidence arising from the data |
|----|--|--|

Components 1, 2, 3, 5, 6, 8, 9 for Subjects 1 & 2 are presented Appendices 4 & 5 respectively.

Components 1, 2, 3, 5, 6, 8, 9 for Subjects 3 & 4 are presented in Appendices 6 & 7 respectively

Components 4, 7, 10 & 11 for all four Subjects are presented below in this Chapter.

5.2 Results

*Context and Culture of Organisation A*³⁹

Context

This section identifies much of what Corbin and Strauss (1990) refer to as part of the conditional matrix that helps towards specifying conditions and consequences that can be integrated into the resultant theory. It might be referred to as the “middle circle” represented in Figure 4.3. The scoping of the contextual material was important.

Travers (2001) maintains that critical discourse analysts view ‘context’ quite differently from conversational analysts. Critical discourse analysts conceptualise context as *“the workings of society as a whole, and the aim of the analysis is to show how the actions and beliefs of people in particular situations are shaped by wider Durkheimian social structures, which exists separately from individuals”* (p.123).

This is often referred to as the difference between ‘macro’ levels and ‘micro’ levels (see Corbin and Strauss 1990). We could refer to Organisation A as a ‘meso’ level. The interpretive researcher, however, *“... is only interested in how people understand what they are doing, in any social setting, and does not accept that there is a ‘macro’ level of analysis, or that the analyst knows more about society than the people he or she is studying”* (ibid.).

This study works from the view of critical discourse analysis, therefore this report represents the author’s interpretation of the views of a range of Senior Managers, middle managers, administration staff, tradespeople, two receptionists who are current employees and one representative of another supplier organisation who agreed to share his ideas on the contextual and cultural aspects of Organisation A. Some of these senior managers took part in the research interviews, some did not. Most of these reports are in the voice (or language) of those interviewed but the author has varied some of the accounts to prevent the possibility of individual identification. Some repetition has been unavoidable in the reporting of complete views of interviewees. It was decided that veracity was preferable to a simple compilation of ideas in conveying the complexity of Organisation A’s organizational life. Organisational culture featured in many of the conversational accounts. All business names that apply to Organisation A referred to in this account are fictitious. Sydney place names are inventions and Organisation A does not work from these places. Client names have not been kept as their use may possibly imply that Organisation A is in a particular industry. The research interviews and the context and culture interviews took place at what has been

³⁹ The report on the Context and Culture of Organisation A is located in Appendix 3.

named ‘Kingston Park’, a fictitious name. It is a newly occupied site. The researcher had some familiarity with the old premises.

Organisational Culture

Organisational culture is the common perception of shared meaning held by the organisation’s members. Schein (1985) defined organizational culture as:

“... a pattern of basic assumptions – invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration – that has worked well enough to be considered valuable and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to these problems” (p.9).

Schein emphasizes the need for adequate time for organizational culture to develop. Organisation A is in the formative phase of organizational culture development, as evidenced by the report in Appendix III, demonstrating both competent initiatives and the commonly encountered forms of organizational resistance (see Kanter, 1992).

Study One Grounded Theory Technique Analyses

In all, thirty six grounded theory analyses have been completed for Study One. Analyses of Interpersonal & Communication Skills, Political Skills and Business Acumen or ‘Shrewdness’ have been completed for “Mark”⁴⁰ and “Lorraine” as preliminary studies.

Five sets of these competency analyses have been completed for both “Lloyd” and “Kelly” as research inputs. Incremental analyses (those demonstrating increase in information gained from multiple interviews) have been included for Lloyd and Kelly.

Table 5.2

Interview Schedules

N a m e	T	N	Focus of Grounded Theory Technique Analysis for each Interview	N
	y	O		O
	p	.		.
	e	o		o
	o	f		f
	f			
		I		G
	I	n		r

⁴⁰ The convention adopted in this thesis is to place the name of the pseudonym in inverted commas only once throughout each analysis. This aids readability. No actual names of interviewees are used anywhere in this thesis.

	Interview	Views Presented		ounded Theory Analysis
Mark	Preliminary	One	1. Interpersonal and Communication Skill 2. Political Skills 3. Business Acumen or 'Shrewdness'	Three
Lorraine	Preliminary	One	1. Interpersonal and Communication Skill 2. Political Skills 3. Business Acumen or 'Shrewdness'	Three
Lloyd	Research	Five	1. Interpersonal and Communication Skill 2. Political Skills 3. Business Acumen or 'Shrewdness'	Fifteen
K	R	F	1. Interpersonal and	F

e
l
l
y

e
s
e
a
r
c
h

i
v
e

Communication Skill

2. Political Skills

3. Business Acumen or
'Shrewdness'

i
f
t
e
e
n

The next section of this chapter is a summary report of the preliminary interviews and their analyses that initiated Study One.

The more lengthy sets of results for Subject 1 (Mark) and Subject 2 (Lorraine) are found in Appendix 4 and Appendix 5 respectively.

Study One Subject One Interview One

Competency: Interpersonal and Communication Skills

Integration of Personal Data, Memos and Grounded Theory Characteristics

The OPQ data offers normed information regarding Mark's relationship characteristics.

He was found to be

Highly persuasive

Enjoys selling

Adopts a very business-like approach to managing others

Holds back on his opinions rather than express them freely

Reserved with a small circles of friends and colleagues

Socially reticent

Relatively unaware of the emotional needs of others

Able to sell himself effectively

Encouraging of the efforts of others.

Memos written about him suggest that he has made significant development since the OPQ assessment. He is now able to assert his views quite readily, in a firm yet

inoffensive manner. His social confidence has increased markedly. Mark has taken on the mantle of authority to a much greater extent than was recorded in the OPQ report.

This was to be expected after some nine years of successive managerial positions of increasing rank within Organisation A. Grounded theory generated data indicate that

Mark values several key characteristics including

The importance of demonstrating appropriate attending behaviours when communicating with another individual

Showing genuine interest

Self-revelation to achieve 'social balancing'

Awareness of his own personality characteristics

Consideration of the personality characteristics of the other individual

Maintaining a clear recognition on what he considers to be correct when forming judgements during workplace negotiations

The researcher had several informal conversations with Mark after the formal research interviews.

The most noticeable aspects that emerge from the integration of this data are the developments that characterise Mark's current awareness of his managerial role and responsibility since his earlier psychometric assessment in 1996. He has developed into a strong, assertive and empathic leader.

The researcher found Mark to be very aware of the assumptions on interpersonal and communication skills that he follows in his job. He has a high integration of his tacit

understandings with his explicit understanding. By this is meant that he may not always express why he does what he does, but he has a definite ability to express his reasons when asked.

Mark is one of those individuals who has little difficulty in discussing the reasons and purposes of his managerial behaviour. When asked, he is able to offer cogent, well-reasoned reports. He also said that he trusts his intuitions, indicating that he is willing to access tacit ideas that come into his current awareness.

During our last conversation he confided that he did not think he had the resources to complete his own formal studies at this time.

It was also noticeable that this process of asking Mark to present his views on his interpersonal and communication skills was in itself a powerful method of inducing him to express his ideas in a complete and cogent manner.

Competency: Political Skills

Integration of Personal Data, Memos and Grounded Theory Characteristics

The OPQ does not provide a direct indication of a manager's political skills. There are however, measures of several traits that are likely to contribute to a senior manager's repertoire of political strivings, including persuasion, social confidence, ambition and competitiveness. Modesty is a likely indicator when considered at its low pole, that is immodesty and preparedness to sell oneself as required when it comes to joining organisational factions. Affiliation or the willingness to form relationships with a wide range of people, and behaviourally minded, or wishing to know the motivations of others, would also contribute to a notion of political skills. Lastly, emotional control would be to the senior manager's advantage as would toughmindedness, or the ability to detach from the emotions.

Mark is characterised by the OPQ as being

Highly persuasive

Low on social confidence

Highly ambitious

Highly competitive

Has little difficulty in discussing his achievements and accomplishments

More reserved than affiliative

Enjoys getting to know the strengths and development needs of his reports

Inadequate emotional control

Difficult to hurt or upset, able to detach from his feelings

Several relevant observations were recorded in the memos on Mark. He did not mind that others knew of his views. This indicates further evidence of his low need for modesty and his preparedness to speak his mind. He was socially confident with the

researcher and also with a junior manager. He was competitive in wishing to assert that he knew of tacit knowledge. He was studying for his MBA. This indicates both competitiveness and ambition as it is generally accepted that one proceeds better in the business world with such a degree. Mark's comfort in postponing a meeting with him to attend to a business matter demonstrates both toughmindedness and effective emotional control. His level of emotional control was effective as he did not demonstrate any extremes of behaviour during the times observed. This was despite many intrusions into his workplans, which included the interruptions made by the researcher. Mark was at all times emotionally temperate and pleasant. This was also reported by his personal assistant as a usual feature of his emotional control.

The grounded theory analysis revealed that Mark

Believes it is necessary to align your values with the organisation but it is also important to maintain your own integrity

Thinks that political skill requires the individual being aware of the strategic aim of the organisation

Avoids being treated "like a commodity"

Works to maintain his political "poise and balance"

Works continuously on relationship building

Be prepared to reveal aspects of his personal life to others so as to personalise himself as a defence against being regarded as a corporate role bearer.

Mark has attained high office in Organisation A, providing strong testimony for his political skills. Throughout his long career with Organisation A, Mark has taken a range of assignments as manager of regional offices. He took these positions as a result of a well-considered career plan. He has become far more effective in social confidence, emotional control and affiliation than was indicated in the OPQ profile.

Competency: Business Acumen or 'Shrewdness'

Integration of Personal Data, Memos and Grounded Theory Characteristics

The OPQ offers little formal recognition of this competency, which is unusual seeing that it draws heavily on the 16PF (Cattell et al., 1970) for its concepts. One of the OPQ authors, Peter Saville, was a PhD student of Cattell's. However, it does lean heavily (albeit without clear acknowledgement) on the characteristic expressions of the source trait developed in the 16PF. Cattell et al. define shrewdness as

Polished, socially aware

Has exact, calculating mind

Emotionally detached and disciplined

Esthetically fastidious

Insightful regarding self

Insightful regarding others

Ambitious, possibly insecure, and

Smart, "cuts corners". (p.99)

They also include such 'criteria' as ingenious, sharp at clinical diagnosis, flexible in viewpoint, inclined to 'study the angles', alert to manners and social obligations, and to the social reactions of others. The authors write

"... the pattern represents some form of intellectual-educational development in terms of shrewd tactical skills, but there is little danger of its being confused with intelligence" (p. 100).

The OPQ provides clear measures on many of the 16PF characteristic expressions of shrewdness. The researcher selected the phrase 'business acumen' as it has proved to be more acceptable in management circles than 'shrewdness' as a personality characteristic.

Mark was characterised in his OPQ report as

Reserved with a small circle of friends

Unlikely to enjoy presenting himself at large gatherings

Democratic, encourages others to contribute

Inconsiderate of the personal needs of others

Enjoys working with data in making decisions

Enjoys arts and culture

Likes to know the strengths and development needs of his team members

Enjoys solving complex problems

Enjoys using tried and proven problem solving strategies and tactics to his work

Flexible, open to change

Highly ambitious

Difficult to upset, detached from his emotions

Well organised and planned in his approach to work

Memos written on Mark note the following

He demonstrated flexibility in being willing to move throughout the state to take managerial roles

He had worked according to a plan to reach senior manager status

He had worked to establishing a wide network of business colleagues and customers during his career progression

He was definite and forthright in discussing his views

He demonstrated an interest in knowing more about himself and others

He demonstrated skill in using to data to support his arguments and discussions

He changed plans that would satisfy the needs of others in a definite, diplomatic manner

He was described by his PA as being "... very busy but was good to work for.

He was considerate towards others and always remained in control of his feelings".

Characteristics derived from the grounded theory analysis are that Mark

Believes that some individuals have business acumen or shrewdness

(including himself) and some do not. He does not think that training

assists in developing this skill.

He does believe that some individuals can be trained if they have the

appropriate personality profile and non-verbal ability

Thinks that business success ultimately depends on selecting the right staff

Strongly believes that managers should demand accountability from their reports

Business success is enhanced by recognising staff achievements

Verbal ability is a key indicator of selection success

When integrating these characteristics it is clear that Mark has developed significantly from the time of the OPQ administration. The researcher noted that the one aspect of Mark's behaviour that he has yet to conceal is his burning competitiveness. He was quick to make his own contributions in general informal discussions with him and made a point of having the final word on any issue that appeared to be controversial. This behaviour may have the effect of losing possible allies and provoking revenge.

Comments on Tacit Assumptions

Tacit Assumptions

1. Mark's competitive nature may be out of his conscious awareness. This is presented as a tacit assumption as he utilises this personal competitiveness when there does not appear to be any reason to do so. It may be a tactic that he employs to gain respect from subordinates, but its potentially harmful effects may not warrant any fully considered use.

2. Mark does appear to be aware of the effect of his physical presence. He is tall, lean and fit looking. He also has “film star” appearance. He may dispute that he capitalises on his physicality but he does train every morning to maintain his physical appearance. There are likely to be both tacit and explicit aspects to his own evaluation of his body image.

Study One Subject Two Interview One

Competency: Interpersonal and Communication Skills

Integration of Personal Data, Memos and Grounded Theory Characteristics

The OPQ profile describes Lorraine's characteristics that relate to her interpersonal and communication skills.

Lorraine is likely to be

Less persuasive than might be thought by others

Overly passive in meetings, refraining from presenting her views

Adopts a very business-like approach to managing others

Outgoing and sociable with a wide range of business and social acquaintances

Socially reticent with new people and crowds

Overly modest

Relatively unaware of the emotional needs of others

According to the memos, Lorraine continues to take a low social profile. She had a close business relationship with the previous CEO and still believes that she is perceived by others as being similar to him. Now that he has moved on Lorraine harbours the perception that she is seen as his agent. As there appears to be acrimony associated with this ex-CEO she believes that this ill-feeling extends to her.

The grounded theory evidence on her interpersonal and communication skills provides some highly relevant insights into Lorraine's current characteristics.

The interview revealed many aspects of Lorraine's values and behaviours. The researcher felt that it would be in her best interests to bring some of her issues to the attention of her colleagues but she declined. She is still quite self-protecting in what she perceives to be an acrimonious environment within the Organisation A workplace.

The characteristics that have been identified are:

A mindfulness of others and the need to develop rapport with new employees

A desire to assist new employees to openly express themselves, especially when they feel isolated and misunderstood

Lorraine likes to act as an advocate for new employees

She consciously seeks to reinforce the new culture so as to strengthen its hold on organisation A

Prefers to remain emotionally controlled

Likes to display genuine empathy to those in need of support

Does not impose her own views on others

Asserts that there is a stigma associated with being a female employee of Organisation A

Assists female employees is asserting themselves in this environment
 Attempts to negate feelings of isolation felt by new employees
 Provides security to others because of her long employment with Organisation A
 Counters attempts to instil negative values in the minds of new employees
 Seeks out older staff members who can provide role models for new employees
 Her realisation that one cannot judge others by one's own expectations
 Her attempts to instil the value of the organisation's values in new employees
 The importance of holding back on strong feelings in the workplace
 Her attempts in encouraging female staff members to assert their ideas
 Demonstrating warmth to others

As can be readily appreciated, Lorraine demonstrated sophisticated notions of interpersonal and communication skills in interview. This contrasts markedly with the results of the OPQ (which had been completed in 2003 - not that long ago) and the ideas that were recorded about her in the memos. The OPQ and the memos describe a woman who lives in virtual fear of being made redundant, while the grounded theory accounts are of a wise, warm and caring woman. The researcher encountered the second persona, implying that there is a strong tacit theme working against Lorraine's attempts to find well-being within Organisation A. It might be described as a persecution theme, or there may simply be strong political resentment demonstrated against her by senior colleagues.

Competency: Political Skills

Integration of Personal Data, Memos and Grounded Theory Characteristics

This discussion follows the same argument as presented with Mark, offering a range of characteristics revealed by the OPQ that are likely to impact on Lorraine's political skills. The OPQ does not provide a direct indication of a manager's political skills. There are however, measures of several traits that are likely to contribute to a senior manager's repertoire of political strivings, including persuasion, social confidence, ambition and competitiveness. Modesty is a likely indicator when considered at its low pole, that is *immodesty* and preparedness to sell oneself as required when it comes to joining organisational factions. Affiliation or the willingness to form relationships with a wide range of people, and behaviourally minded, or wishing to know the motivations of others, would also contribute to a notion of political skills. Lastly, emotional control would be to the senior manager's advantage as would toughmindedness, or the ability to detach from the emotions.

Lorraine is characterised by the OPQ as
 Low on being persuasiveness

Low on social confidence

Overly passive when it comes to sharing her ideas with senior management

Outgoing and sociable

Overly modest

Has a wide range of social and work acquaintances

May not signal her availability for discussing personal difficulties

Very interested in what motivates people to perform

High level of emotional control

High toughmindedness

Her modesty is likely to prevent her from expressing her own ideas freely in areas where her advice would be likely to be invaluable to the managerial processes of Organisation A.

The memos clearly indicate that she is a victim of internal politics because of her close relationship with the previous CEO. There are several observations relevant to her political skills. They are:

A keen appreciation of the politics of Organisation A

“politically - minded”, that is very mindful of the politics of Organisation A

Closely associated with the recently departed previous CEO

Wide network of business associates across Australia

High level of focus on the business of Organisation A

Restrained in showing her feelings

Open and candid

Regards herself as a ‘survivor’

Strong regard for her, both positive and negative, within Organisation A

Lorraine’s political skills characteristics that have been generated by means of the grounded theory analysis are:

She avoids individuals whose messages might be thought of as being harmful to her political standing

An ability to accept the political climate for what it is

She realises that she has a psycho-emotional response that she describes as ‘paranoia’.

She finds that the political climate in Organisation is difficult for her because of her past alliance with the previous CEO

In summary, there are both historical and personal issues that impact on Lorraine’s political skills within Organisation A. She is by nature a woman who prefers to keep her feelings and ideas to herself. She is an exceptionally intelligent woman who strives for equality, assertion, and acceptance of people, especially women, within the

organisation. Lorraine is currently plagued by the close association she had with the previous CEO. No-one has actually described the behaviours that he exhibited that caused such a rift within the senior management.

Competency: Business Acumen or 'Shrewdness'

Integration of Personal Data, Memos and Grounded Theory Characteristics

Again, the discussions that appeared in Mark's integration on business acumen and shrewdness are the basis for Lorraine's integration analysis. Lorraine was characterised in 2003 in her OPQ profile as

Outgoing and sociable with a wide range of business and social acquaintances

More socially withdrawn when it comes to larger groups

Overly modest

Needing to share ideas more often with her colleagues

Requiring development in indicating her willingness to discuss personal difficulties with her subordinates

Low interest but high ability in numerical decision-making in business planning

Involvement in artistic productions

Very interested in the psychological make-up of team members

Works happily with complex problems

Very aware of practices within her own business unit

Not well organised

Open and inventive in her approach to change

Low level of interpersonal competitive

Strong desire to succeed in her work

Memo entries written on Lorraine show that Lorraine

Keeps her feelings well guarded, maintaining a continuous pleasant disposition

Speaks candidly in private conversations indicating high integrity

Has travelled extensively both nationally and internationally for business purposes

Maintains an active social life with senior colleagues

Is clearly focussed on her business life

Knows how to own and operate a successful business

Unable to hold her own in the current political environment of Organisation A causing her to be emotionally unsettled

Close affiliation with male senior manager colleagues

Keeps face in the organisation by adopting a 'survivor' mode

There is little difference between her OPQ profile and how she presents in interview. However the characteristics derived from the grounded theory analysis tell us that Lorraine:

Demonstrates enjoyment of her current role.

Agrees with the current form of performance appraisal used by Organisation A

Has worked hard at her current project, earning praise from the new CEO

Has increased her employability by gaining an advanced business qualification

Clearly follows her work responsibilities and satisfies performance targets

New role has been created for her by her colleagues so as to ensure her ongoing employment

Regretted not being able to continue with her team member consultations

Effective in analysing work practice obstacles

Keen to continue process of facilitating team member information sharing

Keen to promote a culture of individual inclusion in team activities.

Lorraine continues to demonstrate an astute appreciation of her workplace practices.

This is at odds with the theme she retains of losing prominence within the organisation.

Her grounded theory analysis reflects the strengths she has in business acumen and 'shrewdness'.

Comments on Tacit Assumptions

Tacit Assumptions

There are two competing themes that are readily identified in Lorraine's characterisations of herself:

- 1 A theme that describes her as being shy, unable to present her views and being overly sensitive to the political climate existing in Organisation A
- 2 A theme that describes her as emotionally strong, guided by clear convictions, ever-willing to assist those in need and highly supportive of the emerging organisational culture

Discussion of Subject 1 and Subject 2 Analyses

There is no claim made here that tacit assumptions have been revealed conclusively.

Gaps in competing themes have been made evident through triangulating evidence taken from psychometric profiles, memos and grounded theory analysis.

Transcripts of these interviews were given to each senior manager. The grounded theory analyses were discussed with these two see were further formal interviews with both managers. These are available in transcript form.

The coding of previously unrecorded characterisations was attained successfully in these two preliminary interviews.

A key aims of these interviews and the analyses that followed were

- 1 To gain familiarity with grounded theory methodology techniques
- 2 To become attuned to the form and diversity of ideas that are generated in the research interviews
- 3 Familiarise the researcher and the reader with the nature of this research methodology.

5.3 Results – Principal Analyses

This section records the interviews transcribed and analysed for a further two senior managers. They were selected because of the dissimilar views that they hold on the three managerial competencies discussed. These two senior managers have completed all five interviews. Their interviews form the data set for this section. Subjects were presented with the transcript of the previous interview and given the opportunity to read through and deliberate on the ideas provided in the previous interview, after enquiring if they had taken sufficient time to digest the ideas the next interview was commenced. They were not provided with a full analysis of each competency. Although hindsight would dictate that this would have been helpful in revealing further views (and hence surfacing tacit assumptions), the contemporaneous view was that the transcript itself was sufficient prompting to assist in surfacing tacit assumptions. This criticism was taken seriously and familiarity with not only the transcript but also the analyses of what was said in the first interview was incorporated into the Study Two research protocol.

Tacit Assumptions

The increments found between each interview is credited as an increase in ideas that have been passed from the tacit reservoirs of knowledge to current explicit knowledge. This claim is argued in the Discussion on Study One.

Pattern Element for Study One principal analysis

The pattern element that had been developed for the preliminary analyses of Study One (based on Chenail, 1995) has been modified for the principal analyses. There are three differences. (1) The principal analyses are based upon five consecutive interviews for each subject while the preliminary analyses were based on only one interview for each subject. (2) There is no integration of personal data, memos and transcribed data for the principal analyses. (3) Increments in information gained during each successive interview is identified for each competency. It is argued that the additional information gained in successive interviews represents explicit knowledge that was previously tacit knowledge. The multiple interview process is the surfacing medium. The decision to omit sections on integrating OPQ findings, memo entries and the grounded theory evidence was to focus more on the increments found during successive interviews. Integration of all the data collected could form part of a later study. The pattern element for the two principal analyses is presented in Graphic 5.2.

Graphic 5.2

Pattern element for principal analyses



Table 5.3

Pattern of reporting results used as basic 'rhythmic' element

Component of element	Contents
1 Section Heading	Name of Organisation Identification No. of Senior Manager Pseudonym of Senior Manager Basic biographical information No. of Interviews recorded Years of service with organisation Transcript Source Memo Input Personal Assessment Notes
2 Distinction or finding of first competency discussed Interpersonal and communication skills	Concepts found to be important to senior manager
3 Introduction of data analysed using grounded theory techniques for first competency	Grounded theory based analysis techniques
4 Distinction or finding of second competency discussed Political Skills	Concepts found to be important to senior manager
5 Introduction of data analysed using grounded theory techniques for second competency	Grounded theory based analysis techniques
6 Distinction or finding of third competency discussed Business Acumen or 'Shrewdness'	Concepts found to be important to senior manager
7 Introduction of data analysed using grounded theory techniques	Grounded theory based analysis techniques
8 Components 2-7 are repeated a further four times	Multiple conversational interviews
9 Additional information gained during successive interviews is operationally defined as "surfaced tacit knowledge"	Empirical evidence arising from the data

Summary of Data for Study One Subject 3 Multiple Interviews

This section summarises the data obtained from the five interviews with Lloyd. The full analysis is located in Appendix III (iv). The tabled summaries illustrate the increases in information that has arisen from the process of multiple interviews focussed on the three main research competencies:

Interpersonal and Communication Skills

Political Skills

Business Acumen or 'Shrewdness'.

Characterisations that have been derived from each interview are presented in Tables 5.4, 5.6, and 5.8. There is a separate characterisation table for each of the three managerial competencies. These characterisation tables are followed by a set of tables that list the increments in information areas that have arisen from each of the five interviews. These are Tables 5.5, 5.7 and 5.9. They are also divided into separate table for each of the three managerial competencies.

Sequence of Data Tables

Interpersonal
and
Communicati
on Skills

Characteristics
Table 5.4

Increments
Table 5.5

Political
Skills

Characteristics
Table 5.6

Increments
Table 5.7

Business
Acumen

Characteristics
Table 5.8

Increments
Table 5.9

Table 5.4

Characterisations of Interpersonal and Communication Skills – Study One Subject 3
Lloyd

<i>Characterisations</i>
<p><i>Interview 1</i></p> <p>Lloyd prefers to be polite and courteous with people during their first meeting together. He realises that they have views that may differ from his own. His view is that generally his view is correct and the views of others are seldom correct.</p>
<p><i>Interview 2</i></p> <p>There are two issues that Lloyd knows and they are show understanding and demonstrate empathy. He believes that one must do whatever one can to seek mutual understanding in order to reach a resolution. He believes that it is not that he is right and they are wrong, it is a matter of being aware of each other's perspectives. Lloyd does not wish to change his views from the last interview. He believes that what he said holds true for him. He continues to believe that his views on interpersonal and communication skills are valid. The previous opinions presented in the first interview hold true.</p>
<p><i>Interview 3</i></p> <p>Lloyd has reflected a lot on Bolman and Deal's Frames of Reference model and has applied this model to Organisation A. He named four of the Bolman and Deal frames: political, structural, symbolic and financial. All of the frames that Bolman and Deal describe are operating in Organisation A, it is just that some individuals use a particular frame in some situations more prominently than they do in others. In order to understand others, Lloyd needs to understand the frame in which they operate in any given situation.</p> <p>The financial frame is the most apparent. If you are going well within this frame you are rewarded. If you are not then you are reprimanded. Lost time equals less productivity, which equals less profit</p> <p>The symbolic frame of reference has been altered, with many of the old symbols being dismantled. A new, egalitarian symbolic frame has been adopted in Organisation A. The symbolic frame has been promoted by allocating equal resources to the divisional managers. There are other examples that illustrate the desire to promote an egalitarian culture throughout Organisation A. This manager refrains from including symbolic events because they detract from potential earning capacity. All members of work-teams are credited with organisational successes</p>

Similar moves towards an egalitarian, empowered work culture have been adopted within Organisation A. The old organisational structure had a hierarchical structure. The new organisational structure is far flatter, with fewer levels within the hierarchy. The new structure of the organisation emphasises the symbolic move to greater decentralisation of decision-making

The current political frame is focussed on making business decisions without consideration of political pressures. Measures of success are closely linked to financial success. Rewards and recognition are team-based. An amalgam of measures are used to indicate business success, not just financial outcomes. Financial success is not enough to indicate success. Recognition of the efforts of individuals through rewards is also required.

Having described the internal context of the organisation, Lloyd has worked hard to understand the main frame of reference followed by managers in Organisation A. In order to understand others, Lloyd needs to dedicate more time and energy into getting to know more about their personal circumstances so that he can understand which frames of reference they are using in any particular situation. A particular manager has five children so he is very concerned with achieving a good result in the financial frame of his business, so that he can receive additional benefits at the end of the year. Lloyd understands the need of this manager to focus on financial frames because of his ongoing dealings with him. This manager operates politically as well, so as to enlist support for his ideas that are designed to grow his business and increase the profitability of his business and hence his own remuneration. Once Lloyd understands how a manager uses the frames of reference he is more able to assist that manager in working within the appropriate frame of reference.

Interview 4

Lloyd still thinks that what he said in the previous interview is a fair report on his views. Lloyd wishes those managers who have capitalised on meeting their financial goals good luck, although he does not completely agree with their values. He is disappointed that these managers do not take a long-term view of the organisation's well-being. He is not sure why this short term financial gain motive exists, but nonetheless he believes that it does exist to the detriment of Organisation A. The political frame is the most important frame for the senior managers of Organisation A. The political frame is the driver, the financial frame is the measure of success and the structural frame ensures the execution of these aims. Lloyd accepts that the political frame is the key frame adopted by senior managers at Organisation A. This formulation is a fact of the workings of senior management in organisation A.

Lloyd has decided that he does not wish to be part of this culture.

Interview 5

Lloyd seeks to find opportunities to interact with new colleagues. This increases the likelihood of establishing and maintaining rapport. He believes that it is important to take every opportunity to strengthen or renew rapport with employees. This may take the form of asking for advice, whether you respect the person's opinion or not.

By asking a person's advice you indicate to that person that you value his/her opinion. This may have the effect of creating further opportunities for you. By establishing patterns of building rapport you are able to engender trust with others.

In time, professional relationships can be developed into social relationships. These social relationships extend your networking circles. The friendships that develop within an organisation can be enduring to the extent of being able to regard them as being the basis of organisational family groups. The degree of friendship that develops between colleagues outside of the work environment leads to greater cooperation within the workplace. Lloyd still retains social contact with Organisation A employees.

Table 5.5

Increments in Surfaced Assumptions on Interpersonal and Communication Skills –
Study One Subject 3 Lloyd

<i>Increments from Interview One to Interview Two</i>		
<i>Interview One</i> Attending Behaviours Golden Rule Genuine Interest Nature/Nurture Self Revelation Introverted Nature Psychological Expectations Subjective View	<i>Interview Two</i> Key Steps to effective interpersonal and communication skills Seek Mutual Understanding Adjustment to his previous view Previous views hold	<i>Increments</i> Seek Mutual Understanding Adjustment to his previous view
<i>Increments from Interview Two to Interview Three</i>		
<i>Interview Two</i> Key Steps to effective interpersonal and communication skills Seek Mutual Understanding Adjustment to his previous view Previous views hold	<i>Interview Three</i> Frames of Reference Financial Frame Symbolic Frame Empowerment Model Structural Frame Political Frame Human Resources Frame Business Success Organisational Analysis Frames of Reference/ Understanding Others Political Frame/ Personal Gain Frame of Reference/ Manager Effectiveness	<i>Increments</i> Frames of Reference Financial Frame Symbolic Frame Empowerment Model Structural Frame Political Frame Human Resources Frame Business Success Organisational Analysis Frames of Reference/ Understanding Others Political Frame/ Personal Gain Frame of Reference/ Manager Effectiveness
<i>Increments from Interview Three to Interview Four</i>		

<i>Interview Three</i> Frames of Reference Financial Frame Symbolic Frame Empowerment Model Structural Frame Political Frame Human Resources Frame Business Success Organisational Analysis Frames of Reference/ Understanding Others Political Frame/ Personal Gain Frame of Reference/ Manager Effectiveness	<i>Interview Four</i> Previous Views still Hold Good Luck to those who capitalise on adopting a Financial Frame Short Term Gains Political Frame Personal Decision	<i>Increments</i> Good Luck to those who capitalise on adopting a Short Term Gains Personal Decision
<i>Increments from Interview Four to Interview Five</i>		
<i>Interview Four</i> Previous Views still Hold Good Luck to those who capitalise on adopting a Financial Frame Short Term Gains Political Frame Personal Decision	<i>Interview Five</i> Opportunities to Interact Establishing Rapport Emergent Social Relationships Organisational Family	<i>Increments</i> Opportunities to Interact Establishing Rapport Emergent Social Relationships Organisational Family

Table 5.6

Characterisations of Political Skills – Study One Subject 3 Lloyd

<i>Characterisations</i>
<p><i>Interview 1</i></p> <p>Lloyd believes that he needs to use the formal communication patterns in the organisation to his own advantage. Lloyd has a strong network of people yet he perceives a need to develop his networks into local and statewide Organisation A sites. The people in his network are close to him professionally. His organisational awareness is low and needs improvement. Organisational awareness is not one of his strengths. He finds that close contact enables you to learn details of people that would otherwise not be possible. Constant close contact with people assists in forming rapport with them.</p> <p>He said that equality is now fostered in Organisation A. He said “we try to hire people who are task-focussed, rather than select people who are politically ambitious”.</p> <p>The state manager shares his office with his professional assistant The carpark does not have preferred parking. Early arrivers get the closest car parks. Equality is more evident in the symbols of the organisation than it was some five years ago. Lloyd attempts to identify which individuals are likely to be political game players and be mindful of what motivates them. Much attention has been given to eliminating the symbols of status within the organisation. The organisation is less open politically than it used to be</p> <p>He says that it depends on taking your own perspective. Lloyd likes to be aware of any possible unfair advantage against him. Lloyd tries to understand the political scenario by developing models that he can test through further interactions, yet he remains wary of these politically motivated individuals. Lloyd does not enjoy playing politics and does not respect those who value political gain over work performance. There are people within the organisation who are politically motivated. These individuals are in organisations like Organisation A that also report to corporate office.</p>
<p><i>Interview 2</i></p> <p>Lloyd believes that political skill is an important skill, and it is a skill in which he has little expertise. Lloyd has worked on this skill for the past two weeks, prompted by the ideas he presented in the first interview. He values the role of interpersonal skills in maintaining his political stance within Organisation A. Lloyd recognises the importance of his networks in trapping and filtering information to him. He was moved to express a politics metaphor: what occurs below the calm surface matters most. He now affords greater weight to the</p>

political processes than he did previously. He continues to believe that his views on political skills are valid and he continues to believe that his views collected in interview one on political skills are valid.

Interview 3

Lloyd has introduced the notion of frames of reference with respect to subordinates and now attends to this idea with respect to managing upwards

The approach taken with customers is far more one-dimensional, it is sales focussed.

This approach does not occur with your work colleagues

It is much harder to understand the frames adopted by customer organisations. They have structural and financial frames of their own that we need to try to understand

It takes considerable effort to understand customers' frames of reference

By understanding the customer's frame of reference you are in a better position to sell to them and to resolve any possible conflicts

An example was a university facilities administration where it was important to understand their internal political frames in order to deal with them successfully

Our profitability depended very much on understanding their financial arrangements and the extent of their budget

The university had adopted a significant symbolic frame, one usually found with all educational institutions

We worked hard at understanding all aspects of the customer's frames of reference

We work to understand the people that make the decisions. Are they self-serving or do they have the interest of their organisation at individuals concerned? We like to know how they operate politically or do they have the interest of the organisation at heart

Most organisations operate within a strong political frame

Interview 4

Lloyd has found value in adopting the frame of reference model in his managerial thinking. He finds this to be a useful tool in analysing the workings of the organisation.

The financial frame seems most obvious but the political frame is stronger and is probably the default frame. Lloyd would highlight the opinion that the political frame is the strongest frame in his organisation. Lloyd now realises that the political frame is the most important frame to follow in his organisation.

The arrival of a new manager has made the other senior managers more politically motivated. There are individuals who are more motivated by securing their own positions than they are of securing the growth of a vibrant long-term organisation. Lloyd does not think that political motivation is a useful managerial behaviour. Decisions that give short-term successes to those who are politically motivated may not be in the best

interest of shareholders

Organisational values have changed from an engineering focus to an investment focus. Lloyd thinks that the current investment focus is no different from working in an investment bank. Lloyd has begun to consider that his personal values do not align with the new organisational values. Lloyd realises that his growing disenchantment with organisation A is his own role in changing the culture of organisation A. Lloyd has put considerable effort into managing the mergers and acquisitions that have been required to establish the new Organisation A. He does not believe that he has received due recognition for his role in the mergers and acquisitions that have led to the current Organisation A. He believes that those senior managers who operated more in the political frame received greater recognition.

Interview 5

Lloyd has found value in adopting the frame of reference model in his managerial thinking. He finds this to be a useful tool in analysing the workings of the organisation. The financial frame seems most obvious but the political frame is stronger and is probably the default frame. Lloyd would highlight the opinion that the political frame is the strongest frame in his organisation. Lloyd now realises that the political frame is the most important frame to follow in his organisation.

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Table 5.7

Increments in Surfaced Assumptions for Political Skills – Study One Subject 3 Lloyd

<i>Increments from Interview One to Interview Two</i>		
<i>Interview One</i>	<i>Interview Two</i>	<i>Increments</i>
Formal communication	Key Factor	Key Factor
Networking capability	Networking Factor	Networking Factor
Organisational awareness	Personal/Managerial	Personal/Managerial
Organisational policy	Development	Development
Personal view	Political Metaphor	Political Metaphor
Political assessment	Values Hold	Values Hold
Politically motivated	Value of Interpersonal	Value of Interpersonal
Recruitment criterion	Skills in Political Skills	Skills in Political Skills
Relationship building		
<i>Increments from Interview Two to Interview Three</i>		
<i>Interview Two</i>	<i>Interview Three</i>	<i>Increments</i>
Key Factor	Frame of Reference/	Frame of Reference/
Networking Factor	Managing Upwards	Managing Upwards
Personal/Managerial	Customer Perspective	Customer Perspective
Development	Customer's Frame of	Customer's Frame of
Political Metaphor	Reference	Reference
Values Hold	Organisational Frame of	Organisational Frame of
Value of Interpersonal	Reference	Reference
Skills in Political Skills		
<i>Increments from Interview Three to Interview Four</i>		
<i>Interview Three</i>	<i>Interview Four</i>	<i>Increments</i>
Frame of Reference/	Focus of Analysis	Focus of Analysis
Managing Upwards	Financial Frame	Financial Frame
Customer Perspective	Political Overview	Political Overview
Customer's Frame of	Managing Upwards	Managing Upwards

Reference Organisational Frame of Reference	Political Frame Frame of Reference Position of CEO High Turnover of Positions and CEOs	Political Frame Position of CEO High Turnover of Positions and CEOs
<i>Increments from Interview Four to Interview Five</i>		
<i>Interview Four</i> Focus of Analysis Financial Frame Political Overview Managing Upwards Political Frame Frame of Reference Position of CEO High Turnover of Positions and CEOs	<i>Interview Five</i> Bolman and Deal Model Bolman and Deal Model/ Political Frame Politically Motivated Organisational Value Organisational Mergers Personal effort/ Political Motivation	<i>Increments</i> Politically Motivated Organisational Value Organisational Mergers Personal effort/ Political Motivation

Table 5.8

Characterisations of Business Acumen and 'Shrewdness' – Study One Subject 3 Lloyd

Characterisations
<p><i>Interview 1</i></p> <p>Lloyd believes that he is well informed on the operations of organisation A. He has clear knowledge on cost functional operations and how the different parts of the business relate. Lloyd has greater knowledge of business analysis tools than most other senior managers in Organisation A. Lloyd is not convinced of the wisdom of others' business decisions. Lloyd's MBA studies have taught him much about senior management decisions</p>
<p><i>Interview 2</i></p> <p>Lloyd agrees with what he said on business acumen in the first interview.</p>

Lloyd still believes that he has strength in business acumen. Not only does he think this but it is a view shared by his colleagues.

Lloyd has found that it is effective to analyse situations from the advantage point of Bolman & Deal's *Frame of Reference* model. This has led him to learn to differentiate between the political frame and the human resources frame.

Lloyd has learned through his increasing understanding of interpersonal skills that it is more astute to keep his ideas to himself, unless called upon for an opinion. Lloyd is learning to present as being more modest about his business acumen so as to lessen any political interference in his managerial role.

Interview 3

The success found in business dealings is based upon how the manager treats people.

Lloyd believes that a senior manager should treat all stakeholders with respect.

If you treat people unwisely then you will receive your just deserts. If you treat people poorly then you will gain a bad reputation. Follow the law of reciprocity or you will fail as a senior manager. Lloyd has decided to behave in a more modest and moderate manner with others.

His new approach has led to a new discovery. Lloyd realised that he had been too eager in presenting his own views in senior management meetings. Other individuals are also likely to act to impress him, just as he likes to impress them. Lloyd does not think that other individuals remain quiet simply because he is the one talking. Other individuals may remain quiet because of their own reasons, such as not agreeing with his point of view, not being aware of what he is saying, or simply not wishing to cause conflict with him.

Lloyd's new approach is to keep his own ideas to himself and to listen to what other individuals want to say. Individuals may appear to be awkward when they commence speaking but soon they talk confidently. Lloyd's experience is that individuals will talk freely if you provide the opportunity. Lloyd appreciates his new method for keeping abreast of company news and information.

Lloyd knows that he has considerable power and influence within the organisation.

Lloyd tries to balance discussions with other individuals by providing input himself.

Lloyd enjoys the idea that other individuals think that he already knows what he knows. He attributes this to his position of power and influence within organisation A.

Lloyd thinks that you need to be aware of the assumptions of others, and to adjust your interactions accordingly.

Lloyd applied this new approach recently to another senior manager. Lloyd was surprised at the honesty of what the senior manager confided to him. Lloyd was

provided with information that he assumed should have been withheld from him. Lloyd did not wish to elaborate on this matter but acknowledged that it was politically sensitive information.

Interview 4

Lloyd thinks that everything that you do in the businessworld comes to the attention of the key stakeholders. Your networks quickly communicate your successes and failures. Lloyd said that if politics is the name of the game then shrewdness is the way it is played. You need to know when to act, when not to act, when to speak and when not to speak. You need to be able to judge every situation on its merits.

There are individuals who are so obsessed with gaining and retaining money that they lose sight of their business reputation and ultimately lose their businesses. Lloyd provided an example of a business that only paid its accounts when specifically requested by the creditor. It provided an example of a business that looked after its own interests ahead of its stakeholders.

Sometimes you win, sometimes you lose. If you decide to win every financial competition then you will lose allegiance from your workers. If you cheat someone then they will return by dealing you an equitable punishment. Business stakeholders will always find ways to even the balance of equity.

This is the principle by which business is conducted fairly so as to achieve good for all participants. Deposits of goodwill are helpful when it comes time for the occasional withdrawal. Lloyd likes to extend favours and kindness to others so that he can call on favours himself later.

Interview 5

Lloyd said that a financial relationship exists between the contracting and service teams and the corporate management. Organisation A senior managers share common cultural understandings. Lloyd stated that they were once governed by senior managers who shared our background and cultural values. These managers must meet budget. If they do not they are subjected to disciplinary action. These managers are skilled in ensuring they meet budget

Lloyd believes that all of the corporate managers are accountants. They are completely unaware of the details of construction and servicing projects. They manage the work teams through paperwork. They do not attend worksites. Their interest in the Organisation A senior managers is focussed on ensuring that they meet their budgetary goals

Profit withholding is the practice of failing to report extra profit within one reporting period in case it is required in a non-profitable reporting period. There are many ways

of explaining lower profitability that permits profit retention. Profits are withheld and reported later when necessary by inventing a range of costs. Organisation A senior managers assume that corporate managers only assess the reports they provide them Organisation A senior managers provide extra profit when questioned by corporate managers

The organisation A senior managers do not believe that their misreporting of monthly profits is unethical or illegal. The only unethical act is to misreport the profits of one project by supplementing its income from another project

Table 5.9

Increments in Surfaced Assumptions Business Acumen and ‘Shrewdness’– Study One
Subject 3 Lloyd

<i>Increments from Interview One to Interview Two</i>		
<i>Interview One</i> Business Knowledge Business Skills Competency of other Senior Managers on Decision-making Personal Experiences	<i>Interview Two</i> Business acumen Frame of reference Modest presentation Holds his view	<i>Increments</i> Frame of reference Modest presentation
<i>Increments from Interview Two to Interview Three</i>		
<i>Interview Two</i> Business acumen Frame of reference Modest presentation Holds his view	<i>Interview Three</i> Basic Principle Principle of Respect Negative Reciprocity Bad Reputation Principle of Reciprocity Behaviour Change Personal Realisation Interpreting the Behaviour of Others Lloyd’s New Approach	<i>Increments</i> Basic Principle Principle of Respect Negative Reciprocity Bad Reputation Principle of Reciprocity Behaviour Change Personal Realisation Interpreting the Behaviour of Others Lloyd’s New Approach

	Personal Realisation Withhold Information	Personal Realisation Withhold Information
<i>Increments from Interview Three to Interview Four</i>		
<i>Interview Three</i> Basic Principle Principle of Respect Negative Reciprocity Bad Reputation Principle of Reciprocity Behaviour Change Personal Realisation Interpreting the Behaviour of Others Lloyd's New Approach Personal Realisation Withhold Information	<i>Interview Four</i> High Visibility Political Acumen Political Judgement Obsessed with Finances Business Principle of Equity Virtuous Circle Emotional Bank Account Law of Reciprocity	<i>Increments</i> High Visibility Political Acumen Political Judgement Obsessed with Finances Business Principle of Equity Virtuous Circle Emotional Bank Account
<i>Increments from Interview Four to Interview Five</i>		
<i>Interview Four</i> High Visibility Political Acumen Political Judgement Obsessed with Finances Business Principle of Equity Virtuous Circle Emotional Bank Account Law of Reciprocity	<i>Interview Five</i> Financial Relationship Organisation A Senior Manager Corporate Manager Profit Withholding Reporting Assumption Reporting Correction Reporting Ethics	<i>Increments</i> Financial Relationship Organisation A Senior Manager Corporate Manager Profit Withholding Reporting Assumption Reporting Correction Reporting Ethics

These results Tables are discussed in Section 5.3 Discussion on the outcomes of Study One.

Summary of Data for Study One Subject 4 Multiple Interviews

This section summarises the data obtained from the five interviews with Kelly. They illustrate the increases in information that has arisen from the process of multiple interviews focussed on the three main research competencies:

Interpersonal and Communication Skills

Political Skills

Business Acumen or 'Shrewdness'.

Characterisations that have been derived from each interview are presented in Tables 5.10, 5.12 and 5.14. There is a separate characterisation Table for each of the three managerial competencies. These are also divided into separate Tables for each of the three managerial competencies. These characterisation tables are followed by a set of tables that list the increments in information areas that have arisen from each of the five interviews. These are Tables 5.11, 5.13 and 5.15. They are also divided into separate table for each of the three managerial competencies.

Sequence of Data Tables

Interpersonal and Communication Skills	Characteristics Table 5.10	Increments Table 5.11
Political Skills	Characteristics Table 5.12	Increments Table 5.13
Business Acumen	Characteristics Table 5.14	Increments Table 5.15

Table 5.10

Characterisations of Interpersonal and Communication Skills – Study One Subject 4
Kelly

<i>Characterisations</i>
<p><i>Interview 1</i></p> <p>Kelly maintains rapport with her direct reports by involving them in day-to-day interactions. She provides them with objective evidence that they are part of the decision-making process. She prefers not to dictate to them. Kelly learned this approach from her previous CEO. She uses this technique as her preferred way of maintaining rapport. Kelly thinks that managing downwards works differently from managing upwards</p> <p>Kelly likes to please her senior manager and in return she expects recognition for her efforts. She utilises feedback from her manager when entering into new situations</p> <p>Kelly's current CEO, Robert, likes to be updated regularly on work-in-progress. By keeping the CEO apprised of work-in-progress he is not subjected to surprises when things do not go to plan. Keeping the CEO informed is a good way of maintaining rapport with your CEO. Kelly learned this technique because Robert once told her that she was not keeping him informed on work-in-progress. There was a time when Robert's senior manager wanted to be informed on a situation and neither Robert nor Kelly could provide a suitable response. Since this time she has always kept Robert informed on work-in-progress</p> <p>Kelly's previous senior manager was content to let her run the task and report final outcomes to him when she had completed her responsibilities.</p>
<p><i>Interview 2</i></p> <p>Kelly has developed through the ranks and also had extensive management training. She works consistently at maintaining rapport with team members. She likes being aware of each person's business perspectives.</p> <p>Kelly creates an expectancy of equitable performance. She likes to emphasise this feature of her managership.</p> <p>Kelly does not enjoy imposing an autocratic management style. On occasions she needs to deliver promulgations from above. Kelly prefers to take an active role by being involved with the work of others. This avoids being characterised as a lazy person. The planning workshop helped Kelly to develop a best practices approach to the business units operations. Kelly likes to be aware of team roles so as not to over-extend her</p>

team members. Kelly is concerned that major concerns could arise in team member performance if they are over-extended. Kelly likes to view herself as a collaborative manager. She likes to empower her team members to make their own decisions. Kelly likes to encourage team members to have ownership of their business efforts so as to promote a feeling of “mattering” to the business

Teamwork is autonomous⁴¹. Kelly signs off completed work. When she first arrived in this position the business unit was disorganised. Kelly needed to plan and organise the processes and procedures for successful team operations. An entire range of work practices needed to be planned and organised. The accounts clerk kept the business unit solvent through her efforts. A planning workshop provided the time for team planning and team morale building. The work of the business unit did not suit several people who decided to leave the unit to join other business units. The planning meeting achieved excellent outcomes in the development of team camaraderie. Kelly likes to encourage inclusion and the value of interdependency. Team members are encouraged to develop autonomy within the team environment

Kelly enjoys encouraging team members to accept responsibility for their own ideas

Interview 3

Kelly wishes to discuss her interpersonal and communication skills by introducing a recent vignette concerning a young woman who works as an Administrative Assistant in her business unit. This young woman is described as being strong-willed and obstinate. This individual started to wear very strong perfume that distracted her work colleagues. It did not concern Kelly too much at the time. The issue came to a head when her work colleagues insisted that she do something about the perfume. They threatened union action. She organised a discussion in private with this individual and denied any organisational difficulty. Kelly discussed the perfume issue with the worker. The individual reacted abruptly and asked to leave the room. Kelly later apologised to the person. The worker arrived the next morning but left at lunchtime. The young woman was not wearing perfume on the following Monday. She was cheerful and talkative. Kelly asked why had she stopped wearing the perfume. She said that it was from her boyfriend, a service technician, who also worked in Organisation A. The individual had decided to break away from her boyfriend and accept a social engagement from one of the Project Managers who worked for Organisation A. After the weekend engagement with the Project Manager, the woman decided not to wear the perfume again. Kelly tries to remain pleasant with her work team. She is approachable. She likes to be informed on their particular needs. Kelly knows a lot of the personal background of her

⁴¹ In the sense of Kelley's (1995) idea of followership.

work team. Kelly prefers to remain flexible but in this case she was aware that this person was being insensitive to the rights of other team members. Kelly wanted to be sensitive to the individual, to not offend her and yet needed to be responsive to the entire team. Kelly decided to avoid causing offence and also rehearsed how she might introduce the offensive perfume topic. Kelly regarded this case study as indicative of her management approach to interpersonal and communication skills

Kelly takes care not to offend staff members by addressing issues rather than personalities. She prefers to discuss the quality of their work. She seeks clarification before making any decision. She seeks solutions rather than emphasising problems

Kelly has found it necessary to dismiss only one person in her career as a manager. Kelly consulted with her own manager. They discussed key aspects of the situation and agreed that a direct approach would be best. Kelly consulted with her manager who informed her that he sought legal advice from their retained lawyer who said that wearing overly-strong perfume could be construed as a bullying offence. Kelly provided her with positive personal comments.

Interview 4

Kelly offers encouragement to her team members to persist with difficult problems. She encourages her team members to persist in solving their difficulties, in the knowledge that she is available if and when required. Kelly encourages team members to discuss issues, to attempt solutions and to find solutions. Kelly is happy to discuss a problem but every team member knows that she expects her/him to have possible solutions. Kelly strongly conveys to every team member that he/she needs to contribute, an expectation that increases the likelihood of team member involvement in the business. The manager has traditionally taken the role of problem solver. Kelly has little opportunity to take the role of problem solver. Kelly denies sole ownership of team problems and solutions.

Kelly works assiduously to create viable teamwork. This approach is likely to be quite different from previous management styles in Organisation A.

Interview 5

Kelly is very experienced in forming rapport with new staff members

Kelly finds that she forms rapport readily when she is able to discuss a person's personal details with them

Kelly likes to research the background of new staff members so that she has informal materials to refer to in initial interviews.

Kelly likes to treat all staff members at an even level, irrespective of their status in the hierarchy. She believes that it is important to listen to the personal aspects of a new

staff member's life from the commencement of their employment so that you can maintain supportive rapport with the staff member. "Corridor talk" adds to maintaining rapport. This is an informal meeting time that seems to be more effective than formal discussions. Kelly utilises "corridor talk" as a key behaviour in maintaining rapport with staff members and she puts a lot of time into "corridor talk". Kelly accumulates large amounts of organisational information through her practice of "corridor talking". Kelly uses the "corridor talk" mechanism to disseminate her own messages into the informal communication networks so as to enhance her managerial effectiveness in political skills and communication skills.

Kelly is said to "float through the business". This means that she has an easy, approachable manner with all of her colleagues and this was borne out in the time I have spent with her.

Table 5.11

Increments in Surfaced Assumptions in Interpersonal and Communication Skills –
Study One Subject 4 Kelly

<i>Increments from Interview One to Interview Two</i>		
<i>Interview One</i> Maintaining Rapport Managing Upwards Keeping Your Manager Informed Empowering Managers	<i>Interview Two</i> Management Influences Maintaining Rapport Role Awareness Role Expectations Management Role TeamWork Team Roles	<i>Increments</i> Management Influences Role Awareness Role Expectations Management Role TeamWork Team Roles
<i>Increments from Interview Two to Interview Three</i>		
<i>Interview Two</i> Management Influences Maintaining Rapport Role Awareness Role Expectations Management Role TeamWork Team Roles	<i>Interview Three</i> Case Study Management Approach Difficult Issue Manager Consultation Positive Statements	<i>Increments</i> Case Study Management Approach Difficult Issue Manager Consultation Positive Statements
<i>Increments from Interview Three to Interview Four</i>		
<i>Interview Three</i> Case Study Management Approach Difficult Issue Manager Consultation Positive Statements	<i>Interview Four</i> Team Encouragement Manager Solutions Team Involvement	<i>Increments</i> <i>The Interview Four themes have been covered in previous interviews</i>

<i>Increments from Interview Four to Interview Five</i>		
<i>Interview Four</i>	<i>Interview Five</i>	<i>Increments</i>
Team Encouragement	Establishing Rapport	Establishing Rapport
Manager Solutions	Researching the	Researching the
Team Involvement	Individual's Personal	Individual's Personal
	Background	Background
	Differences in Hierarchical	Differences in Hierarchical
	Status	Status
	Maintaining Rapport	Organisational Poise
	Organisational Poise	Organisational Information
	Organisational Information	

Table 5.12

Characterisations of Political Skills – Study One Subject 4 Kelly

<i>Characterisations</i>
<p><i>Interview 1</i></p> <p>Kelly has a metaphor that describes political streams like rivers running through the organisation. She perceives that there is a diversity of political streams throughout Organisation A. When Kelly hears information of importance from her national colleagues she passes this information onto her CEO. Even though she is told information from her national level colleagues (corporate office) she always passes information onto her CEO, even though this may be disloyal to her national office colleagues. Kelly is not sure of the ethics of this situation but she does enjoy her friendships with highly placed senior managers and she does value the loyalty she has to them and to her CEO. She does not know how she maintains this apparent ethical dilemma. She discuss this issue often with her husband</p> <p>Kelly's subordinate is always told everything that is happening. This assists him in keeping his political poise. Kelly's husband is quite nonplussed by the close association she has with these senior corporate people. Most people are unable to have even a five minute audience with them. Kelly does not reflect a lot on her association with her senior managers. She only reflects upon these relationships when her husband discusses then with her. This relationship is not troublesome to Kelly. Kelly cannot say why she has such a smooth relationship with her senior corporate managers</p>

Interview 2

Kelly is aware that her relationship with senior corporate managers interferes with the relationships with her peers

Kelly believes that she is unintentionally disadvantaged politically by her association with senior corporate managers. Kelly likes to play the political game without pretence. She thinks that she struggles with her straightforward, open political stance

When it comes to organisational politics, Kelly prefers to tell it like it is. Others seem to enjoy the dissimulative aspects of political life – pretending that everything is fine! Kelly is comfortable talking with any person at any level of employment

Kelly respects people for who they are, not what they are

The MD is not particularly comfortable in talking with other people but he is at ease when talking with Kelly.

Forming rapport with a wide range of people within Organisation A is important to Kelly
Forming rapport is as important to interpersonal and communication skill as it is to political skill

Interview 3

Kelly wished to discuss two different managers for her political skills interview.

Kelly prefers not to discuss a female manager as she has only ever had one female manager so she will discuss two male managers. Both managers had the same qualifications, the same structural power, the same access to team information, and the same organisational networks. The same position was held successively by two individuals with very different managerial styles. Both senior managers were part of the senior management team so were part of the political arena of Organisation A

Each manager had completely different approaches and hence differing success in their influencing ability. The first manager was open and honest. He had a high work ethic and good business judgement. He was firm and fair. If we made a mistake he would tell us but never made it the basis of a personal reproach. Paul had risen to his position by working his way up through the hierarchy. He took extended leave to care for his sick wife. Manager One liked to know what was going on in all the sections that reported to him. This allowed him to be decisive when called upon.

The second manager was very political. He took the credit for our best work, he spread untruths about individuals. He favoured different people at different times. Over fifty percent of the work-team left the organisation due to Manager Two's political style. Manager Two had risen through the ranks of the British Army. Manager Two formed close coalitions with Head Office Managers. Manager Two took main allocation tasks for himself. This gave him added political influence. These were usually performed by his secretaries. Paul would

have assigned these roles to junior managers to assist in their career development. Manager Two would hold training sessions in areas known to his team members. These training sessions provoked resentment. Manager Two was only interested in obtaining good results. Otherwise intelligent and successful managers left because they did not have the necessary political knowledge to cope with Manager Two's political approach to running a business unit.

The management team was oblivious to Manager Two's political style. No one was prepared for his approach. Manager One was far more people-oriented. Manager Two was politically motivated. He treated his team members as pawns in his own political game. Manager One was well-liked while manager Two was disliked. Kelly learned a lot from both managers. She has learned a lot about politics because of having two managers with markedly different political styles.

Interview 4

Kelly has decided to talk about her relationship with the only female manager she has had. Kelly is now senior to this manager. Kelly is having her first child at the same age as this manager had her first child. Kelly had a difficult relationship with her female senior manager that remains unresolved

This manager is well respected. Nonetheless, Kelly remains sensitive about the relationship she has with her. Kelly has respect for her capabilities. The manager used to own her own office management business. She is married to another senior manager in Organisation A. She has been with Organisation A for five years. She is well dressed and of a robust physique. The manager owns a cattle farm and has an eleven year old son who is usually cared for by her mother-in-law. This manager has a special positive relationship with all of her male service technicians. This manager demonstrates effective emotional control. This manager balances her life between her work for Organisation A and her private pursuits.

This manager's political stance is hard for Kelly to understand. The manager has a strong alliance with the Organisation A managers but has no alliance with the head office managers. Kelly believes that this manager does not approve of Kelly's relationships with head office managers. This manager has close social relationships with the other senior managers.

The two women have contrasting ambitions.

The office gossip often focuses on the manager's relationships with other senior male managers. The manager stayed up talking all night with a male senior manager at a Conference. This woman has an easygoing natural relationship with men while Kelly needs to work at maintaining these relationships with men.

Kelly thinks that her own political success may derive from a basic insecurity.

Interview 5

Kelly knows that it is different politicking up rather than politicking down. She uses the same techniques that she uses in maintaining rapport with staff members as she does in maintaining her political poise within Organisation A

Kelly filters her political ideas through her usual networking activities, at a level that is comfortable for her. This is more difficult with her senior colleagues, but she persists until she reaches a level that is comfortable for her.

Kelly finds it important to maintain her profile by continually keeping in touch with key stakeholders. She learned this technique from Robert (her previous CEO). It was essentially conversational and of a private nature but it had business dealings as well. This technique is especially useful for continuing contact with national level colleagues who are often interstate.

Kelly is sometimes provided with information that she is requested to keep secret. Kelly may pass on secret information to her CEO, or she may not.

Kelly prefers to regard her politicking as being for the good of her business than for furthering her own career. Kelly enjoys providing information that is likely to solve impending problems. Kelly evaluates her ability to avert impending problems through her networks as a key aspect of her organisational role. It is important for Kelly to keep her CEO informed of both upward and downward political information. Kelly is satisfied that she has been able to present a clear account of what she regards to be an important political role within Organisation A.

Because national senior managers have a strong financial focus, even small HR problems can become over-stated. Hence they need to be discussed with a view to minimise their importance.

It is useful to maintain open rapport when politicking with your staff members. It is important politically to maintain open relationships with your staff members, as it is quite possible that they may become your peer or even your senior manager. Kelly said that she herself has become a previous peer's manager. Maintaining effective relationships with current colleagues assists in future managerial relationships. Kelly commenced work as a receptionist/secretary and worked her way through the ranks to become a senior manager. Kelly believes that she has effective rapport and a close political relationship with her administrative staff because they are aware that she has worked as an administration staff worker. Kelly's early career role assists her in her political networking activities.

Table 5.13

Increments in Surfaced Assumptions in Political Skills– Study One Subject 4 Kelly

<i>Increment from Interview One to Interview Two</i>		
<i>Interview One</i>	<i>Interview Two</i>	<i>Increments</i>
Political Metaphor	Role Conflict	Role Conflict
Political Diversity	Political Reality	Political Reality
Political Loyalty	Political Dissimulation	Political Dissimulation
Subordinate Informing	Social Confidence	Social Confidence
Political Ease	Ease of Rapport	Ease of Rapport
<i>Increment from Interview Two to Interview Three</i>		
<i>Interview Two</i>	<i>Interview Three</i>	<i>Increments</i>
Role Conflict	Case Approach	Case Approach
Political Reality	Two Cases Discussed	Two Cases Discussed
Political Dissimulation	Same Position	Same Position
Social Confidence	Senior Management Team	Senior Management Team
Ease of Rapport	Differing Managerial Approaches	Differing Managerial Approaches
	Manager One	Manager One
	Manager Two	Manager Two
	Not Politically Prepared	Not Politically Prepared
	Political Knowledge	Political Knowledge
	Political Force	Political Force
	People Centred Politics	People Centred Politics
	Politically Centred	Politically Centred
	Main Difference	Main Difference
	Key Learnings for Kelly	Key Learnings for Kelly
<i>Increment from Interview Three to Interview Four</i>		
<i>Interview Three</i>	<i>Interview Four</i>	<i>Increments</i>
Case Approach	Relationship with manager	Relationship with manager
Two Cases Discussed	Difficult relationship	Difficult relationship
Same Position	Female senior manager	Female senior manager
Senior Management Team	Political positioning	Political positioning
	Contrasting ambitions	Contrasting ambitions

Differing Managerial Approaches Manager One Manager Two Not Politically Prepared Political Knowledge Political Force People Centred Politics Politically Centred Main Difference Key Learnings for Kelly	Office gossip Political ease Political stance	Office gossip Political ease Political stance
<i>Increment from Interview Four to Interview Five</i>		
<i>Interview Four</i> Relationship with manager Difficult relationship Female senior manager Political positioning Contrasting ambitions Office gossip Political ease Political stance	<i>Interview 5</i> Vertical Political Direction Maintain Rapport Maintain Political Poise Maintain Contact Withhold Information Self/Team Interest Vertical Political Direction/Political Control Vertical Political Direction/Maintaining Rapport Relationships with Colleagues Early Career Role	<i>Increments</i> Vertical Political Direction Maintain Rapport Maintain Political Poise Maintain Contact Withhold Information Self/Team Interest Vertical Political Direction/Political Control Vertical Political Direction/Maintaining Rapport Relationships with Colleagues Early Career Role

Table 5.14

Characteristics of business acumen or 'shrewdness' - Study One Subject 4 Kelly

<i>Characterisations</i>
<p><i>Interview 1</i></p> <p>Kelly is prompted to discuss her early career as a manager. Kelly was in a supervisory position allocating work to field staff. She learned management skills for Lloyd. Kelly learned about managing a profit and loss centre and planning work programmes. While he was a quiet and shy person he would stop his activities to explain issues to Kelly. Lloyd was the first to arrive at the hospital when Kelly was involved in a serious MVA. Kelly has often considered following her mother into one of the helping professions. Kelly has an ability to talk openly with people. She finds that this assists her in her managerial duties. She sees her ability to communicate openly as a shrewd behaviour. Kelly perceives her communication ability as a professional skill that brings good for all concerned.</p> <p>Kelly sees her habit of following-up on promises as a strength in gaining credibility in Organisation A. Kelly makes sure that her follow-up attempts are conveyed to the person concerned, either by telephone, by email, in person or with a short note. She thinks that all too often managers make promises and do not follow-through on them. This is due to poor organisation rather than poor character. Kelly puts everything else aside until she has made a concerted effort to carry through with promises she makes and to inform the person of her progress.</p> <p>Kelly has integrated the value of gaining trust into her managerial values. This value is important in the Organisation A set of values. Making a promise to someone is a strong value within the Organisation A culture.</p>
<p><i>Interview 2</i></p> <p>Kelly had far more interaction with clients than she did with staff members. This was because of her role in one of the pre-merger Organisation A firms</p> <p>When negotiating with difficult clients, Kelly would usually permit them to present their views without interruption. When they finished presenting their views she would ask factual questions. Kelly would not take the emotional tirades personally. She would focus on identifying the problem. These clients will calm down once they recognise that your role is to solve their difficulty. This is Kelly's approach. She has found that it is common for clients with difficult problems to be passed from person to person</p> <p>Once you have identified the problem it is important to keep ownership of the problem</p>

and not pass it on elsewhere. She informs the client that she has the client's details and will handle the problem herself. Kelly informs the client of her proposed action and the name of the person who will solve the problem. She later rings the client and discusses the proposed plan of action that will resolve the clients problem. She will make a follow-up call to ensure that the problem has been rectified to the client's satisfaction. This aspect of business life is generally poorly observed. Clients appreciate the fact that one individual takes ownership of the difficulty. Kelly undertakes to take ongoing responsibility for business with that client. She believes that clients appreciation this attention. Kelly believes that this type of attention takes considerable time and effort but that is the nature of her work. Kelly thinks that business depends on providing good service to clients. Without clients there is no business.

Interview 3

Kelly has limited knowledge of the requirements necessary for running a profit and loss centre. She has learned a lot from Lloyd and her Accounts people. Kelly's previous management positions did not require P&L skills. Once the financial controls are in place it becomes a matter of people management. The work of the team becomes the basis for making profits. Kelly emphasised that knowing the business processes involved in managing a P&L are fundamental to success, but people management skills are just as important. Kelly is furthering her P&L skills by taking tuition from her manager and her accountant. Kelly is learning to forward plan through her P&L accounting knowledge. Kelly is setting targets so that she can deduce milestone placement and predict financial control measures.

Kelly needed to learn to understand and operate the financial controls within her business. Once these were learned running the P&L business became less complex for her. Some were easily analysed, others required much more effort. She said that the more you learn the easier they become

Kelly knows the importance of continually seeking new business opportunities through building extensive business networks

Kelly's business unit is closely allied with one statutory body and one other firm belonging to Organisation A's parent group. These two entities control the activities of Kelly's business. Kelly enhances the work opportunities of her business by meeting regularly with individuals from both entities.

This statutory entity was quite prescriptive in how they wished Kelly's business unit to operate. Kelly now finds that they are very helpful to the success of her business. Kelly finds that profitability has not increased with this assistance but it has strengthened the

positioning within her market. The statutory body were carrying out compliance testing themselves and then referring any compliance work to Kelly.

Kelly does not always have the resources to carry out compliance work offered to her.

Interview 4

Kelly thinks that one of the best forms of shrewdness is to be straightforward with people. Your comments must reflect their own assessment of what they have done.

Kelly would much prefer to tell someone that they have done wrong then get on with correcting the problem.

Kelly does not like people to lie to her. She would prefer to be told the truth, even if the news is unfavourable. Her team now accepts this approach.

Kelly recalls a situation when she needed to adhere strongly to her principles, a stance that led to a successful outcome.

She describes a particular high rise building in the City

An engineer had completed a Building Assessment that was necessary for the building to be opened to the public.

The engineer had declared that building was not safe.

Kelly was verbally abused as she refused to approve the Building Certificate until the repairs were completed. This would cost the customer a few thousand dollars.

Kelly was successful in winning the job and it was completed before the weekend..

Kelly was shocked to see this same building on the TV news with smoke billowing from the windows. A man had been reported as being hospitalised with burns.

Kelly found that an explosion had been caused in an incident unrelated to her team's work.

Her team's repairs had functioned correctly. There was no loss of life and the building was attended to very quickly.

This work example demonstrated the vindication of Kelly's work principles.

Had Kelly abandoned her principles then the outcome could have been disastrous.

Kelly confirmed that shrewdness can often equate with acting openly and honesty.

Interview 5

Kelly finds that 'big company syndrome' seems to be at the top of Organisation A's problem list. Kelly says that Organisation A has become so large that people have lost the desire to walk around to talk to their work colleagues. Even though Organisation A has many communications and audiovisual tools the level of close communication has dropped considerably over the eleven years that she has worked here.

Kelly has introduced an informal work forum that is open to all who wish to attend. Kelly sometimes runs three work forums over one day. These may have five topics that are

presented over one hour. Kelly has found that her work forums have stimulated a higher level of critical inquiry and general intra-group communication within work teams. These forums were often held at lunchtime. People could eat their lunch and listen into the discussions. Kelly would often provide a simple Powerpoint presentation to emphasise her discussion points free of complications. Although it was difficult to collect the information for the forums it was an activity of value for Kelly and the organisation. Kelly would sometimes arrange for guest speakers to make contributions to the work forums. Kelly believes that her work forums contributed to the development of more useful communications between Organisation A employees.

Kelly would hold consultation meetings with the reception staff to ensure consistent, open communication from the reception desk to all other employees in Organisation A. The reception staff came up with sound ideas on how to communicate messages to other employees quickly. Kelly wanted to have a homepage on the intranet that would allow rapid contact with employees. With one hundred and sixty employees it is difficult to discern who is an employee and who isn't.

Kelly initiated a process of collaboration that would be of great value to the organisation. This comes about when communication between employees is effective.

The CEO prepares and delivers a national report each week. Kelly and the CEO developed a standard weekly report together. This report required the assistance of political influence for its initiation and maintenance and hence itself was a vehicle of political influence. Kelly and the CEO needed to consider the political ramifications of each item in the CEO Reports.

Kelly wanted to discuss the topic of data integration throughout the organisation.

Table 5.15

Increments in Surfaced Assumptions in Business Acumen and 'Shrewdness' – Study One Subject 4

<i>Increments from Interview One to Interview Two</i>		
<i>Interview One</i>	<i>Interview Two</i>	<i>Increments</i>
Early Career	Client Interaction	Client Interaction
Management Education	Difficult Clients/Clients with Difficulties	Difficult Clients/Clients with Difficulties
Mentor Behaviour	Process Resolution	Process Resolution
Career Change	Good Service	Good Service
Communication Skill		
Following-up on promises	.	

Gaining Trust Workplace “Characters”		
<i>Increments from Interview Two to Interview Three</i>		
<i>Interview Two</i> Client Interaction Difficult Clients/Clients with Difficulties Process Resolution Good Service	<i>Interview Three</i> Profit and Loss Centres Financial Controls Business Opportunities Business Partners Statutory Body Compliance Work	<i>Increments</i> Profit and Loss Centres Financial Controls Business Opportunities Business Partners Statutory Body Compliance Work
<i>Increments from Interview Three to Interview Four</i>		
<i>Interview 3</i> Profit and Loss Centres Financial Controls Business Opportunities Business Partners Statutory Body Compliance Work	<i>Interview 4</i> Shrewd Approach Truthful Response Work Example/ Truthful Response Work Example Confirmation of a Principle	<i>Increments</i> Shrewd Approach Truthful Response Work Example/ Truthful Response Work Example Confirmation of a Principle
<i>Increments from Interview Four to Interview Five</i>		
<i>Interview Four</i> Shrewd Approach Truthful Response Work Example/ Truthful Response Work Example Confirmation of a Principle	<i>Interview 5</i> Big Company Syndrome Close Communications Work Forums Ease of Communications Consultation with Reception Staff Security Measures at the Reception Desk Collaboration amongst Organisation A staff CEO’s Report Data Integration	<i>Increments</i> Big Company Syndrome Close Communications Work Forums Ease of Communications Consultation with Reception Staff Security Measures at the Reception Desk Collaboration amongst Organisation A staff CEO’s Report Data Integration

These results Tables are discussed in Section 5.3 Discussion on the outcomes of Study One immediately below.

5.4 Discussion on the outcomes of Study One

Introduction

This section will present a summary of several of the key ideas arising from Study One. In many respects Study One did not make the substantial contribution to the study of tacit processes that was planned. The study prediction was that tacit knowledge could be surfaced (made conscious) through the process of multiple interviews. This was the researcher's observation from very many multiple interviews in the counselling setting. By its own aims it had set out to render the tacit explicit, which it achieved well. The process was coding of information gained over successive interviews and the increments noted in the summary tables of Study One are incontrovertible. They show definite evidence of knowledge that was not evident in one interview that was evident in a subsequent other. The historical evidence presented by the senior managers showed that this newly surfaced information was not newly created but arose from a previously tacit knowledge source. The tacit assumptions of senior managers had been revealed. But as has been stated in this thesis, this does not provide a clear focus on the tacit processes themselves. This provided the rationale for embarking on Study Two. Study Two does not attempt to render tacit knowledge explicit. It acknowledges its presence in human expression but does not seek to identify it. Rather it aims to develop a methodology that will enlist the service of the untapped tacit resources of the senior manager in his/her strategy planning and decision-making in the complex environment of the modern organisation.

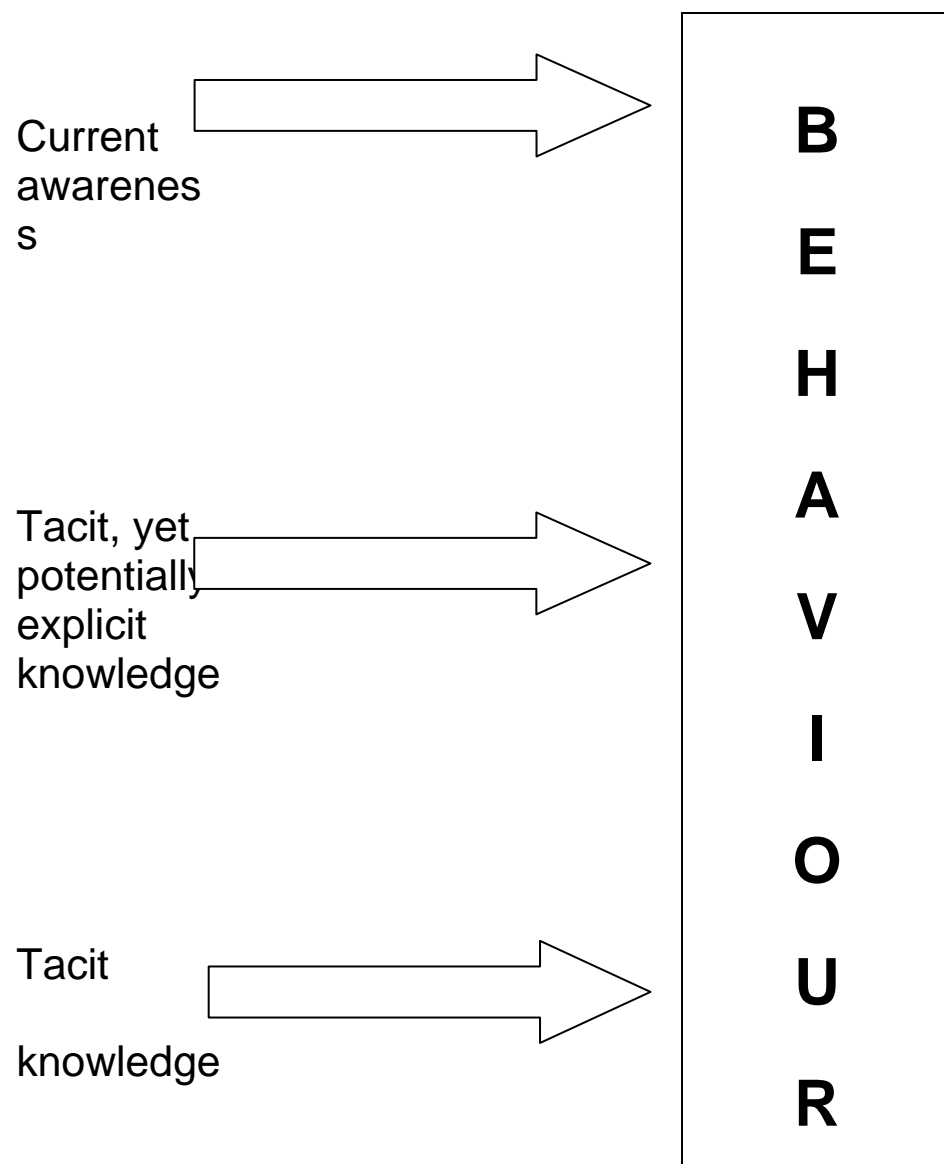
A theoretical issue that requires attention here is concerned with characterising the differing levels of awareness that are available within the human mind. It does not appear that a distinction between *explicit* and *tacit* is sufficient. This is because what may not be in awareness now may be in awareness with very little effort. For example, if one is asked to recall one's mother's maiden name, in all likelihood the required answer will come to mind immediately. Is this a movement of awareness from tacit knowledge to explicit knowledge? However, if asked to recall the name of a primary school teacher from your final year of primary school one may be pressed to supply an answer. When provided with sufficient prompting, an answer may be brought to mind. Is this a movement of awareness from tacit knowledge to explicit knowledge? If asked to explain why one uses one's hands an idiosyncratic fashion while talking, one may be exceedingly pressed to recall having copied this behaviour from a long deceased, much loved aunt. Is this amnesia true tacit knowledge that can only be explained after the fact of the behaviour or was one ever aware of the origins of the behaviour? The author has pondered on this question at length and has decided on a particular

formulation that helps explain how differing levels of awareness contribute to human motivation to behave. It was the identification of the empirical difficulty in differentiating between tacit knowledge that has the potential of being rendered explicit, and the tacit knowledge that resists all surfacing efforts, that assisted in leading the researcher in the direction of Study Two.

Figure 5.1 demonstrates the origins of cognitions or knowledge that influence human behaviour. It notes that three types of cognitions exist in all human expression, be it public and observable, or private and unobservable except to the originator of the private expression, the individual herself or himself. Study Two attempts to demonstrate the action of these three areas of cognition with no concerted attempt to surface tacit assumptions, be they potentially explicit or not.

Figure 5.1

The cognitions that direct behaviour



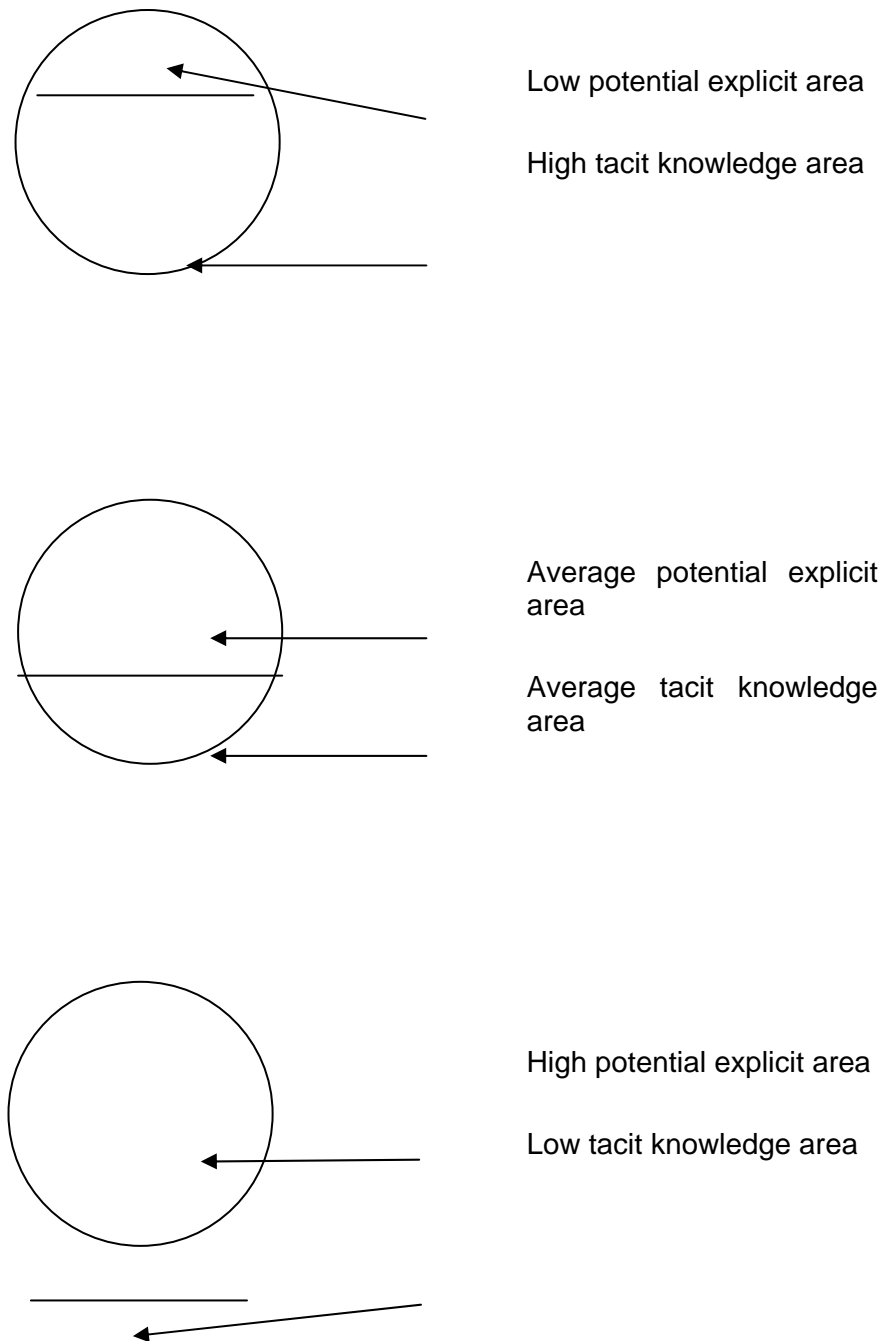


This figure indicates that all human behaviour, which includes explicit public behaviour and unobservable private behaviour (thinking, imaging, imagining and so on), is cognitively directed by the three forms of knowledge: that which is current and aware, that which is potentially aware, and the tacit, which is by definition and by its nature, out of awareness. Estimates of their relative inputs vary, but it may be that the tacit knowledge base varies from individual to individual. It may be very large for some and quite small for others. Evidence for the action of tacit knowledge can only be known after the behaviour has occurred. Motivation provides the energy required for action – cognition shapes or directs how the energy is used.

As is indicated in Figure 5.1, the degree to which each form of knowledge contributes to the overall behaviour of the individual differs from individual to individual. Also, the degree to which each person can access the tacit knowledge base may be due to some psychological or biological property of the individual. This has possibly been identified as ‘absorptive capacity’ and is investigated in Study Two.

Figure 5.1

Relative explicit/tacit knowledge topographical mappings⁴²



Motivation itself is different from consciousness, cognition, problem solving and decision-making. Motivation is the engine, the driving energy that pushes us to think,

⁴² Current awareness has been removed from this mapping as it does not figure in this particular mapping. It also is likely to be of differing size depending on individual psychological states

eat, sleep, eliminate and procreate. These are activities with which we and other animals fill our waking time (and also in dreaming when not awake). However what shapes our behaviour is an infinitely complex interaction between thinking, doing, imagining, remembering, predicting, deciding, and avoiding. Why we do one thing and not another is variable determined by explicit and tacit mental processes. The processing itself interacts with (increases, lowers, redirects, and so on) the energy of the motivation.

Areas that remain tacit can be of biological origin. As has been discussed earlier in this thesis, there are quite definite behavioural abilities that are species behaviours, an example being language formation. Other tacit areas are related to conscious learning of which the origins and details are forgotten, or are not easily accessible, but which influence judgement and selective focus of attention.

Benefits for the Senior Managers

There were very many more interviews recorded than have been analysed and presented in this thesis. Each has a life of its own but there is a definite desire on the part of the researcher to continue with this type of research. Not necessarily to use transcripts that have already been obtained, but to focus on similar topics with a similar sample of senior managers from a wider range of organisations. The dynamics achieved from interview to interview were of great interest to the researcher. The combination of reluctance and exuberance demonstrated by the two senior managers who completed all five sets of interviews will remain as an enduring feat of human expression for not only the researcher but also no doubt, for the two senior managers. Even during recent follow-up conversations each has shown a keen interest in the work we did together. In re-reading the interviews the researcher is still impressed by the directions taken by each senior manager. It was clear at the time and clear now, that the succession of interviews each contributed to the strength of conviction held by the senior manager for his/her own views. Since the first interviews, it was apparent that involvement in this research motivated the senior managers to maintain an ongoing reflective experience of the research area, even if significant components of the interviews remained out of conscious awareness. The term 'reluctance' has been used as an indication that the senior manager was taking part in each successive interview out of duty, while the use of 'exuberance' indicated the level of excitement generated once each started to speak on the topics concerned.

Both senior managers who completed the five interviews expressed surprise and pleasure regarding the extent of their knowledge on each of the three competencies discussed. There was little hesitancy in any of the interviews, which indicated to the

researcher that the senior manager had in fact examined and even rehearsed much of the material presented in interview during the times between each interview session. Whether these rehearsals were conscious or unconscious was never clear. They certainly surfaced in well organised, logical presentations! There is little doubt that focus on the ideas that emerge from the interviews brought about an ever-increasing surfacing of both existing tacit knowledge and newly created knowledge deduced and induced from these surfaced ideas.

Both senior managers who completed five interviews expressed many times how they became very involved with the research process. Their responses to reading the transcript of the previous interview were similar. Sometimes they remained with the theme of the previous interview, other times they were prompted to move onto a completely different theme within the same competency area.

Lloyd said that he *“became quite focussed on the Bolman and Deal frames analysis work in my new job”* and that he *“finally had developed some decent ideas about the politics of organisations because of the interviews”*. Kelly’s most significant comment was that she *“was pleasantly surprised at the level of awareness she had developed about herself during the interview series”*.

It is not so much a matter of making the tacit conscious. In fact the process is more to do with assisting senior managers to realise that they are not aware of the origins of most of their behaviour. It is likely that the level of awareness varies from individual to individual, as presented in Figure 5.2. Some senior managers we might describe as being more “intuitive” as they act without conscious data processing, relying largely on the influence of tacit mental components. These tacit components could be forgotten experiences, stores of forgotten evaluative comments from others, unfulfilled and repressed wishes, or even avoidance impulses from forgotten negative experiences. What happens is that, especially with intuitive senior managers, is that much of their behaviour: communication, decision-making and strategic planning is based on non-conscious processing, and they take this for granted. To evaluate their performance among others they need to get feedback and they benefit enormously from this in honing their self-concept, so that they are better able to utilise themselves and their skills better.

The self-esteem of both senior managers increased markedly during the interviewing period. Lloyd resigned his position in Organisation A to take a position with a start-up firm that would require his full skill set and powers of perseverance and creativity. This new found confidence was clearly audible in his voice during the final interviews. Kelly followed her maternity leave by making an assertive re-entry into Organisation A as a part-time senior manager with Profit & Loss responsibilities. Both became noticeably

‘empowered’ by their self-generated knowledge recruitment and knowledge enhancement experiences.

Strengths and limitations of the method

A good deal of effort was expended in the use of digital technology in capturing the data obtained from the senior managers. The recording devices themselves worked exceedingly well, with no loss of data and no breakdown in operational efficiency. However the use of the transcription software did not achieve the required level of performance. At this point the researcher has decided to persist with this technology but it was abandoned during Study One because of the unreliability experienced. The researcher has found great benefit in his personal use of the software but more effort is required if it is to be used with other individuals. It was not used in Study Two at all. The researcher carried out all transcriptions in both studies.

A key aspect of the methodology used was the freedom in choosing the open coding. It was not without much internal debate. Others may have used different codes, others may disagree with choices made by the researcher. A conscious decision to not standardise the open codes used in analysing different transcripts of different or the same senior managers was made with the view that decisions regarding tacit processes must not be premeditated. It heralded the view to *expect the unexpected*. This approach suited the researcher’s cognitive style. This is based on a preference for openness in data collection that permits long periods of reflective integration.

A limitation that required some initial adjustment is that grounded theory methodology is usually presented as a process of moving from open coding to categorisation and then to conceptualising. In this study the concepts were provided. These were interpersonal and communication skills, political skills and business acumen or ‘shrewdness’. This project worked in a reverse mode. Its aim was to identify the categories and their characterisations. While not a major logical adjustment in itself, it did provide some consternation as using grounded theory methodology technique was a novel procedure for the researcher.

The researcher found significant enjoyment using the grounded theory methodology. It lived up to all of the expectations held by the researcher from his original reading of the classics of this methodology. Application of the methodology was quite daunting at the commencement of the study but became second-nature as the study progressed. The more analyses completed, the greater understanding and fluency with the technique. When reviewing the data the researcher would probably have worked with more flexibility with some of the earlier analyses. In many ways this was analogous to learning a musical instrument. Clumsy and overly careful during the initial stages, more

relaxed and fluent as proficiency increases. The researcher has plans to use this methodology extensively in further social/psychological work. He has already approached by a major global firm to implement the study approach with its senior managers and key customers for both managerial and customer service development objectives.

There have been several documented criticisms of grounded theory already noted in Chapter Four. Several others are considered here. Denzin (1988) notes that the terms used to describe the research approach and the steps followed in grounded theory are very much like *"the logic of science that does empirical research"* (p.431). Locke (2001) adds that

“... This combination of science, subjectivity and interpretivism has helped this style of research to be worked from very different paradigmatic stances ... it is a research approach that travels well to modernist, interpretive and post-modern studies of organisational life.” (pp.130-131)

She also refers to cautions that have been made by such writers as Denzin (1988) and Ellis (1992) who warn against mechanically following the various protocols described in the grounded theory literature because

“...doing so can result in an overemphasis on achieving abstract categories, concepts and patterns at the expense of attaining a full, rich description of the social worlds studied as they are interpreted and understood by those who live and work in them.” (p.131)

The researcher is quite convinced that the format of summary, data analysis, listing of key categories and their characteristics and a visual representation is an optimal way of presenting the data. The researcher wishes that he had greater graphical skills to illustrate the data visually. This is a perceived development need of the researcher. This limitation can be off-set by taking a class in graphics software!

The interviewing approach was conceived of as comprising of three open-ended questions with very little ongoing questioning. This is precisely what occurred. There was absolutely no reason to interrupt the flow of exegesis from any senior manager. The only input from the researcher was to ask the initial three questions and then allow the senior manager to present his or her views for around five minutes for each question. It became increasingly evident that the senior managers as a group needed no further attention from the researcher once their exegesis had commenced. What was planned as a conversational interview transmuted into a senior manager monologue. They were self-directed and self-motivated. The time could have been extended but there seemed to be no good reason to extend past this time. There was

good reason not to over-extend the researcher's welcome by taking too much time from the senior manager's already busy day.

The open-ended approach was deliberate, the non-involvement, apart from mere presence, emerged as an important aspect of the research methodology. In not wishing to prevent the natural play of the tacit processes, and not wanting to create expectations or invoke obstacles to the senior manager's own choices the monologue format was continued and retained for Study Two. Recognition of the motivational patterns that provide the impetus of bringing tacit knowledge into current awareness was important, but there was no intention of elucidating these mechanisms in this thesis. There was ongoing informal questioning of the interviewees as to what content was known to him or her, as opposed to what was known before or recently created. The answers were varied and ranged from "*known all along*" to "*only realised it recently*" to "*had never thought about it at all*". As with all introspectively derived data, especially with such a sensitive, subtle phenomenon as tacit knowledge, this type of research requires a dedicated, well structured format that was not intended with this research project.

Strengths and limitations of the data presentation

The work of Chenail (1994) was very important to this research project. It provided a welcome structuring of the data, when the data itself was so flexible and open-ended. The use of contextual information became highly relevant in defining the content of the senior manager interviews. The personal information made available by the Organisation A senior managers also provided clear and unequivocal character support to each senior managers analyses.

Observations and Reflections on the Data

The data collected in this research project has certainly attained the star rating as described by Chenail (1995). It has assumed great importance within its own right. It became the keystone of the grounded theory analysis. There emerged a strong desire to analyse the content of the data. However, Study One was not focussed on the content. The researcher was more interested in the surfacing of new knowledge areas ('knowledge points'). Many times the researcher would have liked to analyse the content itself so as to resynthesise an informed opinion on the views of each of the individual senior managers. He sees this form of analysis as a later project.

Surfacing tacit knowledge

Several theoretical accounts have been developed to assist in explaining some of the key aspects of what has occurred during this Study One. The first is a metaphorical explanation of what occurs when the senior manager is asked to focus on a particular

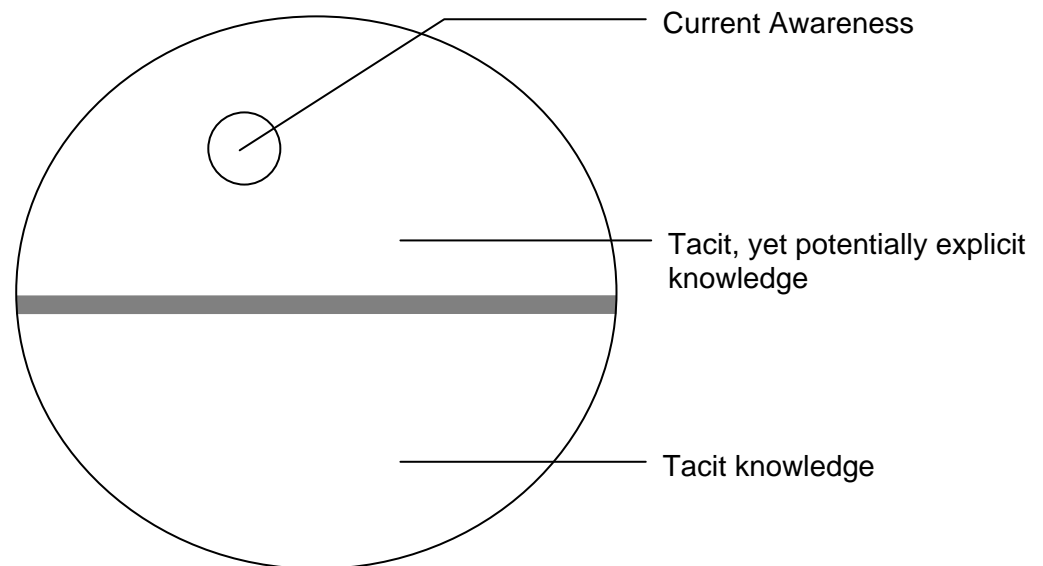
area of her or his behaviours and experiences. The researcher refers to this as his 'Torchlight Analogy'. It is a dynamic model that offers the three levels of awareness described in Figure 5.1 and 5.2. The mind is conceived of as a totality comprised of three functionally differing elements. The beam of the torchlight is a representation of current awareness or current consciousness. It includes all that 'comes to mind' in this moment or within this short period of attention. Now the focus of the beam can move around freely in the area described here as the area of potentially explicit knowledge. Knowledge from this area is quite easy to access and will usually emerge of its own accord through simple association links. The third area is relatively impervious to the torchlight beam. It is termed the area of tacit knowledge, or knowledge unavailable to the bearer of this knowledge.⁴³ Determination of whether knowledge comes from the potentially explicit area or the tacit area comes from a simple test. One asks the person if the revealed information was known to the person before the surfacing process. Whether it was of historical or recently created origin can be confirmed or disconfirmed by examining the historical or archaeological aspects of the surfaced knowledge⁴⁴

⁴³ This view is firmly based in psychoanalytic ideas. There is the French view of Janet that distinguishes between the 'conscious' and the 'subconscious' and the German, Freudian view that contrasts between 'conscious', 'preconscious' and 'unconscious'.

⁴⁴ Admittedly this is a perplexing area, but not one without substantial validation proveability.

Figure 5.2

The Torchlight Analogy



The dark line separating the potentially explicit knowledge and the tacit knowledge area can be regarded as some form of amnesic barrier. Of course, some ideas are more amnesic than others. The greater the forces used to penetrate it's denseness the more likely is the torchlight beam able to access this knowledge. The process of multiple interviewing on the same topics has generated enough 'force' to penetrate the amnesic barrier

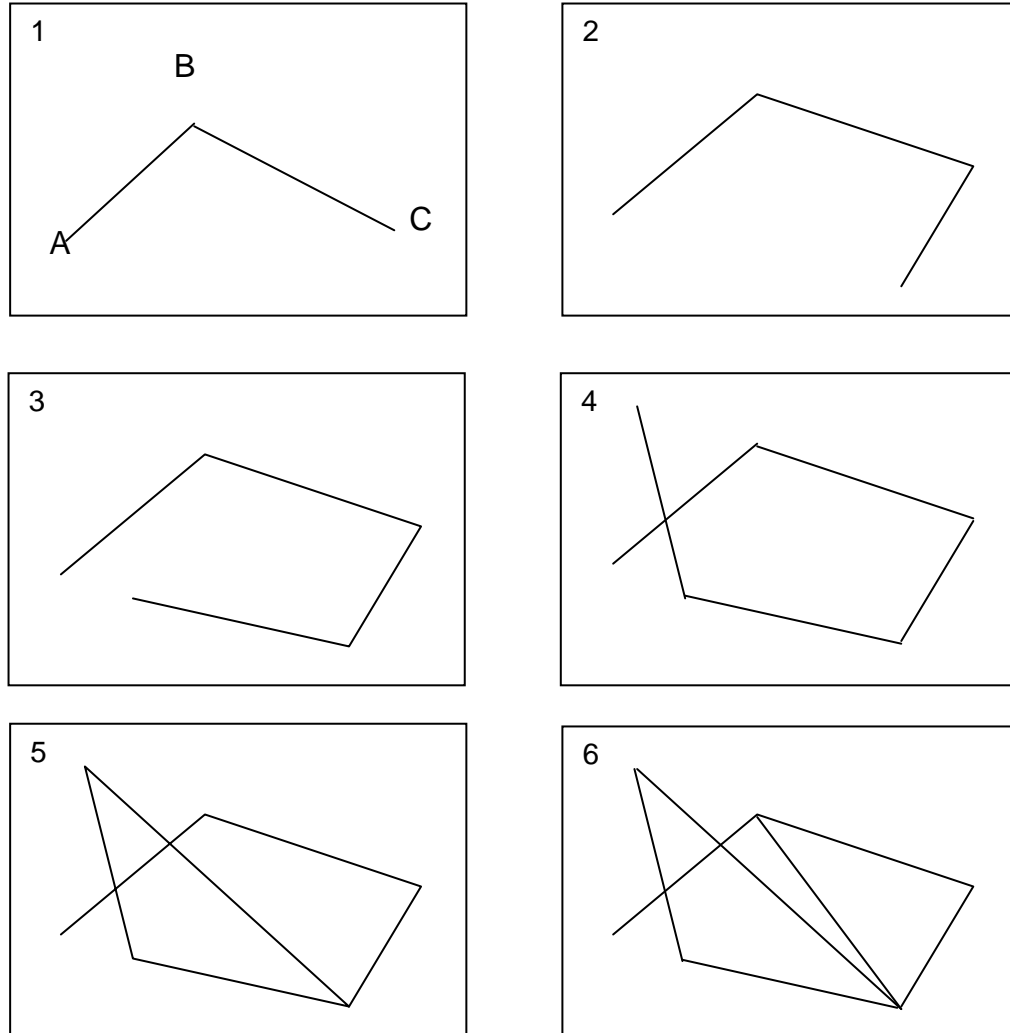
Encouraging conceptual closure

A second metaphor arises from the chain of knowledge associations that are actually surfaced through the multiple interview process. It is illustrated in Figure 5.3. This metaphor does not seek to provide understanding of the mechanisms that produce the associations, nor does it have any particular philosophical underpinning to its ontology. It is a pragmatic understanding that seeks to reinforce the processes found in surfacing explicit knowledge so as to increase the self-efficacy of the originator of this process.

Figure 5.3

Encouraging conceptual closure

Bringing the tacit into explicit awareness



The mentality activity of making explicit each successive '*knowledge point*' brings about '*cognitive closure*' over the field of related knowledge points. In the first example the individual commences with point A and moves by some mechanism of association to point B then to point C. As each new knowledge point is surfaced, conceptual complexity, and hence depth of understanding, increases.

In Figure 5.3 the reader's attention is directed firstly to diagram 1, and links are seen between knowledge points A, B & C. These knowledge points represent an area of knowledge that in some way is characteristic of the topic under consideration. This has been presented many times over during the analyses of Study One. As an example, "Kelly" moved from and between *Big Company Syndrome*, *Close Communications*, & *Work Forums* during her *Interview Five* on business acumen or 'shrewdness'. As new areas are surfaced and the links between them established, the conceptual network is

increased. As each interview proceeds, the knowledge points also increase. This was found empirically in Study One. These increments are evidence of tacit knowledge becoming explicit. Greater conceptual complexity is being attained. Another way of looking at this idea is to say that conceptual closure over the competency under discussion is becoming increasingly complete. The phenomenological concomitant to the achievement of this process is that the individual who is creating this network becomes increasing self-efficacious with this competency area. Self efficacy is then seen as a measure of a person's ability to build and navigate through the conceptual complexity involved in any topic or endeavour.

Part Three

Study Two – Encouraging the inclusion of tacit assumptions into current mental focus.

Chapter 6

Research Approach

6.1 Introduction

Study Two is the major empirical contribution made by this thesis. This second study arose from the realisation that there was a far more important task that could be achieved than simply to garner tacit processes and render them explicit. It was to access tacit assumptions so that they were active, yet unconscious in the current mental functioning of busy, over-worked senior managers. The realisation was that the tacit assumptions “patterned” conscious thought and that the (1) greater the time allocated to permitting their influence, and (2) the more available were relevant stimuli then the more likely would the senior manager produce far more effective decisions regarding strategic planning and tactical moves up to a certain variable level.⁴⁵

Theoretically one hurdle has been removed while another, perhaps greater hurdle has been substituted. No longer is the researcher put in the position of justifying newly surfaced material as tacit material. Critics of this approach fail to acknowledge that newly emerged knowledge was tacit knowledge. It is simply, for them, more material that has come to the mind of the interviewee. This does not demonstrate understanding of the view that the unconscious is fluid, dynamic and moves in and out of conscious awareness. It shows a clear positivist view of mental events, that the only mental events there are, are explicit. Dynamic theories are absolutely clear that preconscious events are readily accessible to consciousness, unconscious events are much more

⁴⁵ This of course has an inherent danger, in that not all of the tacit assumptions that pattern thought are going to be of benefit to the senior manager. There is always the possibility that a particular senior manager may bear self-defeating themes underlying conscious thought but this short-coming can be overcome through criticisms offered during top management team (TMT) interactions.

difficult to access. Some deep structures, for example, such as those that are involved in language generation, are for most people never accessible.

The new hurdle is substantial. On what basis can the researcher assert that he has accessed tacit processes when there is only circumstantial evidence that tacit assumptions have been activated. It can only be said that many scientific theories are based on interpretative evidence that relies heavily on resultant outcomes. As much contextual and analytical evidence has been assembled for this Study Two as was thought reasonable to assist in substantiating the validity of claims made by the study. Context and cultural aspects of the organisation studied in Study Two have been provided in Appendix 9. Grounded theory technology has been used to focus the attention of Subjects on the same three competencies examined in Study One. This gives further understanding and coherence to the reader (as it was for the researcher) who have already gained familiarity with the analytic technique as well as the types of responses already found in Study One⁴⁶. Study Two interviews differed significantly in one respect only. Rather than being audio-recorded, the interviews were both video-recorded and audio-recorded.

The second step of the research protocol was crucial as it produced an in-depth commentary on the first interview by the interviewee. The research results were quite extraordinary, as is reported below. Major managerial decisions followed for two of the six senior managers studied. The task for the researcher was to develop an approach that would provide scientific validity for the claims made.

Study Two required a methodology that would allow a scientific investigation of the second step of the research protocol. Two closely related methodologies were considered, both of which had been used over a period of twenty years to work closely with mental states. They are interpersonal process recall (IPR) and the experiential analysis technique (EAT). Both are introduced and explained in detail in this Chapter. From these, the researcher developed the Explicit/Tacit Interview Technique.

Finally, a research methodology that would provide a coherent appreciation of the outcomes from the commentary on the first interview was developed. This followed the work on multi-perspective analysis, a technique that used the full resources of

⁴⁶ This step was taken for the purposes of this research project. The topic used in any training/development programme would focus on a topic of importance to the Subject.

grounded theory to develop a theoretical understanding of two separate perspectives, that of the senior manager and that of the researcher.

6.2 Interpersonal Process Recall and the Experiential Analysis Technique

Interpersonal Process Recall (IPR) is an interviewing technique used to assist in the development of teaching and counselling skills. Experiential Analysis Technique (EAT) is a research technique used to investigate recall of an individual's communication.

Interpersonal Process Recall (IPR) is the term coined by Kagan (1975, 1976) for the basic process of reviewing a video recording with a person trained in recall technique. The subject watches videotapes of the interview and stops it every time he or she remembers thinking or feeling something, which he/she then communicates to the researcher.

During the 1970's, Dr Wendy-Louise Walker supervised a number of undergraduate research projects on non-suggested properties of thought processes in hypnosis. One of these was that of Mr Anthony Diment; this study was carried out in 1974 at Macquarie University and was supervised by Dr Walker and Professor Gordon Hammer of Macquarie University. Diment's (1974) study focussed on response to poetry in hypnosis and the waking state and Diment himself made a very creative development for research methodology – he used the IPR, then being taught by Norm Kagan from the USA, as a research method. Diment, Walker & Hammer (1981) used IPR *“modified for use in the research situation in collaboration with Kagan himself”* (p.26). This study was carried out in 1973 although it was not published until 1981. Hammer, Walker & Diment (1978) used IPR in a further study on the non-suggested effect of trance induction. These authors acknowledge that *“the technique, renamed Experiential Analysis Technique and using videotaping rather than audiotaping, has also been used in the hypnotic situation by Sheehan (1979)”*.

Hence, the same process, but with a clear focus on methodology for research into hypnosis, has also been described as the Experiential Analysis Technique by Sheehan, McConkey & Cross (1978). In wanting to access tacit knowledge or the effects/concomitants of tacit processes, it was not surprising that the author returned to this methodology, especially since his earlier empirical study into implicit knowledge was supervised by Professor McConkey (even though it did not involve the EAT methodology). In this study, a further modification of this technique is used.

As a counselling trainee in 1974 the author was fortunate enough to be part of a training group under the supervision of Dr Ron White, who was abreast of this training technique, in experiencing first hand the benefits of the IPR as a Counselling Trainee. Dr. Norm Kagan, who at this time was Professor in the Department of Psychiatry at Michigan State University, was in Sydney during this time, teaching his technique to a wide range of academic and practising counsellors. The author still vividly recalls these training sessions and the effect they had on his development as a counsellor. Eleven years later he was a university tutor in 1985, under the leadership of Associate Professor Wendy-Louise Walker, of the Department of Behavioural Sciences in Medicine in the Faculty of Medicine at the University of Sydney, and he supervised the learning of interviewing skills of second year Medical Students using the IPR technique.

Sheehan, McConkey & Cross characterised IPR as *“a method by which therapists can view and react to immediately preceding contact with the clients through the medium of videotape”* (p.570) that could be turned with advantage to *“demonstrate insight into their experience through application of the technique, and showed an increasing ability to identify, label and discuss the meaning of both their overt and covert behaviour”*.

Woody, Krathwohl, Kagan and Farquhar (1965) had pioneered this type of work of using interpersonal process recall in uncovering subjective material in the psychotherapeutic situation. Stromberg (1975) came close to the EAT methodology in using subjective questioning in hypnotic psychotherapy. Sheehan, McConkey & Cross had as their main intent to *“explore the implications of a new technique of recall we have labelled the EAT which attempts to apply IPR principles to the study of hypnosis and so facilitate a greater understanding of hypnotic phenomena”* (op.cit., 1978).

Hence, it is a technique that has been used mainly to explore the thoughts and feelings of those involved in communication activities, such as teaching, counselling and psychotherapy. It was clear from Kagan’s account of the early discovery of this process that recipients of the IPR interventions became excited and vitally interested in the complex inter-relationships that existed between their publicly observable behaviour and their private, internal thoughts and feelings. This is precisely what the researcher had encountered after the day’s work on development centres with senior managers. That is, the fascination that they experienced in viewing, evaluating and reflecting upon their own video-recorded behaviour in the simulation situations. They had learned to analyse and evaluate their explicit, public behaviour, but had become vitally interested

in their private thoughts and wondered quite aloud, as to why consideration was not being made of these.

EAT was also assumed to have the same outcomes in closely examining the tacit assumptions of senior managers. The differences between the outwardly observable behaviours of senior managers as they recounted their managerial behaviours, beliefs and attitudes, and their private, undisclosed thoughts and feelings provided the basis for the data of this Study Two.

The shift between explicit behaviour and implicit thoughts, be they undisclosed or tacit, has long been of interest to research into hypnosis. Indeed, when confronted with deducing a mechanism for the strong effects of hypnosis for such phenomena as suggestion, there is a need to hypothesise some form of thought that is out of the awareness of the hypnotised individual that nonetheless directs or motivates the explicit behaviour of that individual. This is often referred to as some hypostasised state, such as “*the subconscious*” as if it were some hidden, unknowable entity possessed of the human mind. Another favoured construct is the “hidden observer”, which has a similar status to the homunculus of earlier times. It certainly calls for a mechanism of cognitive and affective processing that exists out of the conscious awareness of individuals. This idea certainly appears as a vestige of the *black box* concept that was so well accepted and pervasive during the post WWII investigations in psychology and management. The cybernetic analogy drawn from the engineering sciences continues its hold.⁴⁷

6.3 Technique followed in IPR

IPR Training

The first unit establishes the aims and procedures of IPR. It involves the subject watching a series of short video recordings of vignettes of a simulated interviewee (an actor) talking to an interviewer on selected topics. Variation in responses to the one statement is the essential difference between each of the vignettes. Variation is ensured with both the affective and cognitive aspects of the responses. Subjects are told that the cognitive, non-exploratory responses are those usually associated with normal social conversation, while the others are usually to do with the selected topic. The study follows Kagan’s approach in blending social cognitive elements by discriminating between personality aspects, behavioural aspects and the influence of the environment on the behaviour, much as is encapsulated in Bandura’s triadic reciprocal determinism model (1986).

⁴⁷ See Appendix 17 for a discussion on the Cybernetics model

Four categories of response are provided for use of the subject. These are *exploratory*, *affective*, *listening* and *honest labelling* (Kagan, 1976, p.21). Exploratory responses are in general the first responses made by the subject over such issues as context of the interview, ethics of the interview, veracity of the interview material and so on. It is found that some subjects are competitive, to the point of ridiculing the actor's responses, or take more benign approaches, such as saying "*that's a good thought*" or "*I would never have thought of that*". Affective responses seek a response on the emotional state of the interviewee in responding to the question. All too often a subject may respond by saying, "*there is no emotion being displayed here*". This usually conveys the subject's own predispositions and often requires some firm degree of confirmation that even being relaxed or composed, or even strident and self-assured, denotes a degree of emotional involvement. Listening responses are focussed on such questions as "*was the interviewee listening closely to the interviewer's question*". Honest labelling refers the requirement of the subject to discern whether the actor's response was "politically correct", motivated by a wish to appear in control of the situation, or perhaps some other distortional effect such as perceptual bias or even ignorance of what is being discussed.

Data Gathering

The second stage of the IPR progresses to actual video recording of an interview by the researcher of the subject. Memos are recorded to add contextual input to the analysis.

Review and Integration

The review and integration proceed by means of an inquiry into the evidence recorded on the video camera. The video equipment is arranged so that the subject has ready access to the video screen and the pause button on the videotape recorder. The playback session follows the recording session immediately. An inquirer joins the researcher and the subject in conducting the inquiry. The inquiry strategy developed by Kagan involves a series of non-interpretative questions. The inquirer needs to adopt an approach that is respectful, showing interest, patience, conveying considerable empathy with the subject and being a "*good listener*". A series of questions is constructed that provide a standardised basis for comparison between subjects. They are simple, exploratory, open-ended questions. The whole approach sought to avoid interpretation, counselling, coaching or mentoring. Examples drawn from a bank of questions developed by A.D.Diment are:

- What were you thinking?

- What were you feeling?
- What do you think the researcher was thinking?
- What pictures, memories or words were going through your mind?
- What do you think the researcher was thinking about you?
- How did you want the researcher to feel about you?
- Was there anything you wanted to say but could not find the words for?
- Do you recall how your body felt?

The response set is determined largely by the 'style' of the subject. Usually the responses are informative and focussed, often with comments regarding the value of the experience of 'seeing oneself in action'. Kagan has reported a range of the responses experienced in his early use of IPR.

Recapitulation Back to Kagan's Early Work

Kagan (1975) recalls the early stages of his multi-media studies:

"The area of investigation which received greatest emphasis was that of counsellor education. We reasoned that if we would videotape a neophyte counsellor interviewing a client, that we could then have a session with the client, that we would then have a very instructive record of the client's reactions to the counsellor and in the client's own voice. We could then give the counsellor a tape recording of the client's minute-by-minute reactions during the counselling session. We believed that this would be a very potent learning situation for the counsellor. The counsellor could learn not from the supervisor's hypothesis, interpretations or admonitions, but rather from feedback from the clients themselves. We were wrong." (p xi-xii)

Kagan (ibid., p. xii) reported this format, 'client stimulated recall' for counsellor training, was not found to be a significant improvement over traditional methods of teaching counsellors and mental health workers.

When examined from an historical perspective, it is recalled that Kagan organised for videotapes to be recorded and presented to visiting lecturers of their own lectures. He made "serendipitous" observations about the breadth and depth of recall that the playback of the videotapes stimulated. He noted that some were so "*curious about the new process [that they] reviewed the playback immediately after their studio presentation*" (p.x). He and his colleagues "*were amazed at the extent to which the videotape stimulated detailed recall of the experience*" (p.x). One must wonder to what extent the recall was real or simply confabulated.

Kagan found that the recall brought the following responses:

1. Lecturers reported having forgotten passages in their prepared script and momentarily panicking, thinking all sorts of frightening thoughts yet the only unusual behaviour on the videotape at the time was a very slight hesitation between sentences
2. Lecturers recalled having been concerned about activity in the control room at a specific moment and time, yet to the casual observer the interviewer seemed never to have taken her/his attention from the prepared address.
3. Perhaps more startling to us was the potential of the immediate playback for recognising and labelling covert processes associated with uncomfortable behaviour. Guest lecturers made such comments as *"I really seemed to look down at my audiences – I look haughty – but really was feeling a bit defensive"* or *"I certainly behaved like a stuffed shirt, don't I?"* or, *"I may not look at it but I was frightened to death – fantasising all sorts of horrible things if I goofed ... that I'm maybe not as good as my reputation and if I 'goof' the whole world will know it"*.

As has been noted, the IPR technique usually involves three stages. In the first stage the subject learns to orient her/himself to a video recording of an actor playing a related role and offer comments and criticisms of what may be covert responses of the actor's role play. The second stage is when the Subject is video-recorded in an interview situation, with a simulated client (usually a fellow student). The third stage is where an Inquirer and the Subject both view the video-recording. The Inquirer asks questions and generally facilitates the Subject's recall of the interview.

IPR was first constructed as a method for educating counsellors and has developed into several fields over the decades. See Table 6.1 for a selection of studies that have used IPR. One cannot be but impressed by the range of studies that have used these techniques. The author has searched the relevant literature at length without finding any use of either EAT or IPR in management studies.

Table 6.1 Selection of Studies using IPR or EAT

Interpersonal Process Recall (IPR)	Experiential Analysis Technique (EAT)
Thought Processing in and out of Hypnosis Hammer, Walker and Diment (1978), Diment, Walker and Hammer (1981)	The Parallel Experiential Analysis Technique Varga, Bányai & Gösi-Greguss (1994)
Psychotherapy Elliott (1983), Johnson (1978), McLennan, Twigg & Bezant (1993)	Reality Monitoring in Hypnosis Bryant & Mallard (2004, 2005)
Internal Medicine Residency Robbins, Kauss, Heinrich, Abrass, Dreyer & Clyman (1979)	Trance Logic in Hypnosis and Imagination McConkey, Bryant, Bibb & Kihlstrom (1991)
Dentistry Teaching Gershen, Marcus, Strohlein & Pretzinger (1980)	Post-hypnotic amnesia McConkey, Sheehan & Cross (1980)
Medical Education Benedek & Bieniek (1977), Paniagua, Hayes, Coones & Black (1989)	Experiential analysis of hypnosis Sheehan, McConkey, & Cross (1978)
Medical Residents in Difficulty Shapiro, Prislín, Larsen & Lenahan (1987)	
Decision-making of Oral Examiners in Medical Education Yaphe & Street (2003)	
New Approaches to doctor-patient interactions Bartz (1999)	
Patients' explanations and a taxonomy of medical clues	

Lang, Floyd & Beine (2000)	
Female tennis player performance	
Rhea, Mathes & Hardin (1997)	

6.4 Experiential Analysis Technique

Sheehan & McConkey published a major introduction to the Experiential Analysis Technique, an experimental technique that has enjoyed great success in measuring and evaluating the mental processing that occurs in hypnosis, in their Hypnosis and experience: The exploration of phenomena and process (1982).

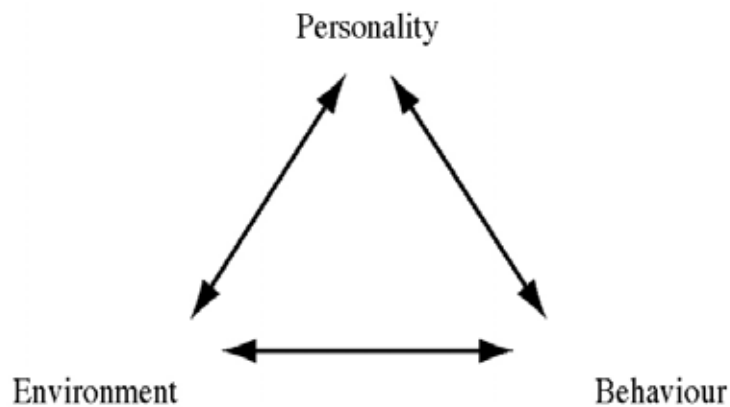
They posited two key features of EAT:

1. It is a technique primarily oriented to the assessment of the individuality and distinctiveness of individuals' responses to hypnosis
2. It seeks to examine the ways in which individual hypnotic subjects pattern their personal meanings of an responses to the suggestions that they receive and purports to focus on the interactions between persons and context by examining those interactions in specific detail.

Personality, Behaviour and the EAT

A particular issue that comes into the study of organisational behaviour is the complex arrangement that exists between the personality of an individual and the behaviour of that individual in any particular environment. We say that the behaviour of the actor (in this case the senior manager) is influenced both by the strength of the environment and the personality of the individual Senior Manager. This interplay of factors can be characterised and illustrated using Bandura's idea of Triadic Reciprocal Determinism (Figure 6.1).

Figure 6.1 Triadic Reciprocal Determinism (Bandura (e.g. 1986))



Bandura's diagram emphasises the reciprocal relationships that exist between personality, behaviour and the environment. For example, a lecturer who is usually quiet and reserved in day-to-day life might be socially confident and even exuberant when lecturing to his class in a lecture theatre (the environment). In this way we can say that the environment has a greater influence on his behaviour than his usual personality might indicate. Mischel (1979) argues that trait theory focuses on finding central tendencies as normative aspects of personality, ignoring the clearly perceived differences that one finds with a single individual within differing environmental contexts, especially those that occur when that individual is with different people, the so-called within-person variances⁴⁸. Sheehan & McConkey (op.cit.) have found that EAT is a technique that will not discount what Mischel (ibid.) calls "*molecular inconsistencies*" and will not "*gloss over invariances to build meaningful coherences about individuals' distinguishing characteristics*".

The researcher reasoned that by adopting a supportive inquirer role, without undue interference, that the senior manager research subjects would perceive the situation as being 'weak' (in Mischel's sense) and continue undisturbed in a discursive creative manner in their responses.

Kagan inspired research has used this technique to develop a scale of affect sensitivity (Kagan, 1971; Danish & Kagan, 1971; Greenberg, Kagan, & Bowes, 1969) and has

⁴⁸ Mischel describes 'strong' situations as those where there are fairly rigid norms about how people should behave while 'weak' situations allow a wider latitude of acceptable behaviours.

been combined with affect simulation (Kagan et al 1969). Carkhuff & Berenson, (1967) utilised IPR in empathy training for counsellors⁴⁹. The literature reveals that the technique is still being used to modify interpersonal skills, rapport-building technique and complex therapist-client interactions across populations ranging from medical and dental students (Benedek & Bieniek, 1977; Paniagua, Hayes, Coones & Black, 1989; Gershen, Marcus, Strohlein & Pretzinger, 1980); to medical student examiners (Yaphe & Street, 2003) and police officers (Danish & Brodsky, 1970)]. As noted, no published accounts on the use of this technique in management are evident.

This Study Two has developed an adaptation of the EAT as a technique of inquiry. This adaptation is based upon the premise that the EAT has been *“specifically designed to elicit information about the experiences of subjects in a way that is sensitively attuned to the complexity of phenomenal events”* (ibid. p.78)⁵⁰.

Sheehan and McConkey have developed a highly structured selection of inquiry categories along with sample questions that were designed to elicit appropriate responses from experimental subjects.

Table 6.2 Summary Table of EAT Inquiry Categories and Sample Questions
(Sheehan & McConkey, 1982, p.86)

<i>Inquiry Category</i>	<i>Sample Questions</i>
Cognitive	What were you thinking at the time? What thoughts were you having about the situation at that time? Were you consciously thinking about what was happening then? What was going on in your mind then?
Images	Were you having any fantasies at that moment? Were any pictures or images in your mind then? What was going on in your mind at that time? Did you imagine what the outcome might be?
Expectancies	What did you want to hear from the hypnotist? Were you expecting anything of the hypnotist at that point? What did you want to happen next? What were you expecting to happen next?
Image Presentation	How do you think you were coming across to the hypnotist? How did you want the hypnotist to see you at that point? What kind of image were you wanting to project? What message did you want to give the hypnotist?
Perceptions	How do you think the hypnotist was seeing you at that point?

⁴⁹ This application was used by White in the author's own counselling training in 1974.

⁵⁰ A wide range of discussion points on the EAT have been presented in this thesis in Appendix 14.

	What did you think the hypnotist wanted at that point? How do you think the hypnotist felt about giving you this? Do you think your description of what took place would coincide with the hypnotist's?
Associations	What meaning did that have for you? Did this remind you of anything else you have experienced? Was this familiar to you? Did you connect that experience with anything in particular?
Sundry Feelings	How were you feeling about your involvement in the session at that point? What did you feel like doing? How were you feeling about your role as a subject at this point? What would you like to have said or done to the hypnotist at that point?
End of Session	What things did you learn from this recall session with the videotape? Did you like the "you" you saw on the screen? In retrospect, how do you think you felt about the hypnotist throughout the session? Were you satisfied with your behaviour? Are there any parts you would like to see again? Did you enjoy talking about what you did in this way?

While recognising the worth of this structured framework the researcher decided on a different approach. It is presented in section 6.5.

6.5 The Explicit/Tacit Interfacing Technique (ET~IT)

The EAT *"offers a very potent method for eliciting comment on those processes involved in the experiencing of hypnotic phenomena"* (Sheehan & McConkey, 1982, p.81). It was reasoned that the tacit processes, which can be defined more by their outcomes than by their internal workings, might also be amenable to the EAT.

We may not know what the tacit processes are but we do recognise the outcomes of their actions. We can infer the tacit assumptions retrospectively from the results they provide. This type of construct has no ontological difference from the concept of the electron (which nobody has ever seen directly – and never will) or gravity (again something that can only be known about indirectly). By examining the outcomes of tacit processes we are able to build a scientific foundation for studying these elusive mental processes. In time to come, there may be an entire compendium on tacit processes, tacit representations, tacit allegories and tacit metaphors. Many of us suspect that they

exist already, they simply need to be acknowledged as being not only invisible but also real!

However, it was inappropriate to use the EAT in this study. There are several reasons for this:

1. The EAT requires the use of a third person to assist as Inquirer but it was decided to protect the confidentiality of the senior manager's beliefs and opinions by limiting the inquiry to the interviewer and the senior manager.
2. Another consideration, and one that is very important at the senior management level, is the view that proper organisational power relationships are transgressed by allowing a third person become privy to the personal thoughts of the senior manager subject.
3. Furthermore, the rapport developed by the senior manager and the interviewer was deemed to be an important feature of this use of the EAT protocol. The interviewer took on dual roles, that of interviewer and inquirer.

The format for the ET~ IT, decided upon for this study, was designed to gather data from close interviews as they are experienced by the senior manager subjects and to then encourage them to direct and explain their own involvements.

This technique was developed by the author after a series of discussions with Dr Wendy-Louise Walker.

The technique is based upon the use of a video-recording of the senior manager's interview on his/her personal views on the research project's three behavioural competencies⁵¹. The researcher inquires into the senior manager's experiences as these experiences are stimulated and recalled while viewing the video-recording of the initial interview. This inquiry is audio-recorded for further analysis and evaluation by the researcher and the Senior Manager.

⁵¹ These are Interpersonal and Communication Skill, Political Skill, and Business Acumen or 'Shrewdness'. They were used again in Study Two as both the researcher and the reader have gained familiarity with their measurement and presentations.

ET~IT Methodology and the Study of Tacit Assumptions

The research into developing ways of enhancing the validity of the role of tacit knowledge in the decision-making and inter-relational processes of senior managers addressed itself to the following fundamental questions:

- *Can the way that senior managers utilise tacit assumptions be improved?*
- *Can reliable methods be developed to teach senior managers the benefits of such improvements?*
- *Can we improve the decision-making and inter-relational processes of our management community?*

The traditional approach to improve these skills has been to utilise didactic and experiential courses in decision-making (such as the Boston or the McKinsey Consulting Firm approach) or Organisational Behaviour classes in Managerial Skills. Workshops on Interpersonal and Communication Skills and nowadays Enhancing Emotional Intelligence reach an effective standard of focussing on the skills themselves but do not usually move into a formal reflective stage on examining the processes taught. This does not imply that feedback and some degree of reflection are not discussed. What is missing is a period of reflection and discussion that equals or surpasses the time allocated to the reflective process in the workshop environment.

In general this leads to limited success, and the reason for this is the principle theme of this study. As Nonaka has observed, the development of the tacit processes takes time and strength of focus. The current methods used are costly in that effective regard given to developing the assessing of tacit processes require extensive individual and small group supervision, and more importantly, even the most effective methods are very unreliable in achieving their aims.

As noted above, a method that appears to be more reliable and efficient than traditional methods for achieving some of the most complex objectives in the education of senior managers has been described as Experiential Analysis Technique and is now adapted as the ET~IT technique. The technique is quite straightforward and easy to facilitate. It *“cuts to the chase”*, in that it spends no time on describing elaborate theoretical considerations, has very few formal rules, and quickly moves into the stage of constructive review and integration of newly discerned behaviour. There are systematic approaches (e.g., Diment, 1974; Sheehan & McConkey, 1978) to the steps required in both the IPR and the EAT and these have been adapted for the aims of this study. The technique is presented in three discrete phases. The researcher has labelled the first phase *“Initial Interview”*, the second phase *“Reflection and Review Feedback”* and a third phase which is *“Perspective Analysis”* of the interviews themselves. These are

presented on an interview card and read to the subject before the research interview proceeds.

6.6 Instructions for the ET~IT Technique

The subject is provided with an informed consent letter to sign. A withdrawal letter is provided at this stage. A short written description of the research project is presented at this time. These are located in Appendix 2.

This technique proceeds in three phases. These instructions are read to the subject.

Phase 1 – Initial Interview

“I will interview you, asking you to discuss several aspects of your managerial behaviours and attitudes. These will be videorecorded using this JVC digital videorecorder camera. I will ask you to speak candidly on your ideas about three separate managerial competencies. They are interpersonal and communication skill, which are, for the purpose of this study combined, political skill, and shrewdness, or business acumen. This interview will take approximately fifteen minutes only. Your absolute privacy is assured. The only persons to view this videorecording are you and me. The recording will be deleted one year after the completion of this study. If for some reason, you wish to have a copy of this recording, then I will record a DVD for your personal use.”

Phase 2 – Reflection and Review Feedback

“After a week, depending on your schedule, I will return with my notebook computer and a small digital audiorecorder. I will have downloaded your videorecording of the first interview onto an individual DVD. It is deleted from the videorecorder’s hard disk. I will have prepared a written transcript of your interview and a coded analysis which you will be asked to read before we review the video-recording. We will replay the recording of your interview on the notebook computer. You are asked to comment on your own thoughts and behaviour. Whenever something comes to mind, please pause the recording using the F3 key. I will be recording everything that you say on this small SONY

digital audiorecorder. You can restart the playback by pressing the F3 key again. The length of this session is around thirty minutes. The actual time will depend on how much comment you wish to make.”

“All recordings and transcripts will be downloaded onto a single DVD and removed from the notebook computer. I will keep this DVD for use in my study and destroy it one year after the study has been completed. You may have a copy of this DVD if you desire. These recordings are available for inspection by my PhD Supervisor and for Markers of this thesis.”

Phase 3 – Perspective Analysis

“The researcher will analyse the recording of your feedback responses so as to compare your perspective on the process to that of the researcher. This analysis will be made available to you after the completion of this study.”

6.7 Reflections from Study One

In the early stages of this research project, it was observed that stimulated recall using digital audio recordings and transcripts of these recordings could enable senior managers to understand themselves better. There were obvious strengths, in that the process permitted the senior manager to closely scrutinise his/her own views and assumptions but there were many limitations. There was almost an introspective nature in the way that the senior manager discussed the topics provided. It was also noted that the senior manager was hampered in the presentation of his/her views by the adoption of the soliloquy form of interview. It was too artificial in that the interviewer took an introductory role only, leaving conduct of the talk to the senior manager alone.

The introduction of digital video recording as the means of capturing the senior manager in action provided a rich source where he/she could recognise the degree of personal impact on others. It could allow senior managers an unusual opportunity to try out new interpersonal modes of relating and responding.

At first it seemed out of place to be considering the emotional responses of senior managers in this study, but I soon realised that it was the researcher's own perceptual defences at work and that it is essential that the cognitive-affective interplay be acknowledged in any research that probes human experience. It is acknowledged that Kagan's work had focussed on the teaching of teachers, counsellors and mental health workers. But when one examines the list of professionals who have been subjected to this methodology one finds individuals whose livelihood depends on remaining tightly emotionally controlled, such as firemen, police officers, dentists and most tennis players⁵².

6.8 Obstacles and Precautions

When examining the sweep of theorising about tacit knowledge, it would appear that in order to account for tacit processes most theorists make a substantial appeal to the

⁵² See Table 6.1 of this chapter.

internal processes and subjective events experienced by individuals. Tacit thinking seems to occur while the individual is in frames of mind that might be described as meditative, or points of speculation, or even “frenzies of inspiration”. How many times have we heard the (usually facetious) phrases “God has spoken to me”, or “the idea came to me in a dream”. These are scarcely mental states that can be subjected to rigorous examination and systematisation. Or are they? They all come to mind after an intense state of contemplation on an issue or series of matters. This does not mean that the realisation arrives during the contemplation period itself, because quite often they arrive a day later, or several days later. Also, very often clues that contribute to the overall realisation may not come until a period after the time of contemplation, as if necessary data for the complex tacit processing only becomes available. The very phrases “egocentric⁵³” and “exocentric” were first used to describe information seeking tendencies of the human mind. Egocentric meant to delve deeply into one’s own memory for the required information. This psychological process contributed greatly to philosophical notions of rationalism and even nativism. Exocentric meant that the information could not be found and hence an exploration proceeded to identify the information in the environment. Hence external search or empiricism.

There was little effort discerned for any senior manager subject to adapt to the videorecording sessions. The camera is small and unobtrusive and fits well into the office environment. It was found to be very comfortable to adjust the settings on the camera and to commence recording, a view shared by the senior managers. The tripod stand that was selected for mounting was excellent in that it required little effort to focus the camera onto the senior manager. The sensitivity of the camera’s built-in microphone was such that no other microphone was necessary⁵⁴.

It essentially replicates the aims of Study One except that the sessions are video-recorded with a sound track rather than only audio recorded. The integration that followed the inquiry stage of each session introduced an emergent role for the researcher, that of mentor. The playback of the recorded video was achieved using the F4 control key on the notebook computer.

The new technology that comes with the digital video-recorder, and the close role adopted by the inquirer, as has been noted with Kagan’s discoveries for the IPR

⁵³ Vigotsky, 1962

⁵⁴ The researcher found it more efficient to use the digital videocamera microphone and the digital audiorecorder simultaneously as the transcript was easier to transcribe from the audiorecording than from the videorecording.

technique, provide a parallel methodology to what has been established by both the IPR and the EAT procedures.

Table 6.3 provides characteristics of the EAT that are applicable to the ET~IT technique.

Table 6.3 EAT Characteristics (adapted from Sheehan & McConkey, 1982)

It is an attempt to develop a strategy of assessment that is equipped to study the subjective events underlying the competencies of Senior Managers in a fashion detailed enough to tap the subtleties of their explicit/tacit interplay

The technique also attempts to yield the type of data that is relevant to the emphasis of current theoretical frameworks on cognitive process

The method attempts to gather information on the subjective experiences of Senior Managers in a way that acknowledges the totality of functioning of the Senior Manager

The method takes into account the possible interactions between motives, expectancies, and cognitions that may occur for individuals during the focussed interview

6. 9 Perspective analysis framework.

Finding an approach that would be suitable for analysing the data generated from the ET~IT Phase Two interviews required considerable reflection. Both the researcher and his Supervisor were reluctant to impose too much framing structure, as was used in the competency analyses using grounded theory techniques. It was thought that this would have the effect of delimiting unnecessarily, the feedback comments from the research subjects. The use of Diment's (1974) IPR orienting questions or McConkey and Sheehan's (1982) EAT compartmentalized structured inquiry schedule, although far-reaching in their ambit, was similarly regarded. After all, the researcher was seeking subtlety in what the subject said and in no way wishes to impose any direction in what they subject was thinking. Fortunately, the researcher was guided to the research approach known as perspective analysis. This is a flourishing approach to organisational analysis that espouses the use of competing perspectives, even competing paradigms in organisational research investigations. Daymon (2000) writes that since the mid-1990's debates have proliferated regarding the value and validity of

combining divergent perspectives, such as functionalism-positivism and interpretivism, for theoretical and organisational enquiry. The adoption of pluralist ontology and epistemology in investigating management phenomena has been discussed by such writers as the tacit knowledge researcher, J-C Spender and AGSM Professor Lex Donaldson. Spender writes that we can build theories that are inherently dynamic but we must move beyond today's positivist monist conventions to a kind of epistemology some might describe as post-modern (1998, p.233). Donaldson (1985) had already made the claim that there should be a central dominant paradigm which encompasses the others.

Scherer (1998) points out that as research in management becomes more and more differentiated, conclusions are not only diverse but often contradictory. He raises the issue of 'incommensurability', where no objective standards to evaluate competing perspectives exist (p. 147). In the field of tacit knowledge in particular, those who believe in the existence of phenomena that are without conscious awareness have little possibility of convincing those whose epistemology is decidedly positivist.

Jackson and Carter (1991, 1993) are advocates of the mono-perspective approach. They claim that it is not possible to contain insights into an organisational phenomenon from differing perspectives into a single explanation. On the other hand, those who support the multi-perspective view (such as Scherer, op.cit) reason that differing inputs are more likely to offer the potential for a more overarching understanding of complex organisational phenomena. Daymon cites Lewis and Grimes (1999) who note that the *"... use of different paradigms or perspectives as heuristics ... helps to extend the scope, relevance and creativity of organization theory"* (p. 672)

In the area of organisational culture, there have been important advances in the form of analysis used to understand culture formation. Daymon (2000) makes the observation that the cultural patterns of cohesion which emerge in organisational life are, at the same time, fluid, diverse and paradoxical. This realization echoes clearly the work of Csikszentmihalyi & Csikszentmihalyi (1988) who describe tacit knowledge as being more like that being applied in the *"state of flow"*, knowledge of which the actor was not explicitly conscious and which does not need to be fitted into or processed through a conscious decision-making schema. Daymon (p.121) supports the notion that reliance on a single analytical lens is insufficient to explain the complex realities of life in evolving organisations and thus advocates the use of a multi-perspective approach to organisational enquiry. She follows the methodology of Martin (1992), which she

describes as being both 'conceptual and practical'. It has been developed empirically and tested by several researchers, including Enomoto (1993), Stevenson and Bartunek (1996) and Harris and Ogbonna (1998). This approach has been adapted to studying tacit processes in this Study Two. Martin's work is described below and the adaptation to this Study follows.

Multi-perspective cultural framework

Martin (1992) has proposed that three social scientific perspectives inform organisational cultural research. These are labeled as integration, differentiation and fragmentation.

Integration follows very much the definition of culture that has been described earlier in this thesis. This definition includes sharing of artefacts such as sayings, processes and procedures, beliefs and values. It also includes the central roles of leaders and managers in shaping the organization. **Differentiation** focuses on organisational members, rather than their leaders and managers, as they are perceived as being the key shapers of new situations which are the major means of establishing culture (see Bloor and Dawson, 1994; Golden, 1992). These authors present the view that culture is a aggregation of differences and inconsistencies within subgroups and that consensus exists only within the boundaries of these subgroups. **Fragmentation** accepts these differences and inconsistencies and even goes so far as to suggest that they are promulgated from the equivocations of organisational leaders.

Multi- perspective tacit processes framework

In this Study Two, the researcher proposed three perspectives, two of which are self-evident. The first is the **Experiencer** perspective, the research subject's point of view on what has occurred to him/her in the interval between the initial interview and the feedback interview, especially in regard to realizations that have come to mind, issues she/he has decided upon, rules of thumb, novel associations or links that have come to mind, and so on . Presumably the research subject has been motivated by the occasion of the interviews in themselves, any changes that they attribute to the interviews and the impact of the research topic on his/her own thinking. The dominant thinking that underpins the research subject's personal worldview may be discernable but it is unlikely to be shared by the researcher's paradigm. The second, the **Researcher** perspective records the perspective of the researcher, whose research paradigm ought to be impartial, nonetheless is sophisticated on the topic of tacit knowledge and is imbued with a zeal for discovering ways of accessing tacit

assumptions. In the current study, there is access to both these forms of data. The third perspective, that of the **Critical Interpreter**, would be the view of an assessor who assesses the video-recordings, transcripts and transcript analyses from some other epistemological point of view. The ethical boundaries required to maintain anonymity for the research subject would need to be observed⁵⁵. Several alternate perspectives come to mind, including a behaviourist perspective, a psychoanalytic perspective and a socio-cognitive perspective. These three perspectives are discussed frequently in Graduate programs at the AGSM. This third perspective is unavailable in this thesis, but would form an important aspect in research emerging from this thesis.

Approaching this form of analysis was aided considerably by the realization that Daymon herself, in her own multi-perspective approach, analysed her data using an “open, reflexive grounded theory style whereby data collection, analysis and theoretical understanding occurred” (2000, p. 124). Thus, it was decided to conduct the perspective analysis using a grounded theory approach in much the same way as has been used throughout this thesis. The key difference between what the researcher achieved before and this analysis is that a true grounded theory approach has been used, one where theory is the ultimate research outcome.⁵⁶

The result tables for the six senior managers interviewed using the ET~IT technique are presented in Chapter 7. This data comes from the grounded theory analyses of the second, or Phase 2 feedback interviews for the six Organisation B senior managers. These are located in Appendix 12.

Part Three

⁵⁵ Such as a signed Confidentiality guarantee.

⁵⁶ It was an important learning development for the researcher who had formed the view that the grounded theory techniques were quite rigid. This, of course, was because the researcher had imposed the three competencies on all of his previous analyses! The new learning was that grounded theory has a wonderful freedom when applied to new situations.

Study Two – Encouraging the inclusion of tacit assumptions into current mental focus.

Chapter 7

Research Findings

Introduction

Study Two emerged from Study One because of several realisations. The aim of Study One was to render tacit assumptions so that they became explicit assumptions. The endeavour to 'surface' tacit assumptions was evaluated as being an erroneous undertaking. It had some useful outcomes in terms of accumulating explicit knowledge, building the self concepts of the two research subjects, and it did provide a method for bridging the tacit-explicit interface.

The nature of tacit knowledge is that it is only ever tacit. To remove the tacit from the non-conscious and taking it into the conscious was akin to removing a fish from the ocean and expecting it to have life out of water. When surfaced, it is of limited relevance to the living world of thinking and creation of mental events.

The second realisation was that it is possible to study private, undisclosed mental phenomena through the technical approach developed through Kagan's (1975, 1976) Interpersonal Process Recall and Sheehan and McConkey's (1982) Experiential Analysis Technique. This was in fact a recollection by the author, as both techniques had been used by him during the 1970s and 1980s in other situations. The use of this approach was discussed fully with Dr Walker who had herself a good deal of experience with this approach to studying mental phenomena. She has published on this technique.

A third realisation was that this entire study would prove to be fruitless if no methodology could be developed to adequately study tacit processes. Hence there was a strong impetus to find success in Study Two.

The research findings for Study Two have been organised into six sections.

The first section provides a review of the culture and organisational context of the two campuses of “St Veronica’s Hospitals”. There is one at “Burnley” and another at “Manton”. Although each has its own management team, several key senior managers work at both campuses. The two hospitals are six kilometres apart. Staff numbers are 280 and 230 respectively. Organisational charts have been included for the reader.

This section is located in Appendix 9 - The Cultural Context of Organisation B

The second section commences with two research plans. They are the chart proposed initially by Chenail (1994) which is a chart diagrammatically displaying the flow of the format used in Study Two (“the pattern elements”). The second plan is a tabular representation of this chart. No personal documents were available for senior managers of St Veronica’s Health Care.

These organisers are followed by the third section which presents analyses of the interviews with a female senior manager named “Anna”. The first interview format is essentially identical to the first interviews of Study One. The Subject (Anna) is asked to discuss her views on three management competencies: interpersonal and communication skills, political skills and business acumen or ‘shrewdness’. Analysis is again by grounded theory techniques.

The majority of the analysis (the coding, the affinity grouping and constant comparisons) is presented in Appendix 10. It is the summary competency findings that are presented in this chapter. A procedural difference between Interview 1 of Study One and Interview 1 of Study 2 is that the former was recorded with a digital audio-recorder while the latter used a digital video-recorder⁵⁷.

Interview 2 for Anna seeks feedback on interview 1. Her response is analysed using a multi-perspective approach, again based on grounded theory. Her results for Interview 2 have been included with the other five Organisation B senior manager feedback interviews in Section five of this chapter. The coding table for Anna is found in Appendix 12 while the category groupings are presented below in Section 3. Anna’s

⁵⁷ A digital audiorecording was also taken concurrently. This was because of the greater ease of transcribing from the audiorecording of the digital audiorecorder compared with the digital sound recording produced with the digital videorecorder.

responses have been used as a worked example to demonstrate the progression taken by the researcher in the grounded theory analysis.

The outcomes from Interview 1 are provided to the subject in three forms: the video recording itself, a written transcript of the interview, and the grounded theory analysis of the interview. The subject is given time to study the three aspects of Interview 1 before the second interview (Interview 2) commences. Interview 2 is digitally audio-recorded only. Interview 2 is analysed according to a multi-perspective approach as described in Chapter 6. The original analysis work on the Interpersonal Process Recall of Diment, Walker and Hammer (1974), Kagan (1975, 1976), and the Experiential Analysis techniques of Sheehan and McConkey (1982) were deemed overly structured for this investigation. They were seeking discrete, measurable outcomes. T

his Study Two seeks to elucidate the role of tacit assumptions in overall senior manager behaviour by working with less structure. It must be kept in mind that grounded theory also develops structure, but this arises from the data itself and not from any preconceived planning (see Figure 4.2).

Section four presents a further analysis. It is of a male senior manager ("Phillip"). His interviews were conducted and analysed according to the same format used with Subject 1 Anna. As with Anna, Phillip's open coding, affinity mapping and constant comparisons are found in Appendix 11. His competency findings and memos are found in Section four of this chapter.

Section five presents a multi-perspective analysis of the feedback interview for the six research subjects. The Interview 1 and its analysis have not been presented in this thesis for subjects 3, 4, 5, 6⁵⁸. Feedback analyses for Interview 2 for all six subjects are presented in Appendix 12 (Open Coding) and 12B (Categorisation).

For the six feedback interviews, two perspectives analyses only have been complete in this thesis. One perspective is from the Subject (the Experiencer) and the other from the Researcher. Analyses for each subject are presented individually in Appendix 12C using the categories identified in Section five.

⁵⁸ They are available for interested reader.

Finally, a composite effort is attained so as to form closure over the theoretical aims of this research project. This is found in section six. Although not a research aim, the Tellegan Absorption Scale results achieved by each senior manager are presented and discussed. These are located in Appendix 12D.

Section Two - Research Formats

The formats applied to Study One, with variations, are now applied to Study Two.

Pattern element for Study Two

The pattern element is based upon Chenail's (1994) recommendation that a 'rhythmic' pattern be composed that will enable the reader to follow the process followed by the researcher. This is articulated in Graphic 7.1 and further elaborated in Table 7.1

Graphic 7.1 Pattern element for Study 2 analyses

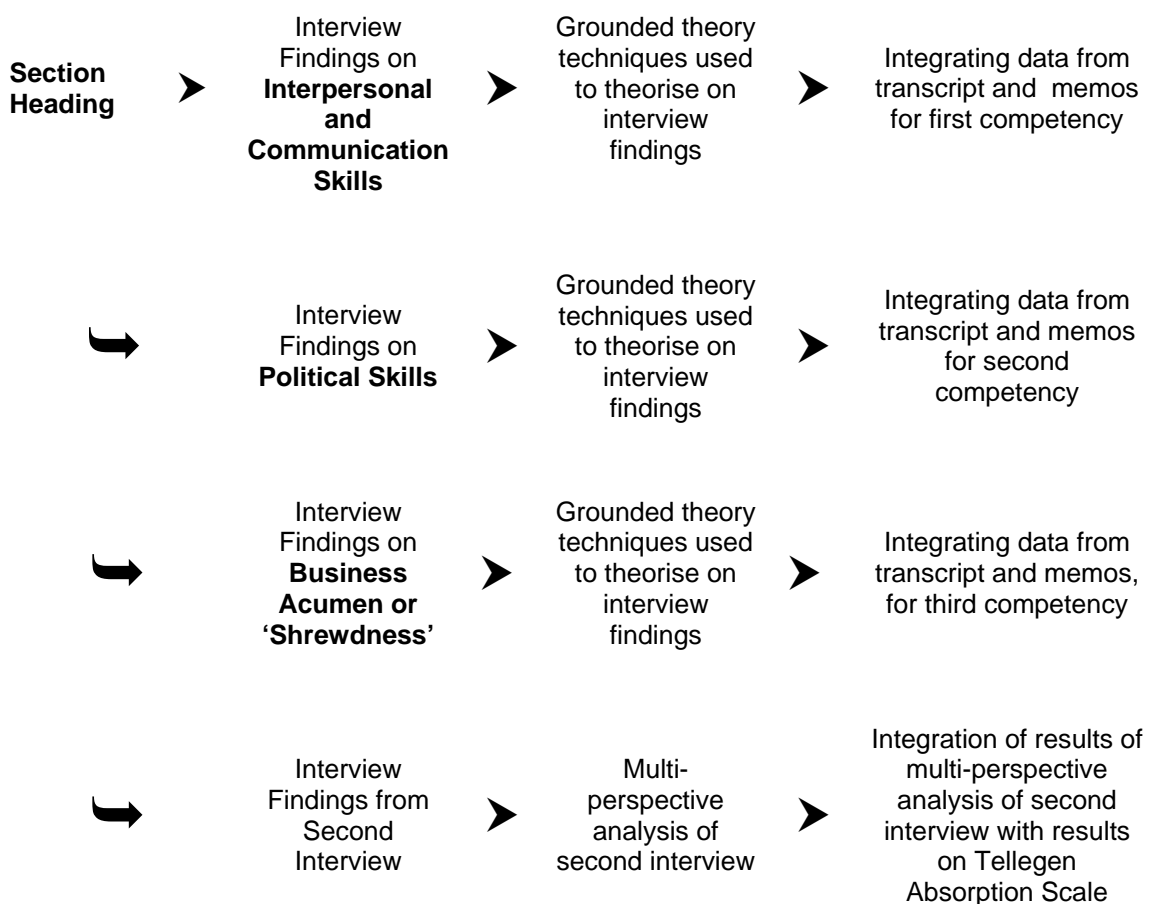


Table 7.1 Pattern of reporting results used as basic 'rhythmic' element

	Component of element	Contents
1	Section Heading	Name of Organisation Identification No. of Senior

		Manager Pseudonym of Senior Manager Basic biographical information No. of Interviews recorded Years of service with organisation Transcript Source Memo Input
2	Distinction or finding of first competency discussed Interpersonal and communication skills	Concepts found to be important to senior manager
3	Introduction of data analysed using grounded theory techniques for first competency	Grounded theory based analysis techniques
4	Integrating concepts derived from transcript and memos for first competency	Restatement of grounded theory based outcomes and introduction of memo ideas, followed by conceptual integration of these three
5	Distinction or finding of second competency discussed Political Skills	Concepts found to be important to senior manager
6	Introduction of data analysed using grounded theory techniques for second competency	Grounded theory based analysis techniques
7	Integrating concepts derived from transcript, memos and personal assessment notes for second competency	Restatement of grounded theory based outcomes and introduction of memo ideas, followed by conceptual integration of these three
8	Distinction or finding of third competency discussed Business Acumen or 'Shrewdness'	Concepts found to be important to senior manager
9	Introduction of data analysed using grounded theory techniques	Grounded theory based analysis techniques
10	Integrating concepts derived from transcript, memos and personal assessment notes for third competency	Restatement of grounded theory based outcomes and introduction of memo ideas, followed by conceptual integration of these three
11	Multi-perspective analysis of second interview	The second interview is preceded by asking the subject to read through the transcript and coded analysis. The subject then watches the videotape of the first interview and comments upon the contents of the first interview.
12	Commentary on second interview. Comments of the action of tacit assumptions	Inductive evidence arising from the data

Section Three - Results for Subject 1

Study 2 Subject 1 Interview 1 – Anna

Summary of transcript findings

Grounded theory concept building

Interpersonal and Communication Skills findings

Anna has learned greatly from her experiences with a range of leader/managers during her career development. Anna has worked her way through the hospital ranks without the benefit of academic training. Anna herself has benefited greatly from skills training in reaching her senior position.

Communication skill is critical in the behaviour of managers.

Group meetings are an effective forum for discussions about the broader community. These are important in distributing organisational information. Anna has found that she relates best with others at an individual level when it comes to fulfilling her managerial duties. Both individual and group discussions are important to managerial success with subordinates. Individual meetings are an important and effective situation for maximising interpersonal communication. Information has a tendency to stop transmission before it reaches the grassroots level. We need to develop a way of permitting the transmission of information throughout the organisation. Anna believes that involvement in a practical manner is important to her leadership style. Anna likes to be able to demonstrate efficacy across many managerial tasks. Anna likes to demonstrate her self-efficacy at a practical level. Anna thinks that subordinates have respect for her because she knows how to do tasks that she asks others to do. She has found this to be most beneficial in her role.

Anna demonstrates social confidence in being able to lead at a practical level. She has found that loyalty and ability are often more important in securing promotions than are academic achievements. Although the organisation is well structured the middle managers do not demonstrate effective communication ability. Anna finds that middle managers generally are in need of communication skills development. Do not assume that subordinates have either the technical or the communication skills required for promotions positions. Skills training is a necessary part of staff development. Anna

knows that it is necessary to provide relevant training to her subordinates if she wants them to perform new tasks.

Political Skills findings

Anna believes that change has become a feature of Hospital life. Convincing staff that the changes are beneficial is a crucial requirement of senior management

It is very difficult to keep all staff members abreast of all organisational changes. The change of ownership every year for five years makes it difficult to assess the current political situation. The organisation has endured four changes of ownership over five years.

It is beneficial to be part of a larger organisation. St Veronica's has become part of a National Organisation for the first time. This is the first time in the past fifty years of the hospital's operation that it has been part of a national alliance.

Anna believes that openness is fundamental to maintaining political honesty. Concealment of information is abhorrent to her views on political positioning. Anna believes that involvement in a practical manner is important to her leadership style.

It is personally difficult to move to higher ranks and leave behind people that you know are competent and conscientious. Anna has had to change her political allegiance every year for four of the past five years. Having four different owners means that there have been several major political changes in five years. People have to adapt to the changes of political climate that comes through changes in ownership.

It is quite difficult to speak knowingly about the politics of the new organisation. It is quite difficult to speak knowingly about the politics of the new organisation.

Some staff members have been continuously employed by the Hospital for 30-35 years.

Business Acumen or 'Shrewdness' findings

Anna likes to take full responsibility for doing her own work personally. She takes responsibility for completing a task by herself. The desire to see projects through to completion necessarily reduces the number of projects that can be managed. Many senior managers over-delegate. She prefers not to delegate. She takes tasks from commencement to completion. It is shrewd not to over-delegate. Over-delegating increases the risks of losing managerial controls. The desire for autonomy is also associated with taking on too many tasks, which leads to working very long hours

Projects need to be finished within an agreed time-frame. She cannot expect to delegate tasks to others and seek that they comply with agreed-upon deadlines if she does not do this herself. If you do not complete a project within the agreed upon time frame then you risk losing your credibility as a senior manager. She knows every Hospital staff member. There are 220 staff members. Anna knows a great deal about each staff member, including their preparedness to contribute. Anna believes that staff members respect her because she does not push them beyond their limits. She believes that the Hospital is highly focussed on serving the needs of the community. The hospital staff is included within the Hospital's concept of community. Staff members see patients as the most important customers. Even 15 years ago Hospital staff members would identify the patients as the most important customers. The new customer base is viewed as the entire community. Anna believes that one of her strengths is to be able to promote this entire community focus. The community includes the doctors, contracting staff, licensing authorities and accreditation bodies

The nursing profession has now developed substantially over the past 20 years. The average age of a nurse is between 40 and 60. There is likely to be further development in the profession during the next 20 years

During the first meeting with him I requested a second meeting to discuss current problems in the organisation. As part of the Executive team I decided to inform the COO⁵⁹ of our organisational difficulties. I told him what I believed to be true regarding leadership inadequacies at the Hospital and he was surprised at my views. Despite having advised the COO of the leadership inadequacies, there were still no changes in the behaviours of the Hospital CEO. That second meeting had taken place on that day, so the occurrences of the next few days were likely to be interesting. There exists a leadership gap. The leadership is reactive rather than strategic. There has been no

⁵⁹ COO – Chief Operating Officer

discussion nor any analysis of September's financials. These are meant to be presented to the national executive on Thursday. This is Monday night.

Memos written on Anna by the researcher

Memo 1

Room contained two desks, one for the senior manager and one for the hospital secretary. Both had a talkative, amiable demeanor towards each other. Room was decorated with pot plants, religious icons and office equipment. Hospital secretary went 'on an errand' during the interview time. Anna is a slender woman in her early forties. She has been with the Hospital for all of her working life. She commenced her employment as a Nurse's Aid, qualified as a Registered Nurse, became a Unit Manager, then acted for some time as the Director of Nursing before taking the role of Director of Business Development.

Memo 2

Anna said that she has two daughters and a son. These still live at home with her and her second husband. She is an assertive woman who is willing to discuss her work-life in detail. She travels extensively with her husband, who is a senior executive in the hospitality industry. Anna presents as a no-nonsense business woman who nonetheless has plenty of time to discuss personal and work issues with her team workers. She certainly enjoys discussing her life and work. We spent about half an hour after the first interview discussing her work and family involvements.

Memo 3

Anna has been largely responsible for the introduction of a new ophthalmology ward. This required intense lobbying amongst the specialists doctors, research to investigate needs and costs, and the physical restructuring of an existing ward.

Memo 4

There were many opportunities for conversations with staff members in the Hospital. There is general agreement amongst staff members that Anna is fair and equitable in the manner that she distributes responsibilities and recognition. Her secretary said a surgeon sent her a Christmas card saying that the Hospital would "fall apart" without Anna's managerial efforts. It was also interesting that no negative comments were made regarding her or her management efforts.

Memo 5

The first negative assessment of Anna came today from a middle manager. Anna was characterised as "*a go-getter*" who would "*walk over anyone to get where she wanted to go*". She was also criticised as a person "*without the necessary qualifications for her job*". One wonders if these comments arise only from the Australian tendency to attempt to trivialise and condemn the behaviour of those who succeed in their chosen fields. It may also relate to another comment heard recently that Anna does not spend enough time in being involved in informal conversations with the general staff members. Curiously this comment was made in a positive way. The person was emphasising the tremendous effort that Anna puts into her project work. This of course prompted the remark that she did not have enough time to walk around talking with

staff members.

Memo 6

An echo of the previous memo was heard this morning. It was a more global view of Anna that referred to being less popular than was originally heard. It was also delivered with the comment that *“those who speak badly of her have no idea of the good things that she does for people in the Hospital”*.

Section Four - Results for Subject 2

Study 2 Subject 2 Interview 1 – Phillip

Summary of transcript findings

Grounded theory concept building

Interpersonal and Communication Skills findings

When developing rapport with an individual Phillip prefers to be personal yet keeps a professional distance from that person. Phillip seeks points of commonality or areas that may be comfortable for him to discuss. Phillip seeks common ground so that the person can feel comfortable. This allows Phillip to extend his awareness of their characteristics. When the individual does not wish to discuss personal issues Phillip introduces a range of issues himself that are likely to produce reactions. This is his usual approach. It is effective when used individually. Phillip likes to demonstrate a genuine, personal interest to the person frequently

Phillip does not apply this approach with longer-term associations. He prefers to rely on developed habits and mutual understanding. Phillip needs to put effort into maintaining these longer term relationships. He thinks that they have become moribund. It is easier to build rapport with a new person than to maintain rapport with a person you have become accustomed to.

Phillip likes to be able to communicate both his personal needs and the needs of the Hospital when forming rapport with a person. The rapport needs to be directed towards achieving work purposes.

Phillip does not support entering into rapport for social purposes during working hours. Phillip utilises all of these ideas when forming and maintaining rapport with others

Political Skills findings

Phillip achieves political presence by being seen in the Hospital whenever and whenever he is able. Sometimes this high visibility means that he is also too accessible to Hospital staff. He believes that his high visibility adds to staff morale. Hospital staff respect Phillips' status and hence reinforce his political stance.

Phillip recently had an experience in the labour ward that he wishes to use to illustrate his point. Phillip commented that the senior nurse was not ready to retire, implying that she was too valuable for the Hospital. She introduced Phillip as the CEO. He used this occasion to reinforce his political status.

Phillip uses an open, friendly manner together with his technique of being frequently seen to gather organisational information.

One of Phillip's senior managers had informed him of a recent circumstance that had happened at some hospitals that was not common throughout NSW Hospitals. This circumstance had occurred in this Hospital. Phillip had submitted his monthly report that showed poor performance figures. Phillip reported this occurrence to his NCO.

The NCO replied abruptly indicating that he knew of this circumstance. This event illustrated Phillip's point about being aware of what was happening in the Hospital environment.

Phillip divides his personal power influences from his structural power influences.

Business Acumen or 'Shrewdness' findings

Phillip thinks that it is important for him to wear theatre apparel and appear in the operating theatre of the hospital. He has not done this for several months. Phillip had entered the operating theatre in this way every fortnight. Phillip estimated that he needs to be seen in this environment with between twenty and thirty doctors. He thinks that he has been the first CEO to enter the operating theatre for a long time

Phillip wants to know what doctors do in the operating theatre. Had he been more diligent, Phillip could have read of the unethical procedure in the operating list issues the previous evening

Phillip is fostering a business relationship with a young surgeon. Phillip enjoys this relationship. The surgeon comes to him seeking requirements from him . There is definitely a difference in the relationship between himself and the second surgeon mentioned after this interaction. Phillip seeks justification for the surgeon's requests. The surgeon justifies his requests by providing business benefits for the Hospital.

Phillip bargains with the surgeon so that each party receives maximum benefit. Phillip may agree with the bargaining but more often than not the situation reverts to the status quo. Phillip enjoys this bargaining as it provides him with a mechanism for managing an otherwise difficult team member. Each party presents its position and a negotiated settlement is enabled

Phillip enjoys knowing things about people that they do not know he knows. He will often study work rosters and performance figures so that he can surprise team members with his organisational and professional knowledge. This enables him to surprise doctors if he happens to meet with them informally. Phillip enjoys giving the impression that he has his “finger on the pulse” of everything that the doctors are doing in their professional work. Phillip believes that if you can fake sincerity then you have succeeded in your managerial efforts. Another attribute of good gamesmanship is that you can maintain your demeanour even when you have lost track of the discussion. Phillip regards this form of interaction as a vital aspect of his managerial skills

By closely monitoring the operating theatre, Phillip was able to identify a procedure regarded as being unethical by the Hospital. Phillip was able to chastise the surgeon within an hour of the completion of the unethical procedure. The consultant thought that the objection to the procedure in question was of Phillip’s request. He was unaware that it was Hospital policy. He was very surprised to be censured so quickly

Phillip likes to consider the relative power bases within the Hospital. He sees an ongoing power struggle between himself and the doctors. This ultimately depends on the relationship with the individual doctor. One group of doctors believe that they are more important than the senior management. When Phillip examines the financial realities it is clear who holds the main powerbase – himself. There are other doctors who are very important to the financial well-being of the hospital. They are not made aware of this. These doctors are much more interested in a well-rounded life than how powerful they may or may not be within the Hospital.

Memos written on Phillip by the researcher:

Memo 1

Phillip holds a Master of Management degree from an Australian University. He had experience in working as Executive Assistant in another Hospital before accepting his current position. Phillip had trained for the priesthood before entering into hospital administration. He is highly regarded by the Nuns of the order.

Memo 2

The researcher had observed Phillip at a staff Christmas function. Phillip had produced a most effective Powerpoint presentation that provided a range of staff photographs that he had taken informally during the past year. These were accompanied by a lively sound track. The staff members were exceedingly amused and pleased by this montage. Phillip was a willing dance partner with the staff members when the disco machine was played.

Memo 3

One of the key senior managers reported in an informal conversation that she had been severely chastised by Phillip over her work arrangements. She was quite shocked by his aggression and confided that she was considering resigning her position. Later it was reported by another staff member that this senior manager had come to work to find that her files, books and computer had been relocated to a smaller room in the hospital, without any form of discussion. The senior manager took leave immediately.

Memo 4

Phillip is generally liked by the Hospital staff. They enjoy his charming wit and his ability to make them feel important to the Hospital.

Memo 5

Phillip has a reputation for non-performance of his managerial financial responsibilities. He rarely tenders his monthly reports on time and spends too freely on his own behalf.

Section Five - Multi-perspective analysis

A key aspect of the grounded theory affinity technique is to aggregate open codes to form a more definite list for further comparisons that can lead onto the development of useful concept development. This grouping '*... starts the process of abstraction and moves the interpretation on from merely describing what is occurring, to linking codes together with the aim of developing explanatory concepts*' (Golding, p.77).

A worked example is provided for Subject 1, Anna from her Experiencer perspective. They are

1. Aggregation of open codes
2. Linking codes to form explanatory concepts.

The multi-perspective analyses for the remaining five subjects, Phillip, Josie, Stephen, Thomas and Craig are presented as final explanatory concepts only, for both Experiencer and Researcher perspectives. These are presented in Appendix 12B in table form and discussed more fully in Chapter 8.

The categories that organise these final explanatory concepts followed for the Experiencer and Researcher perspectives were decided upon after open codes had been allocated to all six feedback transcripts⁶⁰.

For the Experiencer Perspective, they are

- (i) Characteristics of the ET~IT from the Experiencer's perspective
- (ii) Personal characteristics reported from the ET~IT experience
- (iii) Reasons for any decision-making or strategic change
- (iv) Reviewing values, past performance, home/work balance

For the Researcher perspective, these three were decided:

- (i) Subject's personal reactions to the ET~IT
- (ii) Process effects initiated by the ET~IT
- (iii) Review of personal characteristics

⁶⁰ Several preliminary categories were used to aggregate the open codes before the final set was established.

This section on multi-perspective analysis culminates in a combined Experiencer and Researcher perspective overview of the Study Two results for the six senior managers interviewed. These are presented in Appendix 12C in table form and discussed more fully in Chapter 8.

This is the worked example on Anna's feedback interview. It is based on the open codes generated by the researcher and presented in Appendix 12.

Anna – Experiencer perspective

1. Aggregation of open codes

GreatBen – Great benefit to the subject

The process has been a great benefit to the Subject

The subject found the process to be so beneficial in that she was able to be so open and honest about her role

Informal – Interview was informal

The interview was informal and unprepared

CandDisc – Discussion was candid

The discussion was candid and she could speak freely about her role and its development

The subject's discussion was from the head and from the heart

PersObs – Personal Observation

The subject is quite pleased with listening to and watching herself on the videorecording

RelDisc – Relevant discusssion

The discussion was relevant to what is important in her role in the organisation

DecReq – Required decision

The subject wants to know what requirements are necessary to make any decision

Is this the right decision for the organization

Surp – Surprise over origin of ideas

The subject is a little surprised how these decision-making ideas have come to her in watching her initial interview

AllOrg - Allegiance to the Organisation

The Subject prefers to ensure that what she does, says and decides upon is in the best interest of the organization.

ValRest – Reaffirm values

The subject found benefit in realizing that she practices her beliefs

RefIVer – Reflective veracity

The transcript and codings demonstrated reflective veracity

PersAmus – Personal amusement

The subject was quite amused by her performance

Honesty – Honesty in presenting her views

The subject was honest about her views on her role in the organisation

CustPerspect – Customer perspective

The subject thinks that her past responsibility to customers is greater than her current concern

BusPerspect – Business perspective

She is more focused on developing the business rather than managing it

SudReal – Sudden realisation

The subject has suddenly realized that her previous assessment of her role is faulty

RoleRev – Role review

The subject was working too long and too hard. She needed to let go of many things in her professional and personal life.

The subject now knows that her role has changed and that she needs to let go of previous responsibilities.

PersReal – Personal realisation

She found it hard to renege on past responsibilities because of her perfectionist nature. She did not think that anyone else could carry out her past responsibilities as well as she had.

She finds that letting go is quite difficult

The process has made her realize how she had failed to achieve a work/home balance for the past nine months

ExtView – External view

The subject became aware of these issues due to the ET~IT process

WayForw – Way forward

The subject now realizes that her current role requires her complete attention

PersAction – Personal action

The subject had acted on her decisions formed during her Phase 1 interview. She had informed her manager that she could no longer perform as she had been previously as she was burnt out.

ProcEffect – Process effect

The process has made her examine what she is doing, what her role is and what she needs to do to adjust to her new role.

The subject is now better able to appreciate the value in letting go of old ideas.

NewFreed – New found freedom

The subject now has the freedom to let go of her old ideas and delegate her old roles to others.

MajDec – Major decision

The subject has made a major decision based upon the Phase 1 interview.

DecReas – Reasons for making decision

There several reasons for having made this decision

One major reason for the change was the change in ownership and a subsequent restructure

ExtDec – External Decision

She was appointed Director of Business Development, a role she thoroughly enjoyed

RoleInt – Role Interest

The subject enjoys her new role very much

PersObst – Personal obstruction

She had been unable to break free of her old roles

PersTurnaround – Personal turnaround

The subject finally informed the COO and local CEO that she could no longer maintain her previous responsibilities.

CounterOffer – Counter offer

The COO asked her to reconsider her position

SuitRole – Suitable role

The subject insisted on a role that would suit her requirements

The new arrangement will commence in December

The subject insisted on a role that would suit her requirements

2. Linking codes to form explanatory concepts.

Anna – Experiencer Perspective

Four categories have been followed

- (i) Characteristics of the ET~IT from the Experiencer's perspective
- (ii) Personal characteristics reported from the ET~IT experience
- (iii) Reasons for any decision-making or strategic change
- (iv) Reviewing values, past performance, home/work balance

(i) Characteristics of the ET~IT from the Experiencer's perspective

Great
benefit to
the subject

The process has been of great benefit to the Subject

The subject found the process to be so beneficial because she was able to be so open and honest about her role

Interview
was
informal

The interview was informal and unprepared

Discussion
was candid

The discussion was candid and she could speak freely about her role and its development

The subject's discussion was from the head and from the heart

Personal
Observation

The subject was quite pleased to be able to listen to and watch herself on the videorecording

Relevant
discussion

The discussion was relevant to issues important in her role in the organisation

Required
decision

The subject wanted to know what requirements are necessary to make any decision

	Is this the right decision for the organization?
Surprise over origin of ideas	In watching her initial interview, the subject was a little surprised how these decision-making ideas have come to her
Personal amusement	The subject was quite amused by her performance
Honesty in presenting her views	The subject was honest about her views on her role in the organisation
Reflective veracity	The transcript and codings demonstrated reflective veracity
Sudden realisation	The subject has suddenly realized that her previous assessment of her role is faulty
Way forward	The subject now realizes that her current role requires her complete attention
External view	The subject became aware of these issues due to the ET~IT process
Process effect	The process has caused her examine what she is doing in her work-role, what her role is and what adjustment she needs to make in her new role.
Major decision	The subject is now better able to appreciate the value in letting go of old ideas. The subject has made a major decision based upon the

Phase 1 interview.

(ii) Personal characteristics reported from the ET~IT experience

Business perspective	She is more focused on developing the business rather than managing it
Role review	The subject was working too long and too hard. The subject has come to the realisation that her role has changed and that she needs to let go of previous responsibilities.
Personal realisation	She found it hard to renege on past responsibilities because of her perfectionist nature. She did not think that anyone else could carry out her past responsibilities as well as she had. She finds that letting go is quite difficult
Personal action	The subject has acted on her decisions formed during her Phase 1 interview. She has informed her manager that she is unable to perform as previously as she is burnt out.
New found freedom	The subject now has the freedom to let go of her old ideas and delegate her old roles to others

Personal
obstruction

She had been unable to break free of her old roles

(iii) Reasons for any decision-making/ strategic change

Reasons
for making
decision

There several reasons for having made this decision.

One major reason for the change was the change in ownership and a subsequent restructure.

External
Decision

She was appointed Director of Business Development, a role she thoroughly enjoyed .

Role
Interest

The subject enjoys her new role very much.

Personal
turnaround

The subject finally informed the COO and local CEO that she could no longer maintain her previous responsibilities.

Counter
offer

The COO asked her to reconsider her position.

Suitable
role

The subject insisted on a role that would suit her requirements.

The new arrangement will commence in December.

(iv) Reviewing values, past performance, home/work balance

Home/work

The process has made her realize how she had failed to achieve a work/home balance for

balance

the past nine months.

She needed to let go of many things in her professional and personal life.

Allegiance
to the
Organisation

The Subject prefers to ensure that what she does, says and decides upon is in the best interest of the organization.

Reaffirm
values

The subject found benefit in realizing that she practices her beliefs.

Customer
perspective

The subject thinks that her past responsibility to customers was greater than her current concern.

Anna – Researcher perspective

- (i) Subject's personal reactions to the ET~IT
- (ii) Process effects initiated by the ET~IT
- (iii) Review of personal characteristics

(i) Subject's personal reactions to the ET~IT

Unexpected
experience

The interview was quite different from what she had expected. It was informal

Freedom of
Expression

The subject felt free to discuss her role

The subject was able to express her thoughts and feelings

Self
Observation

The subject was able to observe herself and was pleased with her performance

Focus on
Issues

The subject was able to focus clearly on the issues she thought were important

Surprise

The subject was a little surprised that the decision-making ideas came to her while watching the interview

Appropriate
decision-
making
ideas

The subject made the appropriate decision based on ideas that came to her in the interview

Reflective
Veracity

The transcript and codings stimulated an honest reception from the subject. There was no room for dissimulation.

Amusement	The subject discovered an amusing side to her thinking
Clarity	The subject enjoyed her honest appraisal of the role she held in the organisation
Sudden Realisation	A sudden realisation came to the subject
External View	The subject formed these views while reading the transcript and watching the video of her own performance
Subject's Decision-making	The subject made her decisions because of the way issues were presented back to her in the ET~IT process.
Personal Action	The subject had acted on her decisions formed during her Phase 1 interview
Personal Realisations	<p>The subject realized that her need to be a perfectionist had prevented her from abandoning past duties</p> <p>The ET~IT process had been quite helpful to her in that it revealed how she had failed to achieve a work/home balance for a long period of time.</p> <p>Her perfectionist tendencies prevented her from letting go of past duties</p>

(ii) Process effects initiated by the ET~IT

Benefit to the subject	The subject has been helped by the ET~IT process.
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	The ET~IT technique has been of benefit to this subject.
Adjustment procedure	The process has made her examine what she is doing, what her role is and what she needs to do to adjust to her new role.
Freeing from redundant behaviours	<p>The subject is better able to look at her own redundant behaviours.</p> <p>The subject is able to free herself of old, inappropriate ideas.</p> <p>The ET~IT process had the effect of assisting her to break clear of past roles and accept a new role which she enjoys very much.</p>
Assisted in major decision	<p>The subject has made a major decision because of ET~IT processes.</p> <p>The subject was able to clearly provide reasons for having made her decision.</p> <p>The ET~IT process had the effect of assisting her to make a major decision which she actioned.</p>
Achieved goals	<p>Her decision led to a counter offer from her COO.</p> <p>The process assisted her to achieve her goal.</p>

The process assisted her to be firm in her requirements.

She was appointed into a new role.

(iii) Review of personal characteristics

Values Reassertion	<p>The subject found that she restated her values as matching those of her organization during the ET~IT experience.</p> <p>The subject was able to utilize the experience to re-assert her beliefs.</p>
Accurate Self Assessment	<p>The subject was keen to make an accurate assessment about her readiness for taking on a role or even for discussing any decisions sensibly</p>
Role Review	<p>The subject has been reviewing her past work performance.</p> <p>The subject, in reviewing her work and home life, realized that she needed to make a decision.</p> <p>The subject now knows that her role has changed and that she needs to let go of previous responsibilities.</p>

The multi-perspective analyses for the remaining five subjects are presented as final explanatory concepts only for both Experiencer and Researcher perspectives. These are presented in Appendix 12B in table form and discussed more fully in Chapter 8.

Section 6 – Composite Analysis

Category headings have been given to the aggregations of codes after affinity clustering had been applied. The research findings for all six research subjects are clustered according to these category headings. There are three parts to this analysis:

Part 1 - Experienter Perspective (Individual subjects 1-6)

Part 2 - Researcher Perspective (Individual subjects 1-6)

Part 3 - Composite Analysis (all subjects combined)

 Composite 1 - Experienter Perspective

 Composite 2 - Researcher Perspective

For categories that are closely associated with the IT~IT technique itself, all possible descriptors provided by the six research subjects have been presented. For the others, representative descriptors are given.

Parts 1 and 2 present an intermediate analysis for each category for each subject. They been presented in full in Appendix 12C. The Parts also commence with the experienter perspective. The researcher perspective follows next.

The composite analysis, where contributions from every subject on each category are combined, is the final contribution to this results section.

Again, Part 1 and Part 2 are presented in Appendix 12C in table form and discussed more fully in Chapter 8.

Part 3 - Composite Analysis (all subjects combined)

Composite 1 - Experienter Perspective

Composite 2 - Researcher Perspective

Composite 1 - Experienter Perspective

The four Categories

- (i) Characteristics of the ET~IT from the Experienter's perspective
- (ii) Personal characteristics reported from the ET~IT experience
- (iii) Reasons for any decision-making or strategic change
- (iv) Reviewing values, past performance, home/work balance

(i) Characteristics of the ET~IT from the Experienter's perspective

Summary Headings

Great benefit to the subject	Honesty in presenting her views
Interview was informal	Reflective veracity
Discussion was candid	Sudden realisation
Personal Observation	Way forward
Relevant discussion	External view
Required decision	Process effect
Surprise over origin of ideas	Major decision
Personal amusement	Process Effect
Surprise	Attendance at Course
Confirmed Observations	Staff Reaction
Process Comment	Conclude Interview
Correct Transcript	Hesitancy
Verify Interview	Personal Presentation
Self Correction	Strange Experience

Surprised/Amused	'Eye Opener'
Satisfactory Basis	Confirm Basics
Self Observation	Accurate portrayal
Confidence	Discussion Intensity
Previous Experience	Confidence and Coherence
Embarrassment	Relationship Approach
Adjustment to Objective View	

Discussion Points

- Anna found the ET~IT to be of great benefit to her. She enjoyed the openness and honesty of the process. She found the informality and low level of structure to be most helpful when discussing issues that were important to her. The discussion was candid and permitted her to speak freely about her work role and it's development. She was quite pleased to be able to listen to and watch herself on the video-recording. It was easy for her to guide the discussion towards issues that were important and relevant for her in her role in the organisation. She was able to discern which issues were necessary for her decision-making and could gain a clear sense that the decision itself was right for the organisation. Anna expressed surprise at the ease with which these decision-making ideas had come to her. She was quite amused by her own performance. She thought that she was honest about her views on her role in Organisation B. She was impressed by the reflective veracity of the transcript and codings of the first interview. She came to a sudden realisation that her previous assessment of her current role was faulty. She has become quite certain that her current role requires her full attention. She believes that she became aware of these issues due to external perspective provided by the ET~IT process. The ET~IT process has caused her examine what she is doing in her work-role, what her role

entails and what adjustments she needs to make for her new role. She feels better able to appreciate the value of letting go of old ideas. Anna has made a major decision based upon the Phase 1 interview.

- Phillip was surprised at how comfortable he looked. He said that he often comes across as being dramatic. He confirmed what he said in last week's interview was correct. He paid particular attention to a recording glitch, asking why the recording stopped. Phillip had corrected the transcript earlier but now realized that the transcript was correct. He confirmed that what was recorded was what he had said. He went on to correct himself. After the first interview Phillip was prompted to visit his staff. He attended a course run for theatre porters. They often did not attend these courses. It was open to anyone. The staff members were surprised by his presence at their in-service course. Phillip needed to bring the interview to an end as he had other commitments. Before he stopped, he paused to decide whether or not he should relay an important confidential point. He found it important to be aware of his verbal and visual presentation. Phillip was satisfied that his visual presentation was better than how he had read his written presentation. However, he thought the written version was not as effective as the visual version.
- Josie said nothing about the process itself. She appeared to be distracted by some personal issue
- Stephen was surprised and amused at watching himself and listening to what he said. He was pleased that what he said in interview had a realistic basis. He noted that hearing yourself speak of an issue heightens your awareness of it. Stephen found the process to be quite strange.
- Stephen has become more confident in his change views since recording the first interview. He said that he is experiencing so much more energy and feels much better since the first interview. The ET~IT experience has been an 'eye opener' for the subject. He noted that the ET~IT process helps you get back to and reinforces your basic values. Stephen is pleased with the ET~IT's ability to portray him and his ideas accurately.
- Thomas said that he was so intent on his discussion points during the introduction period that he "did not take a breath". He is pleased to observe himself as being both confident and coherent. Thomas realizes that his approach to building relationships with staff members is unspoken.

- Craig recalled using the IPR or EAT as a medical student. He had been embarrassed back then but is comfortable now. He said that it takes a little adjustment to view yourself objectively.

(ii) Personal characteristics reported from the ET~IT experience

Summary Headings

Role review	Self Effacement
Personal realisation	Personal Realisation
Personal Observation	Behaviour Recall
Negative Judgement	Process Evaluation
False Image	Soon Forgotten
Family Evaluation	Role Assessment
Tips	Confirming Observations
Personal Involvement	

Discussion Points

- Anna was working too long and too hard. She has come to the realisation that her role has changed and that she needs to let go of previous responsibilities.
- Anna found it hard to renege on past responsibilities because of her perfectionist nature. Phillip does not like hearing himself on the video-recording. He thought that he had performed badly in the first interview. Phillip believes that sometimes it may be necessary to project someone else's image
- Josie wondered what her family would think of her performance in the interview. Two of her sisters had described her work in their MBA studies. Josie was self effacing about her own abilities. She was once a high school drop-out. She is now CEO of a major hospital.
- Stephen often works without reflection on what he does. He had to use one of his problem-solving techniques. Now he realizes that he does think a lot about

what he does in his role. Thomas thinks that he will be forgotten soon after he resigns and his replacement will be better. He thinks that he is important within the hospital but less important within the governing group. Thomas finds it amazing that his role is viewed so differently from differing perspectives

- Craig confirmed what he was saying about looking after new staff members.
- He agrees with the views he put forward in the first interview on relationship building. He presented some of his rules of thumb. Craig prefers face-to-face contact rather than sending directives. He thinks that it is important for team members to be able to recognise him as a person.
- However he thinks sometimes it is easier to email.

(iii) Reasons for any decision-making or strategic change

Summary Headings

Personal turnaround	Strategic Plan
Counter offer	Readiness
Suitable role	Resign
Enhance Staff Member	Socialise
Role Evaluation	No Promises

Discussion Points

- Anna finally informed the COO and local CEO that she could no longer maintain her previous responsibilities. The COO asked her to reconsider her position. Anna insisted on a role that would suit her requirements. The new arrangement will commence in December.
- Phillip was able to enhance the self image of a staff member by telling a story about her to a patient. He felt good about being able to do this. Phillip has times when he is a very active CEO. There are other reasons why the CEO is important to the organization. Sometimes he is active in his CEO role, sometimes he simply plays the role in a ceremonial sense. Phillip said that he is CEO of but one of fifteen hospitals. He needs to maintain his team contributions. If he focused only on his current position then he is not really part of the collective management group.
- Stephen has been observing the organization and is ready to commence strategic planning next year. He has commenced reflections on the plans.

Stephen has the beginnings of a strategic direction and now he needs to work on gaining consensus with his work-team. He believes that everyone is ready to work hard at developing new directions.

- Thomas has recently resigned from his position in Organisation B.
- Craig extends his social interactions by attending hospital social functions. This enables him to get to know people better. On promises for more substantial issues he would delay until the CEO returned. He would promise to make enquiries but would not encourage individuals any further.

(iv) Reviewing values, past performance, home/work balance

Summary Headings

Home/work balance	Time Change
Allegiance to the Organisation	Negative to Positive Conversion
Need for Self Protection	.Respect
Sibling comparison	Being Liked
Sibling compliment	Promises
Employment Choice	Political Issues
	CEO Decisions

Discussion Points

- The process has made Anna realize how she had failed to achieve a work/home balance for the past nine months. She needed to let go of many things in her professional and personal life. Anna prefers to ensure that what she does, says and decides upon is in the best interest of the organization.
- The subject needs to be careful not to portray this negative emotion when discussing external things.

- Josie compared her sister's behaviour with her own. She also complimented her sister's behaviour.
- Stephen said it was a matter of either staying and accepting the negative atmosphere or leaving. Even though he enjoyed most of his team colleagues and did not have to see much of the Executive it was a "sad and grace event" for him.
- He decided to move to other employment and run his team completely differently from his previous director. Stephen had learned to often change negative experiences to positive experiences
- Thomas believes that people respect his position and his ability to do a good job. He likes to be liked but knows that he is not always liked
- The ET~IT prompted Craig to review his habit of not making promises to people. He had been prompted by the first interview to review his political ideas. Craig does not mind making short term decisions when relieving CEO.

Composite 2 - Researcher perspective

- (i) Subject's personal reactions to the ET~IT
- (ii) Process effects initiated by the ET~IT
- (iii) Review of personal characteristics
- (i) Subject's personal reactions to the ET~IT

Summary Headings

Unexpected experience	Amusement
Freedom of Expression	Clarity
Self Observation	Sudden Realisation
Focus on Issues	External View
Surprise	Subject's Decision-making
Appropriate decision-making ideas	Personal Action
Reflective Veracity	Personal Realisations
Process Effect	Process Evaluation
Process Justification	Self Observation
Process Comment	Confirm the Worth of his beliefs
Surprise	Self Reflection
Conclude Process	Positive Self-assessment
Surprise/Amusement	Recall
Out of Ordinary	Adjustment to viewing himself

Discussion Points

- The interview was quite different from what Anna had expected. It was informal.

- She felt free to discuss her role and was able to express her thoughts and feelings. Anna was able to observe herself and was pleased with her performance. She was able to focus clearly on the issues she thought were important. Anna was a little surprised that the decision-making ideas came to her while watching the interview. She thought that she had made the appropriate decision based on ideas that came to her in the interview. The transcript and codings stimulated an honest reception from her. There was no room for dissimulation. She enjoyed her honest appraisal of the role she held in the organisation. She discovered an amusing side to her thinking. A sudden realisation came to the Anna while watching herself talk. She formed these views while reading the transcript and watching the video of her own performance.
- Anna made her decisions because of the way issues were presented back to her in the ET~IT process. She had acted on her decisions formed during her Phase 1 interview. Anna realized that her need to be a perfectionist had prevented her from abandoning past duties. The ET~IT process had been quite helpful to her in that it revealed how she had failed to achieve a work/home balance for a long period of time. Her perfectionist tendencies prevented her from letting go of past duties.
- Phillip does not enjoy listening to himself. After the first interview he was prompted to visit his staff. Phillip was prompted to attend a staff development session. It was often poorly attended. He had recalled an important issue and was deciding if he should reveal it in the interview. Phillip justified his actions in attending the in-service course.
- He noted that the staff members were surprised by his presence at their in-service course. He reinforced his need to know the content of the in-service course. Phillip questioned why the recording stopped. He said that he was much more relaxed than he had thought. He decided he needed to conclude the interview.
- Stephen was surprised and amused at watching himself and listening to what he said. He found the ET~IT process to be 'out of the ordinary'. He found that he agreed with everything he had said in the first interview. He enjoyed the ET~IT's way of helping him re-evaluate his basic values and management ideas.
- The process reflects and reinforces the subject's thoughts, values and dreams. Stephen is pleased with the ET~IT's ability to portray him and his ideas

accurately. He was able to view what he said and agree with what he said. Stephen found good evidence for the beliefs he has in his work.

- Last week's interview has prompted Thomas to reflect more upon his own characteristics. Thomas made a positive self-assessment based on his performance in the ET~IT.
- Craig recalled using a process such as this before. He also recalled how he felt using the process before. Craig needed to adjust to viewing himself from the perspective of another.

(ii) Process effects initiated by the ET~IT

Summary Headings

Benefit to the subject	Confidence in Planning
Adjustment procedure	Clarification of professional issues
Freeing from redundant behaviours	Energy and Well-being
Assisted in major decision	Rule of Thumb
Achieved goals	Relationship Building
Tacit Emergence	Different perspectives
Subject Realisation	Confirmed Observations
Self Observation	Additional effort in Relationship building
Process Effect	Promises
	Rules of thumb

Discussion Points

- Anna has been helped by the ET~IT process. The ET~IT technique has been of benefit to her. The process has made her examine what she is doing, what her role is and what she needs to do to adjust to her new role. She is better able to look at her own redundant behaviours. Anna is able to free herself of old, inappropriate ideas. The ET~IT process had the effect of assisting her to break clear of past roles and accept a new role which she enjoys very much. She has

made a major decision because of ET~IT processes. Anna was able to clearly provide reasons for having made her decision. The ET~IT process had the effect of assisting her to make a major decision which she actioned. Her decision led to a counter offer from her COO. The process assisted her to achieve her goal and to be firm in her requirements. Anna was appointed into a new role.

- Tacit awareness has been made explicit through the ET~IT process. Phillip realizes the veracity of the ET~IT process. He narrows his eyelids when he talks about other hospitals. He sees this as happening when he talks about something sinister. Phillip perceives that he is being sinister when he narrows his eyes. He has related his eye gestures to an earlier realisation.
- Josie brought her family to mind when she examined the data from the first interview.
- The first interview has stimulated Stephen to become clearer and more confident in his planning. He has been able to clarify several key issue in his professional life through the ET~IT experience. The ET~IT experience has brought several personal benefits for Stephen – more energy and feeling better about himself.
- Thomas surfaced a ‘rule of thumb’ describing his behaviour. He then surfaced another. Thomas realizes that his approach to building relationships with staff members is not a conscious approach. During the ET~IT he has been able to see his role from differing perspectives.
- Craig confirmed what he was saying about looking after new staff members. He was prompted to add to his efforts to strengthen relational ties with staff members. The ET~IT prompted the subject to review his habit of not making promises to people. He views these ideas as ‘rules of thumb’

(iii) Review of personal characteristics

Summary Headings

Values Reassertion	Energy and Well-being
Accurate Self Assessment	Thoughts, values, dreams
Role Review	Accurate portrayal
Negative Assessment	Ambivalent Relationship

EnhanceStaffMem	Over-works	
Self Criticism	Collaborative approach	Team
Role Evaluation		
Modesty/Power	Incisive Decisions	

Discussion Points

- Anna found that she restated her values as matching those of her organization during the ET~IT experience. She was able to utilize the experience to re-assert her beliefs. Anna was keen to make an accurate assessment about her readiness for taking on a role or even for discussing any decisions sensibly. She has been reviewing her past work performance. Anna, in reviewing her work and home life, realized that she needed to make a decision. She now knows that her role has changed and that she needs to let go of previous responsibilities.
- Phillip commented that he thought he had performed poorly in the first interview
- He felt the need to correct himself. He sometimes needs to act as someone else. Phillip was able to enhance the self image of a staff member by telling a story about her to a patient. Phillip was able to recall how he felt when he enhanced the self image of this staff member. He made a personal criticism of his own performance. However, Phillip has times when he is a very active CEO.
- Josie produced a value statement that contained two messages. The first was modesty, the second was asserting her powers as a CEO. Josie continued with her dual evaluation statements. There is a strong ambivalence in this statement.
- The ET~IT experience has brought several personal benefits for Stephen—more energy and feeling better about himself. The process reflects and reinforces the his thoughts, values and dreams. Stephen is pleased with the ET~IT's ability to portray him and his ideas accurately.
- Thomas maintains competing attitudes toward another work colleague. Thomas takes on too much work. He likes to adopt a collaborative approach with his team members.
- Craig is capable of making incisive decisions for short term issues.

Conclusion to Chapter 7

Conclusions that have been developed from this multi-perspective analysis are presented in the final chapter on Conclusions and Future Directions.

In this chapter, the researcher attempts to delineate a theory of accessing tacit assumptions based upon the empirical evidence derived from the composite results of the multi-perspective analysis.

Part Four

Chapter 8

Conclusions and Future Directions

8.1 Contributions to a theory of accessing tacit assumptions

Chapter 7 concluded with a composite analysis of experienter and researcher perspectives on categories derived from a grounded theory analysis of six subject's responses to feedback they received on their initial competency interviews. Each had received a written transcript of what she/he had said and a grounded theory technique analysis of her/his interview. The subject then watched a video-recording of what he/she had said and were invited to comment on this feedback. Their spoken feedback was subjected to grounded theory analysis from two perspectives, that of the subject and that of the researcher. These theoretical developments are based on this multi-perspective analysis. We are provided with two perspectives that provide clear descriptions of the effects that the ET~IT has on the behaviour of senior managers. They do not differ as much as one might expect. This is due to the 'power' of the ET~IT itself as much as to the ability of the intelligent, critical senior managers who took part as research subjects. Both the IPR and the EAT are acknowledged as the precursors of the ET~IT, but the ET~IT has the added strength of two objective inputs to the feedback process: the transcript of the first interview and its grounded theory technique analysis. As the reader would have already noticed, there are several effects produced by the ET~IT that conform to what many have said about tacit knowledge. There was

never any intention of surfacing tacit knowledge in Study Two. However, to continue the metaphor from Chapter 7, we were to witness several 'flying fish' emerge from the tacit reservoirs and return to the deep, leaving the subject and the researcher with clear messages. For example, the data shows that several senior managers generated rules of thumb quite frequently while under ET~IT conditions. This relates back to Chapter Two where Myers and Davids (1992) emphasise the importance of rules of thumb in much human behaviour. Subjects demonstrated a clearer picture of their discussion points a week after they were recorded in what Weick (1979) termed "retrospection". Sometimes we are aware of knowledge only after we use it in attending to a problem. This is what Polanyi (1966) referred to as the after-the-fact awareness that is inherent to tacit knowledge. Also it has already been noted that the velocity of tacit knowledge permits ideas to be generated quickly and accurately (Isenberg, 1984). What was witnessed often was the application of 'common-sense' by the senior managers in Study Two. Once they had clearly defined problems and their issues, they were able to quickly generate suitable decisions and strategic plans. This has been reported in Chapter Two as the work of Sternberg, Wagner, Williams and Horvath (1995).

This section presents the concluding findings on Study Two

Clearly, not all subjects spoke of the same experiences. However, enough similarity has been found amongst the research subjects to begin to construct theoretical overviews of the effects of the ET~IT process.

The researcher was quite heartened by the responses of most of the subjects. There was a general positive air and expressions that provided support to the claims of the process. There was also some concern over the very limited response from Josie, who, during her first interview, was talkative and discursive. She said very little in the feedback interview. Whether she was unwell, or she was pre-occupied with some issue, remains unanswered. In retrospect, the ET~IT should include a debrief session some weeks after the completion of the feedback session so as to properly air any concerns or disquiets carried by subjects. On a brighter note, it is also hoped that there are many breakthroughs and triumphs to be celebrated!

8.2 Experiencer's perspective

There is little temptation to seek validation of this technique by generalising the findings from just six research subjects. Yet the results arise through careful, detailed analyses of interviews conducted by the researcher himself. There were many aspects that

arose in the interviews that are consistent with the literature on tacit knowledge. There was little opportunity for the researcher to discuss tacit knowledge with the subjects and there was no awareness amongst the research subjects of who was taking part in the program. Therefore the claim is made that the comments that arise from the subject's interviews are independent and free of contamination from any source. There is a strong similarity between the responses of some of the subjects. Also, there is little in common between other subjects. Before this is discussed in greater detail, please read through the list of Experiencer perspective category comments that the sample of senior managers had with the ET~IT⁶¹. This is presented in Appendix 12D. An attempt has been made to generalise these statements for theory building.

It has been said in this thesis that the researcher believes that there may be a link between a person's access to tacit processes and the psychological correlate of 'absorptive capacity'. This has yet to be tested but a much larger sample will be needed to draw any valid, reliable inferences. It is likely that Anna and Thomas and to some extent Stephen demonstrated much more *mètis* than their other three colleagues. They behaved in 'smarter' ways and their Tellegan Absorption scores were quite high when compared with the other three. If it is proved to be correct then the management world has a predictor for assessing people whose 'deep smarts' need to be cultivated. Whether they are more intuitive than their colleagues also needs to be measured.

It is followed in this chapter by an outline of the characteristics of the Experiencer Perspective. This outline begins to distil out the essence of the ET~IT's outcomes. This is followed by an outline of the researcher perspective, which in most instances, matches the experiencers' findings.

Overview of Experiencer Perspective

Characteristics of the ET~IT

Here are some of the events that you are likely to experience when you undertake the Explicit/Tacit Interface Technique.

1. Ideas come as a surprise, you come to expect the unexpected. The experience is different to normal awareness, it is out of the ordinary. You might find the experience to be somewhat strange.
2. You may be pleasantly amused by your experience. You may see your own behaviour in a different perspective.

⁶¹ This analysis builds on Composite work from Chapter 7.

3. Ideas come suddenly. They may appear to come 'from nowhere'.
4. The process itself is informal. You can focus on yourself without any boundaries. You control the process.
5. The process promotes freedom of expression. You can express your thoughts and feelings without any restrictions or censure. If you recall an important private issue, then you are free to express it or keep it private.
6. The process is relaxed. After an initial settling in period you are able to relax completely. You may find that you are much more relaxed throughout the entire process than you originally thought.
7. You have an external view of yourself. You are able to observe yourself talking 'wisely and coherently. This is a pleasant experience.
8. You will find that you are honest and candid. To can evaluate yourself and your behaviour truthfully.
9. You will experience reflective veracity in what you say. You will find new depth in your own spoken words. You will be able to express your ideas accurately and appraise your behaviour honestly.
10. You can focus clearly on important issues and make informed decisions and forecasts.
11. You are likely to implement plans that you have made with the assistance of the ET~IT.
12. The process reinforces your thoughts, values and dreams. You are likely to make a positive self-assessment based on your performance on the ET~IT.
13. You may find the initial experience unpleasant. Some individuals do not enjoy watching themselves. They may find it difficult to accept this view.
14. Most people get used to watching themselves very quickly.
15. The data obtained from the transcript, the analysis and the videorecording often requires a period of adjustment before feedback commences.

Personal characteristics reported from the ET~IT experience

This is a selection of personal characteristics that individuals have identified as a result of the ET~IT experience

1. One person had come to the realisation that his/her role has changed and that he/she needs to let go of previous responsibilities.
2. One individual found it hard to renege on past responsibilities because of her/his perfectionist nature. Another finds it amazing that his/her role is viewed so differently from differing perspectives

3. One person confirmed what he/she was saying about looking after new staff members. He/She agrees with the views he/she put forward in the first interview on relationship building.
4. An individual does not like hearing himself/herself on the video-recording. He/She thought that he/she had performed badly in the first interview. He/She believes that sometimes it may be necessary to project someone else's image.
5. One person thinks that he will be forgotten soon after he/she resigns and his/her replacement will be better. He/She thinks that he/she is important within the hospital but less important within the governing group.
6. An individual wondered what her/his family would think of her/his performance in the interview. Two of her sisters had described her/his work in their MBA studies.
7. One person had been working too long and too hard. It took the ET~IT to help the recognition of burn-out
8. One person was self effacing about her/his own abilities. She/He was once a high school drop-out. She/He is now CEO of a major hospital.
9. One individual often works without reflection on what he does.
10. A person had to use one of his/her problem-solving techniques. Now he/she realizes that he/she does think a lot about what he/she does in his role.
11. This senior manager presented two rules of thumb. He/She prefers face-to-face contact rather than sending directives. He/She thinks that it is important for team members to be able to recognise him as a person. However, he/she thinks sometimes it is easier to email.

Reasons for any decision-making or strategic change

This section presents some of the reasons that individuals have given for decision-making or strategic change as a result using the ET~IT.

1. *Personal turnaround* - This senior manager finally informed the COO and local CEO that she/he could no longer maintain her/his previous responsibilities. The COO asked her/him to reconsider her/his position. He/She insisted on a role that would suit his/her requirements. The new arrangement will commence in December.
2. *Enhance staff member* - A senior manager was able to enhance the self image of a staff member by telling a story about her to a patient. He/she felt good about being able to do this.

3. *Role Evaluation* - This senior manager has times when he/she is a very active CEO. There are other reasons why the CEO is important to the organization. Sometimes he/she is active in his CEO role, sometimes he/she simply plays the role in a ceremonial sense. The subject said that he/she is CEO of but one of fifteen hospitals. He/She needs to maintain his/her team contributions. If he/she focused only on his current position then he/she is not really part of the collective management group.

4. *Strategic Plan* - One senior manager has been observing the organization and is ready to commence strategic planning next year. He/She has commenced reflections on the plans. The subject has the beginnings of a strategic direction and now needs to work on gaining consensus with his/her work-team. He/She believes that everyone is ready to work hard at developing new directions.

5. *Resignation* - One senior manager has recently resigned from his/her position in Organisation B.

6. *Socialising* - One person extends his/her social interactions by attending hospital social functions. This enables him/her to get to know people better.

7. *Promises* - On promises for more substantial issues the senior manager would delay until the CEO returned. He/She would promise to make enquiries but would not encourage individuals any further.

Reviewing values, past performance, home/work balance

This final section from the experiencers' perspective provides examples of senior managers' reviews of their values, past performance and home/work balance.

1. *Home/work balance* - The process has made one subject realize how she/he had failed to achieve a work/home balance for the past nine months. She/He needed to let go of many things in her/his professional and personal life.

2. *Allegiance to the Organisation* One senior manager prefers to ensure that what she/he does, says and decides upon is in the best interest of the organization.

3. *Need for Self Protection* - This senior manager needs to be careful not to portray this negative emotion when discussing external things.

4. *Sibling comparison* - One senior compared her/his sister's behaviour with her/his own.
5. *Sibling compliment* – The same senior manager complimented her/his sister's behaviour.
6. *Employment Choice* - One senior manager said it was a matter of either staying and accepting the negative atmosphere or leaving. Even though he/she enjoyed most of his/her team colleagues and did not have to see much of the Executive it was a "sad and grace event" for him/her.
7. *Time for Change* - The senior manager decided to move to other employment and run his/her team completely differently from his previous director.
8. *Negative to Positive Conversion* - One senior manager said that he/she had learned to often change negative experiences to positive experiences
9. *Respect* - A senior manager believes that people respect his position and his ability to do a good job.
10. *Being Liked* - The person likes to be liked but knows that he is not always liked
11. *Promises* - The ET~IT prompted one subject to review his habit of not making promises to people.
12. *Political Ideas* - He had been prompted by the first interview to review his political ideas.
13. *Short-term decisions* - This senior manager does not mind making short term decisions when relieving CEO.

8.3 Researcher Perspective⁶²

In building this theoretical overview, the researcher has adopted a reporting approach that attempts to avoid making overstated claims of the efficacy of his technique. Generalisations have been introduced as part of the theory building.

The compilation analysis is found in Appendix 12D.

Characteristics of the ET~IT

Here are some of the statements that you are likely to hear when you talk with a person who have completed the Explicit/Tacit Interface Technique.

1. The interview was quite different from what the senior manager had expected. It was informal.
2. The senior manager felt free to discuss her/his role and was able to express her/his thoughts and feelings.
3. The senior manager was able to observe herself/himself and was pleased with her/his performance.
4. The person was able to focus clearly on the issues she/he thought were important.
5. The individual was a little surprised that the decision-making ideas came to her/him while watching the interview.
6. The senior manager thought that she/he had made the appropriate decision based on ideas that came to her/him in the interview.
7. The transcript and codings stimulated an honest reception from her/him There was no room for dissimulation. The person enjoyed her/his honest appraisal of the role she/he held in the organisation.
8. The individual discovered an amusing side to her/his thinking.
9. A sudden realisation came to the senior manager while watching herself/himself talk. She/He formed these views while reading the transcript and watching the video of her/his own performance.
10. The senior manager made her/his decisions because of the way issues were presented back to her/him in the ET~IT process.
11. The person had acted on her/his decisions formed during her/his Phase 1 interview.
12. The realisation that her/his need to be a perfectionist had prevented her/him from abandoning past duties.

⁶² This analysis builds on the Composite work in Appendix 12D.

13. The ET~IT process had been quite helpful to him/her in that it revealed how he/she had failed to achieve a work/home balance for a long period of time. Her/His perfectionist tendencies prevented her/him from letting go of past duties.
14. The person does not enjoy listening to himself/herself.
15. After the first interview the senior manager was prompted to visit his/her staff. He/She was prompted to attend a staff development session. It was often poorly attended.
16. The person had recalled an important issue and was deciding if he/she should reveal it in the interview.
17. The senior manager justified his/her actions in attending the in-service course.
18. The senior manager noted that the staff members were surprised by his/her presence at their in-service course.
19. He reinforced his need to know the content of the in-service course.
20. The individual questioned why the recording stopped.
21. The person said that he was much more relaxed than he had thought. He decided he needed to conclude the interview.
22. The individual was surprised and amused at watching himself/herself and listening to what he/she said.
23. The senior manager found the ET~IT process to be 'out of the ordinary'.
24. The senior manager found that he agreed with everything he/she had said in the first interview. He/She enjoyed the ET~IT's way of helping him re-evaluate his basic values and management ideas.
25. The process reflects and reinforces the individual's thoughts, values and dreams. The individual is pleased with the ET~IT's ability to portray him/her and his/her ideas accurately.
26. The senior manager was able to view what he/she said and agree with what he/she said. The senior manager found good evidence for the beliefs he/she has in his/her work.
27. Last week's interview has prompted the senior manager to reflect more upon his/her own characteristics. The senior manager made a positive self-assessment based on his/her performance in the ET~IT.
28. The senior manager recalled using a process such as this before. He/She also recalled how he/she felt using the process before
29. The person needed to adjust to viewing himself/herself from the perspective of another.

Personal characteristics reported from the ET~IT experience

Here is a sample of statements made by subjects about their personal characteristics identified during the ET~IT process.

1. The senior manager will say that she/he has been helped by the ET~IT. The ET~IT process has been of benefit to him/her.
2. The process has made her/him examine what she/he is doing, what her/his role is and what she/he needs to do to adjust to her new role.
3. The Individual is better able to look at his/her own redundant behaviours. He/She is able to free herself of old, inappropriate ideas The ET~IT process had the effect of assisting him/her to break clear of past roles and accept a new role which he/she enjoys very much
4. The person may say that he/she has been assisted in a major decision which has been actioned. She/he has made a major decision because of ET~IT processes. People are able to clearly provide reasons for having made decisions. The process assisted him/her to achieve her goal and to be firm in his/her requirements.
5. Tacit awareness has been made explicit through the ET~IT process. This means that behaviour or thoughts that were previously hidden from the individual have been seen through the objectification found in the ET~IT.
6. The senior manager realizes the veracity of the ET~IT process. She/he is 'confronted' with the objective truth of their behaviour as recorded in the transcript, analysis and videorecording.
7. The first interview has stimulated the senior manager to become clearer and more confident in his/her planning.
8. The senior manager has been able to clarify several key issue in his/her professional life through the ET~IT experience.
9. The ET~IT experience has brought several personal benefits for the senior manager – more energy and feeling better about himself/herself.
10. The individual surfaced a 'rule of thumb' describing his behaviour. He/She then surfaced another.
11. The senior manager realizes that his/her approach to building relationships with staff members is not a conscious approach.
12. During the ET~IT the individual has been able to see his/her role from differing perspectives.

13. The senior manager confirmed what he/she was saying about looking after new staff members. The senior manager was prompted to add to his/her efforts to strengthen relational ties with staff members
14. The ET~IT prompted the person to review his habit of not making promises to people
15. The senior manager views these ideas as 'rules of thumb'

Reviewing values, past performance, home/work balance

This final section from the Researchers' perspective provides examples of senior managers' reviews of their values, past performance and home/work balance.

1. The senior manager found that she/he restated her/his values as matching those of her/his organization during the ET~IT experience. She/He was able to utilize the experience to re-assert her/his beliefs.
2. The person was keen to make an accurate assessment about his/her readiness for taking on a role or even for discussing any decisions sensibly.
3. The senior manager has been reviewing her/his past work performance
4. The senior manager, in reviewing his/her work and home life, realized that he/she needed to make a decision. He/She now knows that his/her role has changed and that he/she needs to let go of previous responsibilities.
5. The senior manager thought that he/she had enhanced the self image of a staff member by telling a story about her to a patient. The senior manager was able to recall how he/she felt when he/she enhanced the self image of this staff member.
6. The individual commented that he thought he/she had performed poorly in the first interview. He/She made a personal criticism of his own performance.
7. The senior manager felt the need to correct himself/herself. He/She sometimes needs to act as someone else. However, the subject has times when he/she is a very active CEO.
8. The senior manager produced a value statement that contained two messages. The first was modesty, the second was asserting his/her powers as a CEO. The subject continued with his/her dual evaluation statements. There is a strong ambivalence in this statement.
9. The ET~IT experience has brought several personal benefits for the senior manager – more energy and feeling better about himself/herself.
10. The process reflects and reinforces the person's thoughts, values and dreams.
11. The senior manager is pleased with the ET~IT's ability to portray him/her and his/her ideas accurately.
12. The senior manager maintains competing attitudes toward another work colleague
13. The senior manager takes on too much work.

14. The person likes to adopt a collaborative approach with his team members.
15. The senior manager is capable of making incisive decisions for short term issues.

These pages of overview statements represent the fruit of the analysis of six senior managers. The researcher believes that he is on the threshold of completing further developments that will transfer this research Study into a method that will bring an important organisational development tool to senior managers throughout the management world.

8.2 Review of the Research Project

Most of the contents of this chapter are directed towards the results of Study Two, although Study One was a necessary antecedent and many comments are still relevant to Study One. This research project started with the notion of making the tacit conscious, but it gradually emerged that that was not really the goal.

It has become apparent to the author in this dissertation that some people, particularly highly intuitive ones, often depend not on logic in strategic planning, problem solving and decision making but are more likely to pause and tap into their tacit reservoirs. As if from nowhere, along comes something that satisfies current requirements.

A lot of what emerges into consciousness is visual, but just as often it may be a non-visual impulse directed in a purposive manner. It would be fair to say that the form of image depends very much on the typical thinking modality of the individual. It may be auditory or it may be visual, it could be kinaesthetic or emotional. It is experienced in the moment, just as words flow in a sentence. For the senior manager, it may be a prompt to telephone a stakeholder, a decision to ratify a team decision, a comment to offer a report during his/her performance review. It may be a visual rehearsal of an impending meeting or a feeling of dread when anticipating having to retrench a valuable staff member. It may arrive in the moment, or it may suddenly and unexpectedly come to mind in a completely different situation.

The tacit processes do a lot in shaping these responses but the senior manager rarely knows what is behind the shaping. A senior manager might say that she/he has a pessimistic feeling about something but cannot say why. Some are accurate in their intuitive responses and evaluations, some show pathological tendencies, to the extent that they exhibit paranoia or excessive guilt over their decisions and actions.

Self-Observation

That invisible data bank, the tacit assumptions studied in this thesis, may be responsible for more managerial behaviour than we care to admit. There are probably ways of learning to let the mind “float” and to tap into it. The importance of what has been achieved in this study based on a grounded theory method, is not making the tacit conscious. It is teaching people to access and acknowledge its influence. It has not emerged from getting them to reiterate what they have done, but by getting them to give an account of what they have expressed, to talk openly, to analyse their own

thinking while letting them to be savvy to the technical analysis carried out on their behalf.

In the present study, senior manager were invited to scrutinise themselves and to come face-to-face with their important behaviours - as if they were another person getting to know themselves. Unlike the technique followed in self-assessment in the development centre⁶³, this methodology has permitted the senior manager to comment on any aspect of the videorecorded interview, even extended to predicting possible outcomes of what has been recorded. This information is inordinately useful, especially in a leadership role “...where half the team wants to follow you and the other half wants to undermine your actions”. This technique allows the senior manager to “switch off and look at yourself”. They don’t normally do this - they are too involved in what they are doing and perhaps the business culture, or our culture in general, do not foster tuning in to the self.

In both studies in this research project, three competencies were selected as the subject matter of the enquiry. In business situations, the subject matter is the problem at hand. In Study Two, the first recording is of the matter of importance, and the senior manager provided his/her views on the selected matter. A transcript is provided and a grounded theory analysis is prepared of the senior manager's ‘performance’. The second session brings the videorecording, its transcript and its analysis again for the critical appraisal by the senior manager.

The *Explicit~Tacit Interface Technique (ET~IT)* does not teach individuals to be coldly calculating. It teaches them to be able to evaluate what they are doing, to be self reliant, to seek out information about their own thinking. By looking at videos of their own performance and looking at the accumulated evidence, they learn a whole lot about themselves that they really do not become aware of in their natural attitude. That is why it is so powerful.

The role of the mentor in the ET~IT

The technique developed for and in Study 2 requires the input of the teacher/mentor. Not only does the mentor provide the technical feedback (transcript and content analysis) but he/she also provides the guidance necessary for the senior manager to

⁶³ Where the senior manager is asked to identify the presence or absence of a targetted competency behaviour in the videorecording

look at himself/herself and not have their efforts dissipated through trivial observations⁶⁴

The senior manager needs someone to help her/him through the complexity of the presented materials during the second interview session. In going over the original interview materials again, both through individual reflective periods after the first session and during the second interview, the processes introduced in Study 2 changed specific aspects of the senior managers' self concept and self confidence. For Anna, there were specific behavioural changes that led her to be far more positive about her own skills and political power within Organisation B. She became positive and expansive in her social outlook. For Phillip, we saw the opposite. He commenced a period of grasping for control. He demonstrated many of the behaviours we describe as micromanaging. Even during the second interview he worked hard to control as much of the content of the interview as he could. He went so far as to devote five minutes to correcting the transcript where he saw fit. He sought to have power over every small detail within his managerial scope. Eventually, within one year of the completion of this study, Anna was promoted to the head management position of the Hospital while Phillip was repositioned to a less responsible position elsewhere within Organisation B. Josie is a most brilliant senior manager. The responses she gave in the first interview were discursive, articulate and passionate. Even so, she focussed much of her discourse on belittling another senior manager. This was a most unusual behaviour for Josie! It is likely that the researcher had encountered Josie during a stressful period in her life. Subsequent enquiries revealed both substantial health and personal difficulties. Not a good time for undergoing such a powerful mental stimulus as the ET~IT.

Outcomes from the ET~IT

The outcomes do not have to be a happy or positive. Far from it. They are realistic. The technique allows people to gain an understanding of the self at work to some extent, and to gain further insights into how their mind works. Of the six Study Two senior managers interviewed, several became very positive others became extremely critical of themselves or their key reporting staff.

It is important that the process and its outcomes remain private and confidential to the senior managers involved. It is not a process that flatters the senior manager. It is good that they know what it reveals. It certainly is a way to learn more about themselves.

⁶⁴ The research findings indicated that too much time was taken by senior managers in considering comments about hair, clothing, complexion, video-frame adjustment and transcript typographical errors. They needed the focus provided by the researcher to gain full value from the process.

Quite salutary lessons can be learned that, hopefully, will better prepare the senior manager for future business encounters. It will also influence the way that future difficult situations are approached. They might even lead to appropriate vocational changes.

The ongoing importance of the mentor to the senior manager

The importance of the researcher in mentoring the individual through the ET~IT process was necessary in successfully debriefing the emotional outcomes released during the 'confrontation' with the evidence during the second integrative session. Again, some of these emotions were quite positive, while others were quite destructive and recriminating. Tacit processes are huge provokers and shapers of emotions. The mentor also influences the way in which the senior manager uses the subjective cues, feelings and intentions from his/her data bank of tacit knowledge and experience. The understanding that the senior manager concludes with is quite different from what was anticipated during the initial stages of the present unfolding research process.

Progressing through the research process

The conclusion is that the initial goal was wrong. However, by using this interactive research method based on grounded theory, the understanding and realisation of new insights were merged in with the initial aims. The changes in understanding were incorporated into the next stage of the research. Instead of failing in the overall project⁶⁵, a stronger, more robust method of studying tacit assumptions was achieved. Especially for exploratory research this project confirms the validity of the grounded theory research methodology. Without this approach there would have been a massive amount of work that amounted to very little. The first conceptualisation may have been wrong, in the process of investigation, the understanding achieved was incorporated into the next stage. Person after person, analysis after analysis, it developed into a serious and focussed study of tacit assumptions. The researcher's introduction to perspective analysis brought great rewards for the researcher himself and this study. He already has commenced a further study that will bring together three or four different perspectives, to conduct a truly multi-perspective analysis of accessing tacit knowledge.

The mental discovery voyage of the two studies suggests to the researcher the importance of being aware that there is this whole entity – the human mind - but what

⁶⁵ Which would have been the result had one based the research on hypothetico-deductive design.

is accessible to the conscious mind is a tiny bit of the brain's computing power. There is such a huge amount that is inaccessible to the conscious mind and, for some reason, without special guidance the person is typically unaware of how little is accessible to conscious thought. We know that there are those who are quite oblivious of themselves when they work or think. We also are aware of those who are so self aware that they are unable to relate to what is going on around them. But what we have found to be true of human behaviour is that these things work in predictable manners. In Study Two the researcher found that when individuals switch into "watching self" mode, they see themselves as other people see them. They adopt a new and exciting perspective, and often for the first time are able to utilise their full critical powers focussed on their own thoughts and behaviours and begin to evaluate the impact on others. It is as though the ET~IT technique offers a set of perspectives that set the stage for a full philosophical personal critical analysis modality.

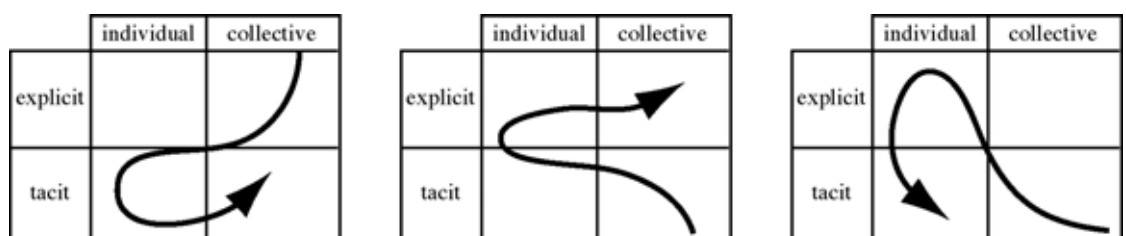
Social interaction effects

Social interaction is very important in senior manager interaction because individuals tend to argue themselves into corners when working by themselves. Individual effort although invaluable, does not go far. However, when you are with others who are talking with you, you keep on accessing and sharing the intuitive 'bits and flashes'. The other person may present an idea and you might say "*Oh I am not sure, oh I know, this comes to mind*". The process of dialogue seems to increase the access to tacit knowledge or is influenced by the tacit store. It increases the influence of it. It is hard to know why - it seems to keep changing the focus of attention which might also be described as quickly changing perspectives on the issue being discussed. The results of Study Two suggest that this is facilitated when you look at yourself as another person. In a discussion somebody is looking at you objectively and he/she may perceive something that you express unknown to yourself. Thoughts come to mind or emotions come to mind. You may say "*Oh God that is horrible*" or "*Wow, what a great idea!*" Greater involvement from a dedicated work team increases the likelihood of a rich interaction between the tacit and explicit, the individual and the collective team.

These patterns of interaction can be presented visually, as shown in Figure 8.1.

Figure 8.1 Different patterns of knowledge transformations

(after Baumard 1999, p.109)

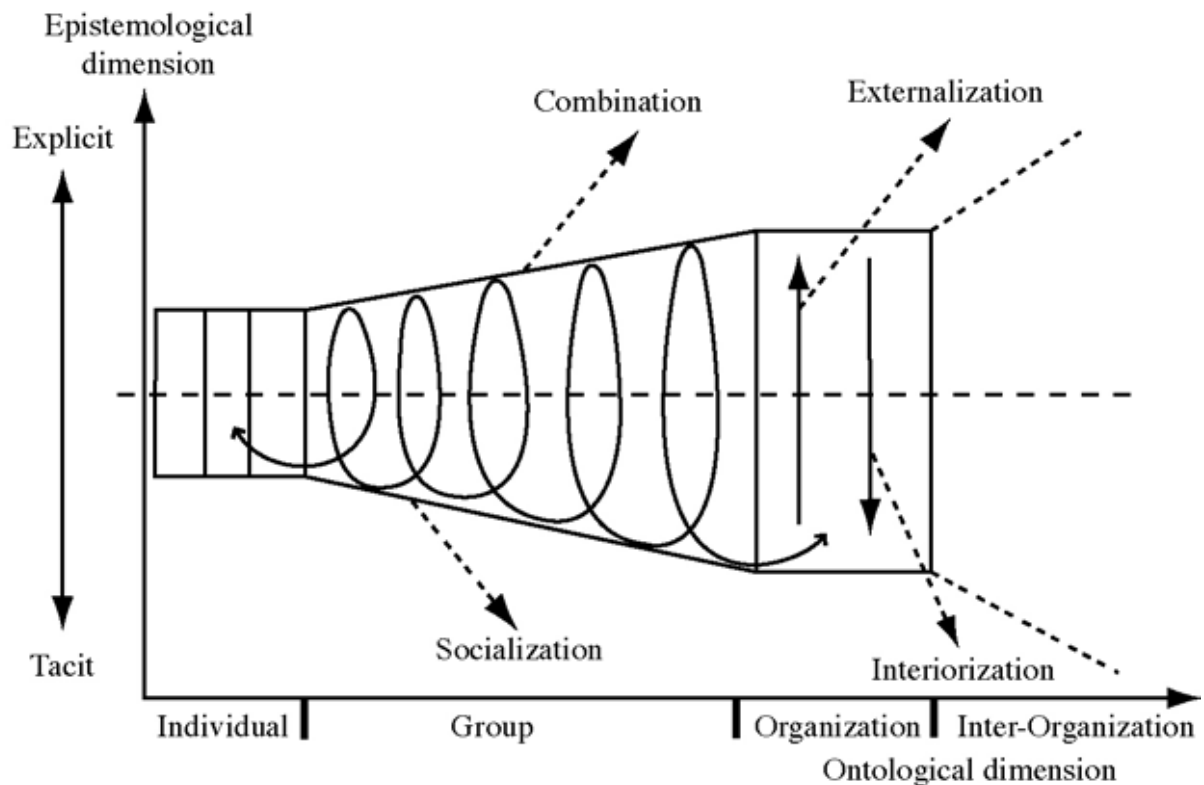


Possibly the most accurate integrative account of the effects of socialisation in the tacit knowledge literature comes from Nonaka (1992). He describes a series of sequences involving tacit-explicit interactions that occur within the workplace. The four sequences identified by Nonaka are:

1. The worker learns tacit know-how directly from association with a skilled person - Socialisation
2. He/she then translates the new knowledge into a form of explicit knowledge that can be communicated to other team members – Articulation
3. The team standardises this knowledge and bring it together with the body of knowledge they have already acquired – Combination, and finally
4. The team refines the processes and enrich their own tacit knowledge bases – Internalisation.

Nonaka claims that for knowledge to be truly organisational, a certain number of interactions must be set in place. These are illustrated in the extensively lionised illustration presented as Figure 8.2

Figure 8.2 The spiral of organisational knowledge creation (Nonaka, 1992)



Politics of the Tacit/Explicit interaction

It follows that the senior manager wants to be surrounded by bright people because they can criticise him/her constructively and this assists in bringing ideas out of hitherto hidden cognitive assets. Then the senior manager needs to realise and understand that people get jealous and spiteful when he/she becomes successful and her/his brightness is acknowledged. They can 'backstab' with great accuracy as they know the inner workings well. The senior manager has to know to be prepared for that. You need to be with your friends. You need to manage your competitors wisely. The senior manager needs to be self-protecting. This is often found in the work-place with senior managers, where power finds its place through strong attempts at individual supremacy, waxing and waning of coalitions of powerful individuals and the inevitable falling out when one individual succeeds over another.

Baumard (1999) has already stated that cognition delimits 'territories' that provide boundaries between what individuals perceive and what they fail to notice. He writes that "... *Intrusion into 'cognitive territories' unknown to the person who ventures into them is difficult to represent in a system, and trial and error, chance or contingency are*

sometimes the only ways that new elements are discovered in an environment.” p.13. His view is that wastage manoeuvres and the maintenance of ‘fuzzy zones’ then take on another face – they provide a firewall against the inquisitive intrusions of others. This is illustrated in his figure from p.14.

Figure 8.3 Cognitive bulwarks and territories (Baumard, 1999)

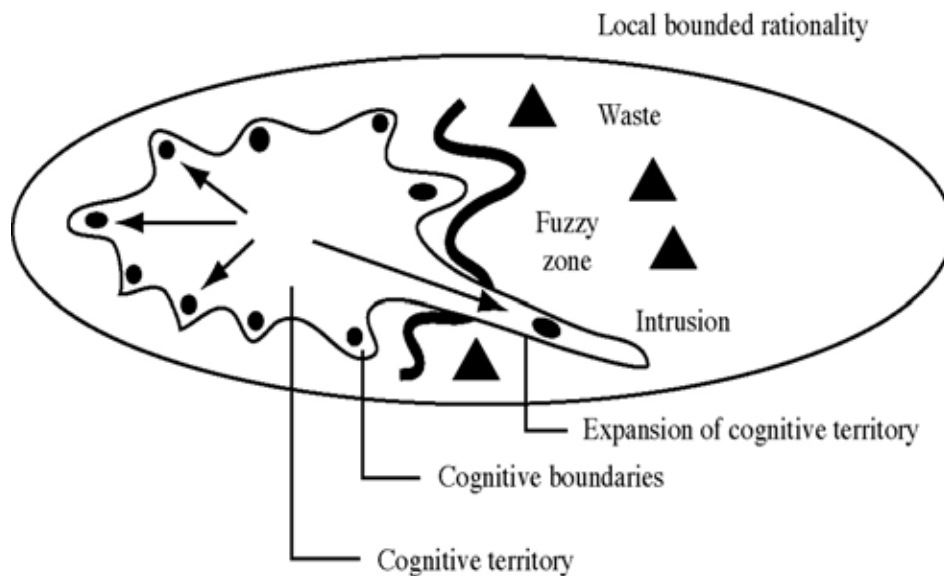


Figure 8.3 shows that senior managers can be most prudent when it comes to being accessible to the cognitive intrusions of others. Baumard writes that “... knowledge and cognition are very often ‘territorialised in organisations, partly by the actor’s bounded rationality, but equally by their determination to protect their knowledge, which they associate with their power and authority” (p.14)

Evaluation of the ET~IT method

Kagan was creative, Diment was creative, Sheehan and McConkey were creative. The researcher hopes that his method will also be judged creative. The ET~IT is a complex, dynamic, firm method for training responsible people in a way that is open and creative. It keeps focussing and refocussing on what makes senior managers “*tick from underneath*” from what is going on in front of them. Each time they talk about themselves during the process it is more polished, accurate, sharp⁶⁶. They become very sharp. This will transfer across to their judgements of other people. Think tank people become very sharp, as do individuals in academic communities, high performing teams and classes, families that debate issues around the dinner table,

⁶⁶ ‘Sharp’ - In the sense of being alert and well-informed of the nuances and meanings of the issues of a situation or circumstance.

research groups, top management teams, top sporting teams and regularly performing musical groups.

The ET~IT has uses in many areas. The best payoff is probably in fostering self understanding and efficiency with the very bright senior managers. It has the potential to be developed in many other areas. It will always require a moderator/mentor to keep it all on track.

Comparison with other methods of increasing the involvement of tacit knowledge

Dorothy Leonard and Walter Swap (2004) have systematised a range of techniques for developing the involvement of tacit processes in business problem solving and decision making, what they term “Deep Smarts”. They write

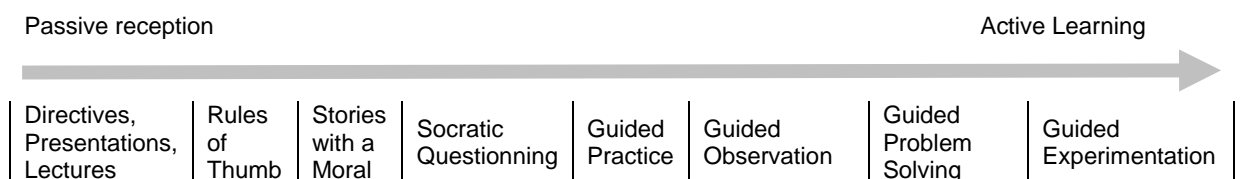
“Their insight is based more on know-how than on facts; it comprises a system view as well as expertise in individual areas. Deep smarts are not philosophical – they’re not “wisdom” in that sense – but they’re as close to wisdom as business gets” (p. 88)

and

“Throughout your organisation, there are people with deep smarts. Their judgement and knowledge – both explicit and tacit – are stored in their heads and hands. Their knowledge is essential. The organisation cannot progress without it. You will be a more effective manager if you understand what deep smarts are, how they are cultivated, and how they can be transferred from one person to another.” (p. 90)

Leonard and Swap (2004) note that very few organisations manage this asset well, perhaps because it is difficult to pin down and measure. Such neglect is risky. Individuals develop practical, often organisation-specific expertise over the course of many years but can walk out the door in only a minute, taking their smarts with them. They predict “... as the baby-boom-retirement tsunami approaches, lots of valuable employees and leaders will do exactly that.” p. 90

Table 8.1 Moving towards deep smarts (Leonard and Swap, 2004, p. 92)



They perceive that the central paradox in transferring deep smarts is that constantly reinventing the wheel is inefficient, but people learn only by doing. So what is the best way to get them up to speed? In their research, they identified a number of techniques used by what we call knowledge coaches – experts who were motivated to share some of their deep smarts with protégés. Their work is further examined in Appendix 19 Deep Smarts.

Grounded theory as a fruitful, initial stage of social research

The author is deeply impressed with the potential of grounded theory for exploratory research, when one does not have the knowledge base for effective and proper use of one's chosen methodological approach to testing hypotheses. In the early stages of investigation one may know the area where one wishes to explore but the parameters are not yet sufficiently described to present clear testable, hypotheses. What this means is that instead of making predictions and testing them to find that they don't work, one can incorporate the modified understanding into the next phase of the research. The process of ongoing modification of concepts and goals involved in grounded theory research impresses this researcher as appropriate in the early levels of research into complex intra- and inter-personal processes. This impresses the researcher as a classic model for exploratory social research. As more is understood, and techniques are refined the research bears fruit. There is no catastrophe of ruined, thrown away research if your hypothesis is not confirmed. It would seem that one could get to the stage eventually to make hypotheses. This would be way down the track.

This is not only an appropriate methodology for exploratory research. It seems appropriate to describe, to make tentative causal propositions, but to re-create and modify these with ongoing data gathering and observing. It is a very rewarding one that will keep the researcher motivated and creative. It seems pretentious and inappropriate to use established experimental methodologies (such as the hypothetico-deductive method) when the basic concepts are unclear. That is an extremely important finding in this study

Hypnotisability and tacit knowledge

It seems, intuitively, after having worked through this research project, that one witnesses variability in a population with respect to the extent of the various behaviours displayed and emotions elicited and the extent to which they are shaped or contributed to by tacit processes. A certain group of people look into space and say “oh yes, I can see the answer”! or “No, that just doesn't feel right”. These might be characterised as

individuals who have high hypnotic responsiveness. They are good at stepping into roles, are highly imaginative and thrive on “thinking outside of the square”. They have to learn not to be overly influenced by others. They can imagine themselves into someone else’s head. They need to have the capacity of thinking within their own protective firewall as there are definite negative aspects to their thinking behaviour. For instance, they may become lost within their own mental productions and move into unproductive areas. They may become immersed in cognitive backwaters or playful thoughts to the detriment of team efforts and the chagrin of their more conventional colleagues. These are people who would be very useful in a team: they can imagine how people might think or how their behaviour might go. Once they focus in on a person’s value system they can shift into roles, imagine themselves into different roles. They are certainly creative, having an ease in accessing the hidden data bases. It is difficult to say why. Their brains work differently! It is worth noting that some of the so-called savants have these weird abilities. They are treated as ‘peculiarities or freaks’ but they demonstrate that cognitive behavioural theorists still underestimate the problem solving abilities of the human mind. We are just finding now how smart some of these mathematics people can be. The hypnotiseability of an individual is one measurable dimension that may be getting close to tracking this phenomenon⁶⁷.

⁶⁷ Another one is the Ericksonian form of hypnosis where individuals are treated without their knowledge and consent studied under the rubric of ‘hypnosis and indirect hypnosis’. Effectiveness is not related to hypnotic responsiveness. It appears to be related to the Milgram ‘obedience to authority’ paradigm.

8.6 Future Directions

A further direction that is worth research would be to look at is the question of whether the method in the present study may be suitable for some types of minds and not others. There are huge differences in variability in the way that individuals store, process and compare. This is demonstrated in the studies of savants⁶⁸ where there is extreme ability in certain limited areas. This method could be useful for everyone but most likely be useful for a subpopulation of the high achieving.

How would we know? Most likely through trialling the technique with a range of senior managers. For example in the first recording with Anna it was obvious because of her immediate responsiveness to the technique. You would gather data such as what sort of music do they like, the pattern of their thought processes, their response to visual imagery. You would ask what was the experience like to them?

- Did they get sudden bursts of understanding and intuition at times away from the experimental situation?
- Did it stimulate looking at things differently - creatively

There would be questioning people about the effects of the technique. We would have learned a lot more about other complex social effects if we had sat and asked people

- Tell me about it.
- How did it feel?
- How did it change your thought processes?

Rather than get on with some form of experimental method at the beginning of learning about an area, you observe, document, change your ideas in the early stages of learning about a really complex entity such as the human mind.

A further future direction became steadfastly clear during the later years of this study when the author was introduced to the pedagogical work of Etienne Wenger. Wenger (1998), in discussing his “communities of practice” describes how he insists on including both explicit and tacit knowledge into learning experiences. In describing work practices he writes:

“Such a concept of practice includes both the explicit and the tacit. It includes what is said and what is left unsaid: what is represented and what is assumed. It includes the language, tools, documents, images, symbols, well-defined roles, specified criteria, codified procedures, regulations, and contracts that various

⁶⁸ *An example study is Autistic Savant written by Stephen M. Edelson, PhD(1995). Center for the Study of Autism, Salem, Oregon*

practices make explicit for a variety of purposes. But it also includes all the implicit relations, tacit conventions, subtle cues, untold rules of thumb, recognisable intuitions, specific perceptions, well-tuned sensitivities, embodied understandings, underlying assumptions, and shared world views. Most of these may never be articulated, yet they are unmistakable signs of membership in communities of practice and are crucial to the success of their enterprises". (p.47)

Above all, it is the intention of the author to turn his attention once again to management development, armed with a body of knowledge about tacit knowledge and a technique for convincing senior managers of the need to appreciate the existence and worth of tacit assumptions in their managerial work.

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Appendix 1 Competencies used in the Registered Clubs Development Centre (Dawes, 1998).

Competency Definitions and Behaviours

Evaluations of the 360° Analysis and the Development Centre simulations are based on the same set of six competencies.

They are:

- Analytical Thinking
- Business Acumen
- Planning & Organising
- Communication
- Interpersonal Skill
- Organisational Awareness

The Competencies are defined quite clearly. The specific behaviours that are placed under each Competency heading are also identified.

Analytical Thinking

Definition

Breaking down complex problems and tasks to identify basic information that may be used to predict consequences

Specific Behaviours

1. Thinks sequentially about individual parts of a task or project
2. Seeks out basic data
3. Uses team responses to identify issues
4. Independently breaks down tasks, processes or problems into fundamental parts
5. Systematically compares current situation with previous experience
6. Uses a range of techniques to break down problems into component parts
7. Directs the resources of the Club towards the development of complex plans
8. Comes up with a range of solutions for evaluation
9. Deals with problems from areas previously not encountered
10. Infers links between the component parts of a situation or problem

Business Acumen

Definition

Understands business principles and practice and makes sound commercial decisions for the Club after consideration of the internal and external environment

Specific Behaviours

1. Links personal work goals and performance objectives to the commercial goals of the Club
2. Identifies cost reduction
3. Identifies and implements improvement ideas in own and customer/supplier areas
4. Participates willingly in small group activities to bring about the success of the Club
5. Links team or divisional goals and performance objectives to the commercial goals of the Club
6. Monitors the efficiency of the work team, particularly in relation to cost reduction
7. Co-ordinates and promotes continuous improvement measures within the work group
8. Implements agreed-upon changes
9. Contributes actively to the business planning processes
10. Continuously relates functional plans back to the Business Plan
11. Uses resources to meet the Business Plan
12. Continuously considers how Club enterprises impact on the bottom line
13. Draws on past business successes to maximise gain
14. Seeks out new business opportunities
15. Assesses business risk against profitability
16. Develops strategic plans for the Club's business
17. Looks for strategic alliances which may increase long-term performance of the Club's business
18. Identifies and develops new business opportunities outside existing business
19. Concentrates on driving key business issues

Planning & Organising

Definition

Establishes a course of action to accomplish specific goals

Specific Behaviours

1. Prepares for individual operations and assignments using a process to define job objectives and time schedules
2. Undertakes periodic review of progress and revision of plans
3. Consults with and coordinates plans and objectives with work colleagues
4. Ensures timely preparation of operations, plans and schedules
5. Emphasises achievement of targets
6. Regularly monitors time, costs and quality standards
7. Coordinates Club operations with contributions from functional managers and supervisors
8. Provides strategic input during Business Planning meetings
9. Regularly reviews progress against planning targets
10. Directs the annual Business Planning cycle
11. Is comfortable incorporating technical, financial and workforce contributions from functional management

12. Assesses and redefines objectives and financial estimates where necessary
13. Provides visionary input to Club's strategic direction
14. Assumes accountability and accepts responsibility for Club Business Plans

Communication

Definition

Expresses oneself clearly and succinctly in both spoken and written forms.

Specific Behaviours

1. Provides operational, technical and professional information effectively in spoken form
2. Provides operational, technical and professional information effectively in written form
3. Clearly conveys complex information through spoken or written communication
4. Articulates viewpoints and policies in a clear manner
5. Seeks clarification to make sure that communications have been received properly
6. Maintains an open disposition to new information
7. Avoids jargon when discussing issues with non-technical people
8. Listens effectively to the views and opinions of others
9. Identifies the most important issues and concerns
10. Communicates effectively with all levels of employees and external people
11. Uses a range of communication forms, such as audiovisual aids, effectively
12. Uses both data and overviews to get point across
13. Gains competitive advantage by communicating the Club's functions as opportunities arise
14. Communicates professionally with media and vested-interest groups (eg, Unions, Environmental Groups)
15. Accurately describes "the market place" (Members & Guests, community, etc)
16. Effective speaker who can address audiences with little or no preparation
17. Communicates according to the predetermined Business Plan or Vision to all stakeholders of the Club

Interpersonal Skill

Definition

Understands, interprets and responds to individual concerns, motives and feelings

Specific Behaviours

1. Works effectively with peers
2. Adapts rapport style with different people
3. Is sensitive to the needs of others
4. Aware of the relative strengths and limitations of others
5. Deals with the personal problems of team members
6. Sensitive to cultural differences in the team
7. Has ways of motivating the team
8. Delegates duties in a manner which takes the individual differences of team members into account
9. Uses internal and external resources to build team skills
10. Effectively identifies and diffuses team problems and concerns

11. Communicates freely with other cultural groups
12. Deals personally with difficult issues
13. Sensitive to the long-term feelings or attitudes of the Membership
14. Acts politically within the Club, taking into account the Staff, Board and Membership
15. Creates an atmosphere of trust so as to encourage individual and team effort

Organisational Awareness

Definition

Understands and manages the organisational implications of events and legislation and works to influence relationships within the organisation

Specific Behaviours

1. Understands the need to have an effective relationship within the Club in order to meet job requirements
2. Aware of organisational implications where they regulate specific job responsibilities
3. Conforms with Club Industry Laws and Regulations
4. Maintains and develops key contacts within the Club who will be able to indirectly or directly assist in meeting Club functions and requirements
5. Develops relationships with people in the Club who may be of future assistance
6. Sensitive to the Club's power structure
7. Uses contact with people of influence to promote own views or further own career ambitions
8. Keeps abreast of Club industry events/news
9. Listens dispassionately to Club rumours and gossip
10. Aware how external events and policies have influence over Club business
11. Liaises and consults with Senior Club members and Directors when making recommendations or decisions that will affect the Club either directly or indirectly
12. Sensitive to the way in which decisions can impact on Staff and Club members
13. Assists in developing relationships between different people within the Club and throughout the Community to ensure the viability of the Club
14. Maintains close contact with Executives within the Club
15. Aware of the goals and aspirations of each division within the Club
16. Sets the standard for the Club and makes sure that it is achieved through effective management
17. Anticipates how legislation can be used to the Club's advantage
18. Ensures that day-to-day decisions reflect Club plans and policies

Appendix 2 Ethical Matters

All paperwork associated with this section of the thesis has been lodged with Dr Walker.

Study 1

Letterhead paper for Organisation A

PARTICIPANT INFORMATION STATEMENT

The Tacit Assumptions of Senior Managers

This study has been approved by the Organisation A Ethics Committee.

Participant selection and purpose of study

You are invited to participate in a study of managerial attitudes. I hope to learn more about the tacit themes and assumptions in communication/interpersonal skill, business acumen and political skill that you follow in managing your team members and your business unit. These themes and assumptions do not normally come to your conscious attention. You were selected as a possible participant in this study because of your position within the organisation and because of your years of experience in management.

Description of study and risks

If you decide to participate, I will interview you every second week for a period of nine weeks. Each interview will take approximately one half hour, except for the first that will require one hour, and will be recorded on a digital audio recorder. An initial time will be required for you to read a standard passage so as to enable a digital transcription programme to recognise your voice, vocabulary and phrasing. You will be supplied one week after each interview with a copy of the transcript and an analysis of what you have said. This analysis will be used in each successive interview so as to assist both yourself and myself to better understand your tacit assumptions.

Discomforts and inconveniences reasonably to be expected

Apart from the time taken, I do not expect that you will be inconvenienced in any way. The total time required from you to take part in this study is three hours over the nine-week period.

Possible risks and benefits reasonably to be expected

Each of your interviews and the ensuing analysis is coded and filed and you are not identified personally. Only you and the researchers will have access to your file. No other person in this or any other organisation will know of your personal file.

Confidentiality is assured. We cannot and do not guarantee or promise that you will receive any benefits from this study. However, you are very likely to learn a lot about your own management assumptions and you will learn about the advantages of digital transcription as a management tool.

Confidentiality and disclosure of information

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or except as required by law. If you give me your permission by signing this document, I plan to publish the results in a thesis prepared for the Doctor of Philosophy degree of the Australian Graduate School of Management. In any publication, information will be provided in such a way that you cannot be identified.

Recompense to participants

No payment is available for participation in this research study.

Complaints may be directed to the Organisation A Ethics Committee. The secretary can be contacted by telephoning _____.

Your consent

Your decision whether or not to participate will not prejudice your future relations with Organisation A. If you decide to participate, you are free to withdraw your consent and to discontinue participation at any time without prejudice.

If you have any questions, please feel free to ask us. If you have any additional questions later, your Organisation A Ethics Committee will be happy to answer them.

You will be given a copy of this form to keep.

ORGANISATION A Letterhead

Organisation A Letterhead

CONSENT FORM

Tacit Assumptions of Senior Managers

1. I,
(Name)
of.....
(address, suburb, etc)

agedyears, agree to participate as a participant in the
experiment described in the Participant Information Statement attached to this
form.
2. I acknowledge that I have read the **Participant Information Statement**, which
explains why I have been selected, the aims of the experiment and the nature
and the possible risks of the investigation, and the statement has been
explained to me to my satisfaction.
3. Before signing this **Consent Form**, I have been given the opportunity to ask
any questions relating to any possible physical and mental harm I might suffer
as a result of my participation. I have received satisfactory answers to any
questions that I have asked.
4. I understand that I can withdraw from the experiment at any time without
prejudice to my relationship with Organization A.
5. I agree that research data gathered from the results of the study may be
published, provided that I cannot be identified.
6. I understand that if I have any questions relating to my participation in this
research, I may contact the Organisation A Ethics Committee or the researcher
Mr Keith Dawes (Mobile 0414 680 928, PO Box 245 Ramsgate NSW 2217))

7. Complaints may be directed to the Ethics Committee of Organisation A
Telephone_____.

8. I acknowledge receipt of a copy of this **Consent Form** and the **Participant Information Statement**.

..... Signature of Research Participant

..... Signature of Witness

..... Please PRINT name

..... Please PRINT name

..... Date

..... Nature of Witness

..... Signature of Investigator

Keith Dawes

Organisation A letterhead

REVOCATION OF CONSENT

Tacit Assumptions of Senior Managers

I hereby wish to **WITHDRAW** my consent to participate in the research proposal described above and understand that such withdrawal **WILL NOT** jeopardise any treatment or my relationship with my organisation.

..... Signature

..... Date

..... Please PRINT Name

The section for Revocation of Consent should be forwarded to Mr Keith Dawes and copied to the Ethics Committee of this organization.

Study 2

Letterhead paper for Organisation B

PARTICIPANT INFORMATION STATEMENT

The Tacit Assumptions of Senior Managers

This study has been approved by the Organisation B Ethics Committee.

Participant selection and purpose of study

You are invited to participate in a study of managerial attitudes. I hope to learn more about the tacit themes and assumptions in communication/interpersonal skill, business acumen and political skill that you follow in managing your team members and your business unit. These themes and assumptions do not normally come to your conscious attention. You were selected as a possible participant in this study because of your position within Organisation B and because of your years of experience in management.

Description of study and risks

If you decide to participate, I will interview you once and then again on a second occasion, within two weeks of the first interview. The first interview will be recorded on both a portable digital videocamera and a portable digital audiorecorder. Each interview will take approximately one half hour. You will be supplied one week after each interview with a copy of the recorded transcript and an analysis of what you have said. This analysis will be used in the second interview so as to assist both yourself and myself to better understand your tacit assumptions.

Discomforts and inconveniences reasonably to be expected

Apart from the time taken, I do not expect that you will be inconvenienced in any way. The total time required from you to take part in this study is a total of one hour over the two-week period.

Possible risks and benefits reasonably to be expected

Each of your interviews and the ensuing analysis is coded and filed and you are not identified personally. Only you and the researchers will have access to your file. No other person in this or any other organisation will know of your personal file.

Confidentiality is assured. We cannot and do not guarantee or promise that you will receive any benefits from this study. However, you are very likely to learn a lot about your own management assumptions.

Confidentiality and disclosure of information

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or except as required by law. If you give me your permission by signing this document, I plan to publish the results in a thesis prepared for the Doctor of Philosophy degree of the Australian Graduate School of Management. In any publication, information will be provided in such a way that you cannot be identified.

Recompense to participants

No payment is available for participation in this research study.

Complaints may be directed to the Organisation B Ethics Committee. The secretary can be contacted by telephoning _____.

Your consent

Your decision whether or not to participate will not prejudice your future relations with Organisation B. If you decide to participate, you are free to withdraw your consent and to discontinue participation at any time without prejudice.

If you have any questions, please feel free to ask us. If you have any additional questions later, your Organisation B Ethics Committee will be happy to answer them.

You will be given a copy of this form to keep.

Organisation B Letterhead

CONSENT FORM

Tacit Assumptions of Senior Managers

1. I,
(Name)
of.....
(address, suburb, etc)

agedyears, agree to participate as a participant in the experiment described in the Participant Information Statement attached to this form.
2. I acknowledge that I have read the **Participant Information Statement**, which explains why I have been selected, the aims of the experiment and the nature and the possible risks of the investigation, and the statement has been explained to me to my satisfaction.
3. Before signing this **Consent Form**, I have been given the opportunity to ask any questions relating to any possible physical and mental harm I might suffer as a result of my participation. I have received satisfactory answers to any questions that I have asked.
4. I understand that I can withdraw from the experiment at any time without prejudice to my relationship with Organization B.
5. I agree that research data gathered from the results of the study may be published, provided that I cannot be identified.
6. I understand that if I have any questions relating to my participation in this research, I may contact the Organisation B Ethics Committee or the researcher Mr Keith Dawes (Mobile 0414 680 928, PO Box 245 Ramsgate NSW 2217))
7. Complaints may be directed to the Ethics Committee of Organisation B Telephone_____.

8. I acknowledge receipt of a copy of this **Consent Form** and the **Participant Information Statement**.

..... Signature of Research Participant

..... Signature of Witness

..... Please PRINT name

..... Please PRINT name

..... Date

..... Nature of Witness

..... Signature of Investigator

Keith Dawes

Organisation B letterhead

REVOCATION OF CONSENT

Tacit Assumptions of Senior Managers

I hereby wish to **WITHDRAW** my consent to participate in the research proposal described above and understand that such withdrawal **WILL NOT** jeopardise any treatment or my relationship with my organisation.

..... Signature

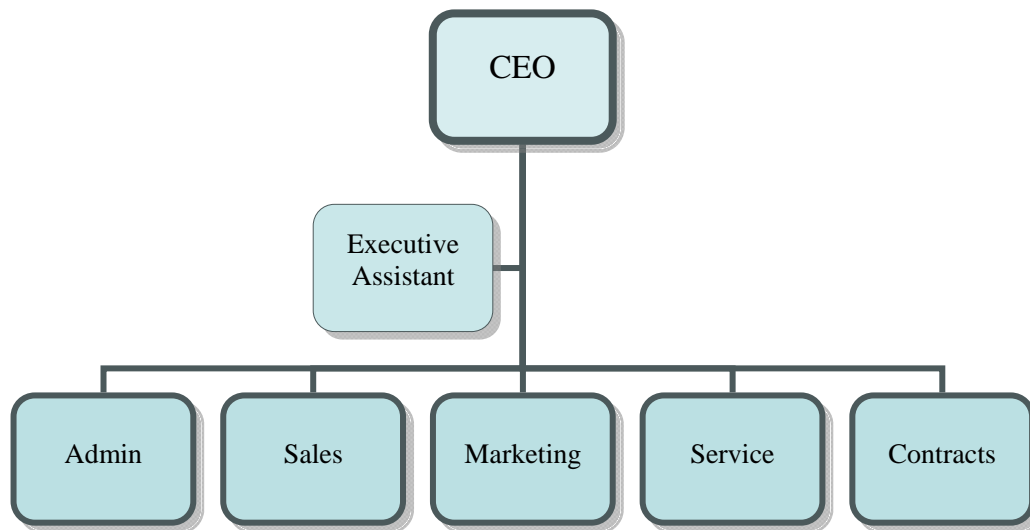
..... Date

..... Please PRINT Name

The section for Revocation of Consent should be forwarded to Mr Keith Dawes and copied to the Ethics Committee of this organization.

Appendix 3 The Cultural Context of Organisation A

Organisation A



The Business

The company is comprised of both service and contracting businesses. There are also several supporting specific business units (SBUs), such as workshop industries and compliance. The great advantage that firms in this industry have is that all business premises in Australia are obliged to conform to Government regulations on OH&S safety. This makes it a most lucrative field of business. Organisation A has, or has had, installation and service contracts with such organizations as a major airline, an internationally famous entertainment centre, a leading supermarket chain and a very large university. Sydney is the central business site but there are branches in throughout the state. Smaller SBUs are found throughout many country regional areas.

Premises

The previous building was at a central business district. It was the *RST Inc* site in the “Leamonn Bay” area. It was a split level building that accommodated all management, administrative, planning and operational staff over three floors. There were offices as well as open-plan accommodation. It was closely confined and staff were clearly involved in their duties. It had a well-lived in, cluttered look. Operational staff also occupied a large storeroom/warehouse that was part of the main building. It was as high as the office section but was an open spaced building. The new building is at “Kingston Park”, a newly developed industrial location some ten kilometres from the old site. It is a single floor office, again with offices and open-planning. It is more spacious, more contemporary and has a more decidedly “corporate” look about it. The standard of dress is more “professional” than encountered at the previous premises: it compares with what one would find in a consulting firm or an investment bank more than in a service industry. There is a higher proportion of younger, business-like staff members compared with the previous premises. Security is intense and entry to the main working area is by electronic security pass. The storeroom/warehouse is very large by comparison with the previous complex. It is usually very difficult to find a parking space close to the building so walking long distances adds to the experience of attending Organisation A’s premises.

Blending of major cultures with new staff members

There have been many changes in the culture over the past twenty or so years. What was once *Mitchell’s* (at “Rosevale”) became *Brunton Services* (at “Cooperslie”), and *Brunton’s* went into *RST Inc* (at “Leamonn Bay”), then *RST Inc* merged with *C.T.Controls* over at ‘Carlson’ as a unified contracting business. The corporate office was originally in Sydney CBD, but it too has joined forces at “Kingston Park”. Now they are all together with the original Organisation A as the new Organisation A at “Kingston Park”. The merger brought together five distinctly different cultures and they have all had to work together through the integration process.

Currently Organisation A is experiencing the difficulties that come from merging different cultures, each with its own history. There are individuals who have been with these separate companies for over thirty years. Added to this blend are people who have been with the organization for less than two years, and are generally quite young and inexperienced. So there are mature, experienced staff and immature, fresh, new learners. Getting these two segments to work together is a difficult task for senior management. The older people often need to change their habits and traditions – traditions that they cling to strongly. The younger people are perceived by the older

staff members as being expedient, banding together and attempting to get away with as much as they can, doing as little as possible. Add to this congerie the differences that exist between white collar and blue collar employees.

Negativity due to Perceived Inequity

The aim is to achieve a blending by getting everyone involved. There is a lot of negativity but it is not as bad as it was six months ago. The organization needs to get everyone involved, to the extent that they judge their suggestions are valid, can be incorporated into business practices, and ultimately do make a difference in the way the organization performs. Most currently believe that their input does not matter.

Cultural symbols

Both tangible and intangible symbols are evident. Arranged hanging from the ceiling is a series of 'characters'. These are A3 size placards, beautifully printed, that outline the promises one business unit has made to another. There are statements such as "*we will deliver this, this is our promise to you*". Each Specific Business Unit (SBU) has its charter where they promise to the rest of the organization that they will fulfil their objectives. There has been substantial buy-in by team members in developing these characters. One senior manager made the observation that "*I think that is working well, because I hear people referring back to them, it's in our charters we must to do things this way*". The intangible side is the actual word 'promise'.

It is a very strong word to use in a business. Usually you promise something to a friend, or to a mate, or someone you have faith in. The author noted that accompanying the word 'promise' are the ideals of respect and trust and these have been thoroughly modelled so as to engender internalization of these values. Another cultural shift has been noted in communication behaviour. Individuals who would usually simply send an email or drop a memo now actually walk around the office and discuss their needs with their staff colleagues in cordial conversation. This is fast becoming a norm, shaped by senior management and their advisors and enacted by the team workers themselves.

Mutual understanding

Senior managers are beginning to witness a development of mutual accountability between SBUs. There is one account that is particularly interesting, as it indicates that the top management team's (TMT) *team development* planning is reaching fruition. This female senior manager said:

“I sat in a meeting today with emergency services and sales, two different divisions working on the same process, so they’re two ends of a process, and they whiteboarded up what actual task each one of them does. I was amazed that each side knew what the other one did. So I thought that was a big change, and they were agreeing. Out of the whole list, which was about twenty things, there was only one that we had to work on and it really wasn’t to do with the process or them working together, it related to a staffing issue. So sometimes you can see a few things where you go, OK, I could not have seen that happening twelve months ago. A funny thing before the meeting both parties were expecting a rough meeting and it actually finished half an hour early and everyone was happy.”

It is quite reasonable to accept that the planning and development that went into creating the characters have been worthwhile. The word promise has attained internalisation, it is part of the ethos of each staff member, not simply a jingoistic catch-phrase.

Senior managers’ views on the mergers

It has been the task of the top management team (TMT) to investigate these cultures in order to understand them. The values that drove these cultures have received considerable review. One senior manager commented:

“In terms of culture, I felt when I saw these three very distinct cultures come into the business, I had to understand what drove them in order to try and understand the people and where they are coming from, as well as understand how we take it to a different level. How we take the best of those cultures and spread them across the business.”

Some of the values are considered to be effective within the current version of Organisation A, some are not. For example *C.T.Controls* is said to have “*an understanding of dollars and cents and what it took for a business to succeed*”. The staff also understood the performance of the business and the field staff worked with management to achieve results. *RST Inc*, however, was focused more on customer service. It was as though it was unconcerned as to whether it made money or not. *Brunton Services* culture was based on “*how can I get home earlier?*” It was focused on neither customer service nor profitability. In essence, *C.T. Controls* was more aligned with the Shareholder, but still had its eye on customer service, *RST Inc* was focused on the customer as a stakeholder, while *Brunton Services* was focused on the employee as the main stakeholder.

The customer focus at *RST Inc* may have been due to a lack of rapprochement between field staff and management, but no real evidence is available to support this view. As to why *C.T.Controls* worked together as a team, a key issue might be that they were always behind *RST Inc* and they worked cohesively as a team to catch up with *RST Inc*'s performance. In being 'top-dog', *RST Inc* had no-one to chase. Even though there is far more competition in this service industry (often from past employees who have established independent firms), *RST Inc* maintains its leading edge.

Internal competition has been introduced to drive the performance of the business. The Testing business has been separated into three regions and metrics have been introduced around the achievements of each team. These have been placed on easily accessible noticeboards and the idea of awards and trophies has been mooted. There is already considerable interest from the Testing teams. The leading team has become excited while the Supervisors of the other teams are already seeking ways of improving their results. Evaluation criteria have been introduced to bring parity into performance assessments. These criteria include number of clients visited each week by (i) each technician, and (ii) the regional teams; billings achieved by each region, and importantly, sick days and absenteeism rates.

Office staff are highly regarded. They work as a team, they are focused on the goals of the business and this is in part reflected in the spirit of consultation and participation found between the TMT and team members. The character charters are working well.

Once 'Carlson', 'Rosedale Bay', 'Cooperslie' and Corporate had merged and all occupied the same building it was expected that some degree of merging would occur. At 'Rosedale Bay', everyone lived according to the one culture (*the glue that binds*). There was a copy of the Vision on the wall, everyone attended the same conferences, the same educational events, and experienced the same training. Now there are three sets of cultural developments, each different and each occurring at the same time. Meanwhile, all of these people sit next to one another, and after a full year together there has not been any successful blend of the cultures. It is almost a complete silo mentality¹. One report from a female senior manager was succinct:

"The people in the next aisle are developing a very similar product, and are about to get all this training under way, spending all this money and its not until

¹ A commonly used organisational architecture concept used when vertical integration becomes so entrenched that one business unit operates in complete isolation from another.

this other person here just happens to over-hear, the two of them and goes, hang on, why don't we talk to you. We thought it was about geography before but it's not about geography. It's about leadership and communication."

CEO effects

The CEOs have had a tremendous input into forming the culture of this organization. They are responsible for moulding the staff and developing the strategic plan. The advent of psychometric testing throughout the organization put people on their guard and reinforced the *"I am here to work for a dollar culture"*. It was quite a departure from the previous laissez-faire management style to one of ongoing performance assessment. However, it did have a rationalizing effect and staff members felt vindicated that their work was being done and they could work to established hours.

The new CEO has continued with this management style. He has an entirely new team, mainly because there are many new staff members, who work side-by-side, very experienced people. This means that his responsibilities include developing new staff members so that they function effectively within the business, and re-orienting experienced staff members who often need to undergo quite considerable change in their work approaches. A 'them and us' mentality still lingers.

Support Team vs P&L Managers

One of the new CEOs initiatives was to develop a Support Team, made up of experienced individuals whose role was to assist others. These people no longer had responsibilities for Profit and Loss (P&L) centres, and as such, started to fall out of the mainstream business. Their opinions became less valuable to the overall decision-making in the firm. This Support Team has been disbanded, as it was realized that key persons were no longer in the profitability loop. One view was that:

"We were preaching that culture was not to have solo mentality and lets try and break down the solo mentalities of these P&L's, but we were creating one at the top at the management team."

The schism created between the P&L managers and members of the support team was quite transparent within the organization and it led to several unfortunate fall-outs. The regions were badly affected as well. Rather than unite and progress the business with new support initiatives, the effect was to experience a rather severe dislocation of normal routines and the loss of business goodwill and key staff members. Of course such major events bring a lot of rumour and *"scuttlebutt"* to an organization, and some people's reputations were unfairly besmirched. Areas of managerial responsibility were

divided, leading to recriminations and serious disputes. Of course the way was littered with broken promises, especially those that had been made by the Support Staff people. This was quite detrimental to the “Promise” value that had been such a key factor in the strengthening of the Organisation A culture. As one lamented:

“We are here to help you, we are hear to listen, we will be able to be out here every second month. All of a sudden it was all cut to nothing.”

Emotional ties

There is a definite family atmosphere that exists within the ranks of long-term employees. One also gets the feeling that the younger employees can sense this as well and that they would aspire to join the family. Even employees who have left the organisation still appear at informal out-of-hours functions and the camaraderie is keenly felt. An often heard comment is that Organisation A is an organization that would be difficult to leave, or the difficulty in leaving, if it arose, would be leaving the people, not the company. Nonetheless this sentiment extends only to the ‘Kingston Park’ staff, as there is clearly stated enmity towards the parent body, or “upper management”. No one can quite identify the reasons for this, but the sentiment appears generic, i.e., it is often found between those who generate the profits and those who garner them, those who set EBIT expectations and those who have to implement these expectations.

There is also a view that Organisation A should devote its resources more to sales than to operations. Profitability is also seen as a prime motivator, where service is still cherished amongst the Organisation A (original) *stayers* as the key to ensuring profitability. Focus on profitability is viewed as false, as customers only express concern when there is not value for money. This attitude was clearly enunciated by one senior manager:

“... there will always be those chasing the lowest dollar, as a company you can’t always be the lowest dollar option, because we will never be the lowest dollar option, and if cost was the only thing people made decisions on, there would be one company with all the business. So clearly you need to differentiate on something other than price, because if you don’t and someone comes along with a cheaper option, you will loose the business. So I guess it’s a bit of a stretch from where we started, but it’s sort of, treat the customer as a king, within reason, and I tend to think that stuff will fix itself from there.”

The Trades' Areas

One of the key schisms within the organization is between traditional trade areas, principally electrical trades and operations. Both are trades vital to the industry, what with alarm systems and service operations as basic elements in the industry's systems. This schism has more to do with trade cultures than with intelligence or union involvement. The perception, even from within their own ranks, is that electrical tradespeople look after their own interests to some extent, but are also willing to support the firm where they can. On the other hand, with the operators it is "*what is in it for me!*" This may have been the case some thirty years ago when installing service systems was a '*license to print money*', and they felt justified in providing free services to customers and dictating to management. Most operators earned considerably more than Senior Managers in the organization. Nowadays things have changed and there is much closer regulation and performance assessment than ever before. Another problem facing Organisation A is the scarcity of competent operators. Although it remains well remunerated, it is difficult and even dangerous work. Many have left the industry, others remain on in less onerous positions as systems testers. Young people enter the trade, make a nest egg, and leave. There is no longer vocational training in operations where once it was a well-recognised Department of TAFE trade qualification. Operators were nearly always trained tradesmen. This is no longer the case.

Another issue has been the bringing together of different trades people from several separate businesses. Their understanding of trades areas is very much shaped by the culture of their organization and they are the type of people who are very fond of their own ways of doing things. Just like the Guilds of old, tradespeople are very jealous of their methods and do not enjoy being directed to change to someone else's ways. That is why so many left after the merger and resumed their jobs as service operators and electricians. A lot of organizational learning walked out the door when these people left. It is also sobering to consider that many of them had enjoyed very long relationships with their organization's customers, so much so that they often sought and gained employment with their favourite clients.

Those who have stayed have experienced difficulty in adjusting to the new management style. The older tradespeople have hung on through necessity and the young entrants don't know anything different, so they don't feel pressured. Some of the older employees do present a difficulty to management, as they are very hard to convince of the effectiveness of new ideas. The electrical trades people are far more flexible, possibly because their skills are more transportable. They can move to any

new geographic area and even into quite different industries. However, it is not so easy for most operators, who need to find employment in just this industry.

Gender Shift

A noticeable change in the Organisation A culture has been the significant increase in employment of women by the firm. This was initiated some four years ago on the suggestion of one of the firm's consultants, who had surveyed attitudes held by the general staff. Had you walked into any of the businesses at that time you would have found about 95% of staff were males. Most of the females there were in ancillary roles. It is now probably 70% male: 30% female and several key senior positions are held by women. Even so, this continues to cause conflict as all field staff are men. It does not afford the female staff a working knowledge of the very jobs they administer and invoice. Furthermore, there remains enough of a division between the sexes to encourage what we now regard as unnecessary sexual harassment. This could be averted through employment of females in the day-to-day work of field duties where one could expect less differentiation on gender grounds to evolve.

The Parent Organisation – Organisation A differentiation

Having the parent group as owners means that the company is subjected to quite strenuous financial constraints. One candid comment came from a long-term employee:

"I wouldn't say it's easy to work, with a company, whether it's the parent company, or being a global group, where there is such a drive on the financial side of everything. There is never any sort of freedom at all. You have very heavy controllers on us. I am not saying it's a bad thing. But at the end of the day, you are asked to produce the same dollar figure at the end of the year, when they are adding all of these controllers, and these extra things in, plus you have to get rid of people along the way."

Even the staff Christmas party has been banned from being held on working days. This used to be such an important part of the calendar year for employees that it is a wonder it has been removed. It was a day when all the families would come together, Santa Claus would arrive with presents for the children, there would be games and singing and general celebrations.

There is a feeling that upper management do not manage the business as effectively as they could. They would certainly improve the workers' lot if they sought out grassroots feeling and thinking. There is no consultation from above. When employees

have been in their trade for the same organization for most of their working lives it is quite demoralizing for them to be told to make a change. The degree of resentment over the loss of the Christmas party makes one wonder what is being lost in terms of “*resentment time*” and goodwill of the worker’s towards the business and its customers. As another senior manager said:

“The only time these guys see each other, they put it together in the city so everyone can get to it. But that costs us thirty five guys by ten dollars an hour, by four hours, we have lost this much. I hate to tell them, but by not doing it you lose more. The guys will sit there and discuss it for longer period of time than you have actually lost, and bitch and moan about it and all it does is give them a negative taste”.

The parent organisation

They are a large conglomerate that has a number of business lines, but fundamentally they are an investment vehicle. They are an organization strongly driven by returns and financial data. This is especially so in Australia as there is evidence that the American operations are more qualitative, or they take notice of more HR measures. In Australia they are prime employers of accountants.

There have been attempts by the parent company CEOs to try to establish a softer culture. Fundamentally, their augmented values have been instilled within the organization. At the core are those of performance and of financial excellence. The latter is valued highly and driven by the remuneration structure and those that do well financially and establish returns for the business are rewarded and appear to get the promotions.

It has a culture similar to that of a financial institution, and investment house, because fundamentally that is what it is, so it is probably an apt description. When you take that and try to apply it to service orientated businesses however, there is a big alignment issue - it does not translate very well.

Alignment between the two dominant cultures

It is apparent that the parent company culture is taking hold on the *RST Inc* culture. This is quite noticeable when you first encounter the office layout and dress code of the employees. You could be in an investment bank office. It is quite likely that the globalization effects of the parent company’s reach will see a complete culture change within the next ten years, especially as the “*old hands*” take retirement. I have witnessed a slow and steady change over the past ten years, coinciding with the

growing precedence of the parent company corporate brand and their involvement in so many key operations in this country.

RST Inc is a very proud organization, one of the oldest service companies in the world. It covers most facets of this industry from manufacturing, design, development installation and servicing. They have been industry leaders during the 60's, 70's perhaps even early 80's and have been a nurturing ground for this service industry. They created very strong training programmes, strong presence on councils and Australian standards committees and were able, through a very competent engineering focus and a strong focus on excellence, to shape the industry.

Over the last ten to fifteen years, *RST Inc* values have been slowly eroding, primarily because of the ownership of the parent company and the different values moving from what would be considered an engineering culture of engineering excellence and of doing the jobs, doing them right and being the best in the industry, to one of a financial focus which is more utilising the service industry to generate a financial return.

A lot of those engineering values are slowly eroding. Culture exists on a number of levels from espoused values, to actual behaviours and artefacts. If you take the example of the artefacts, many of the *RST Inc's* traditions are slowly being erased and now there are a number of new traditions trying to be established from the parent company corporate area.

One example is there was a ten and twenty year club in Organisation A (original) where once a year anyone with a ten year service would be celebrated with a lunch - likewise with twenty years of service. There was a gift that was given out to people who had accrued ten years, nothing overly fancy, just a rock with a clock on it. Many people that have been with the organisation kept this on their desk at work as a symbol of their longevity and the commitment to the organisation. This has not happened for the last four or five years, but a year ago there was a lunch organized as a parent company service acknowledgement award that was somewhat different. So what we have seen is an example of the old artefacts from Organisation A (original) being eroded out of the business and new ones trying to be established. That may undermine the overall culture, because these engineering values, and the dedication to the organization, are slowly being eroded. It is no longer being rewarded. Rewards are being delivered based on other criteria other than your ability to win a big project, to get it done on time and to be a flagship for the industry.

There is an alignment issue between the overall corporate culture which is slowly starting to permeate the organisation because many of the older people are leaving, because the values they hold in engineering excellence are not being rewarded, they are not being fostered, they are not training new people, and they are actually leaving the organisation. When you look at the senior management team at Organisation A, a group of about ten to twelve people, only half of them who would have had five years service within the industry and there would not be more than two or three of them that had more than ten years service with the organisation. Some of these old values and the culture had a dark side. There was a degree of arrogance, that *“we are the best - everyone else is just the backyarder and this is what the price really is, everyone else just undercuts us”*. This senior manager said:

“The change in the values has not been all bad, but it is interesting that in a service industry, values of excellence and customer service and of getting the job done right first time are being superseded by purely financial and economic returns and I am not quite sure that’s going to sit well with the ultimate customer.”

Appendix 4 Data Set: Study 1 Subject 1

Organisation A - Senior Manager 1.

Study 1 Subject 1 Interview 1

This Case analysis commences with Element 1 – Section Heading

Table 6.8 Section heading for Mark

Pseudonym	<i>Mark</i>
Biographical information	<i>Male. Age 42, tall, athletic, completed formal education in trades (TAFE) and management (University undergraduate) areas. Friendly yet quite introverted in his demeanour.</i>
Number of Interviews recorded	<i>Two</i>
Years with Organisation A	<i>23 years</i>
Transcript Source	<i>Transcription Records TASM © KHD 2006</i>

Memo Input

Memo 1

Mark presents as a quiet, friendly individual. He had taken part in several research programmes as an undergraduate research subject. He had found them to be interesting but was not able to recall what was being studied. He did remember reading lists of words on a television screen and having some type of sensor attached to his head. He expressed no concern about the study, although he needed assurance that this was not designed to test his knowledge on management principles. He was told that, to the contrary, he needed to say only what he believed to be true. Mark said that he didn't mind if other people knew about his views. I responded that I would be handing him transcripts that would be his but that I had assured the CEO that no third party would have access to any senior managers' views via this research study.

Memo 2

I arrived at Mark's office as agreed at 2.00 pm. Mark was quite involved with a business transaction and asked if we could reconvene in one hour. This suited us both as his colleague, Lorraine had told me that she would be available between 2.00 and 3.00 and not later at 4.00 as arranged. Mark works closely with his laptop computer. He appeared to be writing a business proposal and was moving from window to window collecting and collating data. He had several management workbooks on his shelves. He revealed that he was studying for his part-time Master of Business Administration through a Victorian Business School. He also added that he was far too busy to complete his final research thesis and that was one of the reasons he wanted to see what I was researching.

Memo 3

Mark was waiting for me when I returned a little before 3.00 pm. All went according to the research protocol. He spoke very seriously during this first interview. He was very focussed, his delivery was confident and the content of his discourse was well-informed. He asked further questions regarding the research program and said he knew something about tacit knowledge but would like some references. This was agreed to.

Memo 4

Mark rang to ask advice on personality assessments that would be available to him to use to assist his team members. We discussed courses that he could complete in the Myers-Briggs Type Indicator and the Occupational Personality Questionnaire (OPQ). He was also interested in skills based assessments and I referred him to the Australian Council for Educational Research (ACER) who are main providers of such instruments.

Memo 5

Mark's PA was helpful in organising my meetings with him. She said that he was very busy but was good to work for. He was considerate towards others and always remained in control of his feelings.

Memo 6

Mark told me that he had worked his way to senior management by accepting four or five regional managerial assignments since his days as a tradesman with firms that had eventually merged to become Organisation A. This meant that he had to uproot his young family and buy and sell several homes. His plan had always been to become a senior manager with Organisation A.

Memo 7

Mark was observed discussing an issue with a junior manager. He demonstrated high social confidence and an authoritative awareness of the subject under discussion.

Personal Assessment Notes

Occupational Personality Questionnaire (OPQ Version 5.2²)

This test was administered, scored and normed in April 1996. There has been significant development in Mark's managerial skills since this time. This is well evidenced in his current transcripts.

Relationships

Assertiveness

1. Mark is likely to be highly persuasive. He is likely to enjoy presenting arguments for why a client should prefer to use the services of Organisation A.
2. Mark is likely to enjoy selling. He likes to win work and will take any opportunity to further the reputation of himself and the firm.
3. Mark is likely to enjoy managing the work of others. He said that he tends to have ideas on how a job should be done, but try not to force his ideas on his staff members. He prefers to allow team members to work according to their own methods. However, Mark said he always remains mindful of work costs in relation to the price given for a job and maintains final control of resource allocation.
4. Mark is unlikely to speak his mind, even when he has strong views on issues. He said that he is probably far too critical of his own views. Mark is likely to assist in the smooth running of the Branch by offering his views more frequently. He would probably be best advised to present his views in a circumspect, less forceful way as suggestions, so as to nullify any fear of his ideas being rejected by others. Another proven method is to write an analysis

² Saville & Holdsworth Ltd, Proprietary Product

of work issues on paper to be presented at meetings. His reluctance to discuss his views may give others the impression that he is arrogant rather than shy.

Gregariousness

1. Mark is likely to be more reserved and pleasant than outgoing and sociable. He is likely to have a small circle of friends and business colleagues.
2. Mark is not likely to enjoy presenting himself at large gatherings. He may be assisted in this regard by becoming more involved in (i) in-house training and, (ii) trade presentations at Colleges of TAFE and business meetings. This is likely to improve his social confidence and prepare him better for senior positions.

Empathy

1. Mark is likely to have little difficulty in selling himself by discussing his accomplishments. He is likely to extend this by readily discussing the achievements of his team and Organisation A.
2. Mark is likely to be democratic. He is likely to encourage others to contribute, to listen and to refer to others. Mark is likely to develop in this regard by adopting formal, structured methods of ensuring the participation of all in team decision-making.
3. Mark may be perceived as being inconsiderate of the personal needs of others. He said that he would like to be more caring but has difficulty in letting down his guard. This can be achieved with little risk to himself by asking his colleagues about everyday, non-invasive matters, such as enquiring after their family, what they did on the weekend, attitudes to work in progress, their work background, and so on. This is likely to lead others to perceive him as being approachable and give them confidence in expressing their views to him on important work issues.

Approach to Work

Fields of Use

1. Mark enjoys hands-on work. He enjoys the technical aspects of his work.
2. Mark said that he is happy to work with data. He enjoys using statistics to follow trends, to seek relationships and predict outcomes. Mark also enjoys using facts and figures in creating electrical and mechanical systems.
3. Mark enjoys art and culture, preferring to stay with traditional aspects. He enjoys music and painting and has a particular liking for handicrafts.
4. Mark enjoys getting to know the strengths and development needs of his report. He is likely to further his interest by becoming more involved with standard HR views of people.

Abstract

1. Mark is likely to be open to new ideas and new technology. He likes to stay at the forefront of his business.
2. Mark is likely to be open to change. He enjoys meeting new people, visiting new places and taking on a variety of tasks.
3. Mark is likely to enjoy working with complex tasks. He is likely to enjoy solving problems by thinking through possible methods before actually being on-site.
4. Although Mark may not perceive himself as being innovative or creative, it is likely that he brings a wealth of problem solving strategies and tactics to his work.

Structure

1. Mark is likely to be well organised and planned in his approach to work. He said that he likes to have all materials ordered and in stock before commencing a job. He likes to plan ahead and execute jobs accordingly. Mark likes to know where his team will be well in advance so as to maximise efficiencies. He likes to structure his time and makes constant use of his diary.

Feelings and Emotions

Anxieties

1. Mark is likely to be relaxed and free from anxiety. He is likely to be able to switch off after a busy day's work. However, before important events, Mark is likely to worry about achieving his aims. He is likely to gain more confidence by presenting himself to give a program of technical teaching, so as to force himself into writing down his ideas and presenting them for the criticism of his peers and subordinates. This process is likely to strengthen his self image and enhance his self-esteem.

Controls

1. Mark is likely to be difficult to hurt or upset. He is likely to be able to detach from emotional pressures and get on with his work.
2. Mark is likely to show his feelings through 'leakage'. He is likely to benefit from finding ways of releasing his negative feelings, such as through talking through issues with the people involved, listening to music, reviewing the reasons for his disquiet and learning stress management skills.
3. Mark is likely to be perceived as optimistic and cheerful. He likes to maintain a positive disposition and motivate his team through striving for a successful outcome of tasks.
4. Mark is likely to be able to probe the facts and see the disadvantages in the way a report may be working. However, he is likely to benefit by being more structured in his approach to giving feedback, by adopting a method of seeking both positive and negative aspects of work in progress, by offering coaching and by asking for a definite action plan and target dates.

Energies

1. Mark is likely to be highly energetic. He enjoys outdoor activities including bushwalking, motorcycling, surfing and water-skiing.
2. Mark is likely to be highly competitive. He likes to win and does not enjoy losing. Mark may need to take this aspect of his personality into account when it comes to sharing his knowledge with his reports and colleagues. Although it may be unintentional, Mark may have a tendency to keep information to himself which may have been of advantage to Organisation A as a whole.
3. Mark is highly ambitious. He has put a lot of energy into his career and is likely to consider taking any course of action that will assist in his career progression.
4. Mark may be perceived as taking too long in reaching decisions. He likes to weigh up the 'pros' and 'cons' carefully. Mark may need to become more decisive through developing a structured approach to decision-making. This can be done through a SWOT³ analysis or through flow diagrams⁴.

Intelligence Test Results (WAIS-R)⁵

Verbal	125
Performance	124
Full Scale	129 (+/- 5)

Mark's full scale score is within the range attained by the top 2% of the general population. His verbal score is better than that attained by 95% of the general population. His performance score of 124 is better than that achieved by about 95% of the general population.

³ "SWOT" analysis is an acronym for "strengths", "weaknesses", "opportunities", and "threats". The first two refer to the present internal exigencies, while the second two refer to future external possibilities. SWOT analysis is often used by management teams in analysing their business processes. The key warning on SWOT analyses is to act on the analysis, not to sit back and say "*so what*". (Reference Mintzberg, 1994, p.2)

⁴ Flow diagrams link elements of a decision-making process. They also appear as visual links for processing chains. Flow diagrams are widely used in systems engineering.

⁵ These WAIS-R score can be compared with the other WAIS-R scores of senior managers in Organisation A by referring to Appendix 8.

Study 1 Subject 1 Interview 1

This is a grounded theory approach to analysing Mark's explicit understanding of three managerial competencies: interpersonal and communication skills, political skills, and business acumen or 'shrewdness'. There is no attempt here to surface tacit assumptions. The main purpose of this analysis is to develop a preliminary understanding of grounded theory methodology. The category has been defined. There is no attempt here to elucidate generalities of the managerial competencies of interpersonal and communication skills

Mark has been requested to discuss his views on three managerial competencies. The first is interpersonal and communication skills. This section has three component analyses. The first is open coding of the actual transcript that has been "chunked" or "fragmented" to facilitate open coding. This process of chunking is to divide the transcript into discrete units of meaning that can be labelled under an appropriate code. The second analytical procedure is affinity grouping, which is achieved through a simple "sort" process. The third process is one in which properties of Mark's own perception of this managerial competency is subjected to a figurative "mapping". Each property is checked against the original transcript to ensure that it validly represents the data.

A summary of the process findings is presented first.

Study 1 Subject 1 Interview 1

This is the first interview with Mark. Two interviews were recorded but only the first has been presented in this report.

Category: Interpersonal and Communication Skills

Summary of transcript findings

Grounded theory concept building

Interpersonal and Communication Skills findings

Mark adheres to the ethical principle epitomised by the “*Golden Rule*”. He believes that everyone has the right to be treated with dignity. He believes that is important to demonstrate ‘genuine interest’ in the development of others. He follows the guidelines of the ‘attending behaviours’ when listening to others.

Mark finds that rapport is initiated and maintained best when one reveals personal information about oneself, and that this facilitates the manager-team member relationship. He assesses himself as being an introvert and recognises that there are many personality styles other than his own. He believes that there exists a fundamental view of what is right and wrong and that these views are established through natural and acquired inputs.

Techniques: 1. Line-by-line Analysis – open coding
 2. Affinity Grouping – concept building
 3. Constant comparisons- identifying properties

Text: Study 1 Subject 1 Interview 1

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table 6.9

Open Coding for Interpersonal and Communication Skills
(Study 1 Subject 1 Interview 1 Analysis 1)

Unit of Data	Open Coding
Probably one of the rules of thumb that I have always used is to treat people how you would expect to be treated yourself.	GoldRule Golden Rule – do what you expect others to do to you
I know that is very subjective in a lot of ways, but I think deep down you have an innate understanding of what is right and wrong, whether that goes back to your upbringing or how that fits in, I guess is subjective as well.	SubjView Subjective view on what is right or wrong in forming and maintaining rapport
There are a lot of different theories on how that all fits together, I think it has a little bit to do with your upbringing and a little bit to do with your personality.	Nat/Nurt Nature/nurture explanation
Getting back to your question, I think a lot of how you treat people is how you understand on how you should be treated yourself.	GoldRule Golden Rule – do what you expect others to do to you
I think a lot of it has to do with being sensitive to other people and how they take in information and how they process information.	PsychExpect Consideration of the psychological differences and expectations of others
So we need to be sensitive on how other people take in information and how they process that information.	PsychExpect A need to be sensitive to the behaviour of others
Everybody is not the same, and it took me a while to realise that everyone is not the same and didn't think the same ways I thought.	PsychExpect A need to acknowledge differences in others
Once I became aware of the fact that other people think differently and do process information differently, it helped me a lot with my communication with other people	PsychExpect Realising that people think and process information differently helped with his communication
One of the other things that I think is important is to practice good listening skills, to keep eye contact and show a real interest in what the person is trying to tell you	AttendBehs Attending behaviours Listening skills
If you don't show that real genuine interest, if you don't	GenuineInt

show that you are interested in listening to them or communicating with them you will also struggle, which is a lesson I had to learn fairly early on.	Genuine interest Lack of interest is not conducive to effective rapport formation
I think being more of an introverted person I don't have a problem with listening to people, but I think that an introverted person doesn't maintain eye contact or doesn't demonstrate the non-verbal skills well in some areas of communication.	PsychExpect IntrovertNat Problem of being an introvert Low production of non-verbal behaviour
I think you have to reveal and its difficult for an introverted person like myself, you have to reveal part of your personal life or some personal aspects of yourself to people, by doing so they will tend to see you as not only a manager but also a human being.	PsychExpect Self-Reveal Need to self reveal to be a successful manager
I struggled with that for a little while as well earlier on in my career. But now I have found that by revealing some of your personal aspects in life or revealing some personal trait to people without having to tell your whole life story just helps to add that second dimension with to the relationship that you have with either subordinates or superiors.	PsychExpect Need to self reveal to be a successful manager
Because I am fairly detail orientated, I like to check and re-check and make sure that final things are right. I spend a lot of time asking people to do things and because I am detail orientated. I will navigate back and make sure that they have the details right.	AttendBehs Check for accuracy Check for detail
So I think without being too intrusive, I like to go back to people just to check how they are going,	AttendBehs Checks details with sensitivity Check for well-being
Not jumping up and down and getting all excited about it just checking on a daily basis, how people are progressing on a daily basis with the task I have set them	GenuineInt Likes to know how others are progressing with their tasks.

Technique: Affinity grouping of open codes – concept building

Eight separate open codes have been identified for interpersonal and communication skill from Mark's transcript. The open codes and Mark's characterisations are listed below.

1. *AttendBehs – Attending Behaviours*

Listening skills
Attending behaviours
Check for accuracy
Check for detail
Check for well-being
Checks details with sensitivity

2. *GoldenRule – Golden Rule*

Do what you expect others to do to you

3. *GenuineInt - Genuine Interest*

Lack of interest is not conducive to effective rapport formation
Likes to know how others are progressing with their tasks.

4. *Nat/Nurt – Nature/Nurture*

Nature/nurture explanation
Both nature and nurture contribute to individual points of view

5. *Self-Reveal – Self Revelation*

Need to 'self reveal' to be a successful manager

6. *IntrovertNature - Introverted Nature*

Problem of being an introvert
Low production of non-verbal behaviour

7. *Psych Expect – Psychological Expectations*

Consideration of the psychological differences and expectations of others

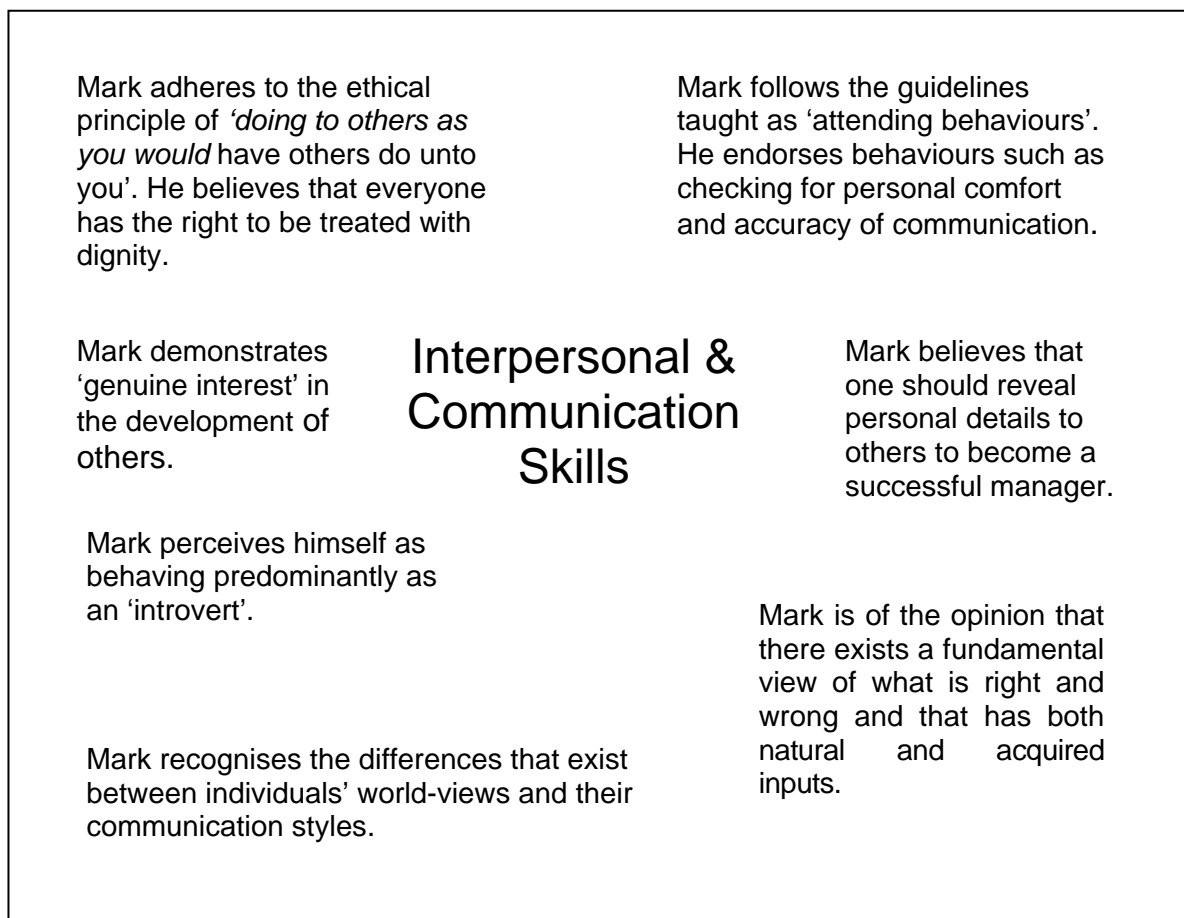
8. *SubjView – Subjective View*

Subjective view on what is right or wrong in forming and maintaining rapport

Technique: Constant comparisons

After careful iteration between the transcript and the derived open codes, seven properties are found to contribute to the characterisation of Mark's conception of the category of interpersonal and communication skills.

Figure 6.5 Mark's characterisation of interpersonal and communication skills
(Study 1 Subject 1 Interview 1 Analysis 1)



Study 1 Subject 1 Interview 1 Analysis 2

This is the analysis of the second part of the first interview with Mark.

The second competency is political skills. This section has three component analyses.

The first is open coding of the actual transcript that has been “chunked” or “fragmented” to facilitate open coding. The second analytical procedure is affinity grouping, which is achieved through a simple “sort” process. The third process is one in which properties of Mark’s own perception of this managerial competency is subjected to a figurative “mapping”.

A summary of the process findings is presented first.

Category: Political Skills

Summary of transcript findings

Grounded theory concept building

Political Skills Findings

Mark sees a necessary aspect of maintaining political presence in an organisation is to be aware of the strategic direction of the organisation. Mark believes that an individual needs to align his/her values with those of the organisation but must maintain personal opinions to ensure personal integrity. Without this, individuals may become ‘commodities’ at the disposal of the organisation. He trusts relationship building as a fundamental skill in maintaining political significance, and finds that self-revelation of his own personal details assists greatly in this endeavour. He strives to maintain ‘poise’ between all the ‘forces’ of the organisation, which he finds harder now that the organisation has increased so rapidly.

- Techniques:** 1. Line-by-line Analysis – open coding
 2. Affinity Grouping – concept building
 3. Constant comparisons- identifying properties

Text: Study 1 Subject 1 Interview 1

Procedure: Text Formatted for Coding (chunking, fragmenting)

Table 6.10 Open Coding for Political Skills (Study 1 Subject 1 Interview 1 Analysis 2)

Unit of Data	Open Coding
That's a typical question, it's always a balance between making sure you look after the people that you have got working for you, but not treading on the toes of others around you.	OrgPoise Maintaining poise and balance within the social forces of the organisation
It's a juggling act, but I find the bigger the organisation the more stakeholders there are and the harder it is to maintain that juggling act.	OrgPoise Maintaining this poise and balance is harder within a larger organisation
I think it is important to understand where the business is heading and where the general manager or CEO is taking the business.	Strat-Aim Know the strategic aim of the organisation
I think it is important to fall in line with the direction of the company, yet I don't think that you have to be a sheep in as much as you can vary to some degree that direction.	AlignValues IndValues Maintain your integrity but ensure that your values are aligned with those of the organisation
I think there is a real risk if you want to follow, whilst remaining politically correct to follow word for word the CEO's ideas, I think you can sometimes just become a puppet and gain no respect from anybody if you are just a yes man.	IndValues There is risk in being a 'yes-man'. Maintain your integrity.
Whilst you have to toe the line to a certain extent, you have to have your own opinion and be ready to express that opinion if asked.	AlignValues IndValues Express organisational values but maintain your own opinions
I think you gain more respect that way from both your subordinates and your superiors if you are able to do that.	IndValues Subordinates and superiors value alternate opinions
As I said before, I think it is important politically to in the same way you build your relationships with people that work for you, you do the same with superiors	RelBuild Build relationships with both superiors and subordinates
and you do need to reveal who you are, part of your personal life, just another dimension of the relationship that you have with your superiors and it helps in the political life within the company, because I think you are then viewed as more of human being than a straight commodity, which often happens in big	Self-Reveal OrgCommod Self-reveal so that you are not regarded as only a person in an organisational role

companies.	
I think people are viewed as a commodity, not as a human being.	OrgCommod Individuals in organisations can be regarded as a commodity, not a person
It's important that you reveal little snippets of yourself and who you are to senior managers rather than your peers.	Self-Reveal Mark regards self-revelation to senior managers as an important process in political life
I think it is important that with your peers you continue to develop those relationships, quite often the peers of today are the bosses of the future and quite often some of your peers will become a boss in the future	RelBuild A colleague may become a boss
so its important to develop those relationships and from what I have seen within the political life of a big company its all to do with relationships and trust, as much as being able to do the job	RelBuild As important as being able to do the job
and by focussing on those sort of issues it helps with your future politically, especially with your peers.	RelBuild Helps with your future progress

Technique: Affinity grouping of open codes – concept building

Six separate open codes have been identified for political skill from Mark's transcript.

The open codes and Mark's characterisations are listed below.

1. *AlignValues – Align your Values*

IndValues – Retain your Individual Values

Maintain your integrity but ensure that your values are aligned with those of the organisation

Express organisational values but maintain your own opinions

There is risk in being a 'yes-man'.

Maintain your integrity.

Subordinates and superiors value alternate opinions

2. *Strat-Aim – Strategic Aim*

Know the strategic aim of the organisation

3. *OrgCommod – Organisational Commodity*

Individuals in organisations can be regarded as a commodity, not a person

4. *OrgPoise – Organisational Poise*

Maintaining poise and balance within the social forces of the organisation

Maintaining this poise and balance is harder within a larger organisation

5. *RelBuild – Relationship Building*

Build relationships with both superiors and subordinates

A colleague may become a boss

As important as being able to do the job

Helps with your future progress

6. *Self-Reveal – Self Revelation*

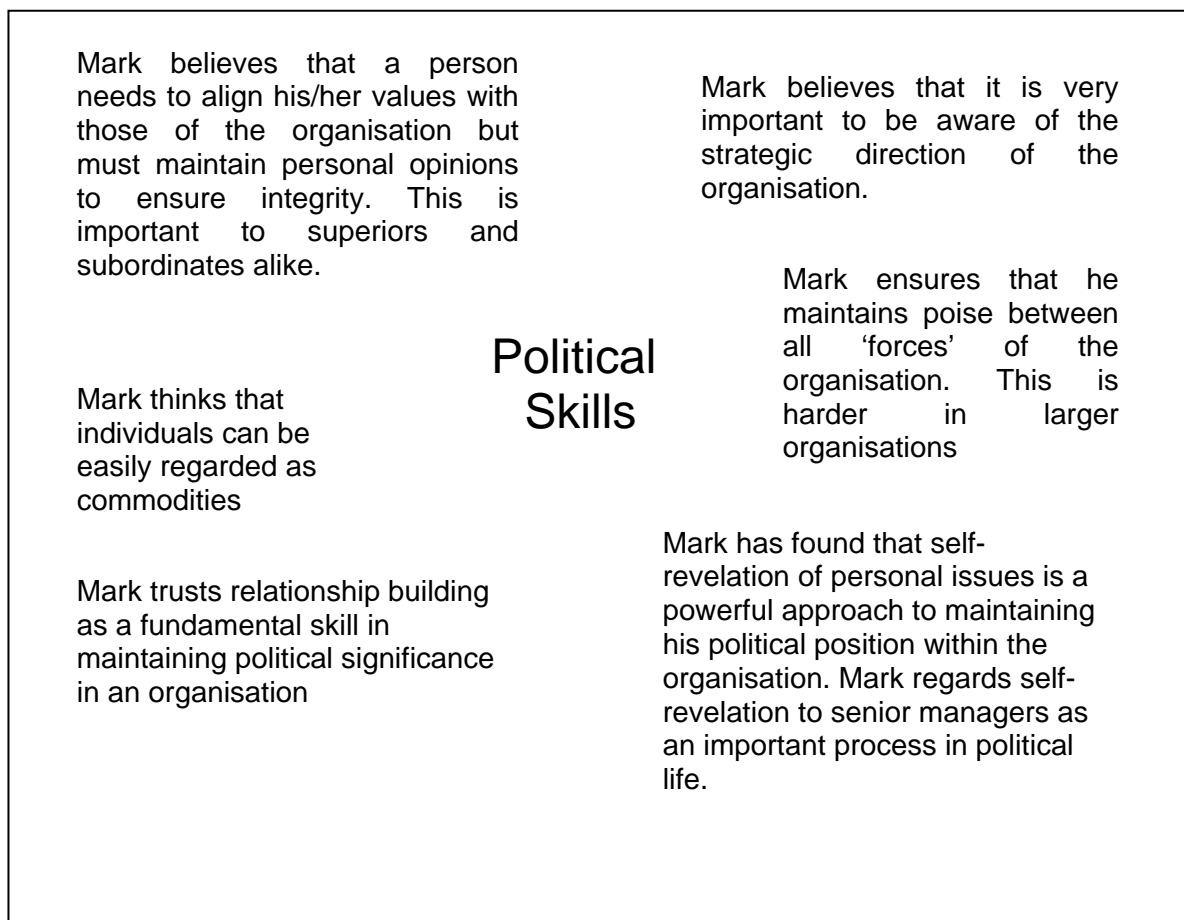
Self-reveal so that you are not regarded as only a commodity in an organisational role

Mark regards self-revelation to senior managers as an important process in political life

Technique: Constant comparisons

After careful iteration between the transcript and the derived open codes, six properties are found to contribute to the characterisation of Mark's conception of the category of political skills.

Figure 6.6 Mark's characterisation of political skills
(Study 1 Subject 1 Interview 1 Analysis 2)



Study 1 Subject 1 Interview 1 Analysis 3

This is the third part of the first interview with Mark .

The third competency is business acumen or 'shrewdness'. This section has three component analyses. The first is open coding of the actual transcript that has been "chunked" or "fragmented" to facilitate open coding. The second analytical procedure is affinity grouping, which is achieved through a simple "sort" process. The third process is one in which properties of Mark s' own perception of this managerial competency is subjected to a figurative "mapping".

A summary of the process findings is presented first.

Category: Business acumen or 'shrewdness'

Summary of transcript findings

Grounded theory concept building

Business acumen or 'shrewdness' findings

Mark believes that business acumen or shrewdness is an inherent capability that cannot be taught. He believes that he has this capability and that it has been passed from his father to him. He thinks that business success depends on selecting the right staff members, those who have business acumen. He has had success in using psychometric techniques to identify those with the appropriate personality profile and non-verbal ability measures. He also finds that he can depend on tests of verbal ability in selecting staff members. Mark finds that recognising staff members' achievements is one of the most important issues in achieving business success

Techniques: 1. Line-by-line Analysis – open coding
 2. Affinity Grouping – concept building
 3. Constant comparisons- identifying properties

Text: Study 1 Subject 1 Interview 1

Procedure: Text Formatted for Coding (chunking, fragmenting)

Table 6.11 Open Coding for business acumen or “shrewdness”
(Study 1 Subject 1 Interview 1 Analysis 3)

Unit of data	Open coding
I think having from my experience in management there are some people who know how to make a dollar and some people who don't know how to make a dollar.	BizWiz Some have it others do not.
and in some way to make sense some people know matter how much training you give them and no matter how much time you work with them don't understand how to make a dollar,	BizWiz Training is wasted on many who do not have BizWiz
where as I think I have the ability to know how to make a dollar and I guess over the last ten years I have been able to back up that thought in the results that I have achieve.	BizWiz I have the Bizwiz skill
I think a lot of the success of a manager comes down to his people and the ability of his people. I think it is very, very important to make sure that you select the right person for the right job and	RightSelect Select the best person for the job
that's why I have been so in favour of my ability in identifying the right people and their personal traits and their nationality is going to suit the position you put them into	RightSelect Has confidence in identifying the right person for a position
I think the verbal aspects of those assessments has worked really well as well.	VerbalAbility Verbal assessment is very helpful in identifying the right person for the job
I think often as employers we are remiss in the way that we employ people and we put people under positions that they are not suitable for or can't handle and that is through no fault of their own.	RightSelect Correct selection requires time and effort
That's not to say that they are good or bad people, it may just be they don't suit that particular role you have put them into.	RightSelect The person needs to suit the role
So I think it is very important as a manager to take the time and effort in selecting the right people to do the right jobs that's very important and it is also reflects very much on the bottom line.	RightSelect Correct selection reflects on the bottom line
I think another thing that is important as a manager to have a successful business is making sure that you get	StaffAccountability The manager needs to hold

accountability from your staff,	others accountable for their actions
quite often we don't hold people accountable for their actions and because of that people tend to wander off and aren't given real direction.	Staff Accountability If not managed they will "wander-off"
The other benefit of giving people accountability is that you can recognise the success of people	Staff Accountability Adds to staff members' sense of success
and as managers often we don't recognise people's success, but I have found that if you can do that and promote the people you have working for you and promote their successes goes a long way in developing further successes in those people.	Staff Recognition Success breeds success
I think also that people who are seeing that success from the outside also want to be part of that as well	Staff Recognition Success of individuals is motivating for others
and it tends to make an extra boost to people who are on the fringe who are maybe not that confident or fully committed.	Staff Recognition Success motivates less confident or less committed staff
Once you have been able to select carefully and appropriately the right people, then you are able to do a fair bit of work with those people.	Right Select Well selected staff can be motivated to work well
Sometimes you will bring someone into a business and give them some responsibility and if they have got the right non-verbal ability and the right personality profile	Non-verbal Ability Appropriate Personality-style Some individuals who demonstrate high non-verbal ability and appropriate personality features can be brought into the business
Then you are able to develop those people further, because they have the ability to understand new concepts and you are able to develop them in their skills to do business.	Non-verbal Ability Appropriate Personality-style These people often have the ability to demonstrate success.

Technique: Affinity grouping of open codes – concept building

Six separate open codes have been identified for business acumen from Mark's transcript. The open codes and Mark's characterisations are listed below.

1. Bizwiz – Business Acumen

Some have it others do not.
Training is wasted on many who do not have it
I have the **Bizwiz** skill

2. Non-verbalAbility – Non-verbal ability (as measured by formal testing)
AppropriatePersonality style – Appropriate Personality Style (as measured by formal testing)

Some individuals who demonstrate high non-verbal ability and appropriate personality features can be brought into the business
These people often have the ability to demonstrate success

3. RightSelect – Right Select

Select the best person for the job
Has confidence in identifying the right person for a position
Correct selection requires time and effort
The person needs to suit the role
Correct selection reflects on the bottom line
Well selected staff can be motivated to work well

4. StaffAccountability – Staff Accountability

The manager needs to hold others accountable for their actions
If not managed they will "wander-off"
Adds to staff members' sense of success

5. StaffRecognition – Staff Recognition

Success breeds success
Success of individuals is motivating for others
Success motivates less confident or less committed staff

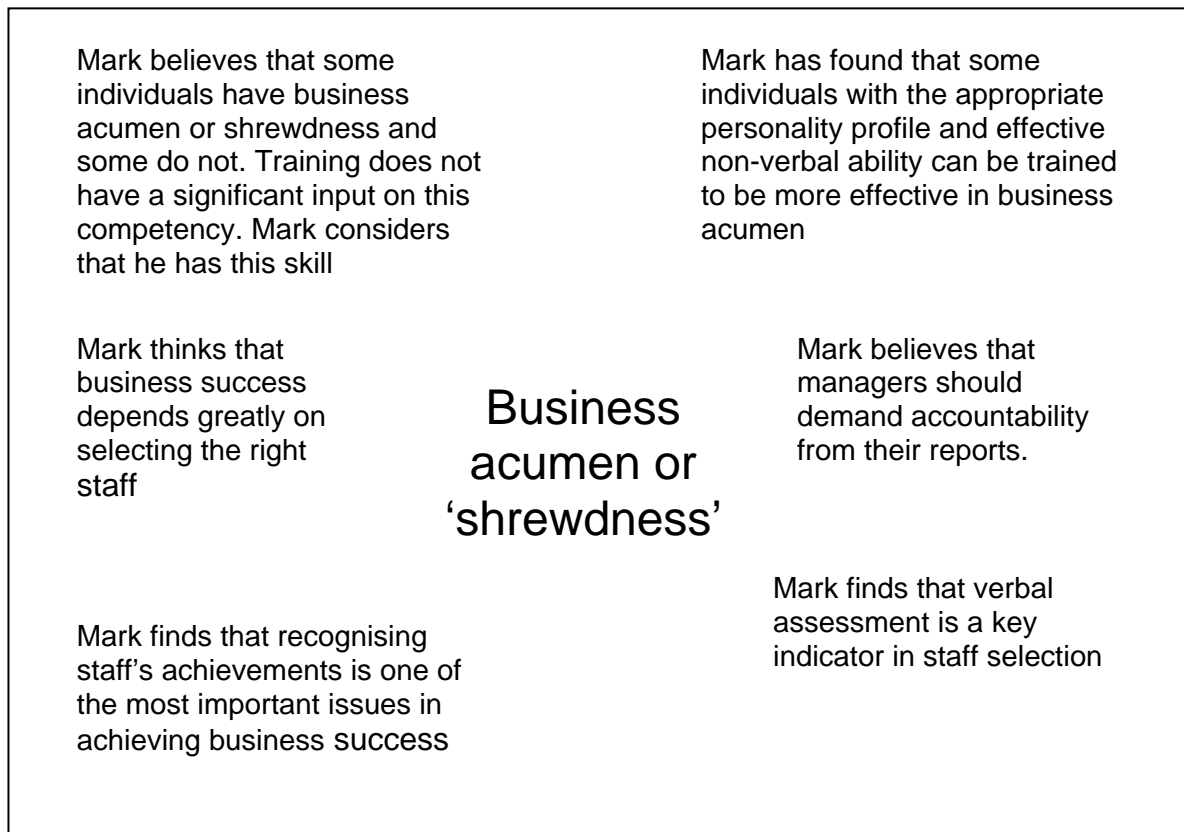
6. VerbalAbility – Verbal Ability (as measured by formal testing)

Verbal assessment is very helpful in identifying the right person for the job

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, six properties are found to contribute to the characterisation of Mark's conception of the category of business acumen or 'shrewdness'.

Figure 6.7 Mark's characterisation of business acumen or 'shrewdness'
(Study 1 Subject 1 Interview 1 Analysis 3)



Appendix 5 Data Set: Study 1 Subject 2

Organisation A - Senior Manager 2.

Study 1 Subject 2 Interview 1

This Case analysis commences with Element 1 – Section Heading

Table 6.12 Section heading for Lorraine

(Study 1 Subject 2)

Pseudonym	Lorraine
Biographical information	Female. Age 40. Managed her own business for ten years before selling to Organisation A six years ago. Highly respected as a kind, resourceful and intelligent senior manager with most employees of Organisation A, disliked by others because of her close affiliation with the previous CEO.
Number of Interviews recorded	Two
Years with Organisation A	6 years
Transcript Source	<i>Transcription Records TASM © KHD 2006</i>

Memo Input

Memo 1

Lorraine appears to have a keen appreciation of the politics of Organisation A. She said that she is a close associate of the CEO. Lorraine prefers to suppress her feelings. She is quite emotional yet maintains a quite unusual demeanour. She is restrained yet quite candid in her responses. My assumption after hearing her discourse in the first interview is that she is guarded about what might be repeated about her comments regarding the executive management of Organisation A

Memo 2

Lorraine has travelled extensively with the CEO. They completed a course together overseas and now travel to many of Organisation A's affiliated offices throughout Australia. She and her husband often share social outings with several of the Organisation A senior managers and their families. She has a son. She discusses him sometimes but it is clear that her principal focus is on her business life. Her husband is also an employee of Organisation A. He has no managerial responsibilities but is highly regarded as a Consultant within the organisation. I have been fortunate in having several discussions with him. He presents as a most knowledgeable man with pronounced interpersonal ability. Evidently these two individuals owned and managed a substantial rival company that was acquired by Organisation A six years ago. Part of the purchase arrangement was that Lorraine and her husband would remain indefinitely with Organisation A.

Memo 3

With the recent change from Andrew to Robert as CEO, Lorraine has found it difficult to maintain any sense of political poise. She was targeted by other senior managers in their informal conversations with me. Their dispositions towards her were decidedly polarised. I am sure that she is quite aware of the attitudes that others have towards her. It was quite evident that she was regarded positively by many male senior managers and negatively by several of her female colleagues. Lorraine seems much more at ease with male

colleagues.

Memo 4

I left Lorraine feeling quite sad that she was experiencing considerable pressure from her colleagues. I thought that she had been “expelled” to the outgroup because of her previous close relationship with the previous CEO. I mentioned this to her and she simply said that she was “a survivor”.

Personal Assessment Notes

Occupational Personality Questionnaire (OPQ Version 5.2⁶)

Relationships

1. *Lorraine does not regard herself as being particularly persuasive. This assessment needs to be challenged. She is a very able person who can readily sway the opinions of others with the force of her logic, persuasiveness and argument.*
2. *Lorraine enjoys managing the work of others. She is able to direct and supervise at a level required for a successful Organisation A Profit & Loss centre.*
3. *To this point Lorraine has been overly passive when it comes to putting her ideas to senior management. She needs to become more assertive in sharing her ideas and intuitions with her senior colleagues. The more that she does this, the more likely are they to recognize her managerial aptitude.*
4. *Lorraine is quite outgoing and sociable. She enjoys talking with people. She has a wide range of business and social acquaintances. She enjoys networking and will gain further advantage in her career by strengthening this behaviour.*
5. *Lorraine needs to increase her social confidence by becoming more bold in presenting herself and her thoughts to a wider group of people who may become influential to her in furthering her career.*
6. *Lorraine may be overly modest at this time and needs to develop a plan for self-promotion, one that is comfortable to her and acceptable within the Organisation A culture.*
7. *Lorraine needs to be more thorough in her approach to recognizing the consulting aspects of her work. She needs to seek the ideas of others on a routine basis and to share her own ideas with as many of her colleagues as she is able.*
8. *Lorraine also needs to clearly indicate to everyone she works with that she is accessible for discussions on personal matters. She needs to carry through on this even down to what may appear to be the insignificant emotional problems of others. This will help earn for her a clear mandate for leadership.*

Work Aspects

⁶ Saville & Holdsworth Ltd, Proprietary Product

1. *Lorraine is likely to enjoy practical hands-on tasks. She has had a keen interest in making furniture.*
2. *Lorraine does not assess herself as being very effective in data management. This does not correlate well with her higher than average performance in numerical critical reasoning.*
3. *Lorraine is quite interested in many forms of art and cultural activity. She has enjoyed working in stage presentations.*
4. *Lorraine is very interested in what motivates people to perform. She likes to understand the various interests and capabilities of her team members so as to empower them to perform to their best.*
5. *Lorraine prefers a modern, contemporary and innovative approach to workplace practices. She is highly likely to seek out the best possible forms of technology that will assist her in her work practices. She is not likely to accept so-called tried and proven methods espoused by others without having taken the opportunity to test them for herself.*
6. *Lorraine is highly likely to adopt to change and all that it brings with it to organizational life. She is likely to be open and inventive in her responses to changes promulgated from senior management.*
7. *Lorraine enjoys working on complex tasks. She enjoys generating thought on an abstract and theoretical level and can be relied upon for maintaining a coherent and informed overview of workplace activities and scenarios.*
8. *Lorraine is very likely to develop quite suitable solutions to workplace problems. Her skill in appreciating what is going on in the areas under her supervision allow her to perceive the strengths and development needs of others.*
9. *Lorraine will need to make a concerted effort to focus on the structural aspects of her work. Although she has a natural ability to develop strategic and tactical plans she may need to implement and ground her ideas into more practical aspects such as timetables, milestones, target dates and achievable outcomes, so as to relate more effectively with her less conceptual and intuitive work colleagues. She may very well benefit from delegating more practical tasks to suitable personnel who are adept at implementing and completing tasks and assignments.*

Feelings Emotions, Motivations

1. *Lorraine is likely to be perceived as being very relaxed and in control of her work. She is unlikely to worry, preferring to be aware of the issues involved in her work and to be prepared accordingly.*
2. *Lorraine is likely to be highly toughminded. This means that she can switch off from the high levels of uncertainty that can arise in the normal work situation and develop a focused approach to her work responsibilities. It also means that she can put aside some of the more emotional issues that may confront her and carry on in a well-considered manner.*
3. *Lorraine, as has been noted above, is able to manage her negative emotions very well, and is unlikely to get to a position of emotional outburst. She is likely*

to fuel her strong determination to succeed through overcoming negative emotions.

- 4. Lorraine is likely to demonstrate high levels of enthusiasm and optimism. She is likely to lead a team of workers to a high level of performance and team spirit.*
- 5. Lorraine prefers not to criticize the assumptions and work of others. She needs to work out ways of offering criticism in a tactful yet assured way, so as to lift overall team performance.*
- 6. Lorraine needs to develop forms of physical activity to increase her levels of energy, particularly over the next few years as her responsibilities increase to match her managerial aptitude.*
- 7. Lorraine is not likely to demonstrate interpersonal competitiveness. However, she is keen to succeed and will do all that is required to reach her ambitions.*
- 8. Lorraine is quite happy to make decisions as and when required.*

Intellectual Appraisal (WAIS – III) ⁷

Verbal Subtests		Performance Subtests	
Vocabulary	17	Picture Completion	18
Similarities	17	Digit Symbol –	12
		Coding	
Arithmetic	15	Block Design	17
Digit Span	14	Matrix Reasoning	16
Information	13	Symbol Search	11
Comprehension	18		
Total	94	Total	74

Verbal Ability

Verbal IQ of 139 is better than 99.5% of peers. Range is 133-143 at the 95% confidence level.

Performance Ability

Performance IQ of 136 is better than 99% of peers. Range is 127-141 at the 95% confidence level.

Full Scale Ability

Full Scale IQ of 143 is better than 99.8% of peers. IQ confidence range is 138-146 at the 95% level.

Qualitative Description

Mental Ability is in Very Superior Range.

⁷ These WAIS-R results can be compared with other Organisation A senior manager's WAIS-R results in Appendix 8.

Study 1 Subject 2 Interview 1

This is a grounded theory approach to analysing Lorraine's explicit understanding of three managerial competencies: interpersonal and communication skills, political skills, and business acumen or 'shrewdness'. There is no attempt here to surface tacit assumptions. The main purpose of this analysis is to develop a preliminary understanding of grounded theory methodology. The category has been defined. There is no attempt here to elucidate generalities about the managerial competencies of interpersonal and communication skills

Lorraine has been requested to discuss her views on three managerial competencies.

The first managerial competence discussed is interpersonal and communication skills. This section has three component analyses. The first is open coding of the actual transcript that has been "chunked" or "fragmented" into discrete phrases in order to facilitate open coding. The second analytical procedure is affinity grouping, which is achieved through a simple "sort" process. The third process is one in which properties of Lorraine's own perception of this managerial competency is subjected to a figurative "mapping". It is here that the researcher exercises discretion in deciding if two open codes represent the one property or if indeed separate properties are warranted.

A summary of the process findings is presented first.

Study 1 Subject 2 Interview 1 Analysis 1

This is the first part of the first interview with Lorraine.

Category: Interpersonal and Communication Skills

Summary of transcript findings

Grounded theory concept building

Interpersonal and Communication Skills Findings

Lorraine believes that senior managers need to be mindful of others, to seek out new employees and offer them support when required. She likes to develop empathy with repeated demonstrations of genuine empathy. She enjoys helping employees to express themselves but is mindful that they may be upset by something or someone. She likes to act as an advocate for new employees. Lorraine consciously seeks to reinforce the culture of Organisation A. She thinks that culture and history have decidedly important roles in the way that organisational values are changing, and how staff members are adapting to new values.

Lorraine believes that she demonstrates emotional stability and this assists in her remaining empathic towards new employees when they are in need of

support. She likes to encourage freedom within the guidelines of organisational constraints. Despite the intentions of the top management team, Lorraine thinks that there remains a stigma in being a female. She does her utmost as a senior manager to fight against this stigma and encourages women (and men also) to assert themselves so as to actively promote their careers.

Lorraine makes the point that many new employees may be isolated from mainstream organisational activities and enjoys socialising with these individuals so as to contribute to their sense of belongingness. She has been with the organisation for six years and feels a responsibility to call on similarly experienced individuals to assist with new employees. She is especially aware of long-serving individuals who are critical of the organisation and attempts to overcome this trend by actively asking them to defend the organisation rather than criticise it. She notes that a critical stance towards the organisation lowers the morale of new employees.

Lorraine does not believe that it is possible to know how a new employee is thinking but does do her best to instil pride and professional attitudes towards the organisation and its business partners with them. She clearly espouses the need to identify individual values with corporate values. She also states that new employees need to practice emotional control and act professionally at all times. She believes that she achieves these aims by acting warmly towards these individuals and by encouraging them to present their ideas with more confidence to more senior management.

- Techniques:** 1. Line-by-line Analysis – open coding
 2. Affinity Grouping – concept building
 3. Constant comparisons- identifying properties

Text: Study 1 Subject 2 Interview 1

Procedure: Text Formatted for Coding (chunking, fragmenting)

Table 6.13 Open Coding for Interpersonal and Communication Skills
 (Study 1 Subject 2 Interview 1 Analysis 1)

Unit of data	Open coding
Approach people with a pleasant nature	Warmth Adopt a warm approach to others
Try to put myself in their shoes	Empathy Demonstrate genuine empathy
They wouldn't know anybody from a bar of soap	Isolation Isolation of new employees
They probably will seek out an individual who will be a lifeline in the initial stages	Advocate New employees actively seek an advocate within the organization
When forming rapport always check up on new people	ActiveRapport Be mindful of others and seek them out
Offer support by asking how they are going, any dramas, any problems, any questions	ActiveRapport Be mindful of others and seek them out
Offer them support in general	ActiveRapport Be mindful of others and offer them support
Joke with them	Warmth Adopt a warm approach to others
Ease them out of their shell	ActiveRapport/ Empathy Help them to express themselves
I don't think I am a moody person	EmotionalStability Demonstrates emotional stability
I think I am pleasant most of the time	Warmth Adopt a warm approach to others
I try not to impose on people	EncourageFreedom Do not impose on others

Sometimes they need a cheery face	Warmth New employees need positive regard
Something might be getting them down	ActiveRapport/ Empathy New employees may be upset by something
You don't know where people are at	PsychExpect It is not possible to know how a new person is feeling or thinking
[You don't know] what they are thinking	PsychExpect It is not possible to know how a new person is feeling or thinking
I just try and approach everybody with a smile	Warmth Adopt a warm approach to others
I always talk to them	Empathy Be mindful of others and offer them support
[I] don't just walk past them in the corridor	Empathy Be mindful of others and offer them support
[I] try and get past the standard, hi, how are you going, I am good are they really good or is it what just flows out of their mouth	Empathy Demonstrate genuine empathy
You can usually tell by the look on people's faces, they might be just a bit down on something or they might just answer abruptly	Empathy New employees may be upset by something
By trying to talk to them you will find what the real problem is	Empathy Demonstrate genuine empathy
Which is interesting enough, because that then builds, especially in an organisation like this	ActiveRapport Develop rapport with repeated demonstrations of genuine empathy
There are so many people, you can get the feeling that nobody really cares, nobody knows who I am, or anything like that, especially with the way its set up,	Isolation New employees may feel that other employees do not care about them
I mean some people like it, but to me it's beginning to look like battery hens in chook pens. I think that sometimes can affect people.	Isolation An air of isolation may be developing but this may be a personal perception only
I don't spend the day walking around touching base with everyone, but if I am in a particular area with somebody, I might just touch base with the person next to them.	Empathy Demonstrate genuine empathy where and when possible.
I know the people in here fairly well anyway, because I have been here six years.	LongDuration Has a keen knowledge of others because of years of acquaintanceship with the

	organisation
One of the things that I try and do, especially with the Admin people, because I think jumping ahead here into culture now.	CultureDevelop Consciously seeks to reinforce a new culture
I think that sometimes, there is this stigma of being, because you are female you are just plain Admin, and there are no other options, which is quite strange	FemaleStigma There is a stigma in the organization in being a female administrative staff member
When you listen to the guys talk, as well as the managers, when it's something to do with Admin, it's immediately thought to be female.	FemaleStigma There is a stigma in the organization in being a female administrative staff member
If you ask them about it, they say oh no it's not like that, but it automatically comes out of their head, so it's a subconscious thing, they tie the two together.	FemaleStigma There is a stigma in the organization in being a female administrative staff member
What you can see with some of the ladies here that they actually feel they have no other opportunities	FemaleStigma Female administrative staff do not believe they have (upward) career opportunities
I try to either give them, not necessarily things to do, but for example, I started up a new customer care programme with champions, they are all female except for one.	FemaleAssert Female customer care training
I had to introduce them to the field staff, and the other people in the building, so I actually asked them to do their own presentations, which is probably something they have never done before, standing up and talking in front of a crowd.	FemaleAssert This mostly female group presented their programme to the assembled staff
It was something they did really well, and that was just something to build themselves, and they see other people doing it and they never get a chance to.	FemaleAssert They took the opportunity to do something new
They were all extremely nervous, but they all really wanted to do it, because they saw that as step above, we are not just classed as this type of people.	FemaleAssert They were nervous yet they still took the opportunity to assert themselves
I try and do that type of thing a lot with them, just getting them to realise that it is possible if you just let people know what you want to do, and you are prepared to take on things and stick with and get more relaxed with it, doors will start to open for you.	SocialConfidence Encourage female staff members to put the ideas forward. This will often lead to approval to implement your plans.
That's not just with females, don't get me wrong, I am not a women's lib thing either,	SocialConfidence Encourages both female and male staff members
it's just that we have a lot of young people in here as well, and again you can see it sometimes, that when	LowMorale Younger staff members are

there is a negative thing around, the younger ones are quite easily influenced and easily led.	influenced easily by negative social influences
If you have someone that has a negative outlook on something, that can start to infest the younger ones who are just willing to grab it and run with it and go with.	LowMorale Older staff members can readily influence younger staff members with negative ideas
Might have only been here for a year, but they feel a connection with that but they don't see it as a good connection if they are being infested with bad stuff.	LowMorale Staff of even one year's standing can be influenced by negative ideas
What I have tried to do is get some of the ladies and some males that have been here for a while, get the leaders or more mature people, not necessarily take them under their wing	ModelStaff Leaders or more mature staff members are used as positive role models
if they overhear them talking about something, because you hear a lot of bitching between people, because they are at that age, try and develop them, try and get across to them that, make them realise they are in a professional job now,	ModelStaff Positive role models encourage younger staff members to adopt a more professional demeanour.
you have to handle yourself properly, more so the way they actually handle themselves,	SelfDiscipline Encourage young staff members to take on professional values
try and teach them how to do it better, not necessarily the best way, because everybody has to have some level of emotion in what they do.	SelfDiscipline/ EmotionalControl Act more professionally, keep your negative emotions in check
Try and get them past the unimportant things, let them know where their focus is, and where they have got to go.	SelfDiscipline Concentrate on the important organisational values
That has a lot to do with changing the culture in this place as well, because there is a lot of history in that as well.	CultureHistory Culture and history have a decidedly important role in the way that the organisational values are changing, and how staff members are adapting to the new values

Technique: Affinity grouping of open codes – concept building

Nineteen separate open codes have been identified for interpersonal and communication skill from Lorraine's transcript. Some may be composites that could be subsumed under one code but it was decided to leave this until the affinity grouping had been completed. The open codes and Lorraine's characterisations are listed below.

1. **ActiveRapport – Active Rapport**
 - Be mindful of others and seek them out
 - Be mindful of others and offer them support
 - Develop rapport with repeated demonstrations of genuine empathy
2. **ActiveRapport/ Empathy – Active Rapport / Displaying Empathy**
 - Help them to express themselves
 - New employees may be upset by something
3. **Advocate – Advocate for others**
 - New employees actively seek an advocate within the organization
4. **CultureDevelop – Culture Development**
 - Consciously seeks to reinforce a new culture
5. **CultureHistory – Cultural and Historical Influences**
 - Culture and history have a decidedly important role in the way that the organisational values are changing, and how staff members are adapting to the new values
6. **EmotionalStability – Emotional Stability**
 - Demonstrates emotional stability
7. **Empathy – Displaying Empathy**
 - Demonstrate genuine empathy
 - Be mindful of others and offer them support
 - New employees may be upset by something
 - Demonstrate genuine empathy where and when possible.
8. **EncourageFreedom – Encouraging the Freedom of Others**
 - Do not impose on others
9. **Female Stigma – Female Stigma**
 - There is a stigma in the organization in being a female administrative staff member
 - Female administrative staff does not believe they have (upward) career opportunities
10. **FemaleAssert – Female Assertion**
 - Female customer care training
 - This mostly female group presented their programme to the assembled staff
 - They took the opportunity to do something new
 - They were nervous yet they still took the opportunity to assert themselves

11. *Isolation – Isolation from other Employees*

Isolation of new employees

New employees may feel that other employees do not care about them

An air of isolation may be developing but this may be a personal perception only

12. *LongDuration - Long Duration of Continuous Employment*

Has a keen knowledge of others because of years of acquaintanceship with the organisation

13. *LowMorale – Low Morale*

Younger staff members are influenced easily by negative social influences

Older staff members can readily influence younger staff members with negative ideas

Staff of even one year's standing can be influenced by negative ideas

14. *ModelStaff – Providing a Role Model for Employees*

Leaders or more mature staff members are used as positive role models

Positive role models encourage younger staff members to adopt a more professional demeanour.

15. *PsychExpect – Psychological Expectations*

It is not possible to know how a new person is feeling or thinking

16. *SelfDiscipline – Self Discipline*

Encourage young staff members to take on professional values

Concentrate on the important organisational values

17. *SelfDiscipline/ Self Discipline - EmotionalControl/Emotional Self Control*

Act more professionally, keep your negative emotions in check

18. *SocialConfidence – Social Confidence (Social Boldness)*

Encourage female staff members to put the ideas forward. This will often lead to approval to implement your plans.

Encourages both female and male staff members

19. *Warmth – Demonstrating Warmth to Others*

Adopt a warm approach to others

New employees need positive regard

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, sixteen properties are found to contribute to the characterisation of Lorraine's conception of the category of interpersonal and communication skills.

Figure 6.8 Lorraine's characterisation of interpersonal and communication skills
(Study 1 Subject 2 Interview 1 Analysis 1)

Interpersonal & Communication Skills	
Lorraine likes to be aware of new people, seek them out and offer them support. She likes to demonstrate personal warmth and genuine empathy	Lorraine helps new employees to express themselves. She is aware that sometimes new employees can be upset and she likes to provide assistance
Lorraine considers that new employees benefit from having an advocate within the organisation	Lorraine believes that new employees may feel isolated from others when they first join the organisation
Lorraine thinks that the organisation's recent upheavals have contributed greatly to the unsettled nature of the workplace	Lorraine likes to adopt the role of an emotionally stable persona within the organisation. She does this by remaining calm.
Lorraine likes to encourage freedom. She does not like to impose her thoughts to direct the behaviour of others	Lorraine perceives that most female staff members are belittled by male staff. Female staff members believe that they have limited upward career possibilities.
Lorraine enjoys encouraging female staff members to assert their ideas within the organisation	Lorraine has been with organisation for six years and has a keen understanding of its context and culture(s)
Lorraine consciously seeks to reinforce the new culture that is developing within the organisation	Older staff members are encouraged to act as positive role models for junior staff members
Lorraine finds that the younger staff members are readily influenced by the negative opinions of older staff members	Lorraine encourages younger staff to adopt the professional values espoused by the organisation
Lorraine acknowledges that one cannot know the opinions of others until they are asked to give them	Lorraine supports younger staff members as they put their ideas to more senior staff members

Study 1 Subject 2 Interview 1 Analysis 2

This is the second part of the first interview with Lorraine.

The second managerial competency discussed is political skills. This section has three component analyses. The first is open coding of the actual transcript that has been “chunked” or “fragmented” to facilitate open coding. The second analytical procedure is affinity grouping, which is achieved through a simple “sort” process. The third process is one in which properties of Lorraine’s own perception of this managerial competency is subjected to a figurative “mapping”.

Category: Political Skills

Summary of transcript findings

Grounded theory concept building

Political Skills Findings

Lorraine’s tactic is to avoid individuals whose messages might be construed as being harmful to her politically. She also avoids what she describes as ‘politically difficult situations. Lorraine finds that the politics of Organisation A is one of the most difficult aspects of her employment. She believes that her close relationship with a former CEO, and his falling out with his senior management, has strongly contributed to her feelings of being part of the political ‘*outgroup*’. Although there is no explicit ostracism of her she tends not to trust anyone. She is prepared to admit that these feelings may be due to her own psychological makeup (she used the term paranoid), and she is aware that there has been continuation of her employment, she nonetheless remains anxious about her political position.

Text: Study 1 Subject 2 Interview 1

Formatting the text for coding

The process of chunking or fragmenting is used to divide the transcript into “units of meaning”. An appropriate code is created to describe these units of meaning. The researcher tries wherever possible to develop codes that can be used consistently throughout the research study. In the preliminary stage of this study little repetition of codes was possible, due to the variability of approaches described by the two senior managers.

Table 6.14 Open Coding for Political Skills
(Study 1 Subject 2 Interview 1 Analysis 2)

Unit of Data	Open Code
I probably find that one of the most difficult things to do	<i>PolitConcern</i> One of the most difficult aspects of working in the organisation
and again I think it has a lot to do with history	<i>PolitConcern</i> Difficulties have to do with past events/situations
that maybe a perception in my own mind	<i>PsychExpect</i> A psychological explanation
but if you look at the people that we have, not necessarily at this level of the business, here, but say Robert's boss and one up from that again, I think because of my relationship with Andrew,	<i>PolitConcern</i> Because Lorraine used to work with Andrew and Andrew was ushered out by Robert's ⁸ boss and a very senior manager from the next level of authority, Lorraine finds maintaining her political stance to be difficult.
there were a number of people higher up that didn't fancy him very much	<i>PolitReject</i> Robert's boss and a more senior manager did not approve of Andrew's methods
and I have found it difficult to, and again it may be a perception in my mind,	<i>PsychExpect</i> A psychological 'paranoid'-type evaluation of the situation.
but I think I am tagged as that I only got to where I was because of Andrew.	<i>PolitConcern</i> Lorraine believes that she is undervalued because of her previous connection with

⁸ “Robert” followed “Andrew” as CEO of Organisation A in 2003. Both “Robert” and “Andrew” are pseudonyms.

	Andrew.
Which is sort of a bit difficult to deal with.	<i>PolitConcern</i> This issue is difficult to deal with.
At this level here, there is not a problem with it, because again I have been here so long,	<i>PolitReal</i> My span of employment at this level indicates that there are no real difficulties.
I have been able to do things at this level to prove myself,	<i>PolitReal</i> My performance at this level is objectively true and this gives me confidence.
I find that sometimes I need to watch my back, and I tend to lie lower a bit	<i>PsychAvoid</i> I avoid potentially politically difficult situations.
I don't know how long I have to do that I don't know if I actually have do that	<i>PsychExpect</i> Feelings of having to maintain this watchful stance indefinitely or is it a waste of time and energy.
you hear things from different people, and you interpret that, which gives me the feeling that, for those people I don't tend to speak to them much, or try to avoid,	<i>PolitAvoid</i> Avoid individuals whose messages might be construed as being harmful to her politically.
but if I have to speak to them I purely stick to the facts	<i>PolitReal</i> As these individuals are unavoidable in the course of normal work requirements she ensures that she does not enter into any potentially political discussion with them.
It's all pleasant to my face, they are playing their political game too, but there is this underlying thing, and it's a little bit difficult to deal with	<i>PolitConcern</i> It appears that despite friendly faces, other significant individuals are also playing their political games
Whether that's true or not, I don't know, but that's the feeling I get, so I might have to play my political game a little differently to others perhaps.	<i>PolitReal</i> I do not actually know what others are playing at politically, but I do know that I will play my own political game of non-involvement.

Technique: Affinity grouping of open codes – concept building

Six separate open codes have been identified for interpersonal and communication skill from Lorraine's transcript. The open codes and Lorraine's characterisations are listed below.

1. *PolitAvoid – Political Avoidance*

Avoid individuals whose messages might be construed as being harmful to her politically.

I avoid potentially politically difficult situations.

2. *PolitConcern – Concerns about Organisational Politics*

One of the most difficult aspects of working in the organisation

Difficulties have to do with past events/situations

Because Lorraine used to work with Andrew and Andrew was ushered out by Robert's boss and a very senior manager from the next level of authority, Lorraine finds maintaining her political stance to be difficult. Lorraine believes that she is undervalued because of her previous connection with Andrew.

This issue is difficult to deal with.

It appears that despite friendly faces, other significant individuals are also playing their political games

3. *PolitReal – Political Reality*

As these individuals are unavoidable in the course of normal work requirements she ensures that she does not enter into any potentially political discussion with them.

I do not actually know what others are playing at politically, but I do know that I will play my own political game of non-involvement.

My span of employment at this level indicates that there are no real difficulties.

My performance at this level is objectively true and this gives me confidence.

4. *PolitReject – Rejection because of Political Affiliations*

Robert's boss and a more senior manager did not approve of Andrew's methods

5. *PsychExpect – Psychological Expectation*

A psychological explanation

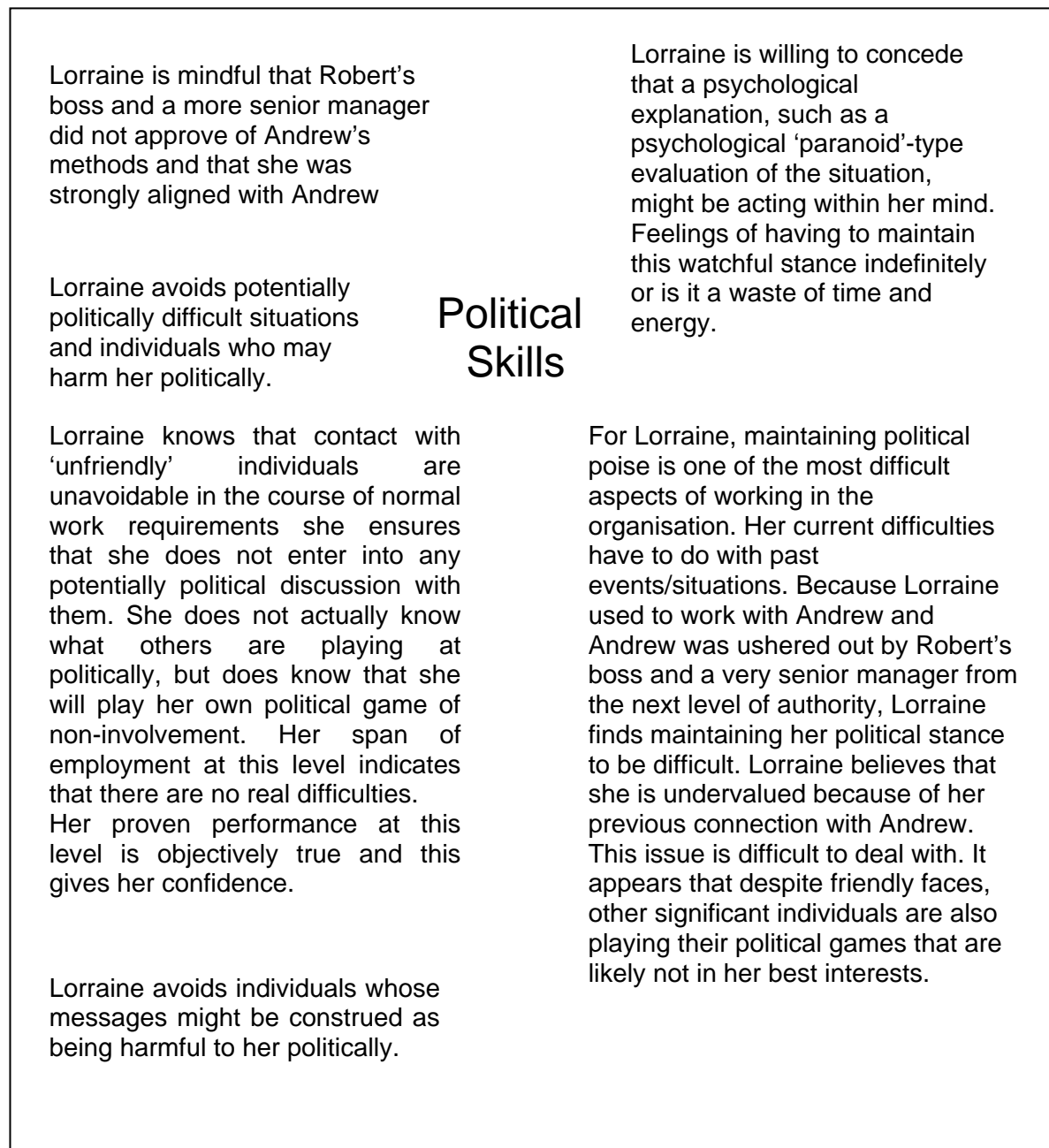
A psychological 'paranoid'-type evaluation of the situation.

Feelings of having to maintain this watchful stance indefinitely or is it a waste of time and energy.

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, six properties are found to contribute to the characterisation of Lorraine's conception of the category of political skill.

Figure 6.9 Lorraine's characterisation of political skills
(Study 1 Subject 2 Interview 1 Analysis 2)



Study 1 Subject 2 Interview 1 Analysis 3

This is the third part of the first interview with Lorraine.

The third managerial competency discussed is business acumen or 'shrewdness'. This section has three component analyses. The first is open coding of the actual transcript that has been "chunked" or "fragmented" to facilitate open coding. The second analytical procedure is affinity grouping, which is achieved through a simple "sort" process. The third process is one in which properties of "Lorraine's" own perception of this managerial competency is subjected to a figurative "mapping".

Category: Business Acumen/Shrewdness

Summary of transcript findings *Grounded theory concept building*

Business acumen or 'shrewdness' findings

Lorraine certainly enjoys her current role. This is her most prominent example of business acumen. Her role is in good fit with her skills, knowledge and preferences. She agrees with maintaining staff morale through regular performance appraisal but notes that not everyone in Organisation A is happy with current arrangements. She has received praise for her recent project work from the CEO. She also found that she was intrinsically motivated by this work and found it to be personally satisfying, despite some negative comment. Lorraine has recently completed a formal qualification in her Quality discipline. She finds that one of her “*smart*” activities is to consult regularly with staff members, both gaining and sharing knowledge. She views this as a collective activity that enhances team dynamics and performance. She has evidence of this through measured activity levels. Lorraine is quite enthused by the willingness of individuals to share information. She has also found that the sharing process is a key factor in building team spirit, through the process of ensuring inclusion of each individual.

There was a risk that she would have been seconded to the parent body because of her success and the acquisition of her new qualification, but negotiations with her CEO, Robert, led to changing her role somewhat so that she could remain in Organisation A. She found that the curtailing of her free-ranging consultation work has caused her frustration. A result of ongoing consultation with team members is that task obstacles became apparent as different views and different perspectives on work practices were compared and contrasted. Common views were also established in areas that generated conflict because of differing understandings by individuals and work teams.

- Techniques:** 1. Line-by-line Analysis – open coding
 2. Affinity Grouping – concept building
 3. Constant comparisons- identifying properties

Text: Study 1 Subject 2 Interview 1

Procedure: Text Formatted for Coding (chunking, fragmenting)

Table 6.15 Open Coding for Business Acumen or 'Shrewdness'
 (Study 1 Subject 2 Interview 1 Analysis 3)

Unit of Code	Open Coding
I have just had a change of job role	RoleChange Recent change of role
and this is something I am really really enjoying.	RoleCongruence Enjoyment of current role. Fits with skills, knowledge and preferences
I spent the last two years doing this black belt qualification which I am just waiting for the certification to come back from America.	QualEnhancement Has gained further work-based qualification
What I found, because that actually was reported to head office and had specific KPI's on it that you had to reach projects, had to be of certain value and done to a certain time limit, and done to a specific way	PerformAppraisal Projects are evaluated according to specific criteria
I didn't really have a problem with that, but then going through the actual process of doing some projects in the business, here in Sydney, when you start	PerformAppraisal Agree with this protocol but problems do exist in this office
probably the biggest project I have done is the DRA which has been really successful, really good, and the actual process itself has an affect on every business unit within the Sydney service business.	ProjSatisfaction A recent project has been personally satisfying and organisationally relevant
So everybody has a role to play, there are so many stakeholders in it.	TeamInclusion The process of obtaining buy-in from a wide range of team members
The actual fixing of the process itself was probably about five percent of the project,	TeamInclusion Most of the project's value came from successful team building
but the other ninety five percent of it was convincing people it was a good thing, getting their buying, getting them to do it and it was over a range, so I was talking to testers, technicians, all the office people, management, other business units as well.	TeamInclusion Most of the project's value came from successful team building

I actually did all the training for everybody, it took for ever, but that was the bit I enjoyed the most.	RoleResponsibility Lorraine carried out all training for all team members
As soon as I started talking to these different people about different things, they kept telling me about what about this over there, other things	TeamConsult Team members were very willing to share views and opinions on work processes
really delving into the culture and how the business was operating, and reporting to head office as I was, I wasn't able to go on and spend time on those sort of people and their issues and have a look at it all.	RoleResponsibility Lorraine's work load curtailed her team consultation activities
I felt that I wasn't finished but it was getting cut off.	RoleFrustration Lorraine was unable to continue with her team member consultation work
Long story short I have had a change a job role,	RoleChange Recent change of role
I still do those sort of things but I report to Robert now and only do the City service business,	RoleChange Now performs similar duties but only in City office
because there was a risk that I could be sent up to security and do a project up there.	RoleChange I needed to be fully occupied in City office or I would be transferred to the security business
In a sense what I do is have a look at any part of the business, the guys would normally just grab me and say what about this, what about that, if something is not working and really pull it apart to see where we are at and put new processes in place and measurement systems and what have you, but its more so getting to the very root core of the problem.	RoleObjective Analyse work practices and implement measurable objectives
It is often something that we have never thought of	RoleObjective Task obstacles are often factors that were never considered before
So I really actually enjoy doing that.	RoleCongruence Enjoyment of current role. Fits with skills, knowledge and preferences
The way that I am doing it, everything that we do, and as I said I have been here for six years, and very rarely do you hear something positive, over the last six years, and I thought that must be getting everyone down, because nobody hears anything positive, but there was a lot of things that we did well, but everyone focuses on the negative stuff.	ProjSatisfaction Despite negative comments and the lack of positive comments, there have been positive outcomes over the past six years
You have the field office out there, the admin office in here, they are all blaming each other for everything. Service techs over there are blaming the testers over	StaffConflict Different work units are constantly blaming each other

here and visa versa.	for work mistakes
You think what's going on we don't all work for the same company, which is really bizarre.	StaffConflict There is no shared work values It is though we all work for different businesses
What would happen is they would grab the one thing, and it could be the only time that its happened that year, and it would get so ingrained under their skin and annoy them that much that they would hold on to that for years, and it was always these particular people fault.	StaffConflict Old mistakes support enduring enmity
What I am concentrating on is when I am doing these projects is actually getting them together to sort out, and trying to get, we actually do communication now out to everybody, even if they are not involved in it, anything that is good that happens we make sure we communicate it out and everybody hears about it.	RoleResponsibility Not only involves as many team members as possible but ensures that all gains are reported to all team members
It was surprising, I was actually talking to one of the technicians this morning, I am doing one on ones with them over the next three weeks, it was as a result of a customer survey we did, but most of the time is spent with, you tell me what you think is wrong with the business, what motivates your guys,	RoleResponsibility I was consulting with a technician today
and it was interesting what this service technician actually said, to be honest with you, they have actually picked up over the last twelve months,	RoleResponsibility The service technician's section have increase their performance over the past twelve months
they were so unmotivated, so we started to have, I thought I wonder if that's because we are starting to inject some positive things back out to them, because he said we can see that things are starting to change and people are trying to do things.	Role Responsibility/ ProjSatisfaction Introduction of new positive inputs has led to positive outcomes
I thought mate, that was a big step, just to be involved in possibly influencing that, it's something I get a real kick out of.	ProjSatisfaction Pleasure from making a difference through active involvement
I don't know if I do it well, Robert told me I do it well.	ProjSatisfaction It is not only my opinion, it is the opinion of the CEO that I did it well
So I think just listening to people, because everybody has different influences on what they do.	RoleResponsibility Listening well to others is a key role task
One of the biggest things is across the business, you could have people sitting in an aisle, there will be a half wall between them, and the person on one side doesn't no what the person on the other side is doing, absolutely no idea.	StaffConflict People are not communicating, even across the aisles of the workplace

<p>We have started to get them to talk to each other, so they are taken out of their little chook pen.</p>	<p><i>RoleResponsibility</i> We have encouraged communication between employees</p>
<p>I mean we all have a job to do, but we can all influence each other, so I am enjoying that.</p>	<p><i>RoleResponsibility</i> I enjoy being able to bring a positive influence to staff members</p>

Technique: Affinity grouping of open codes – concept building

Twelve separate open codes have been identified for business acumen from Lorraine's transcript. The open codes and Lorraine's characterisations are listed below.

1. *RoleCongruence – Role Congruence*

Enjoyment of current role. Fits with skills, knowledge and preferences

2. *PerformAppraisal – Performance Appraisal*

Projects are evaluated according to specific criteria

Agree with this protocol but problems do exist in this office

3. *ProjSatisfaction – Project Satisfaction*

A recent project has been personally satisfying and organisationally relevant

Despite negative comments and the lack of positive comments, there have been positive outcomes over the past six years

Pleasure from making a difference through active involvement

It is not only my opinion, it is the opinion of the CEO that I did it well

4. *QualEnhancement – Qualification Enhancement*

Has gained a further work-based qualification

5. *RoleResponsibility – Role Responsibility*

Listening well to others is a key role task

We have encouraged communication between employees

I enjoy being able to bring a positive influence to staff members

Lorraine carried out all training for all team members

Lorraine's work load curtailed her team consultation activities

Not only involves as many team members as possible but ensures that all gains are reported to all team members

I was consulting with a technician today

The service technician's section have increase their performance over the past twelve months

6. *RoleResponsibility/ Role Responsibility*

ProjSatisfaction – Project Satisfaction

Introduction of new positive inputs has led to positive outcomes

7. *RoleChange – Role Change*

Recent change of role

Now performs similar duties but only in City office

I needed to be fully occupied in City office or I would be transferred to the security business

8. *RoleFrustration – Role Frustration*

Lorraine was unable to continue with her team member consultation work

9. *RoleObjective – Role Objective*

Analyse work practices and implement measurable objectives

Task obstacles are often factors that were never considered before

10. StaffConflict – Staff Conflict

Different work units are constantly blaming each other for work mistakes
There is no shared work values It is though we all work for different businesses
Old mistakes support enduring enmity
People are not communicating, even across the aisles of the workplace

11. TeamConsult – Team Consultation

Team members were very willing to share views and opinions on work processes

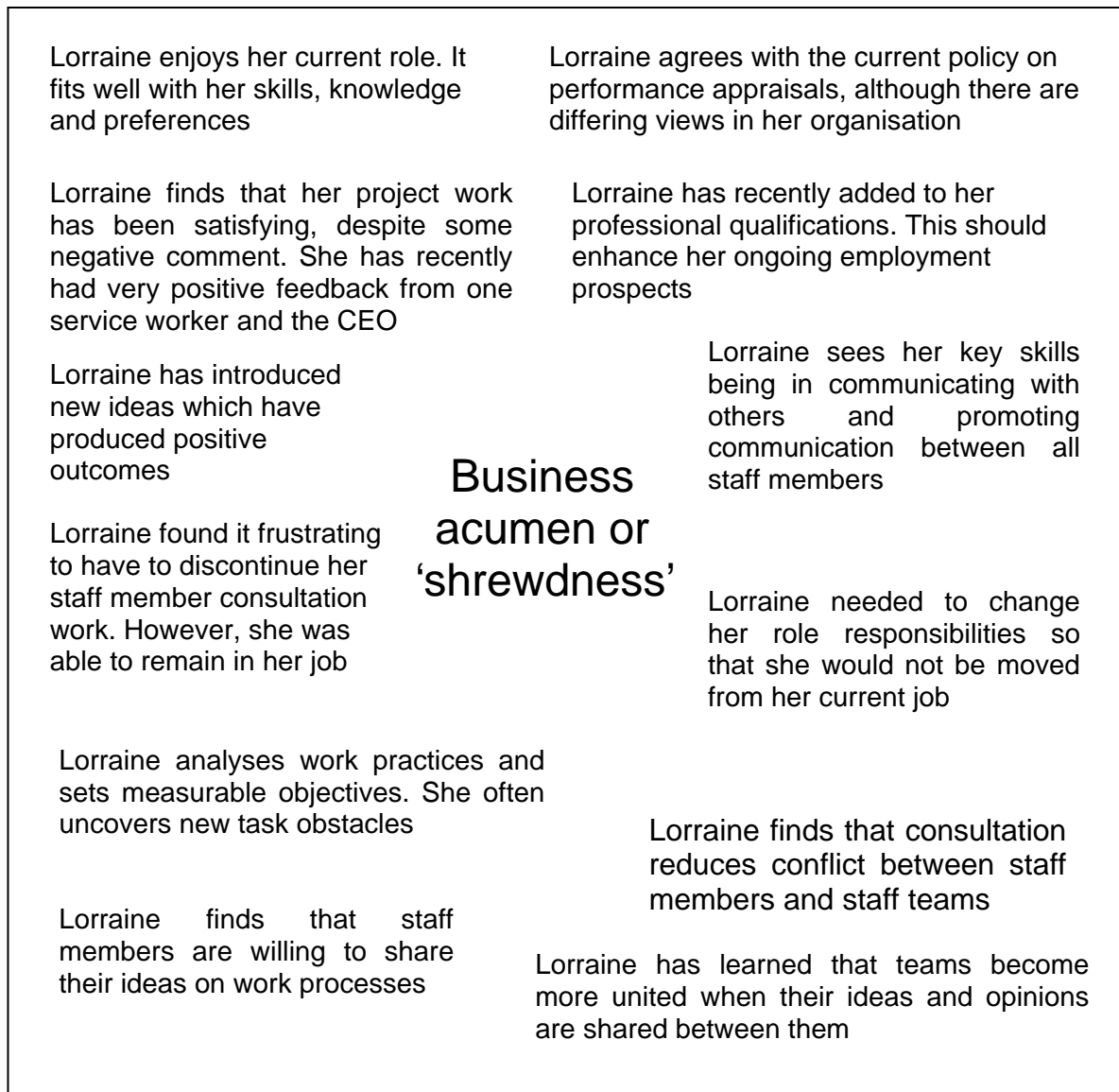
12. TeamInclusion – Team Inclusion

The process of obtaining buy-in from a wide range of team members
Most of the project's value came from successful team building

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, twelve properties are found to contribute to the characterisation of Lorraine's conception of the category of business acumen and shrewdness.

Figure 6.10 Lorraine's characterisation of business acumen or 'shrewdness'
(Study 1 Subject 2 Interview 1 Analysis 3)



Appendix 6 Data Set: Study 1 Subject 3

Organisation A - Senior Manager 3

Study 1 Subject 3 Interview 1

This is the analysis of the first of the five interviews held with Lloyd. The transcripts of the preceding interviews were presented to Lloyd by email prior to the next interview.

This usually occurred within five days of the transcribed interview. However, on most days the transcript was read within the time allocated for the next interview.

This Case analysis commences with Element 1 – Section Heading

Table A6.1 Section heading for Lloyd (Study 1 Subject 3)

Pseudonym	Lloyd
Biographical information	Male. Age 38. Was manager of one of the merged companies. Extensive experience in trade areas. Completed MBA last year. Quietly spoken. Lloyd is married and has two children. He has been studying for the past four years. His hobbies include target shooting and trail-bike riding.
Number of Interviews recorded	Five
Years with Organisation A	15 years
Transcript Source	<i>Transcription Records TASM © KHD 2006</i>

Memo Input

Memo 1

Lloyd had been allocated an office that provided a thoroughfare to a further, busy office. This office beyond his was occupied by some five or six workers. It was very difficult for him to guarantee any degree of privacy for our interviews together. The office was in the basement area, which was an anomaly considering the seniority of his position. When this was discussed he said that he preferred this place as it was quite close to the warehouse, which was the centre of operations for the organisation. We agreed that we could hold the interviews in the courtyard of the building or in the grounds of the local sandwich shop. This arrangement worked well. Lloyd was always very well attired. Sometimes he was clean shaven while other times he sported a neat beard.

Memo 2

Lloyd cancelled two interviews. He had difficulties at home and needed to be available to transport his children to and from school. This clearly had an irritating effect on Lloyd and his work colleagues. He remarked that he was able to work at home on tender documents but it did take him away from regular contact with his reporting team members. It was gradually emerging that Lloyd was quite a “loner”. He had achieved his seniority through the quality of his business analysis, not his social confidence. He was good company but he usually maintained a serious, worried demeanor.

The CEO at the time, “Robert”, held Lloyd in great esteem when it came to his business sense but was concerned with his overall people skills.

Memo 3

It was apparent that Lloyd was locked in a bitter competition with another of the senior managers of Organisation A for the leadership role. The fact that the outgoing CEO was offering advice to all parties concerned (the Board, Lloyd and his main competitor) was certainly an irritant to Lloyd. He had previously a close relationship with the CEO but this was rapidly eroding.

Memo 4

Lloyd has confided in me that he is planning to accept a position with another firm. He is quite excited as he has been promised an ownership role after twelve months in the new business. Nonetheless he is still quite inflamed by the current leadership position at Organisation A.

Memo 5

I spoke to Robert today and he confided that he was aware of Lloyd's intention to leave Organisation A. Two aspects of Lloyd's managerial behaviours were discussed. The first was Lloyd's analytical talents. Robert acknowledged that Lloyd was a highly competent business analyst. He is most adept at perceiving industry trends and the likely decision-making of key clients. Some of the contracts with these clients attract millions of dollars for Organisation A. Because of this Robert was reluctant to assist Lloyd to leave. Lloyd was entitled to a very attractive redundancy payout. On the other hand, Robert expressed doubt that Lloyd had the interpersonal and political acumen to become CEO of Organisation A.

Memo 6

It has become apparent that Lloyd is one of these individuals who can “tap into” his tacit knowledge. He said that he spends a lot of time reflecting on particular issues. The longer he reflects, the more his conscious mind becomes aware of ideas that relate to the issue under review. This appears to be related to his highly introverted nature. He is a very inward man who enjoys his own company. In fact he becomes quite agitated if exposed to too much social interaction. This explains why he has taken an office that is quite removed from the general life of the business. I also noticed that Lloyd becomes quite monothematic when discussing an issue. It is though he excludes all other thoughts so as to focus

exclusively on his preferred topic. This preferred mode distinguishes him greatly from Robert and Andrew. Both of these individuals tend to change their topics frequently when in earnest discussion. It may explain some of the antipathy that exists between Robert, Andrew and Lloyd. Robert and Andrew differ considerably in cognitive style from Lloyd.

Memo 7

With some of the interviews, Lloyd appeared to be distracted and his mind wandered onto some of his "pet topics". Rather than interrupt his flow of his thinking the interview continued with his themes.

Memo 8

It has become quite apparent that Lloyd's voice has changed as the interviews progress. He has become more authoritative and far more confident. I must remember to integrate this perception with my ideas on the development of self-esteem and self-efficacy. He certainly utilises the medium well.

Memo 9

Lloyd finally accepted the redundancy payment from Organisation A. He received the equivalent of a year's pay. He has decided to use the money for the comfort of his family. He will purchase a range of motorbikes, household goods and camping equipment with the money. He said that he already has a new job so that he does not need to rely on the money for ongoing expenses.

Memo 10

I was quite surprised that Lloyd decided to open up on the business tactic that Organisation A senior managers follow in reporting monthly budgets. He assured me that this was common practice in the business world and was neither frowned upon nor policed. No doubt it has received attention from the accounting world. It certainly maintains order and keeps the morale of senior managers intact, especially during times of low income levels. I wondered if this information was revealed as some form of revenge against his former colleagues.

Personal Assessment Notes⁹

Workplace Behaviour

Relationships with Others

1. Lloyd is likely to enjoy selling the products and services of Organisation A. He is persuasive and well informed and derives personal satisfaction from seeing his plans adopted by clients and his own work team.
2. Lloyd is comfortable in managing a large team of workers. He is not overly directive in his approach and is quite prepared to trust people to perform their roles without undue control of their actions.
3. Lloyd usually speaks his mind whenever he comes across ideas which do not fit in with his understanding. However, he may acquiesce when confronted with plans and directives from his superior managers. This is of course quite political, but at his level within the organisation his criticisms are likely to be not only useful but necessary to ensure the proper running of the business.
4. Lloyd is likely to be perceived as quite reserved and even disinterested in the company of others. This may provide incorrect signals to people who confuse his personal behaviour trait with actual disapproval. Lloyd may need to be more willing to express obvious signs of approval and disapproval when required.
5. Lloyd much prefers the company of a few trusted friends than risk joining in with the discussions and activities of acquaintances. He is likely to benefit in his leadership style by putting in the time to consult with a wider group of people more often.
6. Lloyd shows a very low level of social confidence for a senior manager. This is an area where he needs to concentrate on development. There are many areas where strengthening can take place. They include further management education, delivering seminar papers, teaching TAFE and in-house classes, and attending specific classes where social confidence is taught.
7. Lloyd is not especially modest, nor would he be considered immodest. He is quite willing to sell himself when required, especially when it comes to persuading others.
8. Lloyd likes to be highly democratic. He likes to consult with others freely. The only concern that has arisen is that he may not do this often enough.
9. Lloyd is likely to be considered unapproachable on personal issues by those around him. He needs to develop a tactic of seeking out the views and feelings of those around him at a level that is satisfying to them and comfortable for himself.

Approach to Work

⁹ Interpretation by the author.

1. Lloyd is not especially interested in performing practical tasks such as repairing, mending and building. He would much rather employ others for these activities.
2. Lloyd is very interested in data and information systems. He is likely to be well informed on the information base related to his industry.
3. Lloyd is not especially interested in the arts and culture. He may find benefit in becoming informed on a range of the works and backgrounds of artists, musicians, dramatists, novelists and so on. This is for his own personal development and also great preparation for the times when clients decide to focus on cultural discussions.
4. Lloyd has some interest in what motivates people and what makes different people tick. He is likely to be more effective as a manager of people if he takes steps to understand their characteristics better.
5. Lloyd likes to stay with his tried and proven work methods yet is still prepared to integrate technological and managerial advances into his thinking.
6. Lloyd is not particularly happy with change. He will accept change only after it has been proved to him that it is necessary.
7. Lloyd sees himself as being a concrete non-conceptual thinker with little interest in the abstract and theoretical. This view is at odds with his style of thinking in interview and the results he has achieved on the conceptual tests in this program.
8. Lloyd enjoys forward planning, organising work schedules and setting targets. He is reasonably detail conscious and methodical. He prefers to leave task completion to others.

Energies, Motivations, Emotions

1. Lloyd is likely to be much more relaxed and settled than his peers, particularly when he is well prepared and organised. He worries when he cannot achieve settlement on work tasks and when circumstances get out of his control.
2. Lloyd is likely to be highly toughminded. This implies that he is able to shut out negative influences and get on with his tasks. It also implies that he may appear to be detached from his feelings (and the feelings of others).
3. Lloyd has quite effective control over his emotions. However, from time to time he is likely to show outbursts of temper, especially when his plans are not followed or do not work out as he had thought.
4. Lloyd is highly optimistic. He is likely to lift team spirits, especially when times are tough.
5. Lloyd is likely to criticise others freely. This is important, especially if he is tactful and the person receiving the criticism finds it helpful. He may need to temper some of his criticism by seeking self criticism: by asking what is going well, and then asking what is not going so well, so as to avoid competition from his work-team and unnecessary distraction from team performance.

6. Lloyd is unlikely to show interpersonal competition. He is much more likely to try to excel in whatever he is doing for himself and whatever external rewards might be available to him.
7. Lloyd is quite ambitious. He wants to succeed in his career but is not burning to get to the top.
8. Lloyd is likely to be decisive in giving instructions and implementing plans. This is because he is in a high state of readiness because of his prior forward planning.

Intelligence Assessment ¹⁰

Lloyd was assessed using the Wechsler Adult Intelligence Scale - III. This test is divided into Verbal Scales and Performance Scales. The Verbal Scales include general knowledge, vocabulary, comprehension and arithmetic, while the Performance Scale include visual memory, hand-eye coordination, object assembly and pattern recognition.

The average score on the Verbal and Performance Scales is 100. Lloyd scored 147 on the Verbal Scale, which is better than approximately 99.9% of the general population. He scored 140 on the Performance Scale, which is better than about 99.6% of the general population. Lloyd achieved a score of 149 on the Full Scale Score, which is better than 99.9% of the general population. The error of measurement is defined as +/- 5 points.

His development needs were identified as confidence in speed processing and memory retention. Lloyd does not have any cognitive processing deficits.

Grounded Theory Analysis of Lloyd's Five Transcripts

This is a grounded theory approach to analysing Lloyd's explicit understanding of three managerial competencies: interpersonal and communication skills, political skills, and business acumen or 'shrewdness'. Lloyd was interviewed on five occasions. It was expected that each successive interview will "surface" new aspects of Lloyd's assumptions on the three managerial competencies. These additional assumptions were thought to be tacit assumptions. They were ideas that remained unstated in the earlier interviews. This view was critically evaluated both during and after Study One. Although a valuable exercise in itself, it did not really get to the real basis for studying tacit knowledge. This issue is discussed later. This evaluation is presented in full after the two 'five interview' case study analyses.

Lloyd has been requested to discuss his views on three managerial competencies. The first is interpersonal and communication skills. The category has been defined. There is no attempt here to elucidate generalities of the managerial competencies of

¹⁰ This WAIS-R data can be compared with other Organisation A WAIS-R results in Appendix 8.

interpersonal and communication skills. This section has three component analyses. The first is open coding of the actual transcript that has been “*chunked*” or “fragmented” to facilitate open coding. The second analytical procedure is affinity grouping, which is achieved through a simple “*sort*” process. The third process is one in which properties of Lloyd’s own perception of this managerial competency is subjected to a figurative “*mapping*”.

A feature of Lloyd’s later interviews was that he blended comments on the three separate competencies during longer interviews. The author has separated these into their components areas to provide analytical consistency, but also left discussion points in their original sequence in some instances to maintain a proper sense of his arguments.

This is where the first interview analysis commences. It is the analysis of the first part of the first interview with Lloyd.

A summary of the process findings is presented first.

Study 1 Subject 3 Interview 1 Analysis 1

Category: Interpersonal and Communication Skills

Summary of transcript findings

Grounded theory concept building

Interpersonal and Communication Skills findings

Lloyd prefers to be polite and courteous with people during their first meeting together. He realises that they have views that may differ from his own. His view is that generally his view is correct and the views of others are seldom correct.

- Techniques:** 1. Line-by-line Analysis – open coding
 2. Affinity Grouping – concept building
 3. Constant comparisons- identifying properties

Text: Study 1 Subject 3 Interview 1

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A6.2 Open Coding for Interpersonal and Communication Skills
 (Study 1 Subject 3 Interview 1 Analysis 1)

Unit of Data	Open Coding
There are probably three things that spring to mind when relating to other people.	KeySteps There are three issues that I know
The first one is to always try to show understanding and where they are coming from put myself in their shoes to try and better understand their point of view	IndPersp Identify the point of view of others
I think once you do that you then need to tolerate their point of view because I find that they're seldom right	IndPersp Others are seldom right
but that is their perspective	IndPersp Others have their own views
so once you understand where they are coming from and accept that not everybody will see things the way you do, you can then best deal with the issues.	IndPers Once the individual views are established then the issues can be dealt with
Probably the third factor in dealing with people is always try and be polite and courteous	Tact Be polite and courteous when relating to others
I take the point of view particularly when meeting people for the first time, that I have a life time to piss them off, so why do it in the first place.	Tact Do not do anything to offend a person on the first meeting
It is a case of courtesy, do unto others as you expect done to yourself, so in summary try to understand the opposite point of view, secondly tolerate it and thirdly always be polite.	KeySteps Golden Rule Understand the point of view of the other person Tolerate that view Always be polite

Technique: Affinity grouping of open codes – concept building

Five separate open codes have been identified for interpersonal and communication skills from Lloyd's transcript. The open codes and Lloyd's characterisations are listed below.

1. KeySteps

There are three issues that I know

2. IndPersp

Identify the point of view of others
Others are seldom right

3. IndPers

Once the individual views are established then the issues can be dealt with
Others have their own views

4. KeySteps

Golden Rule
Understand the point of view of the other person
Tolerate that view
Always be polite

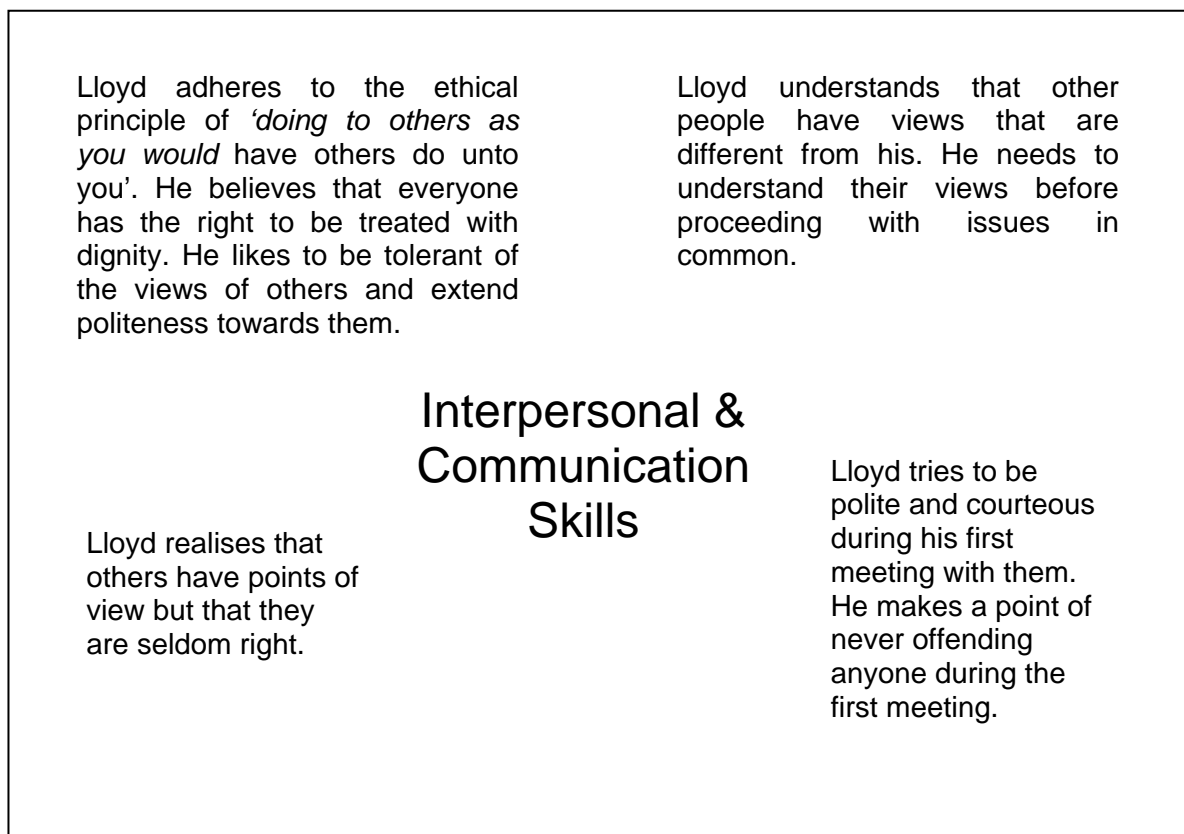
5. Tact

Be polite and courteous when relating to others
Do not do anything to offend a person on the first meeting

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, four properties are found to contribute to the characterisation of Lloyd's conception of the category of interpersonal and communication skills.

Figure A6.1 Lloyd's characterisation of interpersonal and communication skills
(Study 1 Subject 3 Interview 1 Analysis 1)



Study 1 Subject 3 Interview 1 Analysis 2

Category: Political Skills

This is the second part of the first interview with Lloyd.

Summary of transcript findings

Grounded theory concept building

Political Skills findings

Lloyd believes that he needs to use the formal communication patterns in the organisation to his own advantage. Lloyd has a strong network of people yet he perceives a need to develop his networks into local and statewide Organisation A sites. The people in his network are close to him professionally. His organisational awareness is low and needs improvement. He finds that close contact enables you to learn details of people that would otherwise not be possible. Constant close contact with people assists in forming rapport with them.

He said that equality is now fostered in Organisation A. He said “we try to hire people who are task-focussed, rather than select people who are politically ambitious”. The state manager shares his office with his professional assistant. The carpark does not have preferred parking. Early arrivers get the closest car parks. Equality is more evident in the symbols of the organisation than it was some five years ago. Lloyd attempts to identify which individuals are likely to be political game players and be mindful of what motivates them. Much attention has been given to eliminating the symbols of status within the organisation. The organisation is less open politically than it used to be.

He says that it depends on taking your own perspective. Lloyd likes to be aware of any possible unfair advantage against him. Lloyd tries to understand the political scenario by developing models that he can test through further interactions, yet he remains wary of these politically motivated individuals. Lloyd does not enjoy playing politics and does not respect those who value political gain over work performance. There are people within the organisation who are politically motivated. These individuals are in organisations like Organisation A that also report to corporate office.

- Techniques:** 1. Line-by-line Analysis – open coding
 2. Affinity Grouping – concept building
 3. Constant comparisons- identifying properties

Text: Study 1 Subject 3 Interview 1

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A6.3 Open Coding for Political Skills
 (Study 1 Subject 3 Interview 1 Analysis 2)

Unit of Data	Open Coding
In general I tend to think that my organisational awareness is pretty poor, it is something I need to firm up	OrgAware Organisational awareness is low and needs improvement
I have a reasonably strong network of people	Network Lloyd has a strong network of people
they are fairly close to me professionally	Network The people in his network are close to him professionally
I think that I could do a lot better by expanding that network, particularly or initially outside this building in other areas of the organisation but also in the state as well.	Network Lloyd perceives a need to develop his networks into local and statewide Organisation A sites
So I don't really consider my organisational awareness to be a strength.	OrgAware Organisational awareness is not a strength
A lot of it depends on your perspective	PersonalView It depends on taking your own perspective
I think by constant contact with people in close proximity to you, you create a bit of a relationship	RelBuilding Constant close contact with people assists in forming rapport
and from that relationship you are then in a position to gain certain bits of information and learn things that you may not have learnt otherwise	RelBuilding Close contact enables you to learn details of people that would otherwise not be possible
It's a matter of leveraging the formal communication	FormalCom

channels of your organisation	One needs to use the formal communication patterns in the organisation to your own advantage
The organisation is perhaps less openly political than it use to be	OrgPol The organisation is less open politically than it used to be
We have managed to foster any environment that's more equal	OrgPol The organisation seeks equality amongst its workers
A lot of the trappings of power or privileged office that was very divisive within the organisation perhaps five years ago has been evolved out of the business	OrgPol Equality is more evident in the symbols of the organisation than it was some five years ago
The state manager shares an office with his PA	OrgPol The state manager shares his office with his professional assistant
No assigned car parks anymore.	OrgPol The carpark does not have preferred parking
Basically the first one in the morning gets to park outside the door, and the later you come in the further up the street you get	OrgPol Early arrivers get the closest car parks
A lot of work has gone in to eliminating the status within the organisation	OrgPol Much attention has been given to eliminating the symbols of status within the organisation
The organisation is not that political, openly political I should say.	OrgPol The organisation is not openly political
Recruitment techniques and by selecting the types of people we put into the business, it tends to be people more focused on the results they achieve rather than climbing the rung of the ladder, not to say the are not looking to climb the rungs of the ladder, but its not their priority.	RecruitCrit We try to hire people who are task-focussed, rather than select people who are politically ambitious
Looking outside Organisation A and their relations with corporate office, there is still a number of individuals described as political animals	PolMot There are people within the organisation who are politically motivated. These individuals are in organisations like Organisation A that also report to corporate office.
I need to be very wary around them, and give the answers that are requested, just be guarded and	PolMot I remain wary of these politically motivated individuals
I tend to work a little harder on trying to understand where they are coming from by utilising a number of scenarios and putting a lot of effort in trying to read	PolAssess Lloyd tries to understand the political scenario by developing

between the lines, essentially that is the nature of the game.	models that he can test through further interactions
Also to make sure there is not an unfair advantage being gained.	PolAssess He likes to be aware of any possible unfair advantage against him
Generally speaking the attitude towards these people is not as opened as it would be to other people, whether I do not regard as pre-occupied with political gains and seeking to excel through methods other than their own performance, which is a little disappointing, but it is one of those facts of life	PolMot Lloyd does not enjoy playing politics and does not respect those who value political gain over work performance
Situations we know they are out there, I try and identify who they are and manage that situation as best you can.	OrgPol Lloyd attempts to identify which individuals are likely to be political game players and be mindful of what motivates them.

Technique: Affinity grouping of open codes – concept building

Nine separate open codes have been identified for political skills from Lloyd's transcript. The open codes and Lloyd's characterisations are listed below.

1. *FormalCom – Formal communication*

One needs to use the formal communication patterns in the organisation to your own advantage

2. *Network – Networking capability*

Lloyd has a strong network of people

Lloyd perceives a need to develop his networks into local and statewide Organisation A sites

The people in his network are close to him professionally

3. *OrgAware – Organisational awareness*

Organisational awareness is low and needs improvement

Organisational awareness is not a strength

4. *OrgPol – Organisational policy*

Early arrivers get the closest car parks

Equality is more evident in the symbols of the organisation than it was some five years ago

Lloyd attempts to identify which individuals are likely to be political game players and be mindful of what motivates them.

Much attention has been given to eliminating the symbols of status within the organisation

The carpark does not have preferred parking

The organisation is less open politically than it used to be

The organisation is not openly political

The organisation seeks equality amongst its workers

The state manager shares his office with his professional assistant

5. *PersonalView – Personal view*

It depends on taking your own perspective

6. *PolAssess – Political assessment*

Lloyd likes to be aware of any possible unfair advantage against him

Lloyd tries to understand the political scenario by developing models that he can test through further interactions

7. *PolMot – Politically motivated*

I remain wary of these politically motivated individuals

Lloyd does not enjoy playing politics and does not respect those who value political gain over work performance

There are people within the organisation who are politically motivated. These individuals are in organisations like Organisation A that also report to corporate office.

8. *RecruitCrit – Recruitment criterion*

We try to hire people who are task-focussed, rather than select people who are politically ambitious

9. *RelBuilding – Relationship building*

Close contact enables you to learn details of people that would otherwise not be possible
Constant close contact with people assists in forming rapport

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, nine properties are found to contribute to the characterisation of Lloyd's conception of the category of political skills.

Figure A6.2 Lloyd's characterisation of political skills
(Study 1 Subject 3 Interview 1 Analysis 2)

<p>Lloyd believes he needs to use the formal communication patterns in the organisation to his own advantage</p>	<p>Lloyd has a strong network of people. Lloyd perceives a need to develop his networks into local and statewide Organisation A sites. The people in his network are close to him professionally</p>
<p>Lloyd's organisational awareness is low and needs improvement. His organisational awareness is not a strength</p>	<p>Lloyd thinks that an appreciation of Organisation A depends on taking your own perspective</p>
<p>Lloyd I remain wary of these politically motivated individuals. Lloyd does not enjoy playing politics and does not respect those who value political gain over work performance. There are people within the organisation who are politically motivated. These individuals are in organisations like Organisation A that also report to corporate office.</p>	<p>Lloyd likes to be aware of any possible unfair advantage against him. Lloyd tries to understand the political scenario by developing models that he can test through further interactions</p>
<p>Lloyd says that Organisation A tries to hire people who are task-focussed, rather than select people who are politically ambitious</p>	<p>Close contact enables you to learn details of people that would otherwise not be possible. Constant close contact with people assists in forming rapport</p>
<p>Equality is more evident in the symbols of the organisation than it was some five years ago. Lloyd attempts to identify which individuals are likely to be political game players and be mindful of what motivates them. Much attention has been given to eliminating the symbols of status within the organisation. The carpark does not have preferred parking. Lloyd says that "early arrivers" get the closest car parks. The organisation is not openly political. The organisation is less open politically than it used to be. The organisation seeks equality amongst its workers The state manager shares his office with his professional assistant</p>	

Study 1 Subject 3 Interview 1 Analysis 3

This is the third part of the first interview with Lloyd.

Category: Business Acumen, 'Shrewdness'

Summary of transcript findings

Grounded theory concept building

Business Acumen, 'Shrewdness' findings

Lloyd believes that he is well informed on the operations of organisation A. He has clear knowledge on cost functional operations and how the different parts of the business relate. Lloyd has greater knowledge of business analysis tools than most other senior managers in Organisation A. Lloyd is not convinced of the wisdom of others' business decisions. Lloyd's MBA studies have taught him much about senior management decisions

Techniques: 1. Line-by-line Analysis – open coding
2. Affinity Grouping – concept building
3. Constant comparisons- identifying properties

Text: Study 1 Subject 3 Interview 1

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A6.4 Open Coding for business acumen and 'shrewdness'
(Study 1 Subject 3 Interview 1 Analysis 3)

Unit of Data	Open Coding
On the other hand, my business acumen is quite strong	BizWiz Lloyd's thinks his business skills are highly effective
I guess it is one of those things that you judge by the environment that you are in, but I consider myself to be pretty knowledgeable about the operations of the business we are in,	BizKnowl Lloyd believes that he is well informed on the operations of organisation A
particularly the cost functional operations and how different parts of the business relate.	BizKnowl Lloyd has clear knowledge on cost functional operations and how the different parts of the business relate
and I think I have been fortunate in having an advantage with operating some of the business instruments that perhaps some others haven't	BizKnowl Lloyd has greater knowledge of business analysis tools than most
I have been operating them a long time and that gives	PersExp

me an advantage and influence that others do not have.	Lloyd has more years of experience than most senior managers in Organisation A
So through studies, the MBA through practical experience and through just general knocking about in the business, I believe that is a real strength that I have	PersExp Lloyd's MBA studies and his many varied experiences in the business provide him with a strong business sense
The MBA course particularly has allowed me to understand a lot more of the senior management decisions that have gone on over the last couple of years	PersExp Lloyd's MBA studies have taught him much about senior management decisions
not necessarily convinced why those senior managers were taking and implementing decisions	CompDec Lloyd is not convinced of the wisdom of others' business decisions
but the general knowledge of business and the different parts of the business that I make in finance, operations, personnel management has been a tremendous advantage.	PersExp Lloyd has an advantage in finance, operations and personnel management over other senior managers

Technique: Affinity grouping of open codes – concept building

Four separate open codes have been identified for business acumen from Lloyd's transcript. The open codes and Lloyds's characterisations are listed below.

1. *BizKnowl – Business Knowledge*

Lloyd believes that he is well informed on the operations of organisation A

Lloyd has clear knowledge on cost functional operations and how the different parts of the business relate

Lloyd has greater knowledge of business analysis tools than most

2. *BizWiz – Business Skills*

Lloyd's business skills are highly effective

3. *CompDec – Competence in Decision-Making of other Senior Managers*

Lloyd is not convinced of the wisdom of others' business decisions

Lloyd's MBA studies have taught him much about senior management decisions

4. *PersExp – Personal Experiences*

Lloyd has an advantage in finance, operations and personnel management over other senior managers

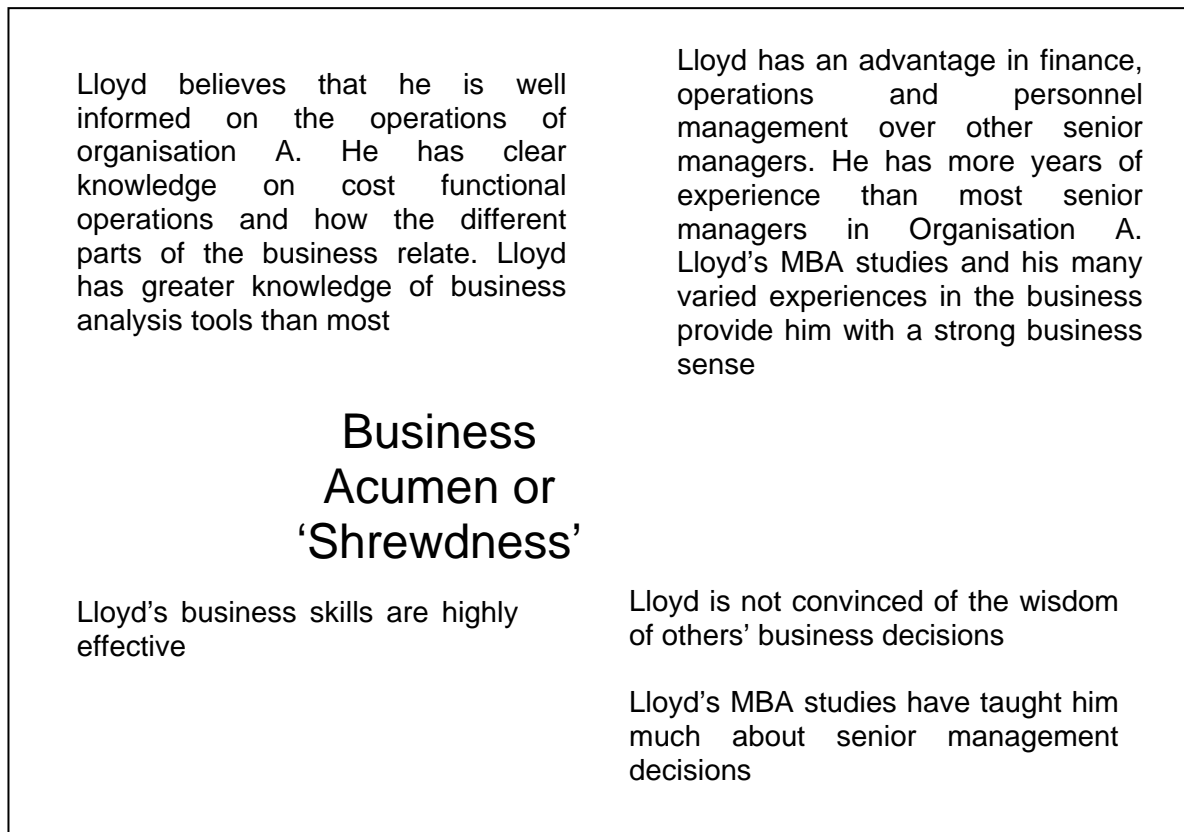
Lloyd has more years of experience than most senior managers in Organisation A

Lloyd's MBA studies and his many varied experiences in the business provide him with a strong business sense

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, four properties are found to contribute to the characterisation of Lloyd's conception of the category of business acumen or 'shrewdness'.

Figure 6.13 Lloyd's characterisation of business acumen or 'shrewdness'
(Study 1 Subject 3 Interview 1 Analysis 3)



Study 1 Subject 3 Interview 2 Analysis 1

This is the first part of the second interview with Lloyd.

Category: Interpersonal and Communication Skills

Summary of transcript findings

Grounded theory concept building

Interpersonal and Communication Skills findings

There are two issues that Lloyd knows and they are to show understanding and demonstrate empathy. He believes that one must do whatever one can to seek mutual understanding in order to reach a resolution. He believes that it is not that he is right and they are wrong, it is a matter of being aware of each other's perspectives. Lloyd does not wish to change his views from the last interview. He believes that what he said holds true for him. He continues to believe that his views on interpersonal and communication skills are valid. The previous opinions presented in the first interview hold true.

Techniques: 1. Line-by-line Analysis – open coding
 2. Affinity Grouping – concept building
 3. Constant comparisons- identifying properties

Text: Subject 3 Interview 1

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A6.5 Open Coding for Interpersonal and Communication Skills
(Study 1 Subject 3 Interview 2 Analysis 1)

Unit of Data	Open Coding
Reviewing the transcripts from Interview 1, I think the three steps that were outlined I still hold to be true.	ViewsHold Lloyd does not wish to change his views from the last interview. He believes that what he said holds true for him.
I feel that the answers given with relation to each person's communication skills to be still pretty valid.	ViewsHold He continues to believe that his views on interpersonal and communication skills are valid
Show understanding, try and put yourself into their position.	KeySteps There are two issues that I know: show understanding and demonstrate empathy
I think if there is one difference, its not when I look to tolerate the other point of view, its not because they are right, and I am wrong, or they are wrong and I am right, it's really a question of perspective and our perspective frames what we feel to be right and wrong.	View Adjust It is not that I am right and they are wrong, it is a matter of being aware of each other's perspectives
Therefore if you understand it, you then need to tolerate it and then from there you can use logic, and reason or emotion, or what ever the key leaders are , based on the individual that I am talking to, to bring the issue or conflict to a resolution.	SeekMutUnderstand One must do whatever one can to seek mutual understanding in order to reach a resolution
Other than that it was quite concise and I would hold it to be my opinion fulfilled.	ViewsHold The previous opinions presented in the first interview hold true.

Technique: Affinity grouping of open codes – concept building

Four separate open codes have been identified for interpersonal and communication skills from Lloyd's transcript. The open codes and Lloyd's characterisations are listed below.

1. *KeySteps – Key Steps to effective interpersonal and communication skills*

There are two issues that I know: show understanding and demonstrate empathy

2. *SeekMutUnderstand – Seek Mutual Understanding*

One must do whatever one can to seek mutual understanding in order to reach a resolution

3. *View Adjust – Adjustment to his previous view*

It is not that I am right and they are wrong, it is a matter of being aware of each other's perspectives

4. *ViewsHold – Previous views hold*

Lloyd does not wish to change his views from the last interview. He believes that what he said holds true for him.

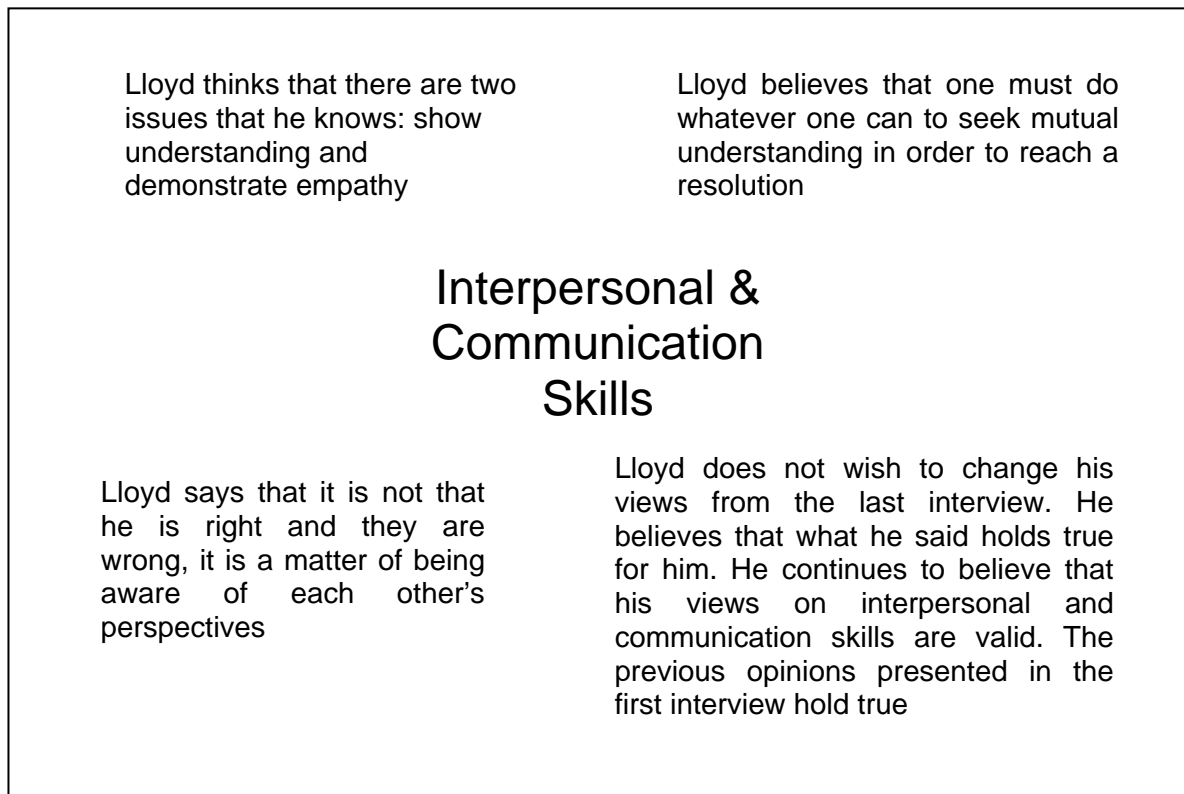
He continues to believe that his views on interpersonal and communication skills are valid

The previous opinions presented in the first interview hold true

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, four properties are found to contribute to the characterisation of Lloyd's conception of the category of interpersonal and communication skills.

Figure A6.4 Lloyd's characterisation of interpersonal and communication skills
(Study 1 Subject 3 Interview 2 Analysis 1)



Study 1 Subject 3 Interview 2 Analysis 2

This is the second part of the second interview with Lloyd.

Category: Political Skills

Summary of transcript findings

Grounded theory concept building

Political Skills findings

Lloyd believes that political skill is an important skill, and it is a skill in which he has little expertise. Lloyd has worked on this skill for the past two weeks, prompted by the ideas he presented in the first interview. He values the role of interpersonal skills in maintaining his political stance within Organisation A. Lloyd recognises the importance of his networks in trapping and filtering information to him. He was moved to express a politics metaphor: what occurs below the calm surface matters most. He now affords greater weight to the political processes than he did previously. He continues to believe that his views on political skills are valid and he continues to believe that his views collected in interview one on political skills are valid.

Techniques: 1. Line-by-line Analysis – open coding
 2. Affinity Grouping – concept building
 3. Constant comparisons- identifying properties

Text: Study 1 Subject 3 Interview 2

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A6.6 Open Coding for Political Skills
(Study 1 Subject 3 Interview 2 Analysis 2)

Unit of Data	Open Coding
This is an area that I have worked on a lot since the last interview, even two weeks ago.	PersManDev Lloyd has worked on this skill for the past two weeks
It is an area that I regard that I am fairly poor at, and one that everyday I believe is more and more important to being a successful manager.	KeyFactor Lloyd believes that political skill is an important skill, and it is a skill in which he has little expertise
It's the still waters runs deep analogy, there is what you see on the surface, and there is tremendous turmoil and danger lurking below.	PolMet The politics metaphor. What occurs below the calm surface matters most
The interview and thoughts that I put forward were still pretty accurate.	ViewsHold He continues to believe that his views on political skills are valid
I guess the only difference that I would say, is that as time goes by I am just lending more and more weight to the importance of the political aspects of the organisation	ViewsHold He now affords greater weight to the political processes than he did previously
and therefore your interpersonal communication skills,	ValueIntSkills Lloyd values the role of interpersonal skills in maintaining his political stance within Organisation A
the strengths, depths and of your network to trap and filter the information through to you, are just so critical.	NetworkFact Lloyd recognises the importance of his networks in trapping and filtering information to him
But other than that the results of the interview and the data collected are spot on the mark.	ViewsHold He continues to believe that his views collected in interview one on political skills are valid

Technique: Affinity grouping of open codes – concept building

Six separate open codes have been identified for political skills from Lloyd's transcript. The open codes and Lloyd's characterisations are listed below.

1. *KeyFactor – Key Factor*

Lloyd believes that political skill is an important skill, and it is a skill in which he has little expertise

2. *NetworkFact – Networking Factor*

Lloyd recognises the importance of his networks in trapping and filtering information to him

3. *PersDev – Personal/Managerial Development*

Lloyd has worked on this skill for the past two weeks

4. *PolMet – Political Metaphor*

The politics metaphor. What occurs below the calm surface matters most

5. *ViewsHold – Values Hold*

He continues to believe that his views on political skills are valid

He now affords greater weight to the political processes than he did previously

He continues to believe that his views collected in interview one on political skills are valid

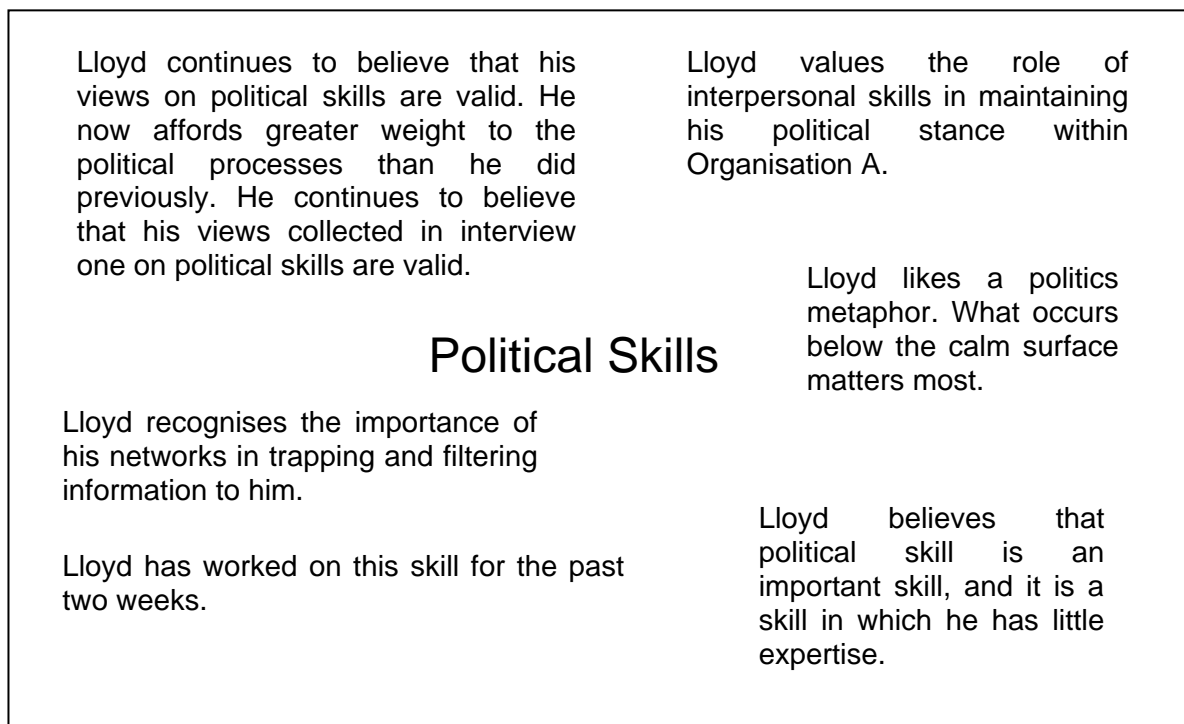
6. *ValueIntSkills – Value of Interpersonal Skills in Political Skills*

Lloyd values the role of interpersonal skills in maintaining his political stance within Organisation A

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, six properties are found to contribute to the characterisation of Lloyd's conception of the category of political skills.

Figure A6.5 Lloyd's characterisation of political skills
(Study 1 Subject 3 Interview 2 Analysis 2)



Study 1 Subject 3 Interview 2 Analysis 3

This is the third part of the second interview with Lloyd.

Category: Business Acumen, 'Shrewdness'

Summary of transcript findings

Grounded theory concept building

Business Acumen, 'Shrewdness' findings

Lloyd agrees with what he said on business acumen in the first interview.

Lloyd still believes that he has strength in business acumen. Not only does he think this but it is a view shared by his colleagues.

Lloyd has found that it is effective to analyse situations from the advantage point of Bolman & Deal's *Frame of Reference* model. This has led him to learn to differentiate between the political frame and the human resources frame.

Lloyd has learned through his increasing understanding of interpersonal skills that it is more astute to keep his ideas to himself, unless called upon for an opinion. Lloyd is learning to present as being more modest about his business acumen so as to lessen any political interference in his managerial role.

Techniques: 1. Line-by-line Analysis – open coding
2. Affinity Grouping – concept building
3. Constant comparisons- identifying properties

Text: Study 1 Subject 3 Interview 2

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A6.7 Open Coding for Business Acumen and 'Shrewdness'
(Study 1 Subject 3 Interview 2 Analysis 3)

Unit of Data	Open Coding
Business acumen I alluded to in the last interview I felt was a real strength.	BizWiz Lloyd still believes that he has strength in business acumen
I still think it is a real strength and I know my colleagues still think it is a real strength.	BizWiz He believes that he has strength in business acumen, a view shared by his colleagues
I agree with the concise data of the first interview that had come through	ViewHold Lloyd agrees with what he said on business acumen in the first interview
The only other thing is that looking forward is that	ModPres

what I am intending to do is maybe filter that a little bit in light of my growth in the interpersonal skills is that sometimes it doesn't pay to be the smartest guy in the room, because the not so smart guys may see it as a threat.	Lloyd has learned through his increasing understanding of interpersonal skills that it is more astute to keep his ideas to himself, unless called upon for an opinion
So in moving forward I need to incorporate a little more of the Bolman & Deal philosophy into my business acumen with their frames as a reference model understand the political situation develop my interpersonal communicational skills from the previous topics we have discussed	FrameRef Lloyd has found that it is effective to analyse situations from the advantage point of Bolman & Deal's <i>Frame of Reference</i> model. This has led him to learn to differentiate between the political frame and the human resources frame
and maybe just not be so "cocky".	ModPres Lloyd is learning to present as being more modest about his business acumen so as to lessen any political interference in his managerial role

Technique: Affinity grouping of open codes – concept building

Four separate open codes have been identified for business acumen from Lloyd's transcript. The open codes and Lloyds's characterisations are listed below.

1. BizWiz – Business acumen

Lloyd still believes that he has strength in business acumen

He believes that he has strength in business acumen, a view shared by his colleagues

2. FrameRef – Frame of reference

Lloyd has found that it is effective to analyse situations from the advantage point of Bolman & Deal's *Frame of Reference* model. This has led him to learn to differentiate between the political frame and the human resources frame

3. ModPres – Modest presentation

Lloyd has learned through his increasing understanding of interpersonal skills that it is more astute to keep his ideas to himself, unless called upon for an opinion

Lloyd is learning to present as being more modest about his business acumen so as to lessen any political interference in his managerial role

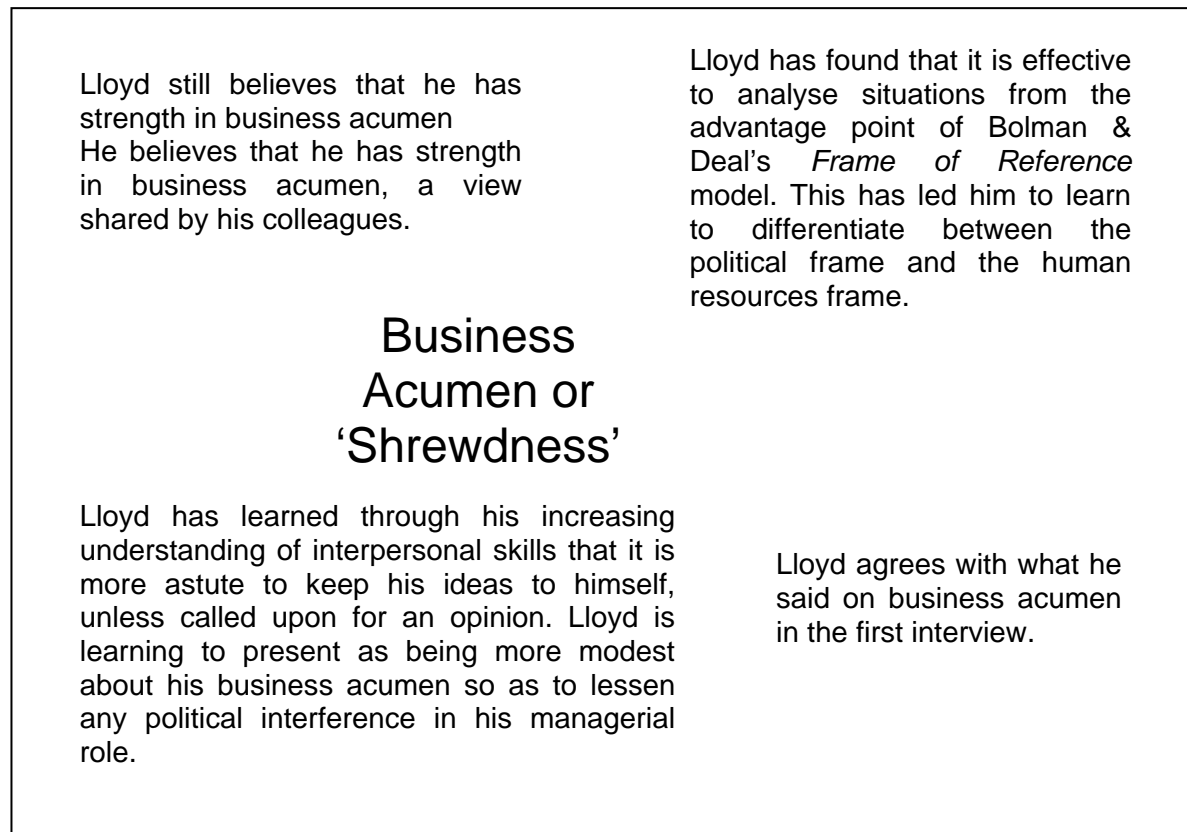
4. ViewHold – Holds his view

Lloyd agrees with what he said on business acumen in the first interview

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, four properties are found to contribute to the characterisation of Lloyd's conception of the category of business acumen or shrewdness.

Figure A6.6 Lloyd's characterisation of business acumen or 'shrewdness'
(Study 1 Subject 3 Interview 2 Analysis 3)



Study 1 Subject 3 Interview 3 Analysis 1

This is the first part of the third interview with Lloyd.

Category: Interpersonal and Communication Skills

Summary of transcript findings

Grounded theory concept building

Interpersonal and Communication Skills findings

Lloyd has reflected a lot on Bolman and Deal's Frames of Reference model and has applied this model to Organisation A. He named four of the Bolman and Deal frames: political, structural, symbolic and financial. All of the frames that Bolman and Deal describe are operating in Organisation A, it is just that some individuals use a particular frame in some situations more prominently than they do in others. In order to understand others, Lloyd needs to understand the frame in which they operate in any given situation.

The financial frame is the most apparent. If you are going well within this frame you are rewarded. If you are not then you are reprimanded. Lost time equals less productivity, which equals less profit

The symbolic frame of reference has been altered, with many of the old symbols being dismantled. A new, egalitarian symbolic frame has been adopted in Organisation A. The symbolic frame has been promoted by allocating equal resources to the divisional managers. There are other examples that illustrate the desire to promote an egalitarian culture throughout Organisation A. This manager refrains from including symbolic events because they detract from potential earning capacity. All members of work-teams are credited with organisational successes

Similar moves towards an egalitarian, empowered work culture have been adopted within Organisation A. The old organisational structure had a hierarchical structure. The new organisational structure is far flatter, with fewer levels within the hierarchy. The new structure of the organisation emphasises the symbolic move to greater decentralisation of decision-making

The current political frame is focussed on making business decisions without consideration of political pressures. Measures of success are closely linked to financial success. Rewards and recognition are team-based. An amalgam of measures are used to indicate business success, not just financial outcomes. Financial success is not enough to indicate success. Recognition of the efforts of individuals through rewards is also required.

Having described the internal context of the organisation, Lloyd has worked hard to understand the main frame of reference followed by managers in Organisation A. In order to understand others, Lloyd needs to dedicate more time and energy into getting to know more about their personal circumstances so that he can understand which frames of reference they are using in any particular situation. A particular manager has five children so he is very concerned with achieving a good result in the financial frame of his business, so that he can receive additional benefits at the end of the year. Lloyd understands the need of this manager to focus on financial frames because of his ongoing dealings with him. This manager operates politically as well, so as to enlist

support for his ideas that are designed to grow his business and increase the profitability of his business and hence his own remuneration. Once Lloyd understands how a manager uses the frames of reference he is more able to assist that manager in working within the appropriate frame of reference.

- Techniques:** 1. Line-by-line Analysis – open coding
 2. Affinity Grouping – concept building
 3. Constant comparisons- identifying properties

Text: Study 1 Subject 3 Interview 1 Analysis 1

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A6.8 Open Coding for Interpersonal and Communication Skills
 (Study 1 Subject 3 Interview 3 Analysis 1)

Unit of Data	Open Coding
Thinking on the previous interviews and in conjunction with my MBA studies, one of the things that I have given a lot of thought to and looked to apply that back to the organisation was the Bolman and Deal frames of reference model,	FrameRef Lloyd has reflected a lot on Bolman and Deal's Frames of Reference model and has applied this model to Organisation A
where there are a number of ways an individual can operate within the organisation through a political structure, a structural frame, a symbolic frame and then a financial frame	FrameRef Lloyd names four of the Bolman and Deal frames: political, structural, symbolic and financial
I think that when I think about that in relation to the organisation, financial frame seems to be there all the time, it's the predominant frame within the organisation, and it's fairly apparent, it's very easily seen, through the hard financial data,	FinFrame The financial frame is the most apparent.
... pats on the back for those who are doing well, meetings with managers for those who are not doing well.	FinFrame If you are going well within this frame you are rewarded. If you are not then you are reprimanded
So that's there all the time, and it's fairly apparent. I guess in the last couple of years, a lot of work has been done in altering the symbolic frame of reference within the organisation and that has been the disruption of the old symbols, the trappings of power, the reserved parking spaces, the big offices for the more senior the manager	SymbFrame The symbolic frame of reference has been altered, with many of the old symbols being dismantled
... they have been eroded and a much more egalitarian set of symbols have been or we were trying, to have them installed within the organisation,	SymbFrame A new, egalitarian symbolic frame has been adopted in Organisation A
some of them have been more successful than	SymbFrame

others, but, an example would be, putting different divisional managers on an equal footing, both through status, through time, through the attention they get, through the resources they are allocated.	The symbolic frame has been promoted by allocating equal resources to the divisional managers
There are a number of other issues but, they are all designed around about breaking down a hierarchical symbolism within the organisation and looking to establish a more egalitarian and share the rewards around much more equally	SymbFrame There are other examples that illustrate the desire to promote an egalitarian culture throughout Organisation A
So a good result is not the result of the general manager or the divisional manager, it's a team result, and there are team rewards that go out, and that is happening both from a branch level, state level and a corporate level.	EmpMod All members of workteams are credited with organisational successes
So that's been fairly interesting. It's probably fairly similar of the structural frame of reference within the organisation.	StructFrame Similar moves towards an egalitarian, empowered work culture have been adopted within Organisation A
As I said much more egalitarian rather than having a steep pyramid with one manager, who had two reporting to him and with three reporting to him.	StructFrame The old organisational structure had a hierarchical structure
It's a much flatter pyramid with state manager who has seven or eight reports and they in turn may have three or four reports.	StructFrame The new organisational structure is far flatter, with fewer levels within the hierarchy
So, it's a structural solution that reinforces the symbolism that we are trying to put through of decentralise decision making.	StructFrame The new structure of the organisation emphasises the symbolic move to greater decentralisation of decision-making
The political frame within the organisation in the environment is one of disparate decision making, trying to cut through a lot of the politics.	PolFrame The current political frame is focussed on making business decisions without consideration of political pressures
Keep it very matter of fact, eyes on the goal, rewards are offered to those who were deserving of it, and those measures of success tend to be strongly related around the financial aspects with supplementary rewards and recognition for a human resources frame of viewing things, strong team bonds.	HRFrame Measures of success are closely linked to financial success. Rewards and recognition are team-based
So we get this amalgam of measures that dictate what a successful business rather than the hard financial details of before.	BizSuccess An amalgam of measures are used to indicate business success, not just financial outcomes
It's quite alright to have a strong financial business, but if you are being hard on your people, if you are	BizSuccess Financial success is not enough to

not rewarding your people, and not recognising the efforts of the people, than it's not deemed a successful business.	indicate success. Recognition of the efforts of individuals through rewards is also required.
So having laid down the lay of the land so to speak, when operating within the organisation, specific time and energy on my part is diverted towards understanding the frame of reference these people are dealing with.	OrgAnal Having described the internal context of the organisation, Lloyd has worked hard to understand the main frame of reference followed by managers in Organisation A
The first thing I should say is in concurrence with what Bolman and Deal are saying, is that all these frames are operating within the organisation and they are always there, but what I find and what I believe is that an individual will deal with specific situations much more strongly in one frame or the other.	FrameRef All of the frames that Bolman and Deal describe are operating in Organisation A, it is just that some individuals use a particular frame in some situations more prominently than they do in others
So, if I believe that, I need to understand where they are coming from.	FrameRef In order to understand others, Lloyd needs to understand the frame in which they operate in any given situation
So that means that, I need to divert a lot more energy towards interpersonal skills with the individuals understanding on how they operate, what's their norms, do they deal with situations calmly, irrationally, logically, are they emotional, do they have five and six kids, and if you understand more about the individual you are dealing with, then those insights allow you to spot the frames reference that they are thinking at the present time.	FrameRef/UnderstandOthers In order to understand others, Lloyd needs to dedicate more time and energy into getting to know more about their personal circumstances so that he can understand which frames of reference they are using in any particular situation.
If I could give just a generic type of example, is that, one particular manager has five children, very concerned about the financial aspect of his business, because he is relying on additional incentives to help make ends meet come the end of the year.	FrameRef/UnderstandOthers A particular manager has five children so he is very concerned with achieving a good result in the financial frame of his business, so that he can receive additional benefits at the end of the year
So I know that his normal frame of reference through discussions and through incidents, through past history and through my experience in dealing with him they tend to be highly financial	FrameRef/UnderstandOthers Lloyd understands the need of this manager to focus on financial frames because of his ongoing dealings with him
He tends to operate a little more politically in order to gain support for ideas that may help grow his business, increase his turnover and thereby his bottom line and his remunerations.	PolFramePersGain This manager operates politically as well, so as to enlist support for his ideas that are designed to grow his business and increase the profitability of his business and hence his own remuneration
I know he is less involved in the symbolic side of things, like bringing his guys in for BBQ's, because it	SymbFrame This manager refrains from

takes his guys off the road.	including symbolic events because they detract from potential earning capacity
Lost time equals less productivity, which equals less bottom line.	FinFrame Lost time equals less productivity, which equals less profit
So a picture is drawn of the individual and of how he would normally operate. Once I understand how he likes to operate, it's really easy to pick when he moves outside that frame and if he is operating in a overly a symbolic frame of reference you need to ask yourself why and look deeper and behind it to see if there is anything further to be discussed.	FrameRef/Manager/Effectiveness Once Lloyd understands how a manager uses the frames of reference he is more able to assist that manager in working within the appropriate frame of reference

Technique: Affinity grouping of open codes – concept building

Twelve separate open codes have been identified for interpersonal and communication skills from Lloyd's transcript. The open codes and Lloyd's characterisations are listed below.

1. FrameRef – Frames of Reference

Lloyd has reflected a lot on Bolman and Deal's Frames of Reference model and has applied this model to Organisation A

Lloyd names four of the Bolman and Deal frames: political, structural, symbolic and financial

All of the frames that Bolman and Deal describe are operating in Organisation A, it is just that some individuals use a particular frame in some situations more prominently than they do in others

In order to understand others, Lloyd needs to understand the frame in which they operate in any given situation

2. FinFrame – Financial Frame

The financial frame is the most apparent.

If you are going well within this frame you are rewarded. If you are not then you are reprimanded

Lost time equals less productivity, which equals less profit

3. SymbFrame – Symbolic Frame

The symbolic frame of reference has been altered, with many of the old symbols being dismantled

A new, egalitarian symbolic frame has been adopted in Organisation A

The symbolic frame has been promoted by allocating equal resources to the divisional managers

There are other examples that illustrate the desire to promote an egalitarian culture throughout Organisation A

This manager refrains from including symbolic events because they detract from potential earning capacity

4. EmpMod – Empowerment Model

All members of workteams are credited with organisational successes

5. StructFrame – Structural Frame

Similar moves towards an egalitarian, empowered work culture have been adopted within Organisation A

The old organisational structure had a hierarchical structure

The new organisational structure is far flatter, with fewer levels within the hierarchy

The new structure of the organisation emphasises the symbolic move to greater decentralisation of decision-making

6. PolFrame – Political Frame

The current political frame is focussed on making business decisions without consideration of political pressures

7. HRFrame – Human Resources Frame

Measures of success are closely linked to financial success. Rewards and recognition are team-based

8. BizSuccess – Business Success

An amalgam of measures are used to indicate business success, not just financial outcomes
Financial success is not enough to indicate success. Recognition of the efforts of individuals through rewards is also required.

9. *OrgAnal – Organisational Analysis*

Having described the internal context of the organisation, Lloyd has worked hard to understand the main frame of reference followed by managers in Organisation A

10. *FrameRef/UnderstandOthers – Frames of Reference/Understanding Others*

In order to understand others, Lloyd needs to dedicate more time and energy into getting to know more about their personal circumstances so that he can understand which frames of reference they are using in any particular situation.

A particular manager has five children so he is very concerned with achieving a good result in the financial frame of his business, so that he can receive additional benefits at the end of the year

Lloyd understands the need of this manager to focus on financial frames because of his ongoing dealings with him

11. *PolFrame/PersGain – Political Frame/Personal Gain*

This manager operates politically as well, so as to enlist support for his ideas that are designed to grow his business and increase the profitability of his business and hence his own remuneration

12. *FrameRef/ManagerEffectiveness – Frame of Reference/Manager Effectiveness*

Once Lloyd understands how a manager uses the frames of reference he is more able to assist that manager in working within the appropriate frame of reference

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, twelve properties are found to contribute to the characterisation of Lloyd's conception of the category of interpersonal and communication skills. [See page 429].

Figure A6.7 Lloyd's characterisation of interpersonal and communication skills
(Study 1 Subject 3 Interview 3 Analysis 1)

<p>Lloyd has reflected a lot on Bolman and Deal's Frames of Reference model and has applied this model to Organisation A. Lloyd names four of the Bolman and Deal frames: political, structural, symbolic and financial. All of the frames that Bolman and Deal describe are operating in Organisation A, it is just that some individuals use a particular frame in some situations more prominently than they do in others. In order to understand others, Lloyd needs to understand the frame in which they operate in any given situation.</p>		
<p>The financial frame is the most apparent. If you are going well within this frame you are rewarded. If you are not then you are reprimanded. Lost time equals less productivity, which equals less profit.</p>	<p>Interpersonal & Communication Skills</p>	<p>Measures of success are closely linked to financial success. Rewards and recognition are team-based.</p>
<p>Having described the internal context of the organisation, Lloyd has worked hard to understand the main frame of reference followed by managers. in Organisation A.</p>		
<p>The symbolic frame of reference has been altered, with many of the old symbols being dismantled. A new, egalitarian symbolic frame has been adopted in Organisation A. The symbolic frame has been promoted by allocating equal resources to the divisional managers. There are other examples that illustrate the desire to promote an egalitarian culture throughout Organisation. This manager refrains from including symbolic events because they detract from potential earning capacity.</p>		
<p>Similar moves towards an egalitarian, empowered work culture have been adopted within Organisation A. The old organisational structure had a hierarchical structure. The new organisational structure is far flatter, with fewer levels within the hierarchy. The new structure of the organisation emphasises the symbolic move to greater decentralisation of decision-making</p>		<p>The current political frame is focussed on making business decisions without consideration of political pressures.</p>
<p>Once Lloyd understands how a manager uses the frames of reference he is more able to assist that manager in working within the appropriate frame of reference.</p>		
<p>In order to understand others, Lloyd needs to dedicate more time and energy into getting to know more about their personal circumstances so that he can understand which frames of reference they are using in any particular situation. A particular manager has five children so he is very concerned with achieving a good result in the financial frame of his business, so that he can receive additional benefits at the end of the year. Lloyd understands the need of this manager to focus on financial frames because of his ongoing dealings with him.</p>		
<p>This manager operates politically as well, so as to enlist support for his ideas that are designed to grow his business and increase the profitability of his business and hence his own remuneration.</p>		<p>All members of workteams are credited with organisational successes</p>
<p>An amalgam of measures are used to indicate business success, not just financial outcomes. Financial success is not enough to indicate success. Recognition of the efforts of individuals through rewards is also required.</p>		

Study 1 Subject 3 Interview 3 Analysis 2

This is the second part of the third interview with Lloyd

Category: Political Skills

Summary of transcript findings

Grounded theory concept building

Political Skills findings

Lloyd has introduced the notion of frames of reference with respect to subordinates and now attends to this idea with respect to managing upwards

The approach taken with customers is far more one-dimensional, it is sales focussed. This approach does not occur with your work colleagues

It is much harder to understand the frames adopted by customer organisations. They have structural and financial frames of their own that we need to try to understand

It takes considerable effort to understand customers' frames of reference

By understanding the customer's frame of reference you are in a better position to sell to them and to resolve any possible conflicts

An example was a university facilities administration where it was important to understand their internal political frames in order to deal with them successfully

Our profitability depended very much on understanding their financial arrangements and the extent of their budget

The university had adopted a significant symbolic frame, one usually found with all educational institutions

We worked hard at understanding all aspects of the customer's frames of reference

We work to understand the people that make the decisions. Are they self-serving or do they have the interest of their organisation at heart? We like to know how they operate politically or do they have the interest of the organisation at heart

Most organisations operate within a strong political frame

- Techniques:** 1. Line-by-line Analysis – open coding
 2. Affinity Grouping – concept building
 3. Constant comparisons- identifying properties

Text: Study 1 Subject 3 Interview 3

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A6.9 Open Coding for Political Skills
 (Study 1 Subject 3 Interview 3 Analysis 2)

Unit of Data	Open Coding
We covered off frames of reference and how they relate to what I would call subordinates or peers. The two other interactions that take place daily probably relate to customers and I guess senior managers we just term managing upwards.	FrameRef/ManUpward Lloyd has introduced the notion of frames of reference with respect to subordinates and now attends to this idea with respect to managing upwards
If we look at the customers because your level of interaction with them, it tends to be a little one dimensional, it's much more of a sales focus, and it doesn't happen as often as it does with people that you work for and with, and those who work for you.	Custom/Perspect The approach taken with customers is far more one-dimensional, it is sales focussed. This approach does not occur with your work colleagues
It's much, much harder to understand where they are coming from, but we know that these frames still exist within the customer, within their organisations, they have a predominance of seeking to work within a structure; they have financial constraints they have to have the same frames reference that we have, so once again it just becomes a little harder to try and understand that.	CustomFrame It is much harder to understand the frames adopted by customer organisations. They have structural and financial frames of their own that we need to try to understand
It can take several meetings, you have to target your questions towards uncovering where the customer is coming from If you understand the organisation and the frames that he is operating within.	CustomFrame It takes considerable effort to understand customers' frames of reference
You can better pitch your sale, your conflict resolution, whatever the issue at hand tends to be.	CustomFrame By understanding the customer's frame of reference you are in a better position to sell to them and to resolve any possible conflicts
One example was an educational institution that I	CustomFrame

used to deal quite a bit with. Very political organisation, the particular organisation we dealt with, was not dealing with the face to face teaching, it was much more of a facilities orientation to it.	An example was a university facilities administration where it was important to understand their internal political frames in order to deal with them successfully
Therefore the financial aspect and their budget and working out how to get the bigger slice back for the organisation was critical.	CustomFrame Our profitability depended very much on understanding their financial arrangements and the extent of their budget
They were heavily symbolic by nature in the whole organisation and I think that is probably the same for any educational organisation.	CustomFrame The university had adopted a significant symbolic frame, one usually found with all educational institutions
So a lot of time we worked on trying to understand the structure, who the players were, who reported to whom, if there was a sale to be made, who had the authorisation, what was the decision making process, who were the key decision makers.	CustomFrame We worked hard at understanding all aspects of the customer's frames of reference
So understand the structure, understand the types of people that hold the position in that structure gave us an insight into whether they tended to operate politically, were they self serving, did they have the genuine interest of the universities at heart.	CustomFrame We work to understand the people that make the decisions. Are they self-serving or do they have the interest of their organisation at individuals concerned? We like to know how they operate politically or do they have the interest of the organisation at heart
These were no different to our organisation and probably no different from any other organisation that operates.	GenOrgFrame Most organisations operate within a strong political frame

Technique: Affinity grouping of open codes – concept building

Four separate open codes have been identified for political skills from Lloyd's transcript. The open codes and Lloyd's characterisations are listed below.

1. FrameRef/ManUpward – Frame of reference/Managing Upwards

Lloyd has introduced the notion of frames of reference with respect to subordinates and now attends to this idea with respect to managing upwards

2. Custom/Perspect – Customer Perspective

The approach taken with customers is far more one-dimensional, it is sales focussed. This approach does not occur with your work colleagues

3. CustomFrame – Customer's Frame of Reference

It is much harder to understand the frames adopted by customer organisations. They have structural and financial frames of their own that we need to try to understand

It takes considerable effort to understand customers' frames of reference

By understanding the customer's frame of reference you are in a better position to sell to them and to resolve any possible conflicts

An example was a university facilities administration where it was important to understand their internal political frames in order to deal with them successfully

Our profitability depended very much on understanding their financial arrangements and the extent of their budget

The university had adopted a significant symbolic frame, one usually found with all educational institutions

We worked hard at understanding all aspects of the customer's frames of reference

We work to understand the people that make the decisions. Are they self-serving or do they have the interest of their organisation at heart? We like to know how they operate politically or do they have the interest of the organisation at heart

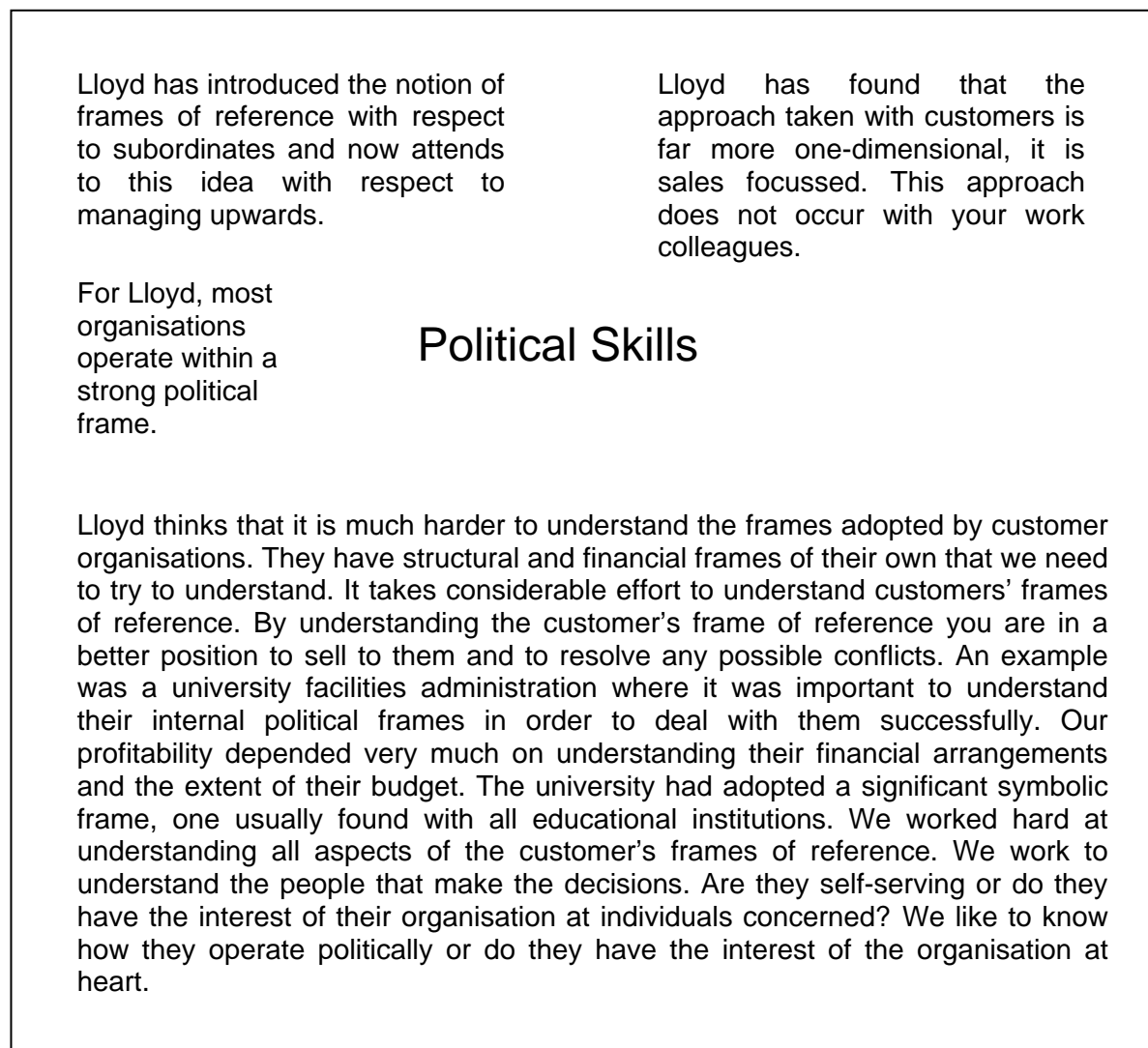
4. *GenOrgFrame – General Organisational Frame of Reference*

Most organisations operate within a strong political frame

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, four properties are found to contribute to the characterisation of Lloyd's conception of the category of political skills.

Figure A6.8 Lloyd's characterisation of political skills
(Study 1 Subject 3 Interview 3 Analysis 2)



Study 1 Subject 3 Interview 3 Analysis 3

This is the third part of the third interview with Lloyd.

Category: Business Acumen, 'Shrewdness'

Summary of transcript findings

Grounded theory concept building

Business Acumen, 'Shrewdness' findings

The success found in business dealings is based upon how the manager treats people. Lloyd believes that a senior manager should treat all stakeholders with respect.

If you treat people unwisely then you will receive your just deserts. If you treat people poorly then you will gain a bad reputation. Follow the law of reciprocity or you will fail as a senior manager. Lloyd has decided to behave in a more modest and moderate manner with others.

His new approach has led to a new discovery. Lloyd realised that he had been too eager in presenting his own views in senior management meetings. Other individuals are also likely to act to impress him, just as he likes to impress them. Lloyd does not think that other individuals remain quiet simply because he is the one talking. Other individuals may remain quiet because of their own reasons, such as not agreeing with his point of view, not being aware of what he is saying, or simply not wishing to cause conflict with him.

Lloyd's new approach is to keep his own ideas to himself and to listen to what other individuals want to say. Individuals may appear to be awkward when they commence speaking but soon they talk confidently. Lloyd's experience is that individuals will talk freely if you provide the opportunity. Lloyd appreciates his new method for keeping abreast of company news and information. Lloyd knows that he has considerable power and influence within the organisation. Lloyd tries to balance discussions with other individuals by providing input himself.

Lloyd enjoys the idea that other individuals think that he already knows what he knows. He attributes this to his position of power and influence within organisation A.

Lloyd thinks that you need to be aware of the assumptions of others, and to adjust your interactions accordingly.

Lloyd applied this new approach recently to another senior manager. Lloyd was surprised at the honesty of what the senior manager confided to him. Lloyd was provided with information that he assumed should have been withheld from him. Lloyd did not wish to elaborate on this matter but acknowledged that it was politically sensitive information.

Techniques: 1. Line-by-line Analysis – open coding

2. Affinity Grouping – concept building
3. Constant comparisons- identifying properties

Text: Subject 3 Interview 1

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A6.10 Open Coding for Business Acumen and 'Shrewdness'
(Study 1 Subject 3 Interview 3)

Unit of Data	Open Coding
Whenever I think about this topic I always come back to the basic principle that it all boils down to how you treat people.	BasPrinc The success found in business dealings is based upon how the manager treats people
If you treat your own people, and your customers and suppliers with respect then everything goes along well.	RespPrinc Lloyd believes that a senior manager should treat all stakeholders with respect.
If you are off-handed with them, or if you deliberately make arrangements that you know will upset them then you are the one that loses out.	NegRecip If you treat people unwisely then you will receive your just deserts
They will not trust you and they rapidly spread the word that you are not to be trusted.	BadRep If you treat people poorly then you will gain a bad reputation.
So again, a senior manager needs to develop trust with everyone or the game is up.	RecPrinc Follow the law of reciprocity or you will fail as a senior manager
Another thought that came to mind when I was speaking about being too enthusiastic and coming across as boastful	BehChange Lloyd has decided to behave in a more modest and moderate manner with others
was that my new approach of staying in the background has led to a new discovery.	BehChange His new approach has led to a new discovery
I realise that I have been too eager to make an impression on others.	PersReal Lloyd realised that he had been too eager in presenting his own views in senior management meetings
I have decided that if I act in that way then others probably do the same with me.	PersReal Other individuals are also likely to

	act to impress him, just as he likes to impress them
I don't mean that other people remain quiet when I talk because I take the centre floor.	InterpOthers Lloyd does not think that other individuals remain quiet simply because he is the one talking
They might stay quiet because they don't know as much as I do or maybe they don't agree with me and do not want to rock the boat.	InterpOthers Other individuals may remain quiet because of their own reasons, such as not agreeing with his point of view, not being aware of what he is saying, or simply not wishing to cause conflict with him.
So in a nutshell, my new approach is to say nothing and let the other person talk.	NewApproach Lloyd's new approach is to keep his own ideas to himself and to listen to what other individuals want to say.
They might be awkward to start with but generally they start talking, especially if I make sure that they are not interrupted	NewApproach Individuals may appear to be awkward when they commence speaking but soon they talk confidently
My experience is that they say as much, if not more, than they used to.	NewApproach Lloyd's experience is that individuals will talk freely if you provide the opportunity
This is great as I get to know exactly what is happening in Organisation A	New Approach Lloyd appreciates his new method for keeping abreast of company news and information
I have also discovered the power that I have as a senior manager. I simply sit and listen and people tell me what I want to know.	NewApproach Lloyd knows that he has considerable power and influence within the organization
I try to achieve balance by providing input myself – this allows a perception of equality in the discussion, which I like.	NewApproach Lloyd tries to balance discussions with other individuals by providing input himself.
I think that it is amusing that people think that I know everything about what they are saying. I suppose that is a key attribute of organisational power.	PersReal Lloyd enjoys the idea that other individuals think that he already knows what he knows. He attributes this to his position of power and influence within organisation A.
So when you are dealing with people you need to understand that, and you need to adjust your interactions along those lines.	PersReal Lloyd thinks that you need to be aware of the assumptions of

	others, and to adjust your interactions accordingly.
I recently applied this technique to another senior manager here.	New Approach Lloyd applied this new approach recently to another senior manager
I was very surprised that this manager opened up so candidly.	PersReal Lloyd was surprised at the honesty of what the senior manager confided to him
I was told information that I did not know, information that was probably meant to be hidden from me.	WithInfo Lloyd was provided with information that he assumed should have been withheld from him
I won't go into what it was but it reinforced my ideas about the type of political games that are played here.	WithInfo Lloyd did not wish to elaborate on this matter but acknowledged that it was politically sensitive information.

Technique: Affinity grouping of open codes – concept building

Eleven separate open codes have been identified for business acumen from Lloyd's transcript. The open codes and Lloyds's characterisations are listed below.

1. *BasPrinc – Basic Principle*

The success found in business dealings is based upon how the manager treats people

2. *RespPrinc – Principle of Respect*

Lloyd believes that a senior manager should treat all stakeholders with respect.

3. *NegRecip – Negative Reciprocity*

If you treat people unwisely then you will receive your just deserts

4. *BadRep – Bad Reputation*

If you treat people poorly then you will gain a bad reputation.

5. *RecPrinc – Principle of Reciprocity*

Follow the law of reciprocity or you will fail as a senior manager

6. *BehChange – Behaviour Change*

Lloyd has decided to behave in a more modest and moderate manner with others

His new approach has led to a new discovery

7. *PersReal – Personal Realisation*

Lloyd realised that he had been too eager in presenting his own views in senior management meetings

Other individuals are also likely to act to impress him, just as he likes to impress them

8. *InterpOthers – Interpreting the Behaviour of Others*

Lloyd does not think that other individuals remain quiet simply because he is the one talking.

Other individuals may remain quiet because of their own reasons, such as not agreeing with his point of view, not being aware of what he is saying, or simply not wishing to cause conflict with him.

9. *NewApproach – Lloyd's New Approach*

Lloyd's new approach is to keep his own ideas to himself and to listen to what other individuals want to say.

Individuals may appear to be awkward when they commence speaking but soon they talk confidently

Lloyd's experience is that individuals will talk freely if you provide the opportunity

Lloyd appreciates his new method for keeping abreast of company news and information

Lloyd knows that he has considerable power and influence within the organisation

Lloyd tries to balance discussions with other individuals by providing input himself.

Lloyd applied this new approach recently to another senior manager

10. *PersReal – Personal Realisation*

Lloyd enjoys the idea that other individuals think that he already knows what he knows. He attributes this to his position of power and influence within organisation A.

Lloyd thinks that you need to be aware of the assumptions of others, and to adjust your interactions accordingly.

Lloyd was surprised at the honesty of what the senior manager confided to him

11. *WithInfo*

Lloyd was provided with information that he assumed should have been withheld from him

Lloyd did not wish to elaborate on this matter but acknowledged that it was politically sensitive information.

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, eleven properties are found to contribute to the characterisation of Lloyd's conception of the category of business acumen or shrewdness.

Figure A6.9 Lloyd's characterisation of business acumen or 'shrewdness'

(Study 1 Subject 3 Interview 3 Analysis 3)

Lloyd thinks that the success found in business dealings is based upon how the manager treats people.	Lloyd believes that a senior manager should treat all stakeholders with respect.
Lloyd said that if you treat people unwisely then you will receive your just deserts.	Lloyd knows that if you treat people poorly then you will gain a bad reputation.
Business Acumen or 'Shrewdness'	
Lloyd said that you should follow the law of reciprocity or you will fail as a senior manager.	Lloyd has decided to behave in a more modest and moderate manner with others. His new approach has led to a new discovery.
Lloyd realised that he had been too eager in presenting his own views in senior management meetings. Other individuals are also likely to act to impress him, just as he likes to impress them.	Lloyd does not think that other individuals remain quiet simply because he is the one talking. Other individuals may remain quiet because of their own reasons, such as not agreeing with his point of view, not being aware of what he is saying, or simply not wishing to cause conflict with him.
Lloyd's new approach is to keep his own ideas to himself and to listen to what other individuals want to say. Individuals may appear to be awkward when they commence speaking but soon they talk confidently. Lloyd's experience is that individuals will talk freely if you provide the opportunity. Lloyd appreciates his new method for keeping abreast of company news and information. Lloyd knows that he has considerable power and influence within the organisation. Lloyd tries to balance discussions with other individuals by providing input himself. Lloyd applied this new approach recently to another senior manager.	
Lloyd enjoys the idea that other individuals think that he already knows what he knows. He attributes this to his position of power and influence within Organisation A. Lloyd thinks that you need to be aware of the assumptions of others, and to adjust your interactions accordingly. Lloyd was surprised at the honesty of what the senior manager confided to him.	
Lloyd was provided with information that he assumed should have been withheld from him. Lloyd did not wish to elaborate on this matter but acknowledged that it was politically sensitive information.	

Study 1 Subject 3 Interview 4 Analysis 1

This is the first part of the fourth interview with Lloyd.

Category: Interpersonal and Communication Skills

Summary of transcript findings

Grounded theory concept building

Interpersonal and Communication Skills findings

Lloyd still thinks that what he said in the previous interview is a fair report on his views.

Lloyd wishes those managers who have capitalised on meeting their financial goals good luck, although he does not completely agree with their values. He is disappointed that these managers do not take a long-term view of the organisation's well-being. He is not sure why this short term financial gain motive exists, but nonetheless he believes that it it does exist to the detriment of Organisation A. The political frame is the most important frame for the senior managers of Organisation A. The political frame is the driver, the financial frame is the measure of success and the structural frame ensures the execution of these aims. Lloyd accepts that the political frame is the key frame adopted by senior managers at Organisation A. This formulation is a fact of the workings of senior management in organisation A.

Lloyd has decided that he does not wish to be part of this culture.

Techniques: 1. Line-by-line Analysis – open coding
 2. Affinity Grouping – concept building
 3. Constant comparisons- identifying properties

Text: Subject 3 Interview 4

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A6.11 Open Coding for Interpersonal and Communication Skills
(Study 1 Subject 3 Interview 4 Analysis 1)

Unit of Data	Open Coding
Having read through the transcripts of interview 3. I still concur with what I had said there.	ViewsHold Lloyd still thinks that what he said in the previous interview is a fair report on his views
They have obviously been rewarded, whilst no malice has been directed to those individuals, I mean they are operating and doing the right things by themselves and their families, and to that end I wish them luck.	FinFrame/GoodLuck Lloyd wishes those managers who have capitalised on meeting their financial goals good luck, although he does not completely agree with their values
It is disappointing that the depth of understanding of the business and being able to take a view longer than a quarter or a year on the business is not been forthcoming,	ShortTermGains Lloyd is disappointed that these managers do not take a long-term view of the organisation's well-being
and whether that's from a lack of true understanding from senior management on the business and of what we actually do, and the drivers and their increases that actually make the business operate. I am convinced that is actually the case	ShortTermGains He is not sure why this short term financial gain motive exists, but nonetheless he believes that it does exist to the detriment of Organisation A
I think, I guess the more and more I think about it, the more I see that the political aspects and the political frame of reference is the one true frame for the senior manager.	PolFrame The political frame is the most important frame for the senior managers of Organisation A
It's the one above all that secures his position. The financial frame I guess is the measure and the structural-type frames are tools, or the mechanism that falls within those frames are the tools to getting the job done.	PolFrame The political frame is the driver, the financial frame is the measure of success and the structural frame ensures the execution of these aims
I guess that's one of the facts of life.	WorkReal This formulation is a fact of the workings of senior management in organisation A
That's the way the business operates, I don't necessarily think it's the best way, but that seems to	PolFrame Lloyd accepts that the political

be the way the organisation is going	frame is the key frame adopted by senior managers at Organisation A
and to that end I really don't think that it is going to be a long term proposition for me at Organisation A.	PersDec Lloyd has decided that he does not wish to be part of this culture

Technique: Affinity grouping of open codes – concept building

Five separate open codes have been identified for interpersonal and communication skills from Lloyd's transcript. The open codes and Lloyd's characterisations are listed below.

1. *ViewsHold – Previous Views still Hold*

Lloyd still thinks that what he said in the previous interview is a fair report on his views

2. *FinFrame/GoodLuck – Good Luck to those who capitalise on adopting a Financial Frame*

Lloyd wishes those managers who have capitalised on meeting their financial goals good luck, although he does not completely agree with their values

3. *ShortTermGains – Short Term Gains*

Lloyd is disappointed that these managers do not take a long-term view of the organisation's well-being

He is not sure why this short term financial gain motive exists, but nonetheless he believes that it does exist to the detriment of Organisation A

4. *PolFrame – Political Frame*

The political frame is the most important frame for the senior managers of Organisation A

The political frame is the driver, the financial frame is the measure of success and the structural frame ensures the execution of these aims
Lloyd accepts that the political frame is the key frame adopted by senior managers at Organisation A.

This formulation is a fact of the workings of senior management in organisation A.

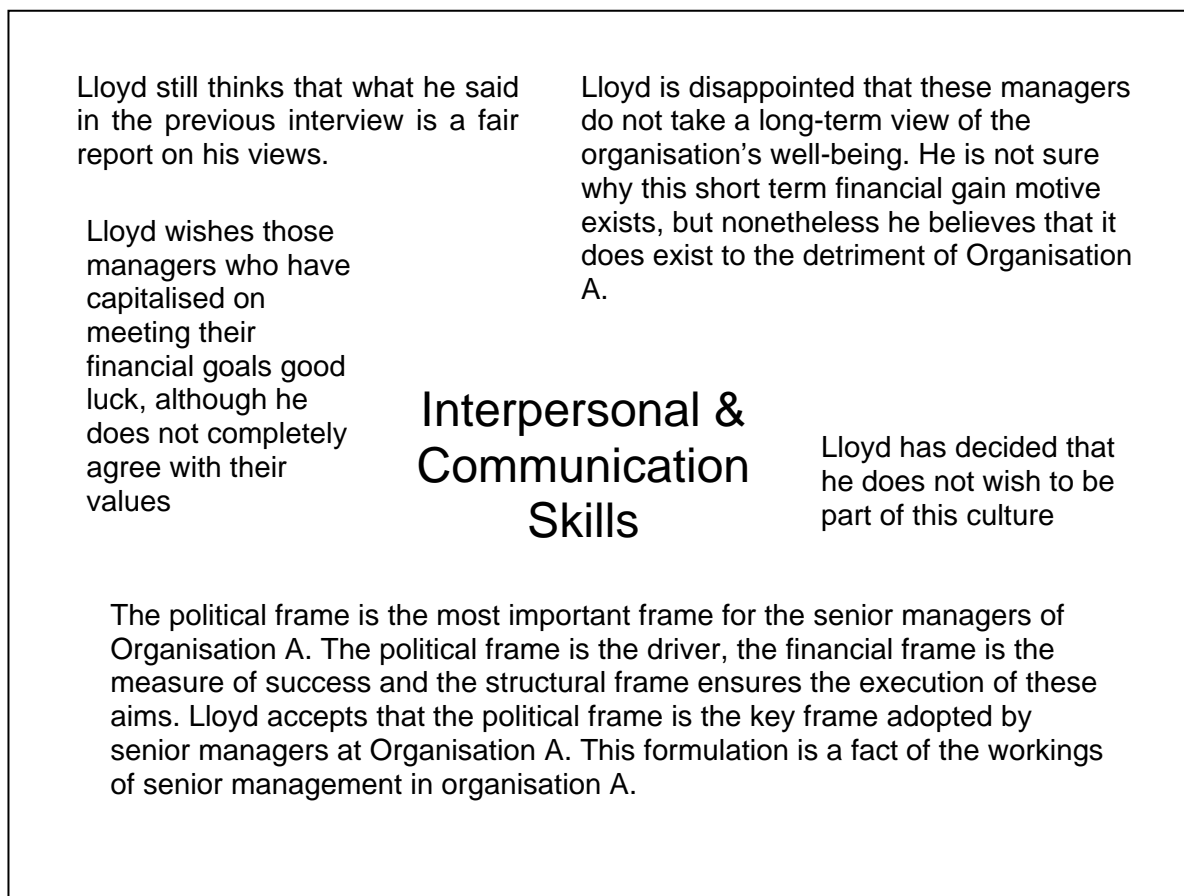
5. *PersDec – Personal Decision*

Lloyd has decided that he does not wish to be part of this culture

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, four properties are found to contribute to the characterisation of Lloyd's conception of the category of interpersonal and communication skills.

Figure A6.10 Lloyd's characterisation of interpersonal and communication skills
(Study 1 Subject 3 Interview 4 Analysis 1)



Study 1 Subject 3 Interview 4 Analysis 2

This is the second part of the fourth interview with Lloyd.

Category: Political Skills

Summary of transcript findings *Grounded theory concept building*

Political Skills Findings

Lloyd believes that we need to be aware of all of the attributes of the individuals in our customer organisation. We need to know the profession of each individual in the customer organisation

Accountants will always operate within the financial frame. An engineer may prefer to avoid financial considerations but in reality must live within the financial frame.

Lloyd had thought that the financial frame predominated the life of the senior manager, as it was a clear measurable aspect of his/her performance. It also had the effect of keeping senior managers away from their team workers. He still believes that it exists strongly but operates at a lower level of significance.

Lloyd believes that it is important to meet with individuals from customer organisations so that you understand their individual needs and frames of reference so as to better relate to them politically.

We need to take into account hierarchical positioning when relating to individuals in customer organisations.

Lloyd's recent experiences, both at work and through these interviews, has led him to reassess his political ideas. He now thinks that the informal relationships that exist within the organisation that are more important. Even if financial measures are not achieved, the political positioning of the senior manager is paramount in ensuring ongoing favour within the organisation. The financial measures are more obvious and less subtle. Lloyd uses the political frame as the default frame when analysing interaction in the workplace at the senior management level. Whether there has been a change in the managerial climate within Organisation A, or whether he has become more aware of the managerial climate himself, Lloyd now accepts that the political frame is far more important than he had recognised before. The political frame is paramount. The financial frame is used to support the position of the senior manager. The structural and symbolic frames are secondary. Lloyd sometimes doubts his theory about political frames, but he does use this frame as a starting point in his analysis of workplace situations.

The CEO position is desired by many senior managers. If profitable results are not reached then changes will be made. Lloyd has held five positions under five general managers in the last eight years.

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table 6.28 Open Coding for Political Skills

(Study 1 Subject 3 Interview 4 Analysis 2)

Unit of Data	Open Coding
So once again if we could understand the lay of the land, who the players were, what their predominance, or their preferred frame of looking at it.	FocAnal We need to be aware of all of the attributes of the individuals in our customer organisation
Did they have an accounting background, were they finance person, were they an engineer.	FocAnal We need to know the profession of each individual in the customer organisation
A finance person tends to operate much more strongly or give more credence to their financial frame of reference than an engineer does, who likes to build things, and given a choice would give you the best, would tell you to put in the best system you possibly could, like “damn the expense”, he obviously has to switch to his financial frame of reference, because he needs to be accountable to others within the organisation.	FinFrame Accountants will always operate within the financial frame. An engineer may prefer to avoid financial considerations but in reality must live within the financial frame
But as I said the key thing was to try and get as many meetings as you can, have formal meetings, have informal meetings, give the client the opportunity to show more facets of his personality, the personality of the organisation and from that it's a matter of logic and reasoning and a few guesses you draw a picture, and from that you understand the mixture of these frames reference within the organisation, and then you align your interpersonal skills to navigate those waters.	PolOverview Lloyd believes that it is important to meet with individuals from customer organisations so that you understand their individual needs and frames of reference so as to better relate to them politically
I guess the third group is when we are looking at managing upwards, whether they are senior managers, or senior people within other organisations.	ManUp We need to take into account hierarchical positioning when relating to individuals in customer organisations
I guess my experience has led me to have a change in thinking over these last weeks and months.	RecExp Lloyd's recent experiences, both at work and through these interviews, has led him to reassess his political ideas.
I had always felt that the financial frame of reference was the most important to senior managers, because that then leads to financial results and therefore as the senior managers have less contact with the majority of the workforce that tends to be the way that things are measured. To that it is certainly true, it is certainly the most obvious frame of reference.	FinFrame Lloyd had thought that the financial frame predominated the life of the senior manager, as it was a clear measurable aspect of his/her performance. It also had the effect of keeping senior managers away from their

	teamworkers.
I think the analogy “still waters runs deep” and looking at it below the surface	FinFrame He still believes that it exists strongly but operates at a lower level of significance.
and I think ultimately the political frame of reference is the one they tend to operate in much more frequently because at the end of the day, the financial results are not there, it's the political frame of reference that holds the senior management position, and in order to make changes, within the organisation it is the political wheeling and dealing behind the scenes, the informal meetings that really do dictate the direction of the organisation, and it's the financial frame that tends to be, I guess simply if we look at the layer, it's the obvious measure.	PolFrame He now thinks that the informal relationships that exist within the organisation that are more important. Even if financial measures are not achieved, the political positioning of the senior manager is paramount in ensuring ongoing favour within the organisation. The financial measures are more obvious and less subtle.
The other structural symbolic and the political frame are all sitting below it, the structural and political frame and to some what the financial frame is just there to justify the existence of the senior management and it's the political frame is really where they operate ¹¹ .	RefFrame The political frame is paramount. The financial frame is used to support the position of the senior manager. The structural and symbolic frames are secondary.
I guess it's a somewhat generic look at it. I mean I have had instances that I have genuinely felt that is not the case, but I think on the whole when dealing with senior management, I guess my, when I am checking out my frames radar and trying to detect where they are coming from, that would probably be the point where I would start.	RefFrame Lloyd sometimes doubts his theory about political frames, but he does use this frame as a starting point in his analysis of workplace situations.
So that would be the default position, and then when as I interact, questions, discussion, experience, that may change, but I tend to feel that generally speaking that's where it has to be.	PolFrame Lloyd uses the political fame as the default frame when analysing interaction in the workplace at the senior management level.
It's a fairly senior position, a lot of people want it, if the results are not there, changes are tended to be made, and that has been highlighted in my organisation,	CEOPos The CEO position is desired by many senior managers. If profitable results are not reached then changes will be made.
whereby in the last eight years I have had five general managers and five positions, so it has not been a position that has been stable	HiTurnover Lloyd has held five positions under five general managers in the last eight years
and I have noticed more recently, whether it has been a change with the people that have come into the organisation or a change in my perception and my understanding of these frames of reference, that I	PolFrame Whether there has been a change in the managerial climate within Organisation A, or whether he has

¹¹ Lloyd has confused his frames in this sentence.

tend to see it to be much more politically motivated behind the scenes.	become more aware of the managerial climate himself, Lloyd now accepts that the political frame is far more important than he had recognised before.
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Technique: Affinity grouping of open codes – concept building

Eight separate open codes have been identified for political skills from Lloyd's transcript. The open codes and Lloyd's characterisations are listed below.

1. *FocAnal – Focus of Analysis*

We need to be aware of all of the attributes of the individuals in our customer organisation

We need to know the profession of each individual in the customer organisation

2. *FinFrame – Financial Frame*

Accountants will always operate within the financial frame. An engineer may prefer to avoid financial considerations but in reality must live within the financial frame.

Lloyd had thought that the financial frame predominated the life of the senior manager, as it was a clear measurable aspect of his/her performance. It also had the effect of keeping senior managers away from their teamworkers.

He still believes that it exists strongly but operates at a lower level of significance.

3. *PolOverview – Political Overview*

Lloyd believes that it is important to meet with individuals from customer organisations so that you understand their individual needs and frames of reference so as to better relate to them politically

4. *ManUp – Managing Upwards*

We need to take into account hierarchical positioning when relating to individuals in customer organisations

5. *PolFrame – Political Frame*

Lloyd's recent experiences, both at work and through these interviews, has led him to reassess his political ideas. He now thinks that the informal relationships that exist within the organisation that are more important. Even if financial measures are not achieved, the political positioning of the senior manager is paramount in ensuring ongoing favour within the organisation. The financial measures are more obvious and less subtle.

Lloyd uses the political frame as the default frame when analysing interaction in the workplace at the senior management level.

Whether there has been a change in the managerial climate within Organisation A, or whether he has become more aware of the managerial climate himself, Lloyd now accepts that the political frame is far more important than he had recognised before.

6. *RefFrame – Frame of Reference*

The political frame is paramount. The financial frame is used to support the position of the senior manager. The structural and symbolic frames are secondary.

Lloyd sometimes doubts his theory about political frames, but he does use this frame as a starting point in his analysis of workplace situations.

7. *CEOPos – Position of CEO*

The CEO position is desired by many senior managers. If profitable results are not reached then changes will be made.

8. *HiTurnover – High Turnover of Positions and CEOs*

Lloyd has held five positions under five general managers in the last eight years

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, eight properties are found to contribute to the characterisation of Lloyd's conception of the category of political skills.

Figure A6.11 Lloyd's characterisation of political skills
(Study 1 Subject 3 Interview 4 Analysis 2)

<p>Lloyd said that we need to be aware of all of the attributes of the individuals in our customer organisation. We need to know the profession of each individual in the customer organisation.</p> <p>Lloyd believes that it is important to meet with individuals from customer organisations so that you understand their individual needs and frames of reference so as to better relate to them politically.</p> <p>Lloyd knows that the CEO position is desired by many senior managers. If profitable results are not reached then changes will be made.</p>	<p>According to Lloyd, accountants will always operate within the financial frame. An engineer may prefer to avoid financial considerations but in reality must live within the financial frame. Lloyd had thought that the financial frame predominated the life of the senior manager, as it was a clear measurable aspect of his/her performance. It also had the effect of keeping senior managers away from their teamworkers. He still believes that it exists strongly but operates at a lower level of significance.</p> <p>Lloyd believes that we need to take into account hierarchical positioning when relating to individuals in customer organisations.</p>
<p>Political Skills</p> <p>Lloyd has held five positions under five general managers in the last eight years.</p>	
<p>Lloyd's recent experiences, both at work and through these interviews, has led him to reassess his political ideas. He now thinks that the informal relationships that exist within the organisation that are more important. Even if financial measures are not achieved, the political positioning of the senior manager is paramount in ensuring ongoing favour within the organisation. The financial measures are more obvious and less subtle. Lloyd uses the political frame as the default frame when analysing interaction in the workplace at the senior management level. Whether there has been a change in the managerial climate within Organisation A, or whether he has become more aware of the managerial climate himself, Lloyd now accepts that the political frame is far more important than he had recognised before.</p> <p>Lloyd now thinks that the political frame is paramount. The financial frame is used to support the position of the senior manager. The structural and symbolic frames are secondary. Lloyd sometimes doubts his theory about political frames, but he does use this frame as a starting point in his analysis of workplace situations.</p>	

Study 1 Subject 3 Interview 4 Analysis 3

This is the third part of the fourth interview with Lloyd.

Category: Business Acumen, 'Shrewdness'

Summary of transcript findings

Grounded theory concept building

Business Acumen, 'Shrewdness' findings

Lloyd thinks that everything that you do in the businessworld comes to the attention of the key stakeholders. Your networks quickly communicate your successes and failures.

Lloyd said that if politics is the name of the game then shrewdness is the way it is played. You need to know when to act, when not to act, when to speak and when not to speak. You need to be able to judge every situation on its merits.

There are individuals who are so obsessed with gaining and retaining money that they lose sight of their business reputation and ultimately lose their businesses. Lloyd provided an example of a business that only paid its accounts when specifically requested by the creditor. It provided an example of a business that looked after its own interests ahead of its stakeholders.

Sometimes you win, sometimes you lose. If you decide to win every financial competition then you will lose allegiance from your workers. If you cheat someone then they will return by dealing you an equitable punishment. Business stakeholders will always find ways to even the balance of equity.

This is the principle by which business is conducted fairly so as to achieve good for all participants. Deposits of goodwill are helpful when it comes time for the occasional withdrawal. Lloyd likes to extend favours and kindness to others so that he can call on favours himself later.

- Techniques:** 1. Line-by-line Analysis – open coding
 2. Affinity Grouping – concept building
 3. Constant comparisons- identifying properties

Text: Study 1 Subject 3 Interview 4

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A6.13 Open Coding for Business Acumen and 'Shrewdness'
 (Study 1 Subject 3 Interview 4 Analysis 3)

Unit of Data	Open Coding
You are not in isolation. Everything that you do in business comes to the attention of everyone who knows you.	HiVisib Everything that you do in the businessworld comes to the attention of the key stakeholders
The networks catch up with you. You can't do anything without everyone finding out what you have done. You only have to sneeze and everyone knows.	HiVisib Your networks quickly communicate your successes and failures.
If politics is the name of the game then shrewdness is the way that it is played.	PolitAcum Lloyd said that if politics is the name of the game then shrewdness is the way it is played.
You need to know when to act, when not to act, when to speak up and when to hold your tongue. You need to be able to judge every situation on its merits.	PolJudg You need to know when to act, when not to act, when to speak and when not to speak. You need to be able to judge every situation on its merits.
There are those who try to win every battle and end up losing the war. The scrape up every cent and it often takes a solicitor's letter of demand to get money from them. In the end no-one wants to know about them and their business disappears.	FinObsess There are individuals who are so obsessed with gaining and retaining money that they lose sight of their business reputation and ultimately lose their businesses.
Sometimes you screw sometimes you get screwed. Trying to screw every cent out of everybody you go down the gurgler. You end up getting the basics if you play the hard game. You don't get a 110% effort from people you have mistreated.	BusEquity Sometimes you win, sometimes you lose. If you decide to win every financial competition then you will lose allegiance from your workers.
It can become an invirtuous cycle as opposed to a	VirtCircle

virtuous circle. It's how you elect to play it.	This is the principle by which business is conducted fairly so as to achieve good for all participants
If you promise someone a \$600 raise and only give them \$500 then they will recall what you have done and only give you 50% service rather than 100%. You can't motivate anyone by cheating on them or short-changing them.	BusEquity If you cheat someone then they will return by dealing you an equitable punishment
If you don't pay a contractor, or if you are late with a payment, then they will remember that about you. If you call them they will say that they are too busy or if they are more blunt they will remind you that you still owe them money. When you see someone who owes you money driving a new expensive car then you have every right to be upset with them.	BusEquity Business stakeholders will always find ways to even the balance of equity.
I have known of many firms who only pay their accounts when you insist on payment. I have seen a safe deposit box in one of the firms that merged with Organisation A that contained hundreds of envelopes containing payment cheques. The Accountant said that they were only ever sent if the payee specifically requested the cheque. The business stayed solvent because there were so many creditors who were not desperate for their money so it remained in the business's bank account earning interest.	FinObsess Lloyd provided an example of a business that only paid its accounts when specifically requested by the creditor. It provided an example of a business that looked after its own interests ahead of its stakeholders.
I like to follow the advice that Covey gives when he talks about an emotional bank account. If you make enough deposits then you can make withdrawals. If you have had a good relationship with a client, when the client is unable to pay you in full at the agreed time, you are more likely to consider their past payment record and wait for full payment.	EmBankAcc Deposits of goodwill are helpful when comes the time for the occasional withdrawal.
It also extends the other way. I like to extend favours and kindness to people quite regularly so that I can seek favours in return when I need something done.	Reciprocity Lloyd likes to extend favours and kindness to others so that he can call on favours himself later.

Technique: Affinity grouping of open codes – concept building

Eight separate open codes have been identified for business acumen from Lloyd's transcript. The open codes and Lloyds's characterisations are listed below.

1. *HiVisib – High Visibility*

Everything that you do in the businessworld comes to the attention of the key stakeholders
Your networks quickly communicate your successes and failures.

2. *PolitAcum – Political Acumen*

Lloyd said that if politics is the name of the game then shrewdness is the way it is played.

3. *PolJudg – Political Judgement*

You need to know when to act, when not to act, when to speak and when not to speak. You need to be able to judge every situation on its merits.

4. *FinObsess – Obsessed with Finances*

There are individuals who are so obsessed with gaining and retaining money that they lose sight of their business reputation and ultimately lose their businesses.

Lloyd provided an example of a business that only paid its accounts when specifically requested by the creditor. It provided an example of a business that looked after its own interests ahead of its stakeholders.

5. *BusEquity – Business Principle of Equity*

Sometimes you win, sometimes you lose. If you decide to win every financial competition then you will lose allegiance from your workers.

If you cheat someone then they will return by dealing you an equitable punishment

Business stakeholders will always find ways to even the balance of equity.

6. *VirtCircle – Virtuous Circle*

This is the principle by which business is conducted fairly so as to achieve good for all participants

7. *EmBankAcc – Emotional Bank Account*

Deposits of goodwill are helpful when comes the time for the occasional withdrawal.

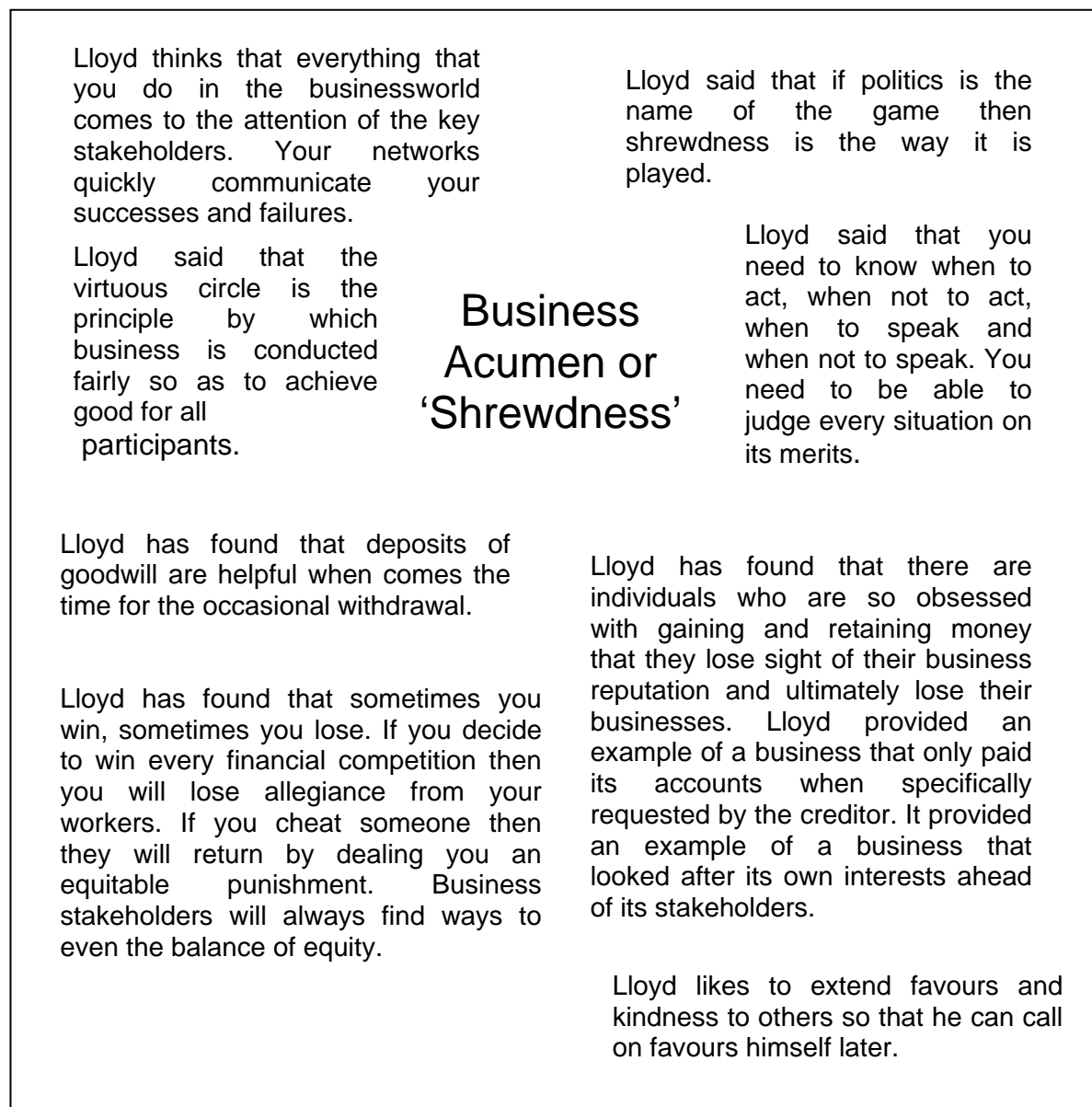
8. *Reciprocity – Law of Reciprocity*

Lloyd likes to extend favours and kindness to others so that he can call on favours himself later.

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, eight properties are found to contribute to the characterisation of Lloyd's conception of the category of business acumen or shrewdness.

Figure A6.12 Lloyd's characterisation of business acumen or 'shrewdness'
(Study 1 Subject 3 Interview 4 Analysis 3)



Study 1 Subject 3 Interview 5 Analysis 1

This is the analysis of the first part of the fifth and final interview with Lloyd.

Category: Interpersonal and Communication Skills

Summary of transcript findings

Grounded theory concept building

Interpersonal and Communication Skills findings

Lloyd seeks to find opportunities to interact with new colleagues. This increases the likelihood of establishing and maintaining rapport. He believes that it is important to take every opportunity to strengthen or renew rapport with employees. This may take the form of asking for advice, whether you respect the person's opinion or not.

By asking a person's advice you indicate to that person that you value his/her opinion. This may have the effect of creating further opportunities for you. By establishing patterns of building rapport you are able to engender trust with others.

In time, professional relationships can be developed into social relationships. These social relationships extend your networking circles. The friendships that develop within an organisation can be enduring to the extent of being able to regard them as being the basis of organisational family groups. The degree of friendship that develops between colleagues outside of the work environment leads to greater cooperation within the workplace. Lloyd still retains social contact with Organisation A employees.

Techniques: 1. Line-by-line Analysis – open coding
 2. Affinity Grouping – concept building
 3. Constant comparisons- identifying properties

Text: Study 1 Subject 3 Interview 5

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A6.14 Open Coding for Interpersonal and Communication Skills
(Study 1 Subject 3 Interview 5 Analysis 1)

Unit of Data	Open Coding
In looking to, first of all establish and then maintain rapport with colleagues, I tend to try and find ways to interact with new employees, employees that perhaps work around the office	<i>InterOpps</i> Lloyd seeks to find opportunities to interact with new colleagues. This increases the likelihood of establishing and maintaining rapport.
but you don't tend to interact with them everyday, so if an opportunity presents itself, I think it's important that you seize on that opportunity and look to strengthen or renew rapport that you may have with your employees.	<i>InterOpps</i> Lloyd believes that it is important to take every opportunity to strengthen or renew rapport with employees
This can be asking for advice, you know whether you tend to value the opinion of the person your talking to in this particular matter or not.	<i>InterOpps</i> This may take the form of asking for advice, whether you respect the person's opinion or not.
It can always be useful, it looks to establish rapport lets them know that you value what their opinion is and also, there is always a chance that it can lead you off into other directions that you haven't thought about.	<i>RappEst</i> By asking a person's advice you indicate to that person that you value his/her opinion. This may have the effect of creating further opportunities for you.
It's quite important, it's quite critical, look for opportunities to engage people into problems, let them know you value their opinion, this continues the rapport that you have, helps build new rapport, and from that hopefully there is an element of trust that you may be able to develop over a longer period.	<i>RappEst</i> By establishing patterns of building rapport you are able to engender trust with others.
After a time there is always the opportunity to perhaps push past the professional boundary and move into a social occurrence, and I have done this on several occasions where, people that I have worked with, worked for, and have worked for me, now interact in a social group, and this is a way you can help build your network past the organisation as itself.	<i>EmergenceSocRel</i> In time, professional relationships can be developed into social relationships. These social relationships extend your networking circles.
We deal with a lot of people everyday in the guise of	<i>OrgFam</i>

an organisational family, I think, I can't remember who made the quote that you can't choose your family, but you can choose your friends	The friendships that develop within an organisation can be enduring to the extent of being able to regard them as being the basis of organisational family groups.
We deal with people that we may not normally deal with if we weren't in the work environment, so if you can then establish a degree of rapport, a friendship outside of the work environment it makes the interactions in the work environment much, much stronger, because you are no longer dealing with a colleague or an employee you are actually dealing with a friend.	OrgFam The degree of friendship that develops between colleagues outside of the work environment leads to greater cooperation within the workplace.
I have found some of those bonds are the strongest, and having left an organisation twelve to fourteen months ago, these people are still a source of information, support and friendship.	OrgFam Lloyd still retains social contact with Organisation A employees.

Technique: Affinity grouping of open codes – concept building

Five separate open codes have been identified for interpersonal and communication skills from Lloyd's transcript. The open codes and Lloyd's characterisations are listed below.

1. *InterOpps – Opportunities to Interact*

Lloyd seeks to find opportunities to interact with new colleagues. This increases the likelihood of establishing and maintaining rapport.

Lloyd believes that it is important to take every opportunity to strengthen or renew rapport with employees

This may take the form of asking for advice, whether you respect the person's opinion or not.

2. *RappEst – Establishing Rapport*

By asking a person's advice you indicate to that person that you value his/her opinion. This may have the effect of creating further opportunities for you.

By establishing patterns of building rapport you are able to engender trust with others.

3. *EmergeSocRel – Emergent Social Relationships*

In time, professional relationships can be developed into social relationships. These social relationships extend your networking circles.

4. *OrgFam – Organisational Family*

The friendships that develop within an organisation can be enduring to the extent of being able to regard them as being the basis of organisational family groups.

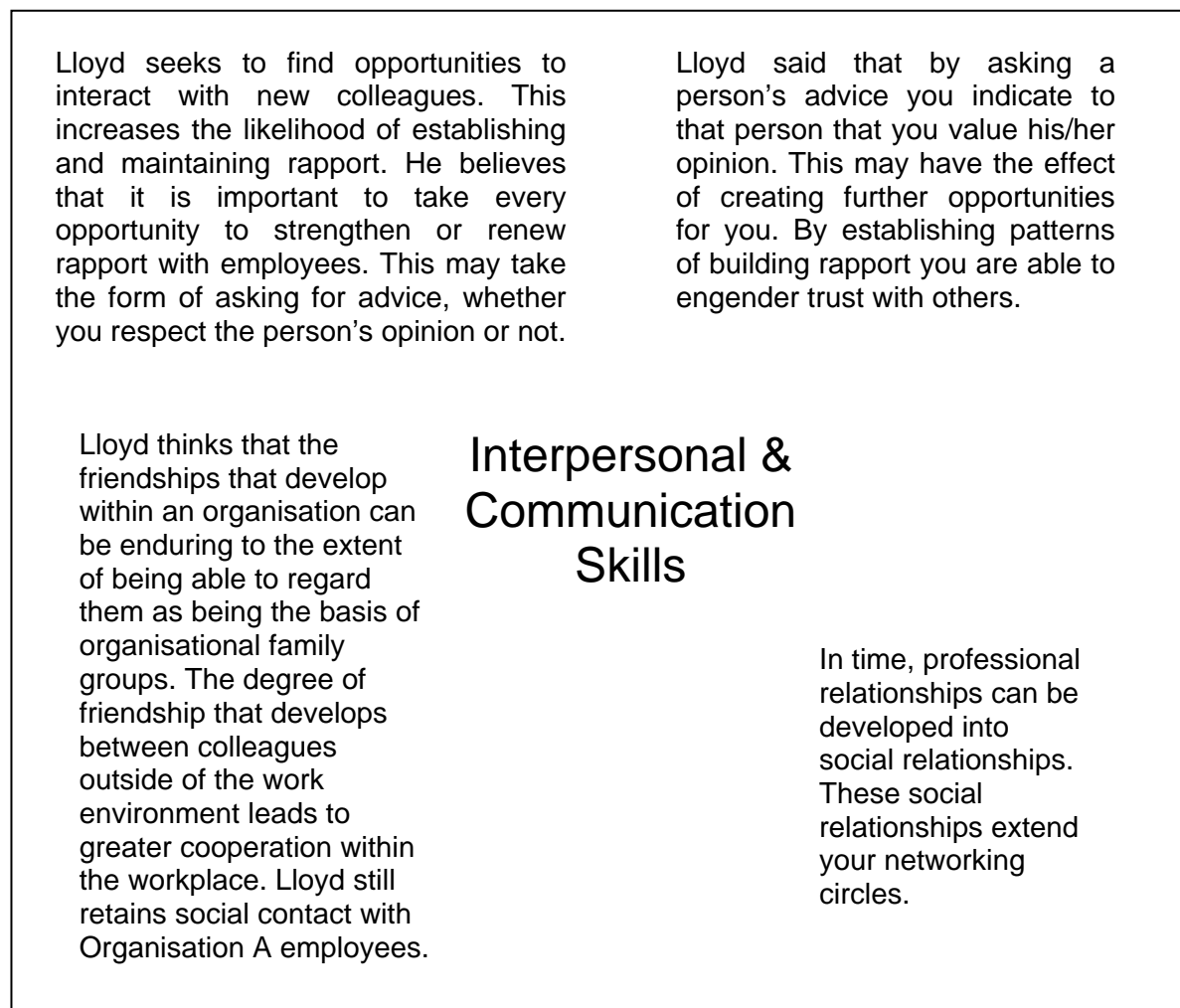
The degree of friendship that develops between colleagues outside of the work environment leads to greater cooperation within the workplace.

Lloyd still retains social contact with Organisation A employees.

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, four properties are found to contribute to the characterisation of Lloyd's conception of the category of interpersonal and communication skills.

Figure A6.13 Lloyd's characterisation of interpersonal and communication skills
(Study 1 Subject 3 Interview 5 Analysis 1)



Study 1 Subject 3 Interview 5 Analysis 2

This is the second part of the fifth and final interview with Lloyd.

Category: Political Skills

Political Skills findings

Lloyd has found value in adopting the frame of reference model in his managerial thinking. He finds this to be a useful tool in analysing the workings of the organisation. The financial frame seems most obvious but the political frame is stronger and is probably the default frame. Lloyd would highlight the opinion that the political frame is the strongest frame in his organisation. Lloyd now realises that the political frame is the most important frame to follow in his organisation.

The arrival of a new manager has made the other senior managers more politically motivated. There are individuals who are more motivated by securing their own positions than they are of securing the growth of a vibrant long-term organisation. Lloyd does not think that political motivation is a useful managerial behaviour. Decisions that give short-term successes to those who are politically motivated may not be in the best interest of shareholders

Organisational values have change from an engineering focus to an investment focus. Lloyd thinks that the current investment focus is no different from working in an investment bank. Lloyd has begun to consider that his personal values do not align with the new organisational values. Lloyd realises that his growing disenchantment with organisation A is his own role in changing the culture of organisation A. Lloyd has put considerable effort into managing the mergers and acquisitions that have been required to establish the new Organisation A. He does not believe that he has received due recognition for his role in the mergers and acquisitions that have led to the current Organisation A. He believes that those senior managers who operated more in the political frame received greater recognition.

Techniques: 1. Line-by-line Analysis – open coding
 2. Affinity Grouping – concept building
 3. Constant comparisons- identifying properties

Text: Study 1 Subject 3 Interview 5

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A6.15 Open Coding for Political Skills
(Study 1 Subject 3 Interview 5 Analysis 2)

Unit of Data	Open Coding
One of the useful models throughout my whole MBA studies has been the Bolman and Deal model, I mean it's the one that I have adopted and probably used more than anything else, because I found it terribly useful	<i>BolDealMod</i> Lloyd has found value in adopting the frame of reference model in his managerial thinking
A very useful tool actually in trying to analyse the workings of the organisation. So, I think it's right on the mark.	<i>BolDealMod</i> Lloyd finds this to be a useful tool in analysing the workings of the organisation
I guess, what I would maybe elaborate more on, was when we were talking about how I view the frames of reference when looking at managing up or dealing with senior managers, and I think I alluded to that whilst I guess the financial frame is probably the one that is most apparent, I guess political frame is the one that is most, stronger, or the true frame, or the default frame that senior managers, specifically in my organisation tend to use.	<i>BolDealMod/PolFrame</i> The financial frame seems most obvious but the political frame is stronger and is probably the default frame
I guess, I think I would reiterate that in capitals.	<i>BolDealMod/PolFrame</i> Lloyd would highlight the opinion that the political frame is the strongest frame in his organisation
Recently I, basically I found that I never have probably spoken a truer word when I said it's the political frame that they tend to operate in.	<i>BolDealMod/PolFrame</i> Lloyd now realises that the political frame is the most important frame to follow in his organization
I guess we have had new general managers for a year now; I tend to find them very politically motivated.	<i>PolMot</i> The arrival of a new manager has made the other senior managers more politically motivated
Very, very egocentric and they are really looking at, I guess, they are really looking at securing their position, as opposed to necessarily securing the growth and building a vibrant long term organisation.	<i>PolMot</i> There are individuals who are more motivated by securing their own positions than they are of securing the growth of a vibrant long-term organisation.
Which really sticks in my craw, and I think it's not	<i>PolMot</i>

what business is about.	Lloyd does not think that political motivation is a useful managerial behaviour
I don't see how you reward shareholder value by utilising short term decisions to give short term gains that anybody who has been in the business any length of time can see will only seek to weaken the organisation long term	PolMot Decisions that give short-term successes to those who are politically motivated may not be in the best interest of shareholders
Some of the other interviews that we have talked about the change in Organisation A, that's gradually happened with the acquisition by the corporate owner and how the soul of the organisation which was very heavily engineering focused, they built systems, quality, engineering craftsmanship's, these are all tremendous values that have been eroded to be one of a purely investment vehicle these days.	OrgVal Organisational values have change from an engineering focus to an investment focus
The place has lost its soul and I consider that I could go and work for a bank and would have the same feel and the same direction about it.	OrgVal Lloyd thinks that the current investment focus is no different from working in an investment bank.
I am actually starting to think that perhaps my values and the values of the organisation don't meet anymore and I should be looking to move on to other pastures	OrgVal Lloyd has begun to consider that his personal values do not align with the new organisational values
I guess the disappointment, this illusion, however you like to classify it, has come from having undertaken several projects over the last two or three years designed to amalgamate the business into a single unit which would be than called Organisation A	OrgMerge Lloyd realises that his growing disenchantment with organisation A is his own role in changing the culture of organisation A
Then having done a lot of merges and acquisition, taken businesses that would be classified as dogs under the Boston Consulting route model and turning them into, whilst not stars, steady performers, made improvements, amalgamate the businesses, done what is needed to be done, and than starting all over again when that business was rolled into the Organisation A business,	OrgMerge Lloyd has put considerable effort into managing the mergers and acquisitions that have been required to establish the new Organisation A
having done all the hard yards and not got the rewards or recognition that I felt the achievements were due and seeing recognition go to others that have not tackled the harder tasks, perhaps operated much more in the political frame and have chosen their assignments and things much more carefully.	PersEffort/PolMot Lloyd does not believe that he has received due recognition for his role in the mergers and acquisitions that have led to the current Organisation A. He believes that those senior managers who operated more in the political frame received greater recognition.

Technique: Affinity grouping of open codes – concept building

Six separate open codes have been identified for political skills from Lloyd's transcript.

The open codes and Lloyd's characterisations are listed below.

1. *BolDealMod – Bolman and Deal Model*

Lloyd has found value in adopting the frame of reference model in his managerial thinking

Lloyd finds this to be a useful tool in analysing the workings of the organisation

2. *BolDealMod/PolFrame – Bolman and Deal Model/Political Frame*

The financial frame seems most obvious but the political frame is stronger and is probably the default frame

Lloyd would highlight the opinion that the political frame is the strongest frame in his organisation

Lloyd now realises that the political frame is the most important frame to follow in his organisation

3. *PolMot – Politically Motivated*

The arrival of a new manager has made the other senior managers more politically motivated

There are individuals who are more motivated by securing their own positions than they are of securing the growth of a vibrant long-term organisation.

Lloyd does not think that political motivation is a useful managerial behaviour

Decisions that give short-term successes to those who are politically motivated may not be in the best interest of shareholders

4. *OrgVal – Organisational Value*

Organisational values have change from an engineering focus to an investment focus

Lloyd thinks that the current investment focus is no different from working in an investment bank.

Lloyd has begun to consider that his personal values do not align with the new organisational values

5. *OrgMerge – Organisational Mergers*

Lloyd realises that his growing disenchantment with organisation A is his own role in changing the culture of organisation A

Lloyd has put considerable effort into managing the mergers and acquisitions that have been required to establish the new Organisation A

6. *PersEffort/PolMot – Personal effort/Political Motivation*

Lloyd does not believe that he has received due recognition for his role in the mergers and acquisitions that have led to the current Organisation A. He believes that those senior managers who operated more in the political frame received greater recognition.

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, six properties are found to contribute to the characterisation of Lloyd's conception of the category of political skills.

Figure A6.14 Lloyd's characterisation of political skills
(Study 1 Subject 3 Interview 5 Analysis 2)

Lloyd has found value in adopting the Bolman and Deal frame of reference model in his managerial thinking. He finds this to be a useful tool in analysing the workings of the organisation.

Lloyd realises that his growing disenchantment with organisation A is his own role in changing the culture of organisation A. Lloyd has put considerable effort into managing the mergers and acquisitions that have been required to establish the new Organisation A.

The arrival of a new manager has made the other senior managers more politically motivated. There are individuals who are more motivated by securing their own positions than they are of securing the growth of a vibrant long-term organisation. Lloyd does not think that political motivation is a useful managerial behaviour. Decisions that give short-term successes to those who are politically motivated may not be in the best interest of shareholders.

The financial frame seems most obvious but the political frame is stronger and is probably the default frame. He would highlight the opinion that the political frame is the strongest frame in his organisation. Lloyd now realises that the political frame is the most important frame to follow in his organisation.

Political Skills

Lloyd does not believe that he has received due recognition for his role in the mergers and acquisitions that have led to the current Organisation A. He believes that those senior managers who operated more in the political frame received greater recognition.

Organisational values have change from an engineering focus to an investment focus. Lloyd thinks that the current investment focus is no different from working in an investment bank. Lloyd has begun to consider that his personal values do not align with the new organisational values.

This is the third part of the fifth and final interview with Lloyd.

Category: Business Acumen, 'Shrewdness'

Summary of transcript findings

Grounded theory concept building

Business Acumen, 'Shrewdness' findings

Lloyd said that a financial relationship exists between the contracting and service teams and the corporate management. Organisation A senior managers share common cultural understandings. Lloyd stated that they were once governed by senior managers who shared our background and cultural values. These managers must meet budget. If they do not they are subjected to disciplinary action. These managers are skilled in ensuring they meet budget

Lloyd believes that all of the corporate managers are accountants. They are completely unaware of the details of construction and servicing projects. They manage the work teams through paperwork. They do not attend worksites. Their interest in the Organisation A senior managers is focussed on ensuring that they meet their budgetary goals

Profit withholding¹² is the practice of failing to report extra profit within one reporting period in case it is required in a non-profitable reporting period. There are many ways of explaining lower profitability that permits profit retention. Profits are withheld and reported later when necessary by inventing a range of costs

Organisation A senior managers assume that corporate managers only assess the reports they provide them

Organisation A senior managers provide extra profit when questioned by corporate managers

The organisation A senior managers do not believe that their misreporting of monthly profits is unethical or illegal. The only unethical act is to misreport the profits of one project by supplementing its income from another project.

¹² This practice has now ceased. Andrew has told me that Head office are interested in every available dollar rather than the profitability of the business units.

Techniques: 1. Line-by-line Analysis – open coding
 2. Affinity Grouping – concept building
 3. Constant comparisons- identifying properties

Text: Study 1 Subject 3 Interview 1

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A6.16 Open Coding for Business Acumen and ‘Shrewdness’
(Study 1 Subject 3 Interview 5 Analysis 3)

Unit of Data	Open Coding
There is an area that I can discuss in general terms and that is to do with the financial relationship between our contracting and service teams and the corporate management.	FinRel A financial relationship exists between the contracting and service teams and the corporate management
Essentially we have come through the ranks, having been apprentices in the business, then tradesmen, internal contractors and then managers. We are put in charge of cost centres. We all know each other and share cultural values and ethics of trades’ behaviour.	OrgASenMan Organisation A senior managers share common cultural understandings
Before we were purchased by the corporate body we were governed by people who had been through the ranks, like us. Now we are governed by managers who know nothing about what we actually do.	OrgASenMan We were once governed by senior managers who shared our background and cultural values
As far as I can work out, all of the corporate managers are accountants.	CorpMan All of the corporate managers are accountants
They are completely unaware of what we need to do in our construction and servicing projects.	CorpMan They are completely unaware of the details of construction and servicing projects
They control us through the paperwork. Even if they were to visit a worksite they would have no idea of what we are doing or what to look for.	CorpMan They manage the work teams through paperwork. They do not attend worksites.
Their only interest in us is making sure that we meet budget and make a profit for their shareholders.	CorpMan Their interest in the Organisation A senior managers is focussed on ensuring that they meet their budgetary goals
So the contracting and servicing managers need to meet budget each month or they start asking questions.	OrgASenMan These managers must meet budget. If they do not they are subjected to disciplinary action
Senior managers in Organisation A are skilled in	OrgASenMan

making sure that they meet budget.	These managers are skilled in ensuring they meet budget
They achieve this by withholding money earned from their work and allocating it back into the profit sheets when it looks as though there might be shortfalls in budget expectations.	ProfWith Profit withholding is the practice of failing to report extra profit within one reporting period in case it is required in a non-profitable reporting period
The methods used to hide funds are really quite straightforward. There are many creative methods. The most usual is to say that we are waiting on final payments from work in progress. There is no way that a head office manager would know whether a job is completed or not completed.	ProfWith There are many ways of explaining lower profitability that permits profit retention
Another way is to report that funds have been used to purchase new equipment or extra supplies, or to report that certain staff members have been sent on training courses.	ProfWith Profits are withheld and reported later when necessary by inventing a range of costs
We assume that the accountants only read what we send them and never actually check on what records we keep for ourselves.	RepAssum Organisation A senior managers assume that corporate managers only assess the reports they provide them
Sometimes we are questioned about profitability and we can usually come back with extra money that we have located. They never cause a fuss. It even seems to go better when we let them find small amounts of money.	RepCorrect Organisation A senior managers provide extra profit when questioned by corporate managers
There is nothing illegal about what we do. The money stays in the company accounts. It is just the way that we report the month's takings so that budgets are met.	RepEthic The organisation A senior managers do not believe that their misreporting of monthly profits is unethical or illegal
The only illegal circumstance occurs when someone reports that profits come from one job when it is in fact losing because of poor estimation or a blow-out in costs.	RepEthic The only unethical act is to misreport the profits of one project by supplementing its income from another project.

Technique: Affinity grouping of open codes – concept building

Seven separate open codes have been identified for business acumen from Lloyd's transcript. The open codes and Lloyds's characterisations are listed below.

1. *FinRel – Financial Relationship*

A financial relationship exists between the contracting and service teams and the corporate management

2. *OrgASenMan – Organisation A Senior Manager*

Organisation A senior managers share common cultural understandings

We were once governed by senior managers who shared our background and cultural values

These managers must meet budget. If they do not they are subjected to disciplinary action

These managers are skilled in ensuring they meet budget

3. *CorpMan – Corporate Manager*

All of the corporate managers are accountants

They are completely unaware of the details of construction and servicing projects

They manage the work teams through paperwork. They do not attend worksites.

Their interest in the Organisation A senior managers is focussed on ensuring that they meet their budgetary goals

4. *ProfWith – Profit Withholding*

Profit withholding is the practice of failing to report extra profit within one reporting period in case it is required in a non-profitable reporting period

There are many ways of explaining lower profitability that permits profit retention

Profits are withheld and reported later when necessary by inventing a range of costs

5. *RepAssum – Reporting Assumption*

Organisation A senior managers assume that corporate managers only assess the reports they provide them

6. *RepCorrect – Reporting Correction*

Organisation A senior managers provide extra profit when questioned by corporate managers

7. *RepEthic – Reporting Ethics*

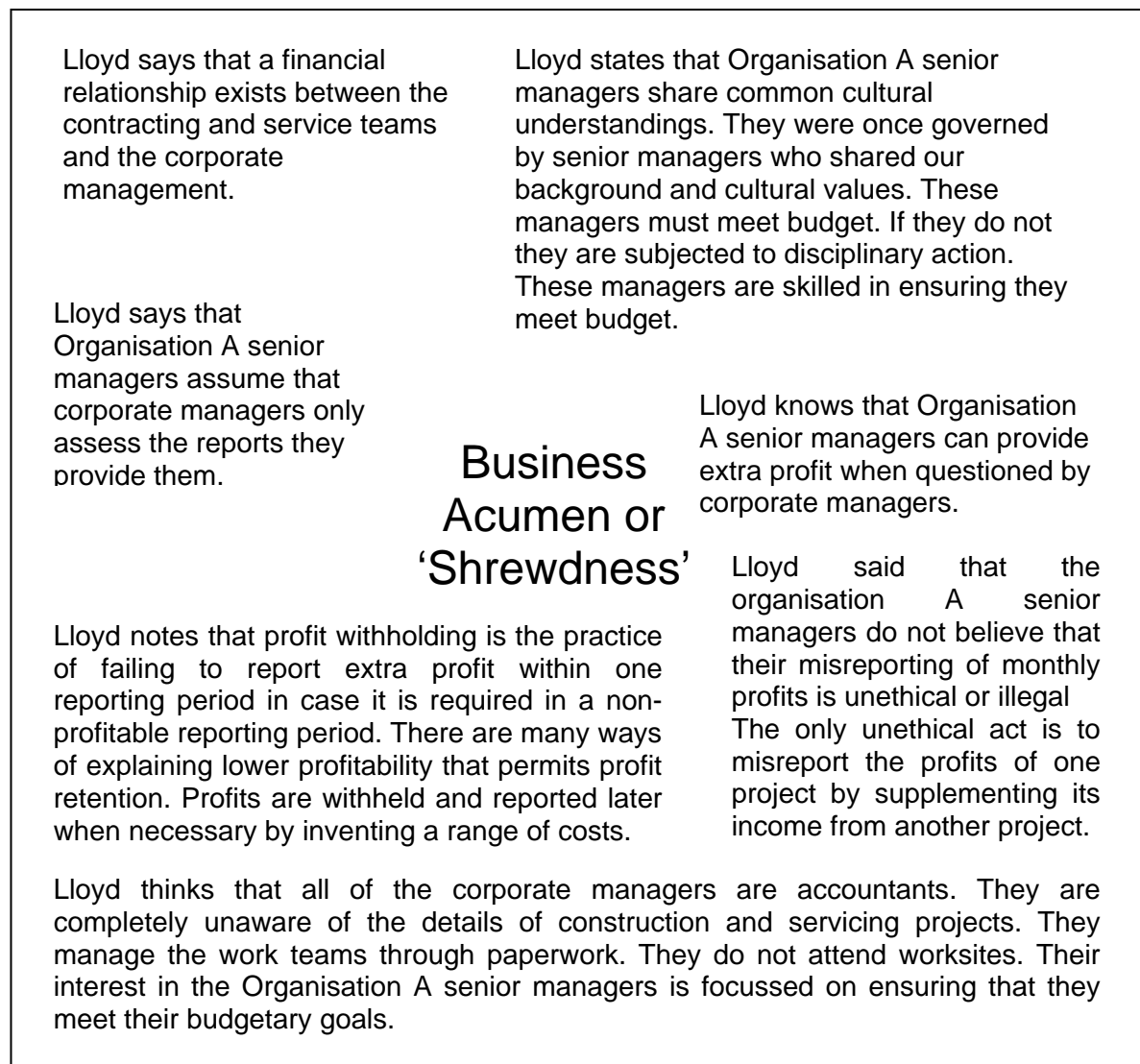
The organisation A senior managers do not believe that their misreporting of monthly profits is unethical or illegal

The only unethical act is to misreport the profits of one project by supplementing its income from another project

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, seven properties are found to contribute to the characterisation of Lloyd's conception of the category of business acumen or shrewdness.

Figure A6.15 Lloyd's characterisation of business acumen or 'shrewdness'
(Study 1 Subject 3 Interview 5 Analysis 3)



Appendix 7 Data Set: Study 1 Subject 4

Study 1 Subject 4 Interview 1 Analysis 1

This is the first part of the first interview with Kelly.

Category: Interpersonal and Communication Skills

Summary of transcript findings

Grounded theory concept building

Interpersonal and Communication Skills findings

Kelly maintains rapport with her direct reports by involving them in day-to-day interactions. She provides them with objective evidence that they are part of the decision-making process. She prefers not to dictate to them. Kelly learned this approach from her previous CEO. She uses this technique as her preferred way of maintaining rapport. Kelly thinks that managing downwards works differently from managing upwards

Kelly likes to please her senior manager and in return she expects recognition for her efforts. She utilises feedback from her manager when entering into new situations

Kelly's current CEO, Robert, likes to be updated regularly on work-in-progress

By keeping the CEO apprised of work-in-progress he is not subjected to surprises when things do not go to plan. Keeping the CEO informed is a good way of maintaining rapport with your CEO. Kelly learned this technique because Robert once told her that she was not keeping him informed on work-in-progress. There was a time when Robert's senior manager wanted to be informed on a situation and neither Robert nor Kelly could provide a suitable response. Since this time she has always kept Robert informed on work-in-progress

Kelly's previous senior manager was content to let her run the task and report final outcomes to him when she had completed her responsibilities.

- Techniques:** 1. Line-by-line Analysis – open coding
 2. Affinity Grouping – concept building
 3. Constant comparisons- identifying properties

Text: Study 1 Subject 4 Interview 1

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A7.1 Open Coding for Interpersonal and Communication Skills
 (Study 1 Subject 4 Interview 1 Analysis 1)

Unit of Data	Open Coding
With my direct reports, the way I maintain rapport is I try to keep them involved in day-to-day interactions	MainRapp Kelly maintains rapport with her direct reports by involving them in day-to-day interactions
by showing them through, whether it be body language, or individual circumstances, try and involve them within it, rather than becoming dictatorial.	MainRapp She provides them with objective evidence that they are part of the decision-making process. She prefers not to dictate to them.
That's something that Andrew taught us a lot about. In order to get buy in, is a word that he always used. I find that alone is my key way of doing that.	MainRapp Kelly learned this approach from her previous CEO. She uses this technique as her preferred way of maintaining rapport.
With my manager, rapport with him, I am the type of person who likes to please and I need recognition for that and I am aware of that,	UpMan Kelly likes to please her senior manager and in return she expects recognition for her efforts
so I try to get feedback from my manager and then I use that for the next situation.	UpMan Kelly utilises feedback from her manager when entering into new situations
For example, Robert likes to be kept informed along the way in a particular situation	UpMan Kelly's current CEO, Robert, likes to be updated regularly on work-in-progress
...and if you can do that then he doesn't have any red flags come and hit him later on,	KeepInform By keeping the CEO of work-in-progress he is not subjected to

	surprises when things do not go to plan
that is a good way to build a rapport with him, because he knows that you are keeping him informed.	KeepInform Keeping the CEO informed is a good way of maintaining rapport with your CEO
It took me a while to learn that and it wasn't until he gave me feedback on that and he said you are not keeping me informed along the way	KeepInform Kelly learned this technique because Robert once told her that she was not keeping him informed on work-in-progress
and so the big boss rang and I didn't have any answers for him, and I took that on board, and then knew that I needed to keep him informed along the way.	KeepInform There was a time when Robert's senior manager wanted to be informed on a situation and neither Robert nor Kelly could provide a suitable response. Since this time she has always kept Robert informed on work-in-progress
Coming from a manager like Lloyd. Lloyd was happy for me to go about my business do it and let him know at the end.	Empow Kelly's previous senior manager was content to let her run the task and report final outcomes to him when she had completed her responsibilities
I guess the rapport system works differently going up to what is does down with me in my role.	MainRapp Kelly thinks that managing downwards works differently from managing upwards

Technique: Affinity grouping of open codes – concept building

Five separate open codes have been identified for interpersonal and communication skills from Kelly's transcript. The open codes and Kelly's characterisations are listed below.

1. *MainRapp - Maintaining Rapport*

Kelly maintains rapport with her direct reports by involving them in day-to-day interactions

She provides them with objective evidence that they are part of the decision-making process. She prefers not to dictate to them.

Kelly learned this approach from her previous CEO. She uses this technique as her preferred way of maintaining rapport.

Kelly thinks that managing downwards works differently from managing upwards

2. *UpMan – Managing Upwards*

Kelly likes to please her senior manager and in return she expects recognition for her efforts

Kelly utilises feedback from her manager when entering into new situations

Kelly's current CEO, Robert, likes to be updated regularly on work-in-progress

3. *KeepInform – Keeping Your Manager Informed*

By keeping the CEO of work-in-progress he is not subjected to surprises when things do not go to plan

Keeping the CEO informed is a good way of maintaining rapport with your CEO

Kelly learned this technique because Robert once told her that she was not keeping him informed on work-in-progress

There was a time when Robert's senior manager wanted to be informed on a situation and neither Robert nor Kelly could provide a suitable response. Since this time she has always kept Robert informed on work-in-progress

4. *Empow – Empowering Managers*

Kelly's previous senior manager was content to let her run the task and report final outcomes to him when she had completed her responsibilities

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, four properties are found to contribute to the characterisation of Kelly's conception of the category of interpersonal and communication skills.

Figure A7.1 Kelly's characterisation of interpersonal and communication skills
(Study 1 Subject 4 Interview 1 Analysis 1)

Kelly maintains rapport with her direct reports by involving them in day-to-day interactions. She provides them with objective evidence that they are part of the decision-making process. She prefers not to dictate to them. Kelly learned this approach from her previous CEO. She uses this technique as her preferred way of maintaining rapport. Kelly thinks that managing downwards works differently from managing upwards.

Interpersonal & Communication Skills

Kelly likes to please her senior manager and in return she expects recognition for her efforts. She utilises feedback from her manager when entering into new situations. Kelly's current CEO, Robert, likes to be updated regularly on work-in-progress.

Kelly's previous senior manager was content to let her run the task and report final outcomes to him when she had completed her responsibilities.

By keeping the CEO of work-in-progress he is not subjected to surprises when things do not go to plan. Keeping the CEO informed is a good way of maintaining rapport with your CEO. Kelly learned this technique because Robert once told her that she was not keeping him informed on work-in-progress. There was a time when Robert's senior manager wanted to be informed on a situation and neither Robert nor Kelly could provide a suitable response. Since this time she has always kept Robert informed on work-in-progress.

Study 1 Subject 4 Interview 1 Analysis 2

This is the second part of the first interview with Kelly.

Category: Political Skills

Summary of transcript findings

Grounded theory concept building

Political Skills findings

Kelly has a metaphor that describes political streams like rivers running through the organisation. She perceives that there is a diversity of political streams throughout Organisation A. When Kelly hears information of importance from her national colleagues she passes this information onto her CEO. Even though she is told information from her national level colleagues (corporate office) she always passes information onto her CEO, even though this may be disloyal to her national office colleagues.

Kelly is not sure of the ethics of this situation but she does enjoy her friendships with highly placed senior managers and she does value the loyalty she has to them and to her CEO. She does not know how she maintains this apparent ethical dilemma. She discusses this issue often with her husband

Kelly's subordinate is always told everything that is happening. This assists him in keeping his political poise. Kelly's husband is quite nonplussed by the close association she has with these senior corporate people. Most people are unable to have even a five minute audience with them.

Kelly does not reflect a lot on her association with her senior managers. She only reflects upon these relationships when her husband discusses them with her. This relationship is not troublesome to Kelly. Kelly cannot say why she has such a smooth relationship with her senior corporate managers.

- Techniques:** 1. Line-by-line Analysis – open coding
 2. Affinity Grouping – concept building
 3. Constant comparisons- identifying properties

Text: Study 1 Subject 4 Interview 1

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A7.2 Open Coding for Political Skills
 (Study 1 Subject 4 Interview 1 Analysis 2)

Unit of Data	Open Coding
As I guess with every organisation there is different streams of politics, like rivers, running through our organisation.	PolMet Kelly has a metaphor that describes political streams like rivers running through the organisation
There is very much a national stream, very much a HR, Sales type stream as well, and then you have our service business and that's another stream, and the politics is different at every level.	PolDivers There is a diversity of political streams throughout Organisation A
I am quite loyal to my boss Paul, so if I hear things from a national level, I get on very well with the managers at national level, I think sometimes Paul finds that a bit daunting, he wonders whether or not I am talking out of school,	PolLoyal When Kelly hears information of importance from her national colleagues she passes this information onto her CEO
so I make sure that I don't talk out of school, but I still keep a friendship going with those people at the national level, and that's what it probably is, more of a friendship, but I do, and its probably being disloyal to the national people, but I do report back to my manager,	PolLoyal Even though she is told information from her national level colleagues (corporate office) she always passes information onto her CEO, even though this may be disloyal to her national office colleagues
my direct report is told anything that he needs to know, or sometimes he doesn't need to know, anything that helps with his politics ¹³ .	SubInform Kelly's subordinate is always told everything that is happening. This assists him in keeping his political poise
Whether that's right or wrong, I struggle with that	PolLoyal

¹³ Kelly's unofficial assistant manager

every day, but I have a really high level friendship with some high people and I love those friendships, I think they have worked well, both in and out of the company, but at the same time I am still loyal to Paul.	Kelly is not sure of the ethics of this situation but she does enjoy her friendships with highly placed senior managers and she does value the loyalty she has to them and to her CEO
How I hold that I don't really know	PolLoyal She does not know how she maintains this apparent ethical dilemma
That's something I discuss with my husband, and he doesn't know how I hold it sometimes. We talk about it a lot	PolLoyal She discuss this issue often with her husband ¹⁴
My husband asks me a lot, what do you do that allows you to have conversations with these high level people, when others can't get them to talk to them for five minutes	PolEase Kelly's husband is quite nonplussed by the close association she has with these senior people. Most people are unable to have even a five minute audience with them.
It's not until my husband brings it to my attention that I think about it.	PolEase Kelly does not reflect a lot on her association with her senior managers. She only reflects upon these relationships when her husband discusses them with her
To me it's just normal.	PolEase This relationship is not troublesome to Kelly
I don't know what it is, I can't put my finger on it.	PolEase Kelly cannot say why she has such a smooth relationship with her senior corporate managers

¹⁴ Kelly's husband is also a senior manager in Organisation A.

Technique: Affinity grouping of open codes – concept building

Five separate open codes have been identified for political skills from Kelly's transcript.

The open codes and Kelly's characterisations are listed below.

1. *PolMet – Political Metaphor*

Kelly has a metaphor that describes political streams like rivers running through the organisation

2. *PolDivers – Political Diversity*

There is a diversity of political streams throughout Organisation A

3. *PolLoyal – Political Loyalty*

When Kelly hears information of importance from her national colleagues she passes this information onto her CEO

Even though she is told information from her national level colleagues (corporate office) she always passes information onto her CEO, even though this may be disloyal to her national office colleagues

Kelly is not sure of the ethics of this situation but she does enjoy her friendships with highly placed senior managers and she does value the loyalty she has to them and to her CEO

She does not know how she maintains this apparent ethical dilemma

She discusses this issue often with her husband

4. *SubInform – Subordinate Informing*

Kelly's subordinate is always told everything that is happening. This assists him in keeping his political poise

5. *PolEase – Political Ease*

Kelly's husband is quite nonplussed by the close association she has with these senior people. Most people are unable to have even a five minute audience with them.

Kelly does not reflect a lot on her association with her senior managers. She only reflects upon these relationships when her husband discusses them with her

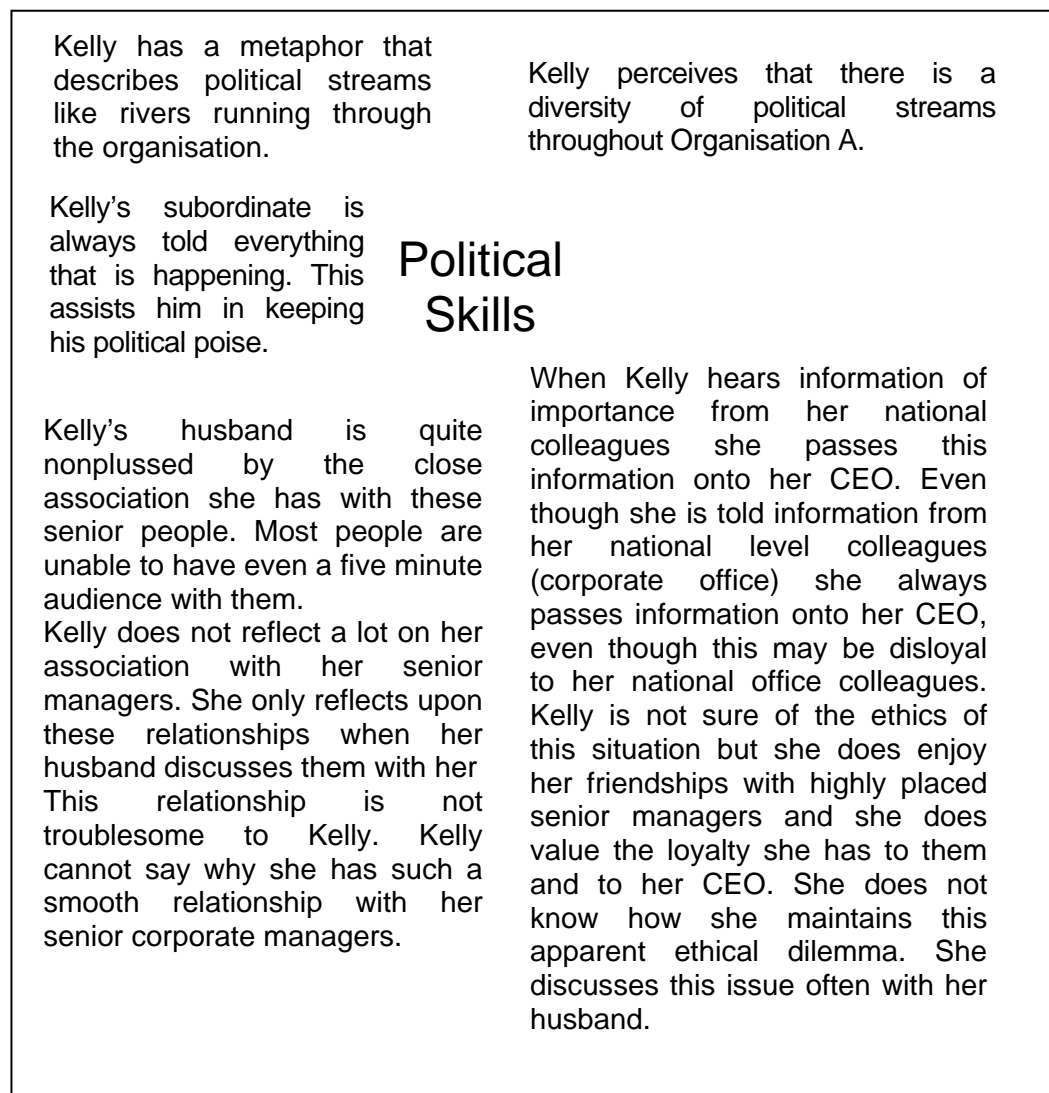
This relationship is not troublesome to Kelly

Kelly cannot say why she has such a smooth relationship with her senior corporate managers

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, five properties are found to contribute to the characterisation of Kelly's conception of the category of political skills.

Figure A7.2 Kelly's characterisation of political skills
(Study 1 Subject 4 Interview 1 Analysis 2)



Study 1 Subject 4 Interview 1 Analysis 3

This is the third part of the first interview with Kelly.

Category: Business Acumen, 'Shrewdness'

Summary of transcript findings

Grounded theory concept building

Business Acumen, 'Shrewdness' findings

Kelly is prompted to discuss her early career as a manager. Kelly was in a supervisory position allocating work to field staff. She learned management skills from Lloyd. Kelly learned about managing a profit and loss centre and planning work programmes. While he was a quiet and shy person he would stop his activities to explain issues to Kelly. Lloyd was the first to arrive at the hospital when Kelly was involved in a serious MVA.

Kelly has often considered following her mother into one of the helping professions.

Kelly has an ability to talk openly with people. She finds that this assists her in her managerial duties. She sees her ability to communicate openly as a shrewd behaviour. Kelly perceives her communication ability as a professional skill that brings good for all concerned.

Kelly sees her habit of following-up on promises as a strength in gaining credibility in Organisation A. Kelly makes sure that her follow-up attempts are conveyed to the person concerned, either by telephone, by email, in person or with a short note.

She thinks that all too often managers make promises and do not follow-through on them. This is due to poor organisation rather than poor character. Kelly puts everything else aside until she has made a concerted effort to carry through with promises she makes and to inform the person of her progress.

Kelly has integrated the value of gaining trust into her managerial values. This value is important in the Organisation A set of values. Making a promise to someone is a strong value within the Organisation A culture.

Techniques: 1. Line-by-line Analysis – open coding
 2. Affinity Grouping – concept building
 3. Constant comparisons- identifying properties

Text: Study 1 Subject 4 Interview 1

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A7.3 Open Coding for Business Acumen and 'Shrewdness'
(Study 1 Subject 4 Interview 1 Analysis 3)

Unit of Data	Open Coding
Talking about politics has prompted me to think about my early days as a manager.	EarlyCareer Kelly is prompted to discuss her early career as a manager.
I had been given a supervising position that was really to do with allocating assignments to a team of field workers.	EarlyCareer Kelly was in a supervisory position allocating work to field staff
I worked in the same office as Lloyd and I learned a lot about management from him.	ManEd Kelly learned management skills for Lloyd
Many of the tasks that he was concerned with were areas that I needed to learn, such as running a profit and loss centre and planning the work of a group of people.	ManEd Kelly learned about managing a profit and loss centre and planning work programmes
While he was quite shy and preferred to work alone there were many times when he would stop and explain things to me.	MentBeh While he was a quiet and shy person he would stop his activities to explain issues to Kelly
I had a bad car accident on the way to work one day and he was the first person to show up at the hospital. He was good like that. He was always prepared to stop what he was doing to help people.	MentBeh Lloyd was the first to arrive at the hospital when Kelly was involved in a serious MVA
My mother is a head nurse in a nursing home and I like the idea of helping people. I have thought many times about leaving management to go into counselling or nursing or one of the helping professions.	CareerChange Kelly has often considered following her mother into one of the helping professions
I think that one of my business strengths is my ability to talk with people. It seems to me that whatever the problem may be there is always a solution if you take the time to talk with the person.	CommSkill Kelly has an ability to talk openly with people. She finds that this assists her in her managerial duties.
I find that if I approach a person in a non-threatening, friendly way then that is the shrewdest thing I can do.	CommSkill She sees her ability to communicate openly as a shrewd behaviour.
I don't mean that I am being insincere, or just using	CommSkill

people, it is my approach that I believe is sincere and only aimed at achieving a good outcome for the person, myself and Organisation A.	Kelly perceives her communication ability as a professional skill that brings good for all concerned.
Another of my strengths is that I make sure I follow-up on any promise I make to people. Even if I can't deliver what I promised, I make sure that I follow-up on what I said I would.	Follow-up Kelly sees her habit of following-up on promises as a strength in gaining credibility in Organisation A
I also make sure that the person concerned knows what I have done. I will call them on the telephone or I prefer to go around and see them. If they are not in their usual place I will leave a short note.	Follow-up Kelly makes sure that her follow-up attempts are conveyed to the person concerned, either by telephone, by email, in person or with a short note.
I think that too many promises are made and broken. Not because managers are not true to their word, it is because they always seem to get caught up in other things	Follow-up Too often managers make promises and do not follow-through on them. This is due to poor organisation rather than poor character.
If I say that I will do something, I put everything aside until I have at least attempted to do what I said and then inform the person concerned about what I have done.	Follow-up Kelly puts everything else aside until she has made a concerted effort to carry through with promises she makes and to inform the person of her progress.
I was always taught by Lloyd that gaining trust with people is the most important managerial skill. We have really pushed that line in Organisation A.	GainTrust Kelly has integrated the value of gaining trust into her managerial values. This value is important in the Organisation A set of values.
Our "characters" put a lot of value on trust. These are the characters that I described to you when we were talking about the culture of Organisation A. We say that "we promise" to deliver.	Characters Making a promise to someone is a strong value within the Organisation A culture.

Technique: Affinity grouping of open codes – concept building

Eight separate open codes have been identified for business acumen from Kelly's transcript. The open codes and Kelly's characterisations are listed below.

1. *EarlyCareer – Early Career*

Kelly is prompted to discuss her early career as a manager.

Kelly was in a supervisory position allocating work to field staff

2. *ManEd – Management Education*

Kelly learned management skills for Lloyd. Kelly learned about managing a profit and loss centre and planning work programmes

3. *MentBeh – Mentor Behaviour*

While he was a quiet and shy person he would stop his activities to explain issues to Kelly

Lloyd was the first to arrive at the hospital when Kelly was involved in a serious MVA

4. *CareerChange – Career Change*

Kelly has often considered following her mother into one of the helping professions

5. *CommSkill – Communication Skill*

Kelly has an ability to talk openly with people. She finds that this assists her in her managerial duties.

She sees her ability to communicate openly as a shrewd behaviour.

Kelly perceives her communication ability as a professional skill that brings good for all concerned.

6. *Follow-up – Following-up on promises*

Kelly sees her habit of following-up on promises as a strength in gaining credibility in Organisation A

Kelly makes sure that her follow-up attempts are conveyed to the person concerned, either by telephone, by email, in person or with a short note.

Too often managers make promises and do not follow-through on them.

This is due to poor organisation rather than poor character.

Kelly puts everything else aside until she has made a concerted effort to carry through with promises she makes and to inform the person of her progress.

7. *GainTrust – Gaining Trust*

Kelly has integrated the value of gaining trust into her managerial values. This value is important in the Organisation A set of values.

8. *Characters – Workplace “Characters”*

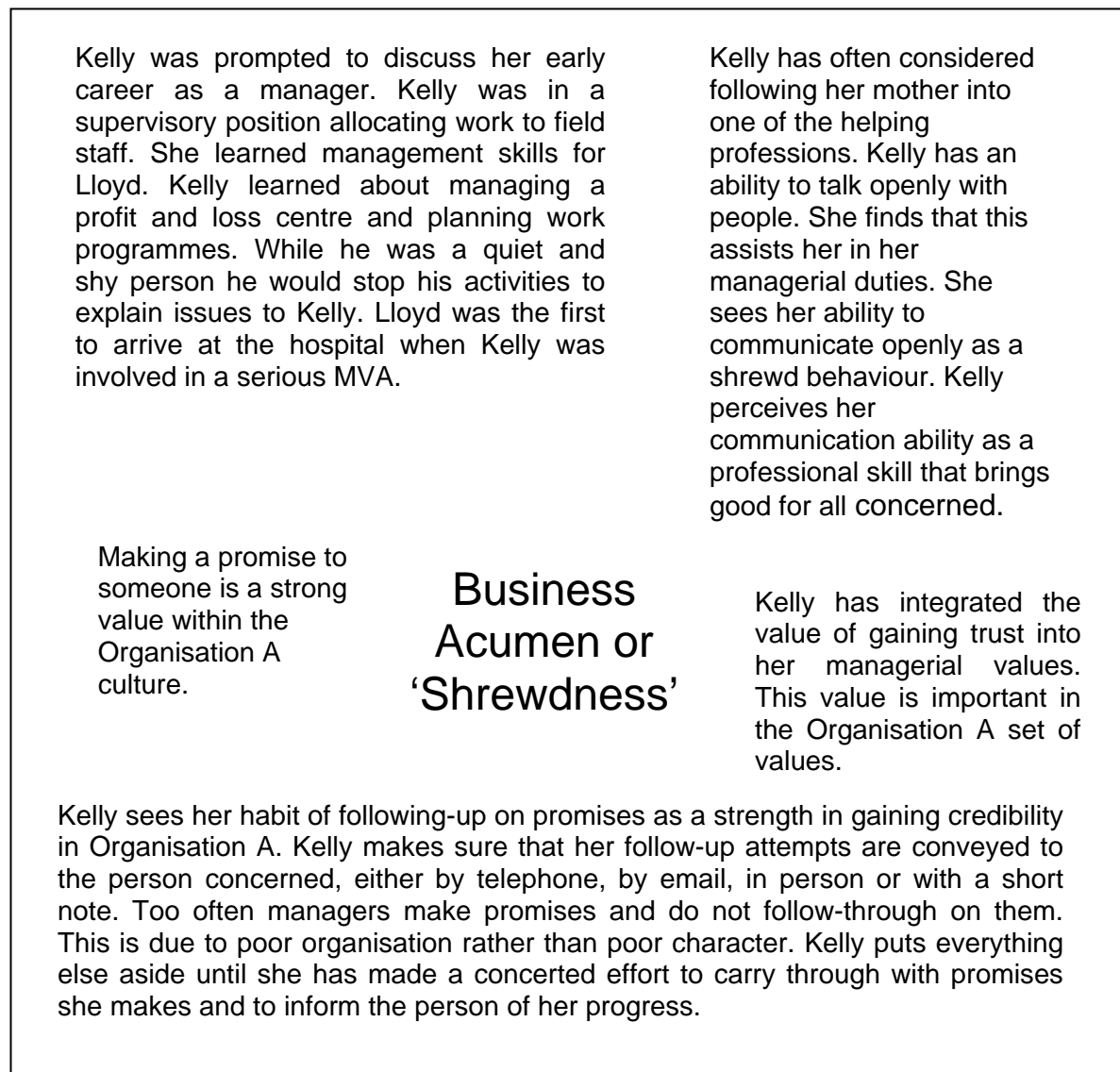
Making a promise to someone is a strong value within the Organisation A culture.

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, five properties are found to contribute to the characterisation of Kelly's conception of the category of business acumen or shrewdness.

Figure A7.3 Kelly's characterisation of business acumen or 'shrewdness'

(Study 1 Subject 4 Interview 1 Analysis 3)



Study 1 Subject 4 Interview 2 Analysis 1

This is the first part of the second interview with Kelly

Category: Interpersonal and Communication Skills

Summary of transcript findings

Grounded theory concept building

Interpersonal and Communication Skills findings

Kelly has developed through the ranks and also had extensive management training. She works consistently at maintaining rapport with team members. She likes being aware of each person's business perspectives.

Kelly creates an expectancy of equitable performance. She likes to emphasise this feature of her managership.

Kelly does not enjoy imposing an autocratic management style. On occasions she needs to deliver promulgations from above. Kelly prefers to take an active role by being involved with the work of others. This avoids being characterised as a lazy person. The planning workshop helped Kelly to develop a best practices approach to the business units operations. Kelly likes to be aware of team roles so as not to over-extend her team members. Kelly is concerned that major concerns could arise in team member performance if they are over-extended. Kelly likes to view herself as a collaborative manager. She likes to empower her team members to make their own decisions. Kelly likes to encourage team members to have ownership of their business efforts so as to promote a feeling of "mattering" to the business

Teamwork is autonomous¹⁵. Kelly signs off completed work. When she first arrived in this position the business unit was disorganised. Kelly needed to plan and organise the processes and procedures for successful team operations. An entire range of work practices needed to be planned and organised. The accounts clerk kept the business unit solvent through her efforts. A planning workshop provided the time for team planning and team morale building. The work of the business unit did not suit several people who decided to leave the unit to join other business units. The planning meeting achieved excellent outcomes in the development of team camaraderie. Kelly likes to encourage inclusion and the value of interdependency. Team members are encouraged to develop autonomy within the team environment. Kelly enjoys encouraging team members to accept responsibility for their own ideas

Techniques: 1. Line-by-line Analysis – open coding

¹⁵ In the sense of Kelley's (1995) idea of *followership*.

2. Affinity Grouping – concept building
3. Constant comparisons- identifying properties

Text: Study 1 Subject 4 Interview 2

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A7.4 Open Coding for Interpersonal and Communication Skills
(Study 1 Subject 4 Interview 2 Analysis 1)

Unit of Data	Open Coding
The things that I try to do to build rapport between myself and the staff in my department.	IntroStat Kelly focuses her attention onto this topic
I have developed slowly as a manager, having come up through the ranks. I have also had a solid foundation of management training that has assisted me.	ManInfluences Kelly has developed through the Ranks and also had extensive management training
I look at building rapport with my team members on a daily basis.	RappMaint Kelly works consistently at maintaining rapport with team members
I try to see the business running from their perspective, more than just my own. I like to find how they perceive how the business works, how it is run, what is involved in each task.	RoleAware She likes and being aware of each person's business perspectives
Once I have worked out the duties of each person I try to create an awareness with them that I do not expect any more of them than I would put in myself.	RoleExpect Kelly creates an expectancy of equitable performance
That's one of the main points I try to get across to them.	RoleExpect She likes to emphasise this feature of her managership
I attempt to keep away from any form of autocratic management style with them.	ManRole Kelly does not enjoy imposing an autocratic management style
However, there are times when I do need to act that way, because of policies from above or other such things	ManRole On occasions she needs to deliver promulgations from above
I also make it clear that I understand what they do, because I think that it is really important. I often think	ManRole Kelly prefers to taking an active

that there are team members have the idea that managers sit around all day talking. They think that managers do little apart from delegating tasks to each person	role by being involved with the work of others. This avoids being characterised as a lazy person.
Because we are a small team ¹⁶ we have to work as one unit. It is not as though we can pass work to one section or other, it usually stays with the same person until it is signed off by me.	TeamWork Teamwork is autonomous. Kelly signs off completed work
When I first started in this unit it was really quite messy. There were too many loose ends.	TeamWork When she first arrived in this position the business unit was disorganised
There were many tasks that people did not know what to do, or simply did not want to do them. I had to sit down and work out what processes and procedures needed doing.	TeamWork Kelly needed to plan and organise the processes and procedures for successful team operations
What generated the best possible income for Organisation A, what needed to be done according to the relevant legislation, what could be achieved by each team member in an allocated time and so on.	TeamWork An entire range of work practices needed to be planned and organised
Probably the best organised person was the accounts clerk. She kept us solvent despite many organisational difficulties.	TeamRole The accounts clerk kept the business unit solvent through her efforts.
We held a planning workshop where we worked out the best ways to do things. This also contributed greatly to raising team morale.	TeamWork A planning workshop provided the time for team planning and team morale building
It also directly influenced two or three people who really didn't want to be part of the team. They told me frankly and that was fine with me.	TeamWork The work of the business unit did not suit several people who decided to leave the unit to join other business units.
It also had the effect of helping me to decide what I thought would be best in the overall organisational planning.	ManRole The planning workshop helped Kelly to develop a best practices approach to the business units operations
The buy-in was excellent. Everyone contributed and it was clear to everyone that I was very much part of the team effort.	TeamWork The planning meeting achieved excellent outcomes in the development of team camaraderie
Probably the main reason I do things that way is because I don't want to just delegate tasks to people without knowing what's involved in fear of overloading them.	ManRole Kelly likes to be aware of team roles so as not to over-extend her team members

¹⁶ Usually six or seven

I worry that they feel they are not able to come and tell me they are overloaded and it just grows into a much bigger problem.	ManRole Kelly is concerned that major concerns could arise in team member performance if they are over-extended.
I guess that is one of the main things I have to build a rapport there, try and break away a little bit from that situation where the manager is just the manager.	ManRole Kelly likes to view herself as a collaborative manager
I have tried to also use the skills I have learnt through my management course and business experience and through actually trying to instil in them or reduce the fear of making their own decisions.	ManRole Kelly likes to empower her team members to make their own decisions
Actually taking new tasks on themselves, accepting new challenges, coming up with new ideas, improvements, changes.	TeamRoles Team members are encouraged to develop autonomy within the team environment
If they see something they don't believe is working, try to keep the door open, I do keep my office open, to encourage them to come in and talk it over, go through different ways of doing things and really try to get them to come up with some solutions themselves.	TeamRoles Kelly enjoys encouraging team members to accept responsibility for their own ideas
I guess in doing those sorts of things convey to them that I am not actually putting my arms around it saying it's mine and nobody has any input into it, I am actually calling for input from each and everyone of them, trying to make them feel a part of the business, where as previously I think they were left to their own devices and purely sitting there churning things out.	ManRole Kelly likes to encourage team members to have ownership of their business efforts so as to promote a feeling of "mattering" to the business
So I am trying to create that atmosphere that we are all together as a team and if we don't all pull together than it is going to fall over.	TeamWork Kelly likes to encourage inclusion and the value of interdependency
That's basically what I am trying to do.	CloseStat Kelly concludes her discourse for this topic

Technique: Affinity grouping of open codes – concept building

Seven¹⁷ separate open codes have been identified for interpersonal and communication skills from Kelly's transcript. The open codes and Kelly's characterisations are listed below.

1. *IntroStat – Introductory Statement*

Kelly focuses her attention onto this topic

2. *ManInfluences – Management Influences*

Kelly has developed through the ranks and also had extensive management training

3. *RappMaint – Maintaining Rapport*

Kelly works consistently at maintaining rapport with team members

4. *RoleAware – Role Awareness*

She likes being aware of each person's business perspectives

5. *RoleExpect – Role Expectations*

Kelly creates an expectancy of equitable performance

She likes to emphasise this feature of her managership

6. *ManRole – Management Role*

Kelly does not enjoy imposing an autocratic management style

On occasions she needs to deliver promulgations from above

Kelly prefers to taking an active role by being involved with the work of others. This avoids being characterised as a lazy person.

The planning workshop helped Kelly to develop a best practices approach to the business units operations

Kelly likes to be aware of team roles so as not to over-extend her team members

Kelly is concerned that major concerns could arise in team member performance if they are over-extended.

Kelly likes to view herself as a collaborative manager

Kelly likes to empower her team members to make their own decisions

Kelly likes to encourage team members to have ownership of their business efforts so as to promote a feeling of "mattering" to the business

7. *TeamWork*

Teamwork is autonomous. Kelly signs off completed work

When she first arrived in this position the business unit was disorganised

Kelly needed to plan and organise the processes and procedures for successful team operations

An entire range of work practices needed to be planned and organised

The accounts clerk kept the business unit solvent through her efforts.

A planning workshop provided the time for team planning and team morale building

The work of the business unit did not suit several people who decided to leave the unit to join other business units.

¹⁷ Numbers 1 and 7 have been omitted as they are organising statements.

The planning meeting achieved excellent outcomes in the development of team camaraderie
Kelly likes to encourage inclusion and the value of interdependency

8. *TeamRoles – Team Roles*

Team members are encouraged to develop autonomy within the team environment
Kelly enjoys encouraging team members to accept responsibility for their own ideas

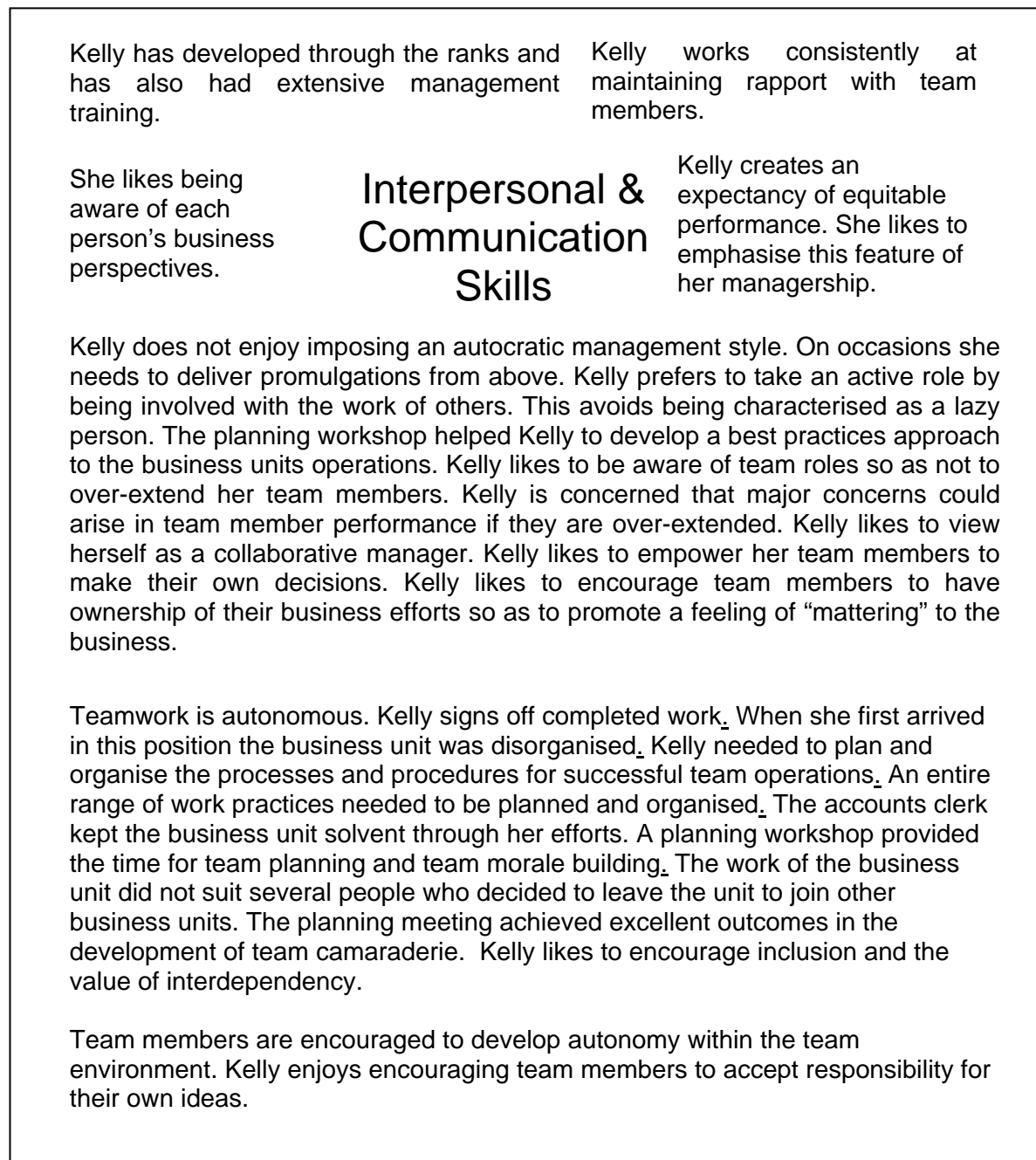
9. *CloseStat – Closing Statement*

Kelly concludes her discourse for this topic

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, four properties are found to contribute to the characterisation of Kelly's conception of the category of interpersonal and communication skills.

Figure A7.4 Kelly's characterisation of interpersonal and communication skills
(Study 1 Subject 4 Interview 2 Analysis 1)



Study 1 Subject 4 Interview 2 Analysis 2

This is the second part of the second interview with Kelly.

Category: Political Skills

Summary of transcript findings

Grounded theory concept building

Political Skills findings

Kelly is aware that her relationship with senior corporate managers interferes with the relationships with her peers

Kelly believes that she is unintentionally disadvantaged politically by her association with senior corporate managers

Kelly likes to play the political game without pretence

She thinks that she struggles with her straightforward, open political stance

When it comes to organisational politics, Kelly prefers to tell it like it is

Others seem to enjoy the dissimulative aspects of political life – pretending that everything is fine!

Kelly is comfortable talking with any person at any level of employment

Kelly respects people for who they are, not what they are

The MD is not particularly comfortable in talking with other people but he is at ease when talking with Kelly.

Forming rapport with a wide range of people within Organisation A is important to Kelly
Forming rapport is as important to interpersonal and communication skill as it is to political skill

Techniques: 1. Line-by-line Analysis – open coding
 2. Affinity Grouping – concept building
 3. Constant comparisons- identifying properties

Text: Study 1 Subject 4 Interview 2

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A7.5 Open Coding for Political Skills
(Study 1 Subject 4 Interview 2 Analysis 2)

Unit of Data	Open Coding
I know that sometimes the trust level at the service level is compromised sometimes, with my colleagues	RoleConfl Kelly is aware that her relationship with senior corporate managers interferes with the relationships with her peers
because of those relationships that I have, it's seen as a negative political move, when it's not intended to be that way.	RoleConfl Kelly believes that she is unintentionally disadvantaged politically by her association with senior corporate managers
Keep it real. I don't believe in white washing in it and putting all this warm fuzzy stuff over the top.	PolitReal Kelly likes to play the political game without pretence
I think that's something I struggle with in the service business and the rest of my management team,	PolitReal She thinks that she struggles with her straightforward, open political stance
because sometimes they want to bring the warm fuzzy stuff in and I struggle with that.	PolitDissim Others seem to enjoy the dissimulative aspects of political life – pretending that everything is fine!
I believe just to keep it real and report how it is, I am pretty black and white.	PolitReal When it comes to organisational politics, Kelly prefers to tell it like it is
I like to think I talk to people whether it be at national, state, my direct reports or the receptionist, who reports to me, I talk to them on the same level, I don't discriminate according to their position.	SocConf Kelly is comfortable talking with any person at any level of employment
I still hold respect for them, not because of their title. I talk to the lady at reception like I talk to the MD.	SocConf Kelly respects people for who they are, not what they are
I think sometimes the MD is a little uncomfortable	EaseRapp

about that, I see that in his body language, but he comes around and we end up talking like we are on a weekend.	The MD is not particularly comfortable in talking with other people but he is at ease when talking with Kelly
To me that's important, and I know to the receptionist that's important or to the Administration it is important.	EaseRapp Forming rapport with a wide range of people within Organisation A is important to Kelly
Maybe that is getting back to your other question regarding rapport.	EaseRapp Forming rapport is as important to interpersonal and communication skill as it is to political skill

Technique: Affinity grouping of open codes – concept building

Five separate open codes have been identified for political skills from Kelly's transcript. The open codes and Kelly's characterisations are listed below.

1. *RoleConfl – Role Conflict*

Kelly is aware that her relationship with senior corporate managers interferes with the relationships with her peers
Kelly believes that she is unintentionally disadvantaged politically by her association with senior corporate managers

2. *PolitReal – Political Reality*

Kelly likes to play the political game without pretence
She thinks that she struggles with her straightforward, open political stance
When it comes to organisational politics, Kelly prefers to tell it like it is

3. *PolitDissim – Political Dissimulation*

Others seem to enjoy the dissimulative aspects of political life – pretending that everything is fine!

4. *SocConf – Social Confidence*

Kelly is comfortable talking with any person at any level of employment
Kelly respects people for who they are, not what they are

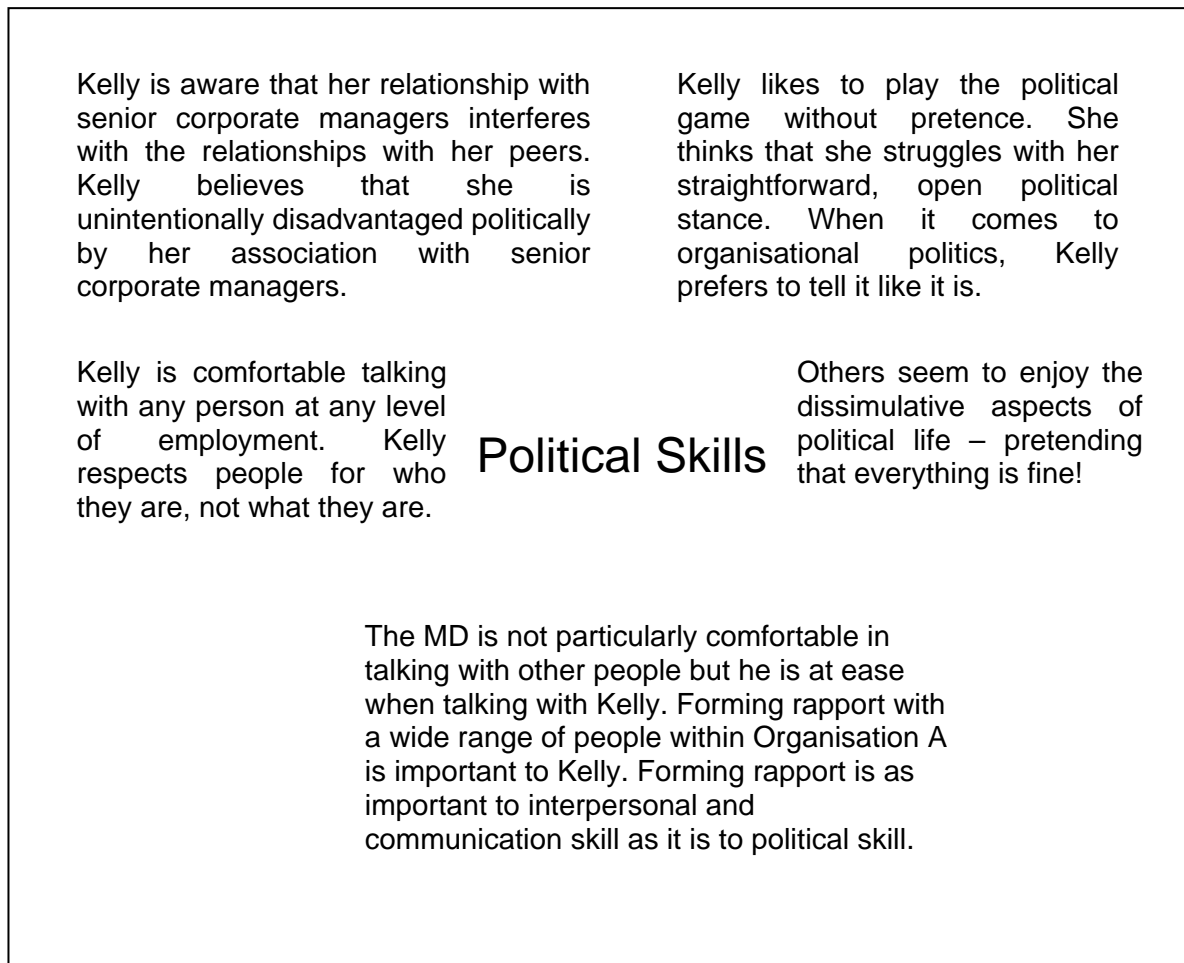
5. *EaseRapp – Ease of Rapport*

The MD is not particularly comfortable in talking with other people but he is at ease when talking with Kelly
Forming rapport with a wide range of people within Organisation A is important to Kelly
Forming rapport is as important to interpersonal and communication skill as it is to political skill

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, five properties are found to contribute to the characterisation of Kelly's conception of the category of political skills.

Figure A7.5 Kelly's characterisation of political skills
(Study 1 Subject 4 Interview 2 Analysis 2)



Study 1 Subject 4 Interview 2 Analysis 3

This is the third part of the second interview with Kelly.

Category: Business Acumen, 'Shrewdness'

Summary of transcript findings

Grounded theory concept building

Business Acumen, 'Shrewdness' findings

Kelly had far more interaction with clients than she did with staff members. This was because of her role in one of the pre-merger Organisation A firms

When negotiating with difficult clients, Kelly would usually permit them to present their views without interruption. When they finished presenting their views she would ask factual questions. Kelly would not take the emotional tirades personally. She would focus on identifying the problem. These clients will calm down once they recognise that your role is to solve their difficulty. This is Kelly's approach. She has found that it is common for clients with difficult problems to be passed from person to person

Once you have identified the problem it is important to keep ownership of the problem and not pass it on elsewhere. She informs the client that she has the client's details and will handle the problem herself. Kelly informs the client of her proposed action and the name of the person who will solve the problem. She later rings the client and discusses the proposed plan of action that will resolve the clients problem. She will make a follow-up call to ensure that the problem has been rectified to the client's satisfaction. This aspect of business life is generally poorly observed. Clients appreciate the fact that one individual takes ownership of the difficulty. Kelly undertakes to take ongoing responsibility for business with that client. She believes that clients appreciation this attention. Kelly believes that this type of attention takes considerable time and effort but that is the nature of her work.

Kelly thinks that business depends on providing good service to clients. Without clients there is no business.

- Techniques:** 1. Line-by-line Analysis – open coding
 2. Affinity Grouping – concept building
 3. Constant comparisons- identifying properties

Text: Study 1 Subject 4 Interview 2

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A7.6 Open Coding for Business Acumen and 'Shrewdness'
 (Study 1 Subject 4 Interview 2 Analysis 3)

Unit of Data	Open Coding
I had not had a lot of experience with staff members, so probably more so with clients than anything else, because in the early part I had numerous of them left over from the previous regime.	ClientInter Kelly had far more interaction with clients than she did with staff members. This was because of her role in one of the pre-merger Organisation A firms
Pretty much what I do is sit there and let them get it off their chest. I try and not interrupt them or talk over the top.	DiffClients When negotiating with difficult clients, Kelly would usually permit them to present their views without interruption
Once they have finished their venting I ask questions and stick to the facts.	DiffClients When they finished presenting their views she would ask factual questions
At all times I try and not take it personally, and attempt to get to the core of the problem, by asking specific types of questions.	DiffClients Kelly would not take the emotional tirades personally. She would focus on identifying the problem.
You will then find that the customer will start to calm down once they realise you are delving into the problem in an attempt to fix the problem.	DiffClients These clients will calm down once they recognise that your role is to solve their difficulty
I think the most important thing is if you have discovered the ultimate problem and it turns out to be not related to your department, not to pass the person on.	ProcResol Once you have identified the problem it is important to keep ownership of the problem and not pass it on elsewhere

This is my personal opinion, because you usually find that they have already been to half a dozen people already	DiffClients This is Kelly's approach. She has found that it is common for clients with difficult problems to be passed from person to person
I normally tell them that it's not my department that looks after that; however, you have given me all the necessary information and I have your phone number.	ProcResol She informs the client that she has the client's details and will handle the problem herself
I will then advise them what action I will take and who I will be discussing the problem with.	ProcResol Kelly informs the client of her proposed action and the name of the person who will solve the problem
Once I have done this, I make sure that I ring the client with the problem immediately, advising them who I have spoken to, who will be contacting them and what will happen.	ProcResol She later rings the client and discusses the proposed plan of action that will resolve the clients problem
I then ensure that I make a follow up call to ensure that the problem was solved to their satisfaction with the outcome or with the person they spoke to.	ProcResol She will make a follow-up call to ensure that the problem has been rectified to the client's satisfaction
In my opinion when a person does ring up with a problem they are usually at a point where they have been through six or seven people and they are at the point where they feel they are only a number and no body cares	ProcResol This aspect of business life is generally poorly observed
I think they really appreciate it when the same person listens to their problem, and goes back to them	ProcResol Clients appreciate the fact that one individual takes ownership of the difficulty
I also tell them that if they have any further problems they can contact me direct, even though it doesn't relate to me, I can go and see the person that can solve the problem for them. They usually like to know that there is one person that cares a little bit.	ProcResol Kelly undertakes to take ongoing responsibility for business with that client. She believes that clients appreciation this attention
This type of service is takes up a lot of your time, therefore you need to be committed to your job; however I feel that is what we are here for and what we are paid to do.	ProcResol Kelly believes that this type of attention takes considerable time and effort but that is the nature of her work
I actually see it as giving the customer good service because that's what our business is all about, because without clients you would not have anything.	GoodServ Kelly thinks that business depends on providing good service to clients. Without clients there is no business.

Technique: Affinity grouping of open codes – concept building

Four separate open codes have been identified for business acumen from Kelly's transcript. The open codes and Kelly's characterisations are listed below.

1. *ClientInter – Client Interaction*

Kelly had far more interaction with clients than she did with staff members. This was because of her role in one of the pre-merger Organisation A firms

2. *DiffClients – Difficult Clients/Clients with Difficulties*

When negotiating with difficult clients, Kelly would usually permit them to present their views without interruption

When they finished presenting their views she would ask factual questions

Kelly would not take the emotional tirades personally. She would focus on identifying the problem.

These clients will calm down once they recognise that your role is to solve their difficulty

This is Kelly's approach. She has found that it is common for clients with difficult problems to be passed from person to person

3. *ProcResol – Process Resolution*

Once you have identified the problem it is important to keep ownership of the problem and not pass it on elsewhere

She informs the client that she has the client's details and will handle the problem herself

Kelly informs the client of her proposed action and the name of the person who will solve the problem

She later rings the client and discusses the proposed plan of action that will resolve the clients problem

She will make a follow-up call to ensure that the problem has been rectified to the client's satisfaction

This aspect of business life is generally poorly observed

Clients appreciate the fact that one individual takes ownership of the difficulty

Kelly undertakes to take ongoing responsibility for business with that client. She believes that clients appreciate this attention

Kelly believes that this type of attention takes considerable time and effort but that is the nature of her work

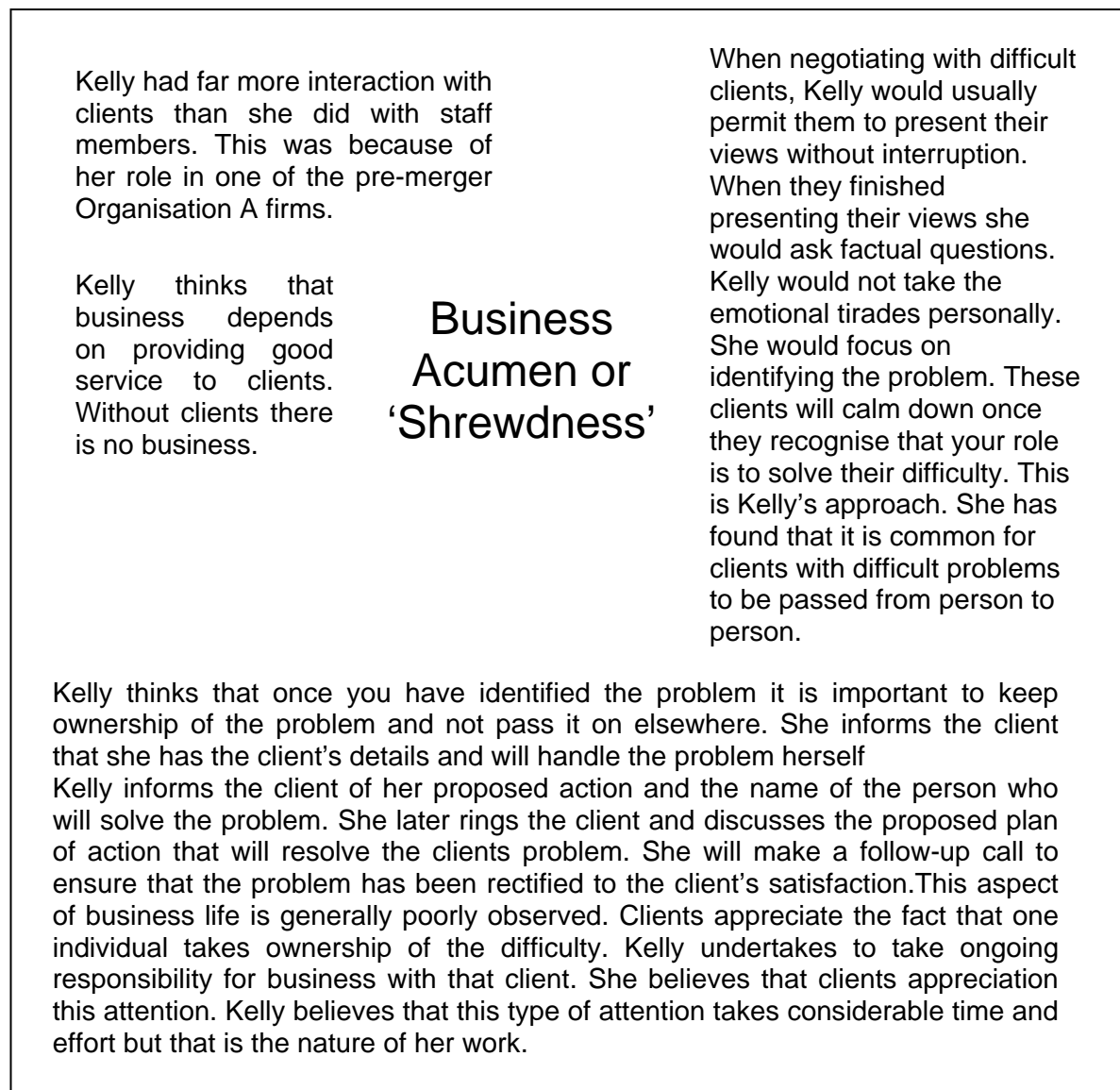
4. *GoodServ*

Kelly thinks that business depends on providing good service to clients. Without clients there is no business.

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, four properties are found to contribute to the characterisation of Lloyd's conception of the category of business acumen or shrewdness.

Figure A7.6 Kelly's characterisation of business acumen or 'shrewdness'
(Study 1 Subject 4 Interview 2 Analysis 3)



Study 1 Subject 4 Interview 3 Analysis 1

This is the first part of the third interview with Kelly.

Category: Interpersonal and Communication Skills

Summary of transcript findings

Grounded theory concept building

Interpersonal and Communication Skills findings

Kelly wishes to discuss her interpersonal and communication skills by introducing a recent vignette concerning a young woman who works as an Administrative Assistant in her business unit. This young woman is described as being strong-willed and obstinate.

This individual started to wear very strong perfume that distracted her work colleagues. It did not concern Kelly too much at the time. The issue came to a head when her work colleagues insisted that she do something about the perfume. They threatened union action. She organised a discussion in private with this individual and denied any organisational difficulty. Kelly discussed the perfume issue with the worker. The individual reacted abruptly and asked to leave the room. Kelly later apologised to the person. The worker arrived the next morning but left at lunchtime. The young woman was not wearing perfume on the following Monday. She was cheerful and talkative. Kelly asked why she had stopped wearing the perfume. She said that it was from her boyfriend, a service technician, who also worked in Organisation A. The individual had decided to break away from her boyfriend and accept a social engagement from one of the Project Managers who worked for Organisation A. After the weekend engagement with the Project Manager, the woman decided not to wear the perfume again.

Kelly tries to remain pleasant with her work team. She is approachable. She likes to be informed on their particular needs. Kelly knows a lot of the personal background of her work team. Kelly prefers to remain flexible but in this case she was aware that this person was being insensitive to the rights of other team members. Kelly wanted to be sensitive to the individual, to not offend her and yet needed to be responsive to the entire team. Kelly decided to avoid causing offence and also rehearsed how she might introduce the offensive perfume topic. Kelly regarded this case study as indicative of her management approach to interpersonal and communication skills

Kelly takes care not to offend staff members by addressing issues rather than personalities. She prefers to discuss the quality of their work. She seeks clarification before making any decision. She seeks solutions rather than emphasising problems. Kelly has found it necessary to dismiss only one person in her career as a manager.

Kelly consulted with her own manager. They discussed key aspects of the situation and agreed that a direct approach would be best. Kelly consulted with her manager who informed her that he sought legal advice from their retained lawyer who said that wearing overly-strong perfume could be construed as a bullying offence. Kelly provided her with positive personal comments.

- Techniques:** 1. Line-by-line Analysis – open coding
 2. Affinity Grouping – concept building
 3. Constant comparisons- identifying properties

Text: Study 1 Subject 4 Interview 3

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A7.7 Open Coding for Interpersonal and Communication Skills
(Study 1 Subject 4 Interview 3 Analysis 1)

Unit of Data	Open Coding
Can I discuss a difficult encounter that I had recently with a young team member and how I dealt with this problem?	CaseStudy Kelly wishes to discuss her interpersonal and communication skills by discussing a recent vignette
I try to be a nice manager and consider that each individual has his or her own particular needs. I am very approachable so I know all my staff very well.	ManApproach Kelly tries to remain pleasant with her work team. She is approachable. She likes to be informed on their particular needs.
I know a lot about the backgrounds of my staff.	ManApproach Kelly knows a lot of the personal background of her work team
And when I approach somebody on a difficult issue I tread carefully and don't direct the question to the person but to the issue. I don't denigrate a person.	DiffIss Kelly takes care not offend staff members by addressing issues rather than personalities
I talk about the quality of their work. I ask them for clarification before making any decision so that I can get their point of view.	DiffIss She prefers to discuss the quality of their work. She seeks clarification before making any decision
I look for solutions rather than emphasise problems.	DiffIss She seeks solutions rather than emphasising problems
I have only ever had cause to have one person sacked. Although she was very efficient she just did not get on with anyone else and always caused a turmoil within the team.	DiffIss Kelly has found it necessary to dismiss only one person in her career as a manager

I could describe the person this week as very strong-willed who really needs convincing before she is willing to change.	CaseStudy This young woman is strong-willed and obstinate
The issue is, while I am really flexible with the way that people behave, within limits of course, this one insisted on being completely insensitive to my team members' rights	ManApproach Kelly prefers to remain flexible but in this case she was aware that this person was being insensitive to the rights of other team members
You may find this to be hard to understand but she started to wear very powerful perfume. This perfume was so strong that those around her frequently mentioned it to me. At first I did nothing because I did not think that her perfume was a distraction. I was aware of the perfume but I did not sit anywhere near her so it did not distract me.	CaseStudy This individual started to wear very strong perfume that distracted her work colleagues. It did not concern Kelly too much at the time
The issue came to a head when three of my team members approached me and said that if I did nothing they would approach the Union to have the matter settled.	CaseStudy The issue came to a head when her work colleagues insisted that I do something about the perfume. They threatened union action
This issue brought up all of my management skills because I had to be sensitive to her needs, because I didn't want to offend her, and yet I had to be responsive to the team as a whole. I did not want to act so as to cause an inflammation of the situation.	ManApproach Kelly wanted to be sensitive to the individual, to not offend her and yet needed to be responsive to the entire team.
I spoke with Andrew, who was my manager. He had never of anything like this before and did not think I was serious at first. Andrew and I have a close relationship and he soon started to treat me seriously. We talked about the different outcomes that might occur but decided that a direct approach to this woman would be the most appropriate approach.	ManConsult Kelly consulted with her own manager. They discussed key aspects of the situation and agreed that a direct approach would be best.
In keeping with my own ideas about work relationships I was careful not to use language that might offend her personally. I rehearsed the idea that I would discuss the effects of her strong perfume of other people, including myself.	ManApproach Kelly decided to avoid causing offence and also rehearsed how she might introduce the offensive perfume topic
Well, I asked her to come to have a talk with me over coffee in the conference room. She asked if anything was wrong and I said "not really, I want to have a discussion on how you are working".	CaseStudy She organised a discussion in private and denied any organisational difficulty
When we started I praised her on her work and on how well she dressed. She always looked great.	PosStats Kelly provided her with positive personal comments

I then talked about her perfume and how several of her colleagues, including myself, found it to be too strong.	CaseStudy Kelly discussed the perfume issue with the worker
Well she didn't like that at all. She told me that that was her business and that I had no right to discuss personal matters. She asked if she could go and I agreed.	CaseStudy The individual reacted abruptly and asked to leave the room
After a few minutes I went to her work station and apologised but it was obvious that I was in the bad books.	CaseStudy Kelly later apologised to the person
That was a Thursday. She came to work on Friday still wearing the strong perfume and she left around 1.00 pm saying that she had a medical appointment.	CaseStudy The worker arrived the next morning but left at lunchtime
I rang Andrew over the weekend telling him what I had done and we discussed what I could do about the situation. He told me that he had made enquiries in case there was a possible industrial dispute and had been told by the company lawyer that wearing perfume that was too strong had been used in a case of bullying.	ManConsult Kelly consulted with her manager who informed her that he sought legal advice from their retained lawyer who said that wearing overly-strong perfume could be construed as a bullying offence.
When we returned on Monday she wasn't wearing the perfume. She was also cheerful and chatted a lot to her friends.	CaseStudy The young woman was not wearing perfume on the following Monday. She was cheerful and talkative.
On the Tuesday I asked her what made her change her mind. She said that her boyfriend had given her the perfume and that she wore it for him. He was a technician in our Service Department.	CaseStudy Kelly asked why had she stopped wearing the perfume. She said that it was from her boyfriend, a service technician, who also worked in Organisation A
After our discussion on Thursday she decided that she would do what she had wanted to do. She accepted a social engagement with one of the Project Managers.	CaseStudy The individual had decided to break away from her boyfriend and accept a social engagement from one of the Project Managers who worked for Organisation A
After that weekend she didn't need to wear the perfume any longer.	CaseStudy After the weekend engagement with the Project Manager, the woman decided not to wear the perfume again.
I thought that would be a good story because it showed that by being straightforward with this team member I was able to achieve a good outcome for everyone, even though I don't know how much was my influence and how much was to do with the ending of the relationship she had with	ManApproach Kelly regarded this case study as indicative of her management approach to interpersonal and communication skills

her boyfriend.	
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Technique: Affinity grouping of open codes – concept building

Five separate open codes have been identified for interpersonal and communication skills from Kelly's transcript. The open codes and Kelly's characterisations are listed below.

1. CaseStudy – Case Study

Kelly wishes to discuss her interpersonal and communication skills by discussing a recent vignette
This young woman is strong-willed and obstinate
This individual started to wear very strong perfume that distracted her work colleagues. It did not concern Kelly too much at the time
The issue came to a head when her work colleagues insisted that I do something about the perfume. They threatened union action
She organised a discussion in private and denied any organisational difficulty
Kelly discussed the perfume issue with the worker
The individual reacted abruptly and asked to leave the room
Kelly later apologised to the person
The worker arrived the next morning but left at lunchtime
The young woman was not wearing perfume on the following Monday. She was cheerful and talkative.
Kelly asked why had she stopped wearing the perfume. She said that it was from her boyfriend, a service technician, who also worked in Organisation A
The individual had decided to break away from her boyfriend and accept a social engagement from one of the Project Managers who worked for Organisation A
After the weekend engagement with the Project Manager, the woman decided not to wear the perfume again.

2. ManApproach – Management Approach

Kelly tries to remain pleasant with her work team. She is approachable. She likes to be informed on their particular needs.
Kelly knows a lot of the personal background of her work team
Kelly prefers to remain flexible but in this case she was aware that this person was being insensitive to the rights of other team members
Kelly wanted to be sensitive to the individual, to not offend her and yet needed to be responsive to the entire team.
Kelly decided to avoid causing offence and also rehearsed how she might introduce the offensive perfume topic
Kelly regarded this case study as indicative of her management approach to interpersonal and communication skills

3. DiffIss – Difficult Issue

Kelly takes care not offend staff members by addressing issues rather than personalities
She prefers to discuss the quality of their work. She seeks clarification before making any decision
She seeks solutions rather than emphasising problems
Kelly has found it necessary to dismiss only one person in her career as a manager

4. ManConsult – Manager Consultation

Kelly consulted with her own manager. They discussed key aspects of the situation and agreed that a direct approach would be best. Kelly consulted with her manager who informed her that he sought legal advice from their retained lawyer who said that wearing overly-strong perfume could be construed as a bullying offence

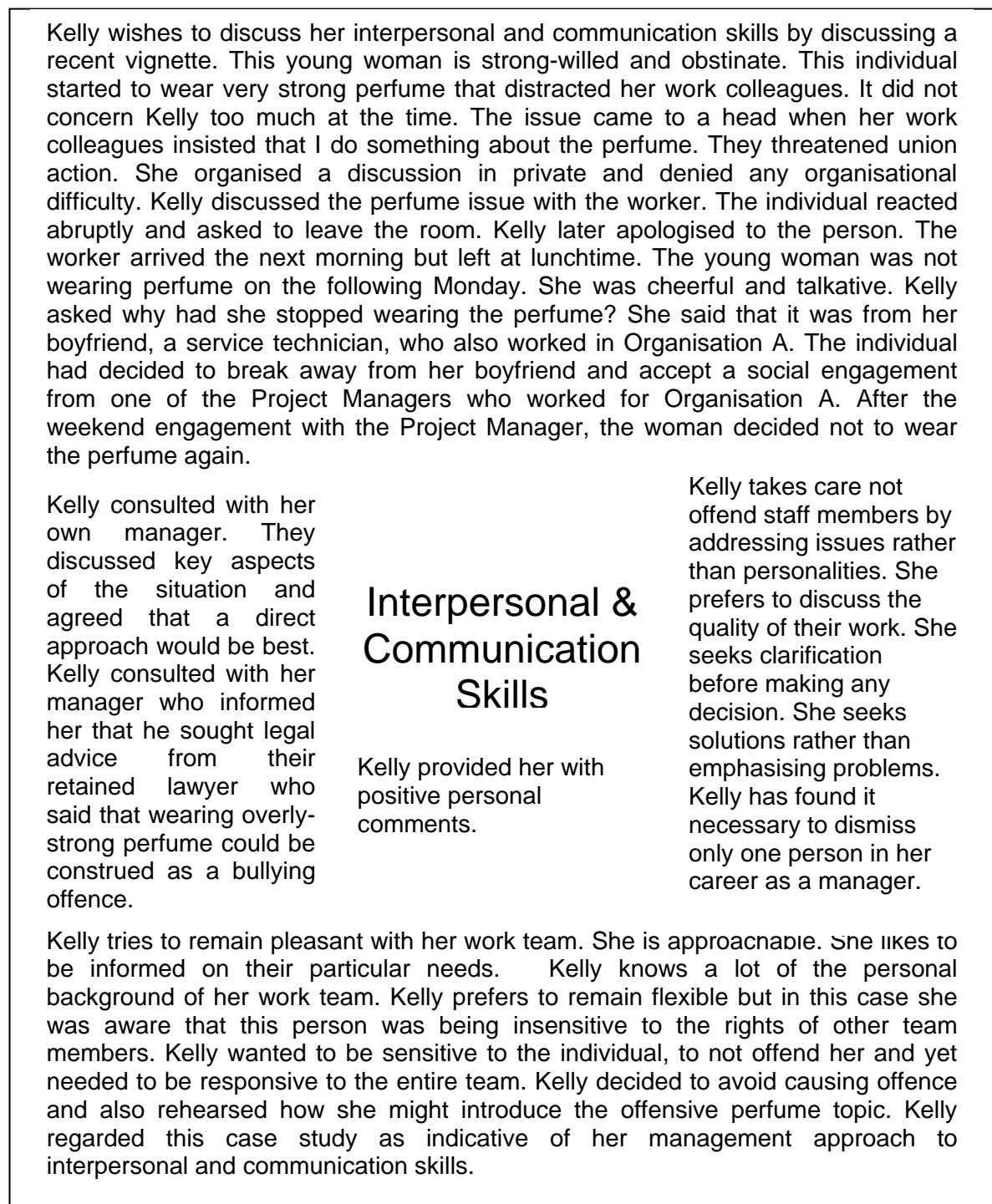
5. *PosStats – Positive Statements*

Kelly provided her with positive personal comments

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, four properties are found to contribute to the characterisation of Kelly's conception of the category of interpersonal and communication skills.

Figure A7.7 Kelly's characterisation of interpersonal and communication skills
(Study 1 Subject 4 Interview 3 Analysis 1)



Study 1 Subject 4 Interview 3 Analysis 2

This is the second part of the third interview with Kelly.

Category: Political Skills

Summary of transcript findings

Grounded theory concept building

Political Skills findings

Kelly wished to discuss two different managers for her political skills interview. Kelly prefers not to discuss a female manager as she has only ever had one female manager so she will discuss two male managers. Both managers had the same qualifications, the same structural power, the same access to team information, and the same organisational networks. The same position was held successively by two individuals with very different managerial styles. Both senior managers were part of the senior management team so were part of the political arena of Organisation A

Each manager had completely different approaches and hence differing success in their influencing ability. The first manager was open and honest. He had a high work ethic and good business judgement. He was firm and fair. If we made a mistake he would tell us but never made it the basis of a personal reproach. Paul had risen to his position by working his way up through the hierarchy. He took extended leave to care for his sick wife. Manager One liked to know what was going on in all the sections that reported to him. This allowed him to be decisive when called upon.

The second manager was very political. He took the credit for our best work, he spread untruths about individuals. He favoured different people at different times. Over fifty percent of the work-team left the organisation due to Manager Two's political style. Manager Two had risen through the ranks of the British Army.

Manager Two formed close coalitions with Head Office Managers. Manager Two took main allocation tasks for himself. This gave him added political influence. These were usually performed by his secretaries. Paul would have assigned these roles to junior managers to assist in their career development.

Manager Two would hold training sessions in areas known to his team members. These training sessions provoked resentment. Manager Two was only interested in obtaining good results. Otherwise intelligent and successful managers left because they did not have the necessary political knowledge to cope with Manager Two's political approach to running a business unit.

The management team was oblivious to Manager Two's political style. No one was prepared for his approach. Manager One was far more people-oriented. Manager Two was politically motivated. He treated his team members as pawns in his own political game. Manager One was well-liked while manager Two was disliked

Kelly learned a lot from both managers. She has learned a lot about politics because of having two managers with markedly different political styles.

Techniques: 1. Line-by-line Analysis – open coding

2. Affinity Grouping – concept building
3. Constant comparisons- identifying properties

Text: Study1 Subject 4 Interview 3

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A7.8 Open Coding for Political Skills
(Study 1 Subject 4 Interview 3 Analysis 2)

Unit of Data	Open Coding
I thought today that I would like to discuss two different managers that I have had in the past five years here at Organisation A	CaseApproach Kelly wishes to discuss two different managers for her political skills interview
I was going to compare one female manager and one male manager but after talking with a colleague I have decided to discuss two male managers.	TwoCases Kelly will discuss two male managers
I have only had one female manager so I didn't want to cause any embarrassment by discussing her.	CaseApproach Kelly prefers not to discuss a female manager as she has only ever had one female manager
Several years ago the role of National Operations Manager was filled by two very different characters. One manager took extended leave and was replaced by another manager.	SamePos The same position was held successively by two individuals with very different managerial styles
They were both part of the senior management team so both were definitely part of the political arena of this organisation	SMT Both senior managers were part of the senior management team so were part of the political arena of Organisation A
The way that they worked was quite different. You could say that they were at opposite ends of the scale when it came to how successfully they influenced the team of that time. They were very different in their approaches.	DiffApproach Each manager had completely different approaches and hence differing success in their influencing ability
"Pat" was very open and honest with us. He worked hard and we all admired his judgement. I liked him because he was fair and firm. If we made	ManOne The first manager was open and honest. He had a high work ethic

a mistake he let us know but he never made it personal.	and good business judgement. He was firm and fair. If we made a mistake he would tell us but never made it the basis of a personal reproach.
The second manager, "Ron" was the opposite. He was very political, he took the credit for our best work, he said untruthful things about people in senior management meetings and he had favourites. His favourites changed rapidly and one day you might be invited to lunch with an important client and at another time you would not even get a 'good morning'.	ManTwo The second manager was very political. He took the credit for our best work, he spread untruths about individuals. He favoured different people at different times
In order to escape the 'political arena' that existed under the watch of the second manager, over fifty percent of the team left the organisation. I stayed but I took a position under a different manager.	ManTwo Over fifty percent of the workteam left the organisation due to Manager Two's political style
When I look back it was a case of otherwise successful and intelligent managers having problems because we were not prepared for the political nature of the situation.	NonPolPrep Otherwise intelligent and successful managers left because they did not have the necessary political knowledge to cope with Manager Two's political approach to running a business unit.
I think that it taught me a lot about politics in organisations and I suppose that is why I work hard at establishing good relationships at all levels within Organisation A.	PolKnowl Kelly has learned a lot about politics because of having two managers with markedly different political styles
I also think that Ron blindsided us with his intense political nature. None of us were prepared for the political nature of the situation.	PolForce The management team was oblivious to Manager Two's political style. No one was prepared for his approach.
Pat had an approach that was quite different. He treated us as people.	PeopleCentredPols Manager One was far more people-oriented
Ron treated us as pawns in his own ambitious game.	PolCentred Manager Two was politically motivated. He treated his team members as pawns in his own political game.
Pat had come up through the ranks. He had been a service technician before entering middle management. He had a few years as a Project Manager before taking on the role of Operations Manager for one of the merged companies. When the then National Operations Manager went off to form his own business Paul took over his role. He was in the job for around four years before he took	ManOne Pat had risen to his position by working his way up through the hierarchy. He took extended leave to care for his sick wife.

leave to be with his sick wife.	
Ron had risen through the ranks of the British Army. He emigrated to Australia after the Falklands War.	ManTwo Manager Two had risen through the ranks of the British Army.
Pat was well qualified. In fact they both had Master's degrees in Operations Management.	TwoCases Both managers had the same qualifications
They both had the same position in the organisation so both had the same degree of structural power.	TwoCases Both managers had the same structural power
Pat and Ron also had the same access to management team information, including budgets, plans, compensation and goaling documents.	TwoCases Both managers had the same access to team information
Also, they both had an automatic network of connections due to their positions in the hierarchy.	TwoCases Both managers had the same organisational networks
The main difference between them was that Pat was well-liked while Ron was not. In fact Ron seemed to work on being disliked.	MainDiff Manager One was well-liked while manager Two was disliked
Ron was great mates with some of the Head Office Managers. He owned a yacht and was always taking one or two of them for fishing trips or just sailing on weekends.	ManTwo Manager Two formed close coalitions with Head Office Managers.
Ron also had a knack of being on the most important projects. Pat would use special projects as a way of promoting middle managers so that they would get noticed, but Ron took these roles himself and often used secretaries to do most of the work for him.	ManTwo Manager Two took main allocation tasks for himself. This gave him added political influence. These were usually performed by his secretaries. Paul would have assigned these roles to junior managers to assist in their career development.
The other point that I thought about was that Pat increased and maintained his power by keeping informed. He would always be asking us what was going on in our sections, he would explain why he made requests and took responsibility when there was a crisis.	ManOne Manager One liked to know what was going on in all the sections that reported to him. This allowed him to be decisive when called upon.
Ron showed little respect for his team members. He would try to impress us by holding training sessions in their own areas of expertise.	ManTwo Manager Two would hold training sessions in areas known to his team members.
He was not very effective at all. The team members in these sessions were insulted and speechless rather than impressed.	ManTwo These training sessions provoked resentment.
Ron was clear with everyone. It was results that mattered. Nothing else was as important. He used to say that business was "not a morality play"	ManTwo Manager Two was only interested in obtaining good

	results
I learned a lot from Pat, and I hope that I am seen to be like him. But Ron did teach me a lot about politics, especially the value of having friends in high places.	KeyLearnings Kelly learned a lot from both managers

Technique: Affinity grouping of open codes – concept building

Fourteen separate open codes have been identified for political skills from Kelly's transcript. The open codes and Kelly's characterisations are listed below.

1. CaseApproach – Case Approach

Kelly wishes to discuss two different managers for her political skills interview

Kelly prefers not to discuss a female manager as she has only ever had one female manager

2. TwoCases – Two Cases Discussed

Kelly will discuss two male managers

Both managers had the same qualifications

Both managers had the same structural power

Both managers had the same access to team information

Both managers had the same organisational networks

3. SamePos – Same Position

The same position was held successively by two individuals with very different managerial styles

4. SMT – Senior Management Team

Both senior managers were part of the senior management team so were part of the political arena of Organisation A

5. DiffApproach – Differing Managerial Approaches

Each manager had completely different approaches and hence differing success in their influencing ability

6. ManOne – Manager One

The first manager was open and honest. He had a high work ethic and good business judgement. He was firm and fair. If we made a mistake he would tell us but never made it the basis of a personal reproach.

Pat had risen to his position by working his way up through the hierarchy. He took extended leave to care for his sick wife.

Manager One liked to know what was going on in all the sections that reported to him. This allowed him to be decisive when called upon.

7. ManTwo – Manager Two

The second manager was very political. He took the credit for our best work, he spread untruths about individuals. He favoured different people at different times

Over fifty percent of the work team left the organisation due to Manager Two's political style

Manager Two had risen through the ranks of the British Army.

Manager Two formed close coalitions with Head Office Managers.

Manager Two took main allocation tasks for himself. This gave him added political influence. These were usually performed by his secretaries. Paul would have assigned these roles to junior managers to assist in their career development.

Manager Two would hold training sessions in areas known to his team members.

These training sessions provoked resentment.

Manager Two was only interested in obtaining good results

8. *NonPolPrep – Not Politically Prepared*

Otherwise intelligent and successful managers left because they did not have the necessary political knowledge to cope with Manager Two's political approach to running a business unit.

9. *PolKnowl – Political Knowledge*

Kelly has learned a lot about politics because of having two managers with markedly different political styles

10. *PolForce – Political Force*

The management team was oblivious to Manager Two's political style. No one was prepared for his approach.

11. *PeopleCentredPols – People Centred Politics*

Manager One was far more people-oriented

12. *PolCentred – Politically Centred*

Manager Two was politically motivated. He treated his team members as pawns in his own political game.

13. *MainDiff – Main Difference*

Manager One was well-liked while manager Two was disliked

14. *KeyLearnings – Key Learnings for Kelly*

Kelly learned a lot from both managers

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, nine properties are found to contribute to the characterisation of Lloyd's conception of the category of political skills.

Figure A7.8 Kelly's characterisation of political skills
Study 1 Subject 4 Interview 3 Analysis 2)

Kelly wishes to discuss two different managers for her political skills interview. Kelly prefers not to discuss a female manager as she has only ever had one female manager.	Kelly will discuss two male managers. Both managers had the same qualifications, the same structural power, the same access to team information, and the same organisational networks.
Both senior managers were part of the senior management team so were part of the political arena of Organisation A.	Political Skills Kelly learned a lot from both managers
Each manager had completely different approaches and hence differing success in their influencing ability.	The same position was held successively by two individuals with very different managerial styles.
The first manager was open and honest. He had a high work ethic and good business judgement. He was firm and fair. If we made a mistake he would tell us but never made it the basis of a personal reproach. Pat had risen to his position by working his way up through the hierarchy. He took extended leave to care for his sick wife. Manager One liked to know what was going on in all the sections that reported to him. This allowed him to be decisive when called upon. Manager One was far more people-oriented.	The management team was oblivious to Manager Two's political style. No one was prepared for his approach.
The second manager was very political. He took the credit for our best work, he spread untruths about individuals. He favoured different people at different times. Over fifty percent of the work team left the organisation due to Manager Two's political style. Manager Two had risen through the ranks of the British Army. He formed close coalitions with Head Office Managers. He took main allocation tasks for himself. This gave him added political influence. These were usually performed by his secretaries. Paul would have assigned these roles to junior managers to assist in their career development. Manager Two would hold training sessions in areas known to his team members. These training sessions provoked resentment. Manager Two was only interested in obtaining good results. Manager Two was politically motivated. He treated his team members as pawns in his own political game.	

Study 1 Subject 4 Interview 3 Analysis 3

This is the third part of the third interview with Kelly.

Category: Business Acumen, 'Shrewdness'

Summary of transcript findings

Grounded theory concept building

Business Acumen, 'Shrewdness' findings

Kelly has limited knowledge of the requirements necessary for running a profit and loss centre. She has learned a lot from Lloyd and her Accounts people. Kelly's previous management positions did not require P&L skills. Once the financial controls are in place it becomes a matter of people management. The work of the team becomes the basis for making profits. Kelly emphasised that knowing the business processes involved in managing a P&L are fundamental to success, but people management skills are just as important. Kelly is furthering her P&L skills by taking tuition from her manager and her accountant. Kelly is learning to forward plan through her P&L accounting knowledge. Kelly is setting targets so that she can deduce milestone placement and predict financial control measures.

Kelly needed to learn to understand and operate the financial controls within her business. Once these were learned running the P&L business became less complex for her. Some were easily analysed, others required much more effort. She said that the more you learn the easier they become

Kelly knows the importance of continually seeking new business opportunities through building extensive business networks

Kelly's business unit is closely allied with one statutory body and one other firm belonging to Organisation A's parent group. These two entities control the activities of Kelly's business. Kelly enhances the work opportunities of her business by meeting regularly with individuals from both entities.

This statutory entity was quite prescriptive in how they wished Kelly's business unit to operate. Kelly now finds that they are very helpful to the success of her business. Kelly finds that profitability has not increased with this assistance but it has strengthened the positioning within her market. The statutory body were carrying out compliance testing themselves and then referring any compliance work to Kelly.

Kelly does not always have the resources to carry out compliance work offered to her.

- Techniques:** 1. Line-by-line Analysis – open coding
 2. Affinity Grouping – concept building
 3. Constant comparisons- identifying properties

Text: Study1 Subject 4 Interview 3

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A7.9 Open Coding for Business Acumen and 'Shrewdness'
 (Study1 Subject 4 Interview 3 Analysis 3)

Unit of Data	Open Coding
I think that my business skills in running a profit and loss centre are quite limited. I am aware of this and have taken steps to address my limitations.	P&L Kelly has limited knowledge of the requirements necessary for running a profit and loss centre.
I have learned a lot from Lloyd, who has strong ability in this area, and my accounting staff.	P&L She has learned a lot from Lloyd and her Accounts people
My previous jobs did not require any financial accountability. I had to submit budgets but I was not responsible for earnings.	P&L Kelly's previous management positions did not require P&L skills
I found that I needed to break the business down, going through the profit and loss statements, the balance sheets, trying to get a simplistic view on why it wasn't working, where the pitfalls were, where the gaps were, and how when identified, these could be controlled.	FinConts Kelly needed to learn to understand and operate the financial controls within her business.
I think that was the main first task. It actually became a lot easier once I started this process.	FinConts Once these were learned running the P&L business became less complex for her
I managed to find quite a few solutions that were easily identified. Some of the harder problems were like brick walls and I would lie awake at night wondering how to approach them.	FinConts Some were easily analysed, others required much more effort
You begin to learn how to identify other problems as you are going along because you have a better understanding of the accounting practices followed in Organisation A.	FinConts The more you learn the easier they become

Once you have the P&L ¹⁸ side under control it gets back to how you manage people. I think a lot is involved with your people skills and how to get the most out of people that drives the money side as well.	P&L Once the financial controls are in place it becomes a matter of people management. The work of the team becomes the basis for making profits.
It also involves looking for opportunities within the business and building up a network.	BusOpps Kelly knows the importance of continually seeking new business opportunities through building extensive business networks
For example, we are closely tied to a major public statutory body and to another large Organisation A type firm (another service provider) owned by our parent company.	BusPartners Kelly's business unit is closely allied with one statutory body and one other firm belonging to Organisation A's parent group.
What we are able to do is governed largely by what these two major players require, especially the statutory body.	BusPartners These two entities control the activities of Kelly's business
What I do in this situation, in order to aid the business and get the most co-operation with the statutory body, probably more so than our other service provider, is to meet with them regularly, ask for their advice, which sort of turns the tables a little.	BusPartners Kelly enhances the work opportunities of her business by meeting regularly with individuals from both entities.
After my first meeting with the statutory body people they were quite authoritarian with me. It was "you will do this, you will do that, and that's just the way it is and that's what the contract said".	StatBody This entity was quite prescriptive in how they wished Kelly's business unit to operate
But with a little bit of experience with them you find that you are able to turn the tables around and I find that they are doing extra things to help me out and make my business improve and also to get the most out of our clients as well.	StatBody Kelly now finds that they are very helpful to the success of her business
Not necessarily money wise, but more satisfaction wise from our customers because they are getting hit with a lot of extra fees from the statutory body, so I felt if I built that relationship with that statutory body and actually made that grow that would be helpful to my business	StatBody Kelly finds that profitability has not increased with this assistance but it has strengthened her positioning within her market
I found that the statutory body would often support us in what we were doing and I could funnel the clients and actually by-pass our business and get them going to the statutory body direct.	StatBody The statutory body were carrying out compliance testing themselves and then referring any compliance work to Kelly.
Of course there has been a number of ways I don't actually have to have the resources there to channel all this information and what have you.	CompWork Kelly does not always have the resources to carry out

¹⁸ P&L = Profit and Loss

	compliance work
I mean that is just one small aspect, but it's, I guess getting to know the business inside and out, what works what doesn't work and I guess the skills involved in that boil down to people skills, because you are dealing with other businesses that will effect what you do.	P&L Kelly emphasised that knowing the business processes involved in managing a P&L are fundamental to success, but people management skills are just as important.
P&L accounting skills, which I am working on, actually taking lessons from Lloyd and from Allison, who is our Accountant downstairs, to completely understand and the ability to ask questions and challenge why did we do it that way, why does that go into that account, how does that work,	P&L Kelly is furthering her P&L skills by taking tuition from her manager and her accountant
and then to actually have the ability to look forward and sit down and say what are we going to be doing in six months time.	P&L Kelly is learning to forward plan through her P&L accounting knowledge
Where do I want the business to be then, and then work backwards from that in order to set things in place to actually reach that target.	P&L Kelly is setting targets so that she can deduce milestone placement and predict financial control measures.

Technique: Affinity grouping of open codes – concept building

Six separate open codes have been identified for business acumen from Kelly's transcript. The open codes and Kelly's characterisations are listed below.

1. P&L – Profit and Loss Centres

Kelly has limited knowledge of the requirements necessary for running a profit and loss centre.

She has learned a lot from Lloyd and her Accounts people

Kelly's previous management positions did not require P&L skills

Once the financial controls are in place it becomes a matter of people management. The work of the team becomes the basis for making profits.

Kelly emphasised that knowing the business processes involved in managing a P&L are fundamental to success, but people management skills are just as important.

Kelly is furthering her P&L skills by taking tuition from her manager and her accountant

Kelly is learning to forward plan through her P&L accounting knowledge

Kelly is setting targets so that she can deduce milestone placement and predict financial control measures.

2. FinConts – Financial Controls

Kelly needed to learn to understand and operate the financial controls within her business.

Once these were learned running the P&L business became less complex for her

Some were easily analysed, others required much more effort

The more you learn the easier they become

3. BusOpps – Business Opportunities

Kelly knows the importance of continually seeking new business opportunities through building extensive business networks

4. BusPartners – Business Partners

Kelly's business unit is closely allied with one statutory body and one other firm belonging to Organisation A's parent group.

These two entities control the activities of Kelly's business

Kelly enhances the work opportunities of her business by meeting regularly with individuals from both entities.

5. StatBody – Statutory Body

This entity was quite prescriptive in how they wished Kelly's business unit to operate

Kelly now finds that they are very helpful to the success of her business

Kelly finds that profitability has not increased with this assistance but it has strengthened the positioning within her market

The statutory body were carrying out compliance testing themselves and then referring any compliance work to Kelly.

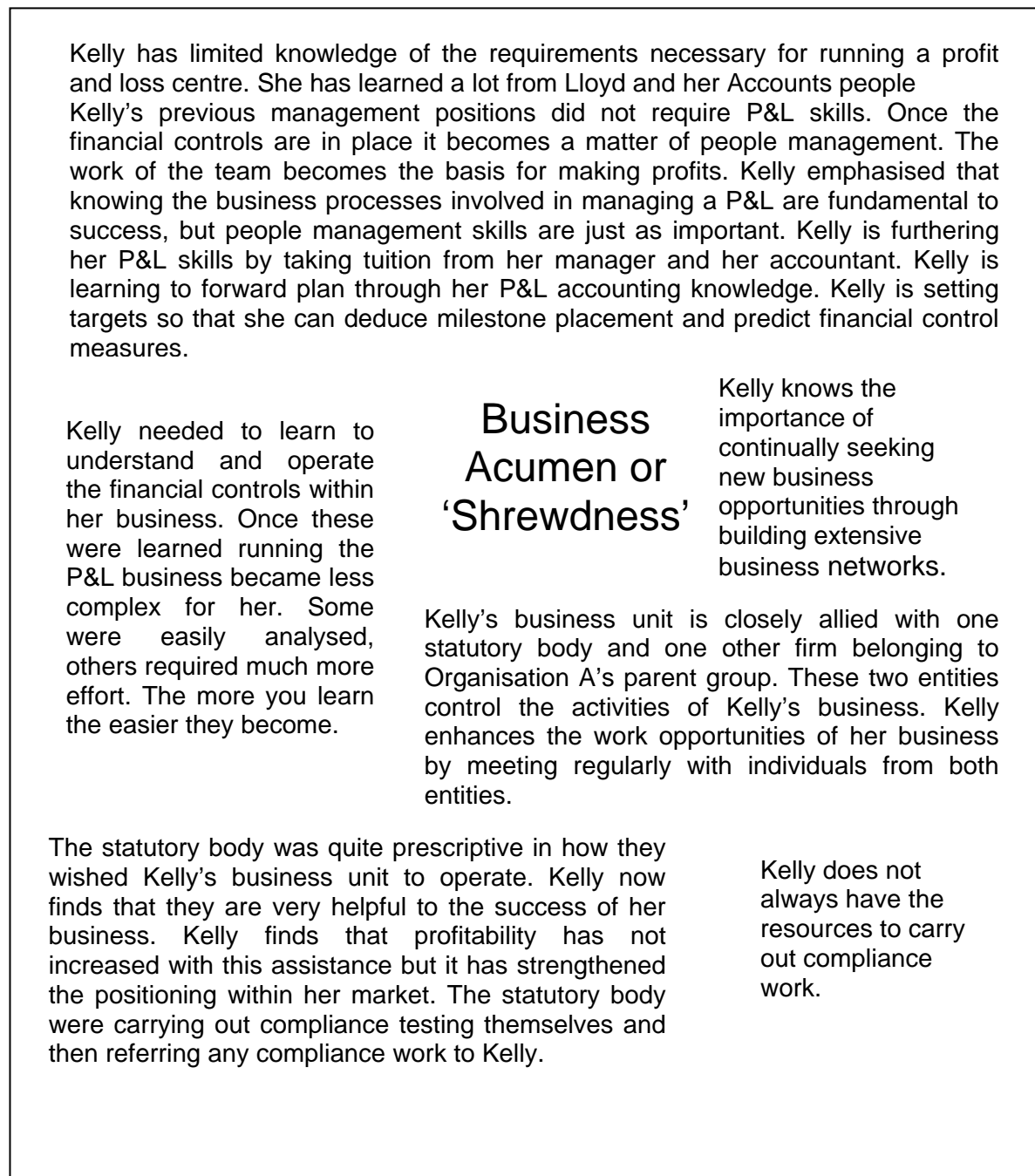
6. CompWork

Kelly does not always have the resources to carry out compliance work

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, six properties are found to contribute to the characterisation of Kelly's conception of the category of business acumen or shrewdness.

Figure A7.9 Kelly's characterisation of business acumen or 'shrewdness'
(Study 1 Subject 4 Interview 3 Analysis 3)



Study 1 Subject 4 Interview 4 Analysis 1

This is the first part of the fourth interview with Kelly.

Category: Interpersonal and Communication Skills

Summary of transcript findings

Grounded theory concept building

Interpersonal and Communication Skills findings

Kelly would like to discuss her relationships with team members

Kelly offers encouragement to her team members to persist with difficult problems. She encourages her team members to persist in solving their difficulties, in the knowledge that she is available if and when required. Kelly encourages team members to discuss issues, to attempt solutions and to find solutions. Kelly is happy to discuss a problem but every team member knows that she expects her/him to have possible solutions. Kelly strongly conveys to every team member that he/she needs to contribute, an expectation that increases the likelihood of team member involvement in the business.

The manager has traditionally taken the role of problem solver. Kelly has little opportunity to take the role of problem solver. Kelly denies sole ownership of team problems and solutions.

Kelly works assiduously to create viable teamwork. This approach is likely to be quite different from previous management styles in Organisation A.

- Techniques:** 1. Line-by-line Analysis – open coding
 2. Affinity Grouping – concept building
 3. Constant comparisons- identifying properties

Text: Study1 Subject 3 Interview 1

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A7.10 Open Coding for Interpersonal and Communication Skills
 (Study 1 Subject 4 Interview 4 Analysis 1)

Unit of Data	Open Coding
I would like to follow up on the last interview by discussing more on how I relate to my reports.	IntroStat Kelly would like to discuss her relationships with team members
I like to provide encouragement to my reports. If they think that something they are doing is not working out well I tell them to keep at it	TeamEncourage Kelly offers encouragement to her team members to persist with difficult problems
And that I am available if they think that I might be able to assist. I say to them “keep your door open and I will keep my door open”, which is just my way of letting them know that I will support them as best as I can	TeamEncourage Kelly encourages her team members to persist in solving their difficulties, in the knowledge that she is available if and when required
I encourage them to come in and talk things over, go through different ways of doing things and really try to get them to come up with things themselves.	TeamEncourage Kelly encourages team members to discuss issues, to attempt solutions and to find solutions
Right at the moment, and there has been since I have been here (and I can understand why it has happened), that if there was a problem it was automatically passed onto a manager to deal with.	ManagerSol The manager has traditionally taken the role of problem solver
At this particular time my time is limited and I have limited resources	ManagerSol Kelly has little opportunity to take the role of problem solver
I say to my team members that it is OK to bring the problem to me but please bring it to me with a couple of ideas of what they think a solution might be at the same time.	TeamEncourage Kelly is happy to discuss a problem but every team member knows that she expects her/him to have possible solutions
In doing this I convey to them that I am actually calling	TeamEncourage

for input from each and everyone, trying to make them feel like part of the business.	Kelly strongly conveys to every team member that he/she needs to contribute, an expectation that increases the likelihood of team member involvement in the business.
I am not “putting my arms around” the problem saying that it is mine and nobody has any input into it	ManagerSol Kelly denies sole ownership of team problems and solutions
Previously I think they were left to their own devices and purely sitting there churning things out. So I am trying to create that atmosphere that we are all together as a team and if we don't all pull together than it is going to fall over.	TeamInvolve Kelly works assiduously to create viable teamwork. This approach is likely to be quite different from previous management styles in Organisation A
That's basically what I am trying to do.	ConcStat Kelly makes a concluding statement

Technique: Affinity grouping of open codes – concept building

Five separate open codes have been identified for interpersonal and communication skills from Lloyd's transcript. The open codes and Kelly's characterisations are listed below.

1. *IntroStat*

Kelly would like to discuss her relationships with team members

2. *TeamEncourage*

Kelly offers encouragement to her team members to persist with difficult problems

Kelly encourages her team members to persist in solving their difficulties, in the knowledge that she is available if and when required
Kelly encourages team members to discuss issues, to attempt solutions and to find solutions

Kelly is happy to discuss a problem but every team member knows that she expects her/him to have possible solutions

Kelly strongly conveys to every team member that he/she needs to contribute, an expectation that increases the likelihood of team member involvement in the business.

3. *ManagerSol*

The manager has traditionally taken the role of problem solver

Kelly has little opportunity to take the role of problem solver

Kelly denies sole ownership of team problems

4. *TeamInvolve*

Kelly works assiduously to create viable teamwork. This approach is likely to be quite different from previous management styles in Organisation A

5. *ConcStat*

Kelly makes a concluding statement

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, three properties are found to contribute to the characterisation of Lloyd's conception of the category of interpersonal and communication skills.

Figure A7.10 Kelly's characterisation of interpersonal and communication skills
Study 1 Subject 4 Interview 4 Analysis 1)

Kelly offers encouragement to her team members to persist with difficult problems. Kelly encourages her team members to persist in solving their difficulties, in the knowledge that she is available if and when required. Kelly encourages team members to discuss issues, to attempt solutions and to find solutions. Kelly is happy to discuss a problem but every team member knows that she expects her/him to have possible solutions. Kelly strongly conveys to every team member that he/she needs to contribute, an expectation that increases the likelihood of team member involvement in the business.

Kelly believes that the manager has traditionally taken the role of problem solver. Kelly has little opportunity to take the role of problem solver. Kelly denies sole ownership of team problems.

Interpersonal & Communication Skills

Kelly works assiduously to create viable teamwork. This approach is likely to be quite different from previous management styles in Organisation A.

Study 1 Subject 4 Interview 4 Analysis 2

This is the second part of the fourth interview with Kelly.

Category: Political Skills

Summary of transcript findings

Grounded theory concept building

Political Skills findings

Kelly has decided to talk about her relationship with the only female manager she has had. Kelly is now senior to this manager. Kelly is having her first child at the same age as this manager had her first child

Kelly had a difficult relationship with her female senior manager that remains unresolved

This manager is well respected. Nonetheless, Kelly remains sensitive about the relationship she has with her. Kelly has respect for her capabilities. The manager used to own her own office management business. She is married to another senior manager in Organisation A. She has been with Organisation A for five years. She is well dressed and of a robust physique. The manager owns a cattle farm and has an eleven year old son who is usually cared for by her mother-in-law. This manager has a special positive relationship with all of her male service technicians. This manager demonstrates effective emotional control. This manager balances her life between her work for Organisation A and her private pursuits.

This manager's political stance is hard for Kelly to understand. The manager has a strong alliance with the Organisation A managers but has no alliance with the head office managers. Kelly believes that this manager does not approve of Kelly's relationships with head office managers. This manager has close social relationships with the other senior managers.

The two women have contrasting ambitions.

The office gossip often focuses on the manager's relationships with other senior male managers. The manager stayed up talking all night with a male senior manager at a Conference

This woman has an easygoing natural relationship with men while Kelly needs to work at maintaining these relationships with men.

Kelly thinks that her own political success may derive from a basic insecurity.

- Techniques:** 1. Line-by-line Analysis – open coding
 2. Affinity Grouping – concept building
 3. Constant comparisons- identifying properties

Text: Study 1 Subject 4 Interview 4

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A7.11 Open Coding for Political Skills
 (Study 1 Subject 4 Interview 4 Analysis 2)

Unit of Data	Open Coding
In the last interview I said that I would prefer not to discuss the relationship I had with Sharon, who is the only female manager I have worked for.	ManRel Kelly has decided to talk about her relationship with the only female manager she has had
I realised that I should talk about this relationship, as it was difficult for me and one that I have not been able to resolve.	DiffRel Kelly had a difficult relationship with her female senior manager that remains unresolved
Sharon is well respected by everyone, including myself, but there is something about her that I cannot understand and this has made me quite touchy about her.	FemSenMan This manager is well respected. Nonetheless, Kelly remains sensitive about the relationship she has with her
She is very bright. She is a tremendously capable organiser and she has had a lot of experience in business.	FemSenMan Kelly has respect for her capabilities.
She used to own her own office management business and came to us about five years ago when she married Geoff, who is our IT manager.	FemSenMan The manager used to own her own office management business. She is married to another senior manager in Organisation A. She has been with Organisation A for five years.
Physically she is always very well dressed. She is quite solid and I think that she is probably physically strong.	FemSenMan She is well dressed and of a robust physique
She and Geoff own a farm and she raises cattle. They have a son who is now eleven that she had in her early thirties. He stays mostly with Geoff's mother at their home when the two of them are at work.	FemSenMan The manager owns a cattle farm and has an eleven year old son who is usually cared for by her mother-in-law
I can't work out her political position in Organisation	PolPos

A.	This manager's political stance is hard for Kelly to understand.
She fits in very strongly with all the top managers here but keeps away from the head office managers.	PolPos The manager has a strong alliance with the Organisation A managers but has no alliance with the head office managers
I don't think that she likes the relationships I have with the head office managers. This is one aspect that troubles me.	PolPos Kelly believes that this manager does not approve of Kelly's relationships with head office managers
Sharon is very close to the other senior managers. They often socialise together and they seem part of the same family group. A typical thought I have about Sharon is seeing her with all the male senior managers having a beer at a bar on a Friday afternoon. She acts just like they do. It is almost as though she is "one of the boys".	PolPos This manager has close social relationships with the other senior managers
She runs a team of service technicians who all seem to think that she is a wonderful manager. When her sun was hurt in a sporting accident they all fussed around her.	FemSenMan This manager has a special positive relationship with all of her male service technicians
She is a very quiet person most of the time and she never shows any anger or frustration.	FemSenMan This manager demonstrates effective emotional control
I am already more senior than her but I think that she is far less ambitious than I am. She is in her mid forties and I am in my mid thirties. When I think about it she had her son at the same age that I am having my first daughter.	ManRel Kelly is now senior to this manager. Kelly is having her first child at the same age as this manager had her first child
She once told me that she doesn't want a more demanding job. She prefers to concentrate her efforts on her farm and cattle and sees working here as just a way of paying the bills.	FemSenMan This manager balances her life between her work for Organisation A and her private pursuits
I suppose that she sees working here as just a way of life while I keep thinking that it is just a stage for me and one day I will work my way up to higher status positions.	ContAmb The two women have contrasting ambitions
I know that there are other young women here who don't particularly like her either. There is often gossip about Sharon and Dan and then Sharon and Richard, and there was even a lot of talk about Sharon and Andrew, but these are just rumours. She just seems to prefer the company of men.	OffGoss The office gossip often focuses on the manager's relationships with other senior male managers
I know myself that she stayed up all night with Lloyd at a conference last year. But that was it. They just talked and talked all night. I woke up early, about 5.00 am and they were still sitting in the lounge at the Conference Centre.	OffGoss The manager stayed up talking all night with a male senior manager at a Conference

<p>I think I am jealous of her because she gets on so well with men. I have to really work at it and I often think that I get on well with people because I am nice to them. She seems to be one of them so she only has to be herself.</p>	<p><i>PolEase</i> This woman has an easygoing natural relationship with men while Kelly needs to work at maintaining these relationships with men</p>
<p>I suppose this says a lot about me. Maybe my politicking is successful because of some basic insecurity I have about myself.</p>	<p><i>PolStance</i> Kelly thinks that her own political success may derive from a basic insecurity</p>

Technique: Affinity grouping of open codes – concept building

Eight separate open codes have been identified for political skills from Kelly's transcript. The open codes and Kelly's characterisations are listed below.

1. *ManRel – Relationship with manager*

Kelly has decided to talk about her relationship with the only female manager she has had

Kelly is now senior to this manager. Kelly is having her first child at the same age as this manager had her first child

2. *DiffRel – Difficult relationship*

Kelly had a difficult relationship with her female senior manager that remains unresolved

3. *FemSenMan – Female senior manager*

This manager is well respected. Nonetheless, Kelly remains sensitive about the relationship she has with her

Kelly has respect for her capabilities.

The manager used to own her own office management business. She is married to another senior manager in Organisation A. She has been with Organisation A for five years

She is well dressed and of a robust physique

The manager owns a cattle farm and has an eleven year old son who is usually cared for by her mother-in-law

This manager has a special positive relationship with all of her male service technicians

This manager demonstrates effective emotional control

This manager balances her life between her work for Organisation A and her private pursuits

4. *PolPos – Political Positioning*

This manager's political stance is hard for Kelly to understand.

The manager has a strong alliance with the Organisation A managers but has no alliance with the head office managers

Kelly believes that this manager does not approve of Kelly's relationships with head office managers

This manager has close social relationships with the other senior managers

5. *ContAmb – Contrasting Ambitions*

The two women have contrasting ambitions

6. *OffGoss – Office Gossip*

The office gossip often focuses on the manager's relationships with other senior male managers

The manager stayed up talking all night with a male senior manager at a Conference

7. *PolEase – Political Ease*

This woman has an easygoing natural relationship with men while Kelly needs to work at maintaining these relationships with men

8. *PolStance – Political Stance*

Kelly thinks that her own political success may derive from a basic insecurity

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, eight properties are found to contribute to the characterisation of Kelly's conception of the category of political skills.

Figure A7.11 Kelly's characterisation of political skills
(Study 1 Subject 4 Interview 4 Analysis 2)

<p>Kelly has decided to talk about her relationship with the only female manager she has had. Kelly is now senior to this manager. Kelly is having her first child at the same age as this manager had her first child.</p>	<p>Kelly had a difficult relationship with her female senior manager that remains unresolved</p>
<h3>Political Skills</h3>	
<p>This manager's political stance is hard for Kelly to understand. The manager has a strong alliance with the Organisation A managers but has no alliance with the head office managers. Kelly believes that this manager does not approve of Kelly's relationships with head office managers. This manager has close social relationships with the other senior managers.</p>	<p>The office gossip often focuses on the manager's relationships with other senior male managers. The manager stayed up talking all night with a male senior manager at a Conference.</p>
<p>Kelly thinks that her own political success may derive from a basic insecurity.</p>	<p>This woman has an easygoing natural relationship with men while Kelly needs to work at maintaining these relationships with men.</p>
<p>This manager is well respected. Nonetheless, Kelly remains sensitive about the relationship she has with her. Kelly has respect for her capabilities. The manager used to own her own office management business. She is married to another senior manager in Organisation A. She has been with Organisation A for five years. She is well dressed and of a robust physique. The manager owns a cattle farm and has an eleven year old son who is usually cared for by her mother-in-law.</p>	<p>The two women have contrasting ambitions.</p>
<p>This manager has a special positive relationship with all of her male service technicians. This manager demonstrates effective emotional control. This manager balances her life between her work for Organisation A and her private pursuits.</p>	

Study 1 Subject 4 Interview 4 Analysis 3

This is the third part of the fourth interview with Kelly.

Category: Business Acumen, 'Shrewdness'

Summary of transcript findings

Grounded theory concept building

Business Acumen, 'Shrewdness' findings

Kelly thinks that one of the best forms of shrewdness is to be straightforward with people. Your comments must reflect their own assessment of what they have done.

Kelly would much prefer to tell someone that they have done wrong then get on with correcting the problem.

Kelly does not like people to lie to her. She would prefer to be told the truth, even if the news is unfavourable. Her team now accepts this approach.

Kelly recalls a situation when she needed to adhere strongly to her principles, a stance that led to a successful outcome.

She describes a particular high rise building in the City

An engineer had completed a Building Assessment that was necessary for the building to be opened to the public.

The engineer had declared that building was not safe.

Kelly was verbally abused as she refused to approve the Building Certificate until the repairs were completed. This would cost the customer a few thousand dollars.

Kelly was successful in winning the job and it was completed before the weekend.

Kelly was shocked to see this same building on the TV news with smoke billowing from the windows. A man had been reported as being hospitalised with burns.

Kelly found that an explosion had been caused in an incident unrelated to her team's work.

Her team's repairs had functioned correctly. There was no loss of life and the building was attended to very quickly.

This work example demonstrated the vindication of Kelly's work principles.

Had Kelly abandoned her principles then the outcome could have been disastrous.

Kelly confirmed that shrewdness can often equate with acting openly and honesty.

- Techniques:** 1. Line-by-line Analysis – open coding
 2. Affinity Grouping – concept building
 3. Constant comparisons- identifying properties

Text: Study 1 Subject 4 Interview 4

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A7.12 Open Coding for Business Acumen and 'Shrewdness'
 (Study 1 Subject 4 Interview 4 Analysis 3)

Unit of Data	Open Coding
As I have said before, the best form of shrewdness, to my way of thinking, is to be straightforward with people. I don't like being told things that I do are good when they are not.	<i>ShrewdMove</i> One of the best forms of shrewdness is to be straightforward with people. Your comments must reflect their own assessment of what they have done.
I would rather tell someone that they have made a mistake and then say that's fine, now let's go and fix it properly.	<i>TrueCall</i> Kelly would much prefer to tell someone that they have done wrong then get on with correcting the problem
I try not to get angry with anyone but I don't like people to lie to me. If something is not right then I let everyone in my team know that I want to know and that I am more likely to be upset if they don't tell me than if they do. I believe that my team accepts this and that's the way it goes.	<i>TrueCall</i> Kelly does not like people to lie to her. She would prefer to be told the truth, even if the news is unfavourable. Her team now accepts this approach.
Upon reflection about some success stories that occurred in my work history, one came to mind for you that occurred whilst I was managing the Building Certification business at Organisation A.	<i>WorkEx/TrueCall</i> Kelly recalls a situation when she needed to adhere strongly to her principles, a stance that led to a successful outcome.
There was a building right in the centre of Sydney on Casino Street that occupied many different retail clients.	<i>WorkEx</i> She describes a particular high rise building in the City
Rod had completed an Engineer's assessment one week (just in time to get some documentation to Council before they closed the building).	<i>WorkEx</i> An engineer had completed a Building Assessment that was necessary for the building to be opened to the public.

The only problem was that Rod had 'failed' the building due to poorly maintained services and an OHS system that was not compliant with current Building Code Requirements.	WorkEx The engineer had declared that building was not safe.
This customer was furious at the fact they had to spend a few thousand dollars to upgrade their OHS systems to meet (in his words) "Council money-making rules". I was verbally abused, threatened and generally made to feel like I was stealing from the owner.	WorkEx Kelly was verbally abused as she refused to approve the Building Certificate until the repairs were completed. This would cost the customer a few thousand dollars.
After I conducted many visits to site to meet with the customer, liaised with Council to buy a little more time and got all the customer's pricing together, I managed to get the order, and Organisation A finished the work before the weekend.	WorkEx Kelly was successful in winning the job and it was completed before the weekend.
I was shocked on that Saturday night to see this same building on the TV news with smoke billowing out of the windows and a report that a man had been taken to hospital with burns.	WorkEx Kelly was shocked to see this same building on the TV news with smoke billowing from the windows. A man had been reported as being hospitalised with burns.
After researching on the Monday morning when I returned to work what on earth happened – a jewellery-maker on the top floor had been using Aircraft engine fuel in his work (God knows what for!), this ignited and caused an explosion.	WorkEx Kelly found that an explosion had been caused in an incident unrelated to her team's work.
But, due to the OHS services working, everyone in the building was evacuated in time, and the Fire Brigade was there within 6minutes	WorkEx Her team's repairs had functioned correctly. There was no loss of life and the building was attended to very quickly.
I was so happy to have been involved, and it made me realize just how important it is to fight for what you believe to be right! Rod and I were never recognized for this achievement; however we know in ourselves what we did.	PrincConfirm This work example demonstrated the vindication of Kelly's work principles.
Had I let the customer control the system there is a very good chance that many people could have been hurt and also, Organisation A could have been sued heavily for not insisting on following the correct Building Code Regulations.	PrincConfirm Had Kelly abandoned her principles then the outcome could have been disastrous.
I think that one of the shrewdest things that a manager can do is to be a straightshooter	ShrewdMove Kelly confirmed that shrewdness can often equate with acting openly and honesty.

Technique: Affinity grouping of open codes – concept building

Five separate open codes have been identified for business acumen from Kelly's transcript. The open codes and Kelly's characterisations are listed below.

1. *ShrewdMove – Shrewd Approach*

One of the best forms of shrewdness is to be straightforward with people. Your comments must reflect their own assessment of what they have done.

Kelly confirmed that shrewdness can often equate with acting openly and honesty

2. *TrueCall – Truthful Response*

Kelly would much prefer to tell someone that they have done wrong then get on with correcting the problem

Kelly does not like people to lie to her. She would prefer to be told the truth, even if the news is unfavourable. Her team now accepts this approach.

3. *WorkEx/TrueCall – Work Example/ Truthful Response*

Kelly recalls a situation when she needed to adhere strongly to her principles, a stance that led to a successful outcome.

4. *WorkEx – Work Example*

She describes a particular high rise building in the City

An engineer had completed a Building Assessment that was necessary for the building to be opened to the public.

The engineer had declared that building was not safe.

Kelly was verbally abused as she refused to approve the Building Certificate until the repairs were completed. This would cost the customer a few thousand dollars.

Kelly was successful in winning the job and it was completed before the weekend.

Kelly was shocked to see this same building on the TV news with smoke billowing from the windows. A man had been reported as being hospitalised with burns.

Kelly found that an explosion had been caused in an incident unrelated to her team's work.

Her team's repairs had functioned correctly. There was no loss of life and the building was attended to very quickly.

5. *PrincConfirm*

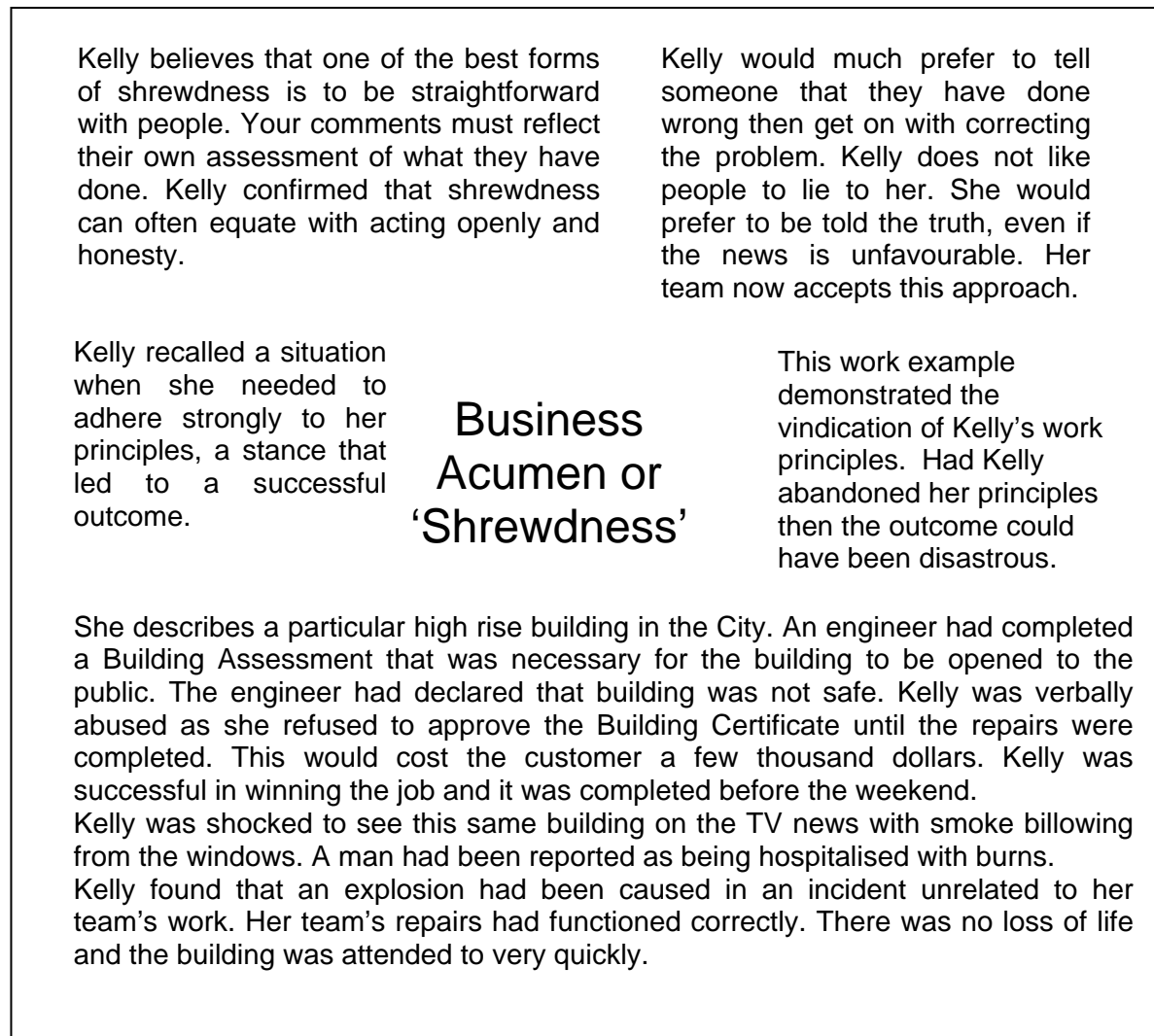
This work example demonstrated the vindication of Kelly's work principles.

Had Kelly abandoned her principles then the outcome could have been disastrous.

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, five properties are found to contribute to the characterisation of Kelly's conception of the category of business acumen or 'shrewdness'.

Figure A7.12 Kelly's characterisation of business acumen or 'shrewdness'
(Study 1 Subject 4 Interview 4 Analysis 3)



Study 1 Subject 4 Interview 5 Analysis 1

Category: Interpersonal and Communication Skills

Summary of transcript findings

Grounded theory concept building

Interpersonal and Communication Skills findings

Kelly has become very experienced in forming rapport with new staff members. Kelly finds that she forms rapport readily when she is able to discuss a person's personal details with them.

Kelly likes to research the background of new staff members so that she has informal materials to refer to in initial interviews.

Kelly likes to treat all staff members at an even level, irrespective of their status in the hierarchy. She believes that it is important to listen to the personal aspects of a new staff member's life from the commencement of their employment so that you can maintain supportive rapport with the staff member. "Corridor talk" adds to maintaining rapport. This is an informal meeting time that seems to be more effective than formal discussions Kelly utilises "corridor talk" as a key behaviour in maintaining rapport with staff members and she puts a lot of time into "corridor talk". Kelly accumulates large amounts of organisational information through her practice of "corridor talking". Kelly uses the "corridor talk" mechanism to disseminate her own messages into the informal communication networks so as to enhance her managerial effectiveness in political skills and communication skills.

Kelly is said to "float through the business" This means that she has an easy, approachable manner with all of her colleagues and this was borne out in the time I have spent with her.

Techniques: 1. Line-by-line Analysis – open coding

2. Affinity Grouping – concept building
3. Constant comparisons- identifying properties

Text: Study 1 Subject 4 Interview 5

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A7.13 Open Coding for Interpersonal and Communication Skills
(Study 1 Subject 4 Interview 5 Analysis 1)

Unit of Data	Open Coding
Initiations, having been involved in inductions in our company having created the induction and everything, I have a lot to do with new people who commence work in our business	FormRapp Kelly has become very experienced in forming rapport with new staff members
So in order to gain rapport with them I will first of all get some background on them, because I don't always do the interview to begin with and it's always good to know some snippets of information from their personal life or their past so that you can bring that up in conversation and have the casual side of the conversation.	ResPersBack Kelly likes to research the background of new staff members so that she has informal materials to refer to in initial interviews.
I find that if you can bring the conversation down to a personal level with them then I can build a rapport with them	FormRapp Kelly finds that she forms rapport readily when she is able to discuss a person's personal details with them
Whether it be people above me or people below me in the hierarchy of Organisation A doesn't really matter to me, I will treat them exactly the same.	HierarchDiff Kelly likes to treat all staff members at an even level, irrespective of their status in the hierarchy
To maintain that rapport with them, I think it is important to do a lot of listening upfront to hear those aspects, maybe in their first couple of weeks they may be having problems	MainRapp It is important to listen to the personal aspects of a new staff member's life from the commencement of their employment so that you can maintain supportive rapport with the staff member.
so you may want to see them regularly, just for five or ten minutes, corridor talk we tend to call it at work, corridor conversations. I find them better than the more formal sit down type scenario	MainRapp "Corridor talk" adds to maintaining rapport. This is an informal meeting time that seems to be

	more effective than formal discussions
and that's how I maintain relationships and rapport on a regular basis	MainRapp Kelly utilises "corridor talk" as a key behaviour in maintaining rapport with staff members
People tend to say I float through the business.	OrgPoise Kelly is said to "float through the business" This means that she has an easy, approachable manner with all of her colleagues
So I guess why I sometimes work later hours is because I actually, when I look back on my day I have actually spent a lot of corridor talk time,	MainRapp Kelly puts a lot of time into "corridor talk".
but I have picked up an amazing amount of information	OrgInform Kelly accumulates large amounts of organisational information through her practice of "corridor talking".
and I have done some politicking along the way just to get results and finish off some projects or feed information back. Just a lot of networking and talking I guess.	OrgInform Kelly uses the "corridor talk" mechanism to disseminate her own messages into the informal communication networks so as to enhance her managerial effectiveness in political skills and communication skills.

Technique: Affinity grouping of open codes – concept building

Six separate open codes have been identified for interpersonal and communication skills from Kelly's transcript. The open codes and Kelly's characterisations are listed below.

1. *FormRapp – Establishing Rapport*

Kelly has become very experienced in forming rapport with new staff members

Kelly finds that she forms rapport readily when she is able to discuss a person's personal details with them

2. *ResPersBack – Researching the Individual's Personal Background*

Kelly likes to research the background of new staff members so that she has informal materials to refer to in initial interviews.

3. *HierarchDiff – Differences in Hierarchical Status*

Kelly likes to treat all staff members at an even level, irrespective of their status in the hierarchy

4. *MainRapp – Maintaining Rapport*

It is important to listen to the personal aspects of a new staff member's life from the commencement of their employment so that you can maintain supportive rapport with the staff member.

"Corridor talk" adds to maintaining rapport. This is an informal meeting time that seems to be more effective than formal discussions

Kelly utilises "corridor talk" as a key behaviour in maintaining rapport with staff members

Kelly puts a lot of time into "corridor talk".

5. *OrgPoise - Organisational Poise*

Kelly is said to "float through the business" This means that she has an easy, approachable manner with all of her colleagues

6. *OrgInform – Organisational Information*

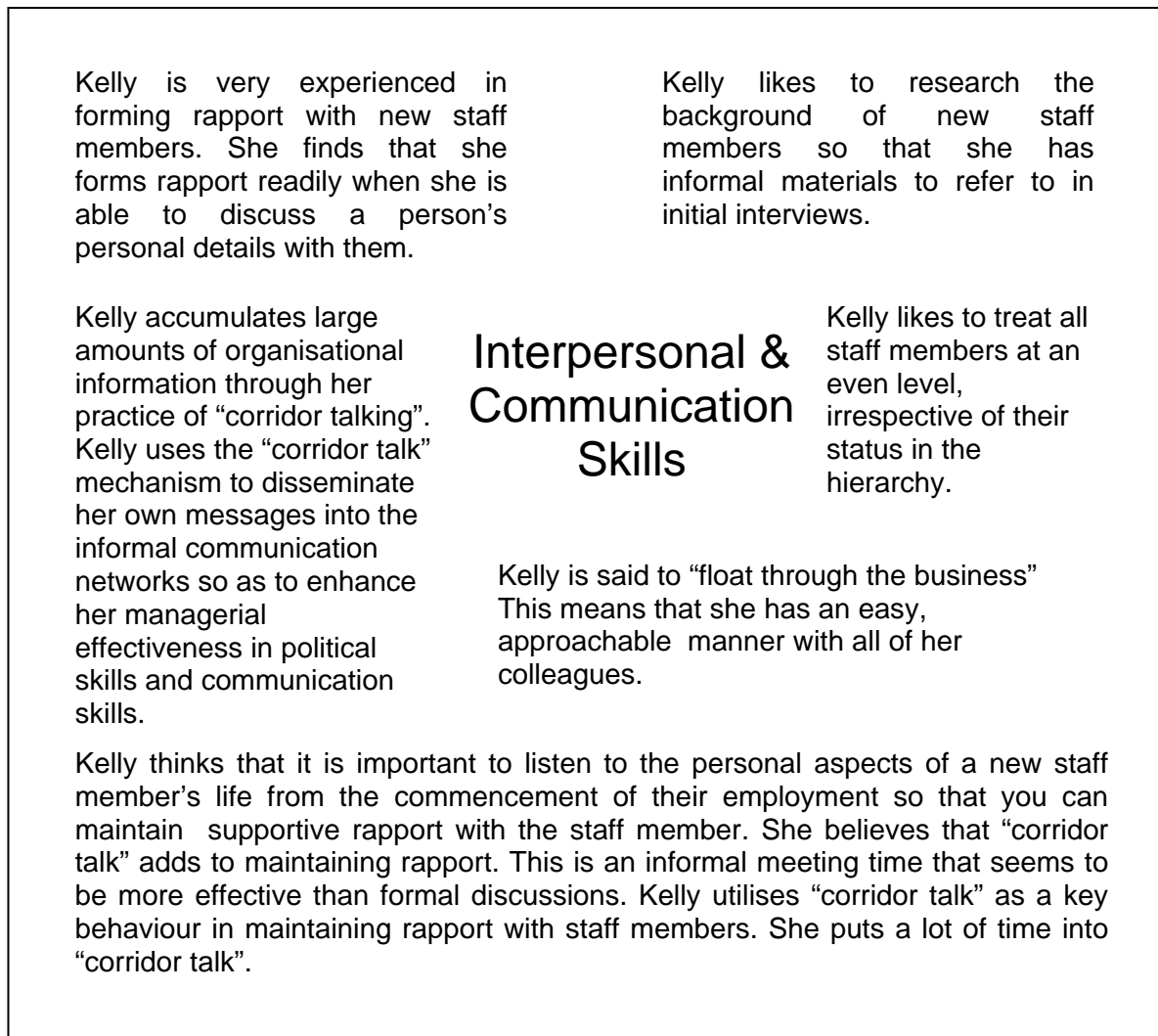
Kelly accumulates large amounts of organisational information through her practice of "corridor talking".

Kelly uses the "corridor talk" mechanism to disseminate her own messages into the informal communication networks so as to enhance her managerial effectiveness in political skills and communication skills.

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, six properties are found to contribute to the characterisation of Kelly's conception of the category of interpersonal and communication skills.

Figure A7.13 Kelly's characterisation of interpersonal and communication skills
(Study 1 Subject 4 Interview 5 Analysis 1)



Study 1 Subject 4 Interview 5 Analysis 2

Category: Political Skills

Summary of transcript findings

Grounded theory concept building

Political Skills findings

Kelly knows that it is different politicking up rather than politicking down. She uses the same techniques that she uses in maintaining rapport with staff members as she does in maintaining her political poise within Organisation A

Kelly filters her political ideas through her usual networking activities, at a level that is comfortable for her. This is more difficult with her senior colleagues, but she persists until she reaches a level that is comfortable for her.

Kelly finds it important to maintain her profile by continually keeping in touch with key stakeholders. She learned this technique from Robert (her previous CEO). It was essentially conversational and of a private nature but it had business dealings as well. This technique is especially useful for continuing contact with national level colleagues who are often interstate.

Kelly is sometimes provided with information that she is requested to keep secret. Kelly may pass on secret information to her CEO, or she may not.

Kelly prefers to regard her politicking as being for the good of her business than for furthering her own career. Kelly enjoys providing information that is likely to solve impending problems. Kelly evaluates her ability to avert impending problems through her networks as a key aspect of her organisational role. It is important for Kelly to keep her CEO informed of both upward and downward political information. Kelly is satisfied that she has been able to present a clear account of what she regards to be an important political role within Organisation A.

Because national senior managers have a strong financial focus, even small HR problems can become over-stated. Hence they need to be discussed with a view to minimise their importance.

It is useful to maintain open rapport when politicking with your staff members. It is important politically to maintain open relationships with your staff members, as it is quite possible that they may become your peer or even your senior manager. Kelly said that she herself has become a previous peer's manager. Maintaining effective relationships with current colleagues assists in future managerial relationships

Kelly commenced work as a receptionist/secretary and worked her way through the ranks to become a senior manager. Kelly believes that she has effective rapport and a close political relationship with her administrative staff because they are aware that she has worked as an administration staff worker. Kelly's early career role assists her in her political networking activities.

Techniques: 1. Line-by-line Analysis – open coding

2. Affinity Grouping – concept building
3. Constant comparisons- identifying properties

Text: Study 1 Subject 4 Interview 5

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A7.14 Open Coding for Political Skills
(Study 1 Subject 4 Interview 5 Analysis 2)

Unit of Data	Open Coding
Politics wise, it's different politicking up to politicking down.	VertPolDir It is different politicking up rather than politicking down
I tend to politic up by similar ways to what I spoke about in maintaining rapport is knowing a little bit about someone's personal life, or what they did on the weekend, or a particular conference they had	MainRapp Kelly uses the same techniques that she uses in maintaining rapport with staff members as she does in maintaining her political poise within Organisation A
I keep that network going and ensure that I actually re-iterate my conferences and my dealings and things like that, my weekend and stuff like that, and then I just find that the conversations continue on and they drop to that level whereby they feel comfortable with me	MainPolPoise Kelly filters her political ideas through her usual networking activities, at a level that is comfortable for her
It doesn't always work but I find that people at that higher level are sometimes harder to break through that barrier, and if I can drop it to that level that's how I find it the easiest to break through.	MainPolPoise This is more difficult with her senior colleagues, but she persists until she reaches a level that is comfortable for her.
Keeping in general contact with them too, not just ringing because there is a particular issue going on, just giving them a call on the way in, or on the way home.	MainContact Kelly finds it important to maintain her profile by continually keeping in touch with key stakeholders
I picked that up from Robert actually, he mentioned to me that he would make a lot of his calls on the way home or on the way into work and I found that quite useful, and it led onto other work dealings as well, but it was just a general conversation, see how things were going,	MainContact She learned this technique from Robert (her previous CEO). It was essentially conversational and of a private nature but it had business dealings as well.
particularly those people who were at the national level above me tend to be interstate a lot, so I could go months without seeing them if I didn't actually make that phone call.	MainContact This technique is especially useful for continuing contact with national level colleagues who are often

	interstate.
So with regards to politicking, coming back around to that, with that information sometimes I am asked not to extend that information on	WithheldInfo Kelly is sometimes provided with information that she is requested to keep secret
I make a decision myself as to whether my immediate boss needs to know what maybe coming, I trust him, I trust him with certain information, and some of it I just pop it away or keep it away.	WithheldInfo Kelly may pass on secret information to her CEO, or she may not
I would like to think that I haven't politicked in a way to fill my own agenda, but I certainly had the agenda of our business and our management team at heart	Self/TeamInt Kelly prefers to regard her politicking as being for the good of her business than for furthering her own career
If I see something coming up, or there is a bad rumour out there, that sort of thing I tend to help out at national level and correct it before it gets out of control	PolControl Kelly enjoys providing information that is likely to solve impending problems
and I guess I saw that as part of my role with Andrew, was to fix those things and cut them off before it made it to bad for a management team	PolControl Kelly evaluates her ability to avert impending problems through her networks as a key aspect of her organisational role.
because these people just talk money and that's it, and one little snippet of bad information can just roll on and snow ball. That's politicking up.	VertPolDir/PolControl Because national senior managers have a strong financial focus, even small HR problems can become over-stated. Hence they need to be discussed with a view to minimise their importance.
Politicking down, I have learnt that if you just keep your relationships open with even those people below you,	VertPolDir/MainRapp It is useful to maintain open rapport when politicking with your staff members
when I say below you I mean the hierarchy side of things, one day they could be working right next to you or they could be your boss	CollRels It is important politically to maintain open relationships with your staff members, as it is quite possible that they may become your peer or even your senior manager.
and that has happened to me when I have actually worked with some other people and then I have become their boss	CollRels Kelly said that she herself has become a previous peer's manager
and if you have kept a good relationship open with them, then it will make the relationship in the future better	CollRels Maintaining effective relationships with current colleagues assists in future managerial relationships

I guess the thing is too, I have come through the ranks and started out as a receptionist type secretary	EarlyCarRole Kelly commenced work as a receptionist/secretary and worked her way through the ranks to become a senior manager
I think I have a good rapport with the administration people who report to me because of that, and I make a point of telling them when they first start working for me that I have been where they have been and I think they feel more comfortable about telling me about the politics at their level	EarlyCarRole Kelly believes that she has effective rapport and a close political relationship with her administrative staff because they are aware that she has worked as an administration staff worker
therefore I can keep my ear to the ground when it comes to anything getting out of control there, because that was really part of my job at Organisation A	EarlyCarRole Kelly's early career role assists her in her political networking activities
to get back to Andrew and keep him informed of what was happening below and above the management team levels.	PolControl It is important for Kelly to keep her CEO informed of both upward and downward political information
There it was. It gets important.	PolControl Kelly is satisfied that she has been able to present a clear account of what she regards to be an important political role within Organisation A.

Technique: Affinity grouping of open codes – concept building

Eleven separate open codes have been identified for political skills from Kelly's transcript. The open codes and Kelly's characterisations are listed below.

1. *VertPolDir – Vertical Political Direction*

Kelly says that it is different politicking up rather than politicking down

2. *MainRapp – Maintain Rapport*

Kelly uses the same techniques that she uses in maintaining rapport with staff members as she does in maintaining her political poise within Organisation A

3. *MainPolPoise – Maintain Political Poise*

Kelly filters her political ideas through her usual networking activities, at a level that is comfortable for her

This is more difficult with her senior colleagues, but she persists until she reaches a level that is comfortable for her.

4. *MainContact – Maintain Contact*

Kelly finds it important to maintain her profile by continually keeping in touch with key stakeholders

She learned this technique from Robert (her previous CEO). It was essentially conversational and of a private nature but it had business dealings as well.

This technique is especially useful for continuing contact with national level colleagues who are often interstate.

5. *WithheldInfo – Withhold Information*

Kelly is sometimes provided with information that she is requested to keep secret

Kelly may pass on secret information to her CEO, or she may not

6. *Self/TeamInt – Self/Team Interest*

Kelly prefers to regard her politicking as being for the good of her business than for furthering her own career

7. *PolControl- Political Control*

Kelly enjoys providing information that is likely to solve impending problems

Kelly evaluates her ability to avert impending problems through her networks as a key aspect of her organisational role.

It is important for Kelly to keep her CEO informed of both upward and downward political information

Kelly is satisfied that she has been able to present a clear account of what she regards to be an important political role within Organisation A.

8. *VertPolDir/PolControl- Vertical Political Direction/Political Control*

Because national senior managers have a strong financial focus, even small HR problems can become over-stated. Hence they need to be discussed with a view to minimise their importance.

9. *VertPolDir/MainRapp – Vertical Political Direction/Maintaining Rapport*

It is useful to maintain open rapport when politicking with your staff members

10. CollRels - Relationships with Colleagues

It is important politically to maintain open relationships with your staff members, as it is quite possible that they may become your peer or even your senior manager.

Kelly said that she herself has become a previous peer's manager
Maintaining effective relationships with current colleagues assists in future managerial relationships

11. EarlyCarRole – Early Career Role

Kelly commenced work as a receptionist/secretary and worked her way through the ranks to become a senior manager

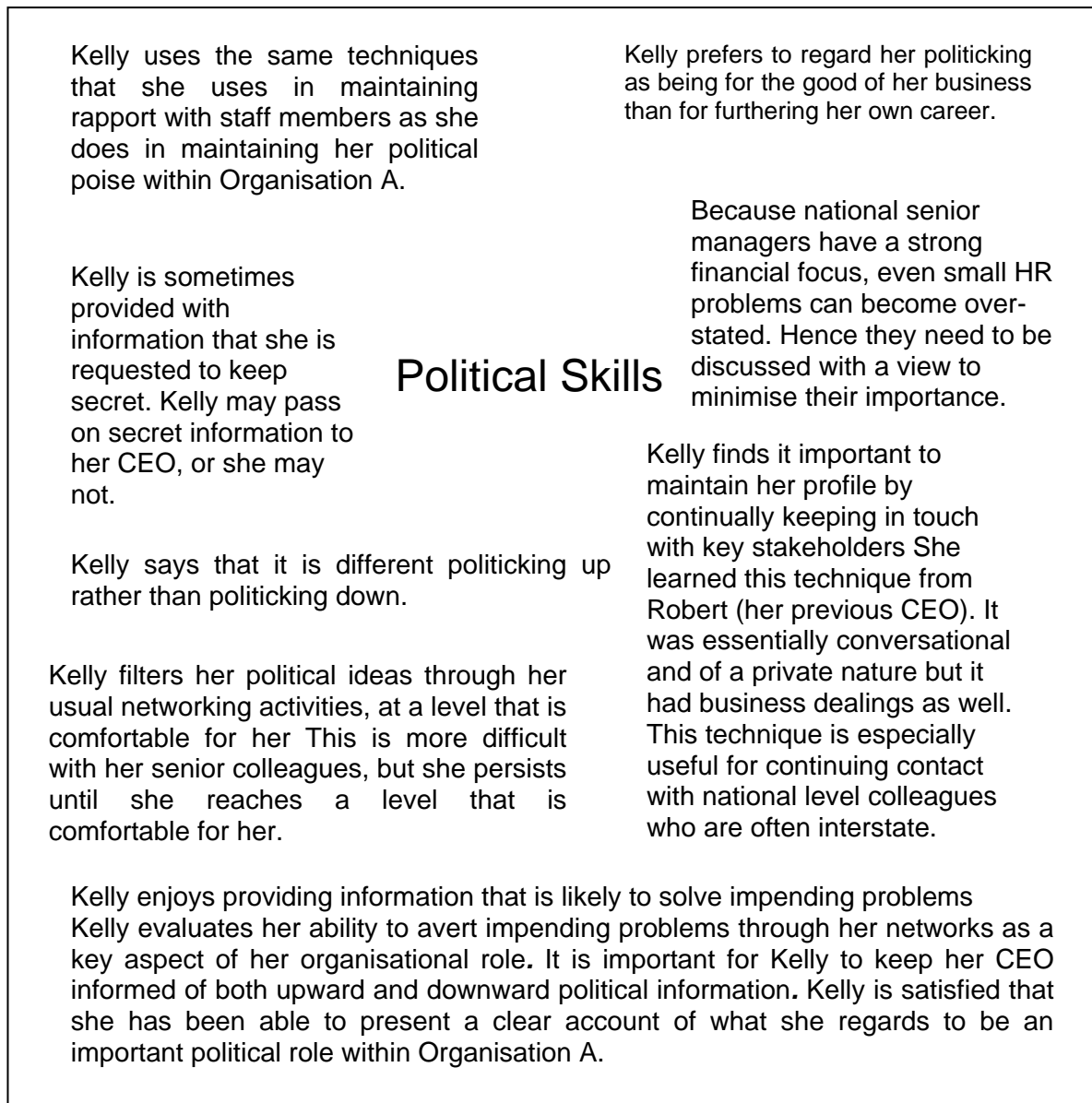
Kelly believes that she has effective rapport and a close political relationship with her administrative staff because they are aware that she has worked as an administration staff worker

Kelly's early career role assists her in her political networking activities

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, eight properties are found to contribute to the characterisation of Kelly's conception of the category of political skills.

Figure A7.14 Kelly's characterisation of political skills
(Study 1 Subject 4 Interview 5 Analysis 2)



Study 1 Subject 4 Interview 5 Analysis 3

Category: Business Acumen, 'Shrewdness'

Summary of transcript findings

Grounded theory concept building

Business Acumen, 'Shrewdness' findings

Kelly finds that 'big company syndrome' seems to be at the top of Organisation A's problem list. Kelly says that Organisation A has become so large that people have lost the desire to walk around to talk to their work colleagues. Even though Organisation A has many communications and audiovisual tools the level of close communication has dropped considerably over the eleven years that she has worked here.

Kelly has introduced an informal work forum that is open to all who wish to attend. Kelly sometimes runs three work forums over one day. These may have five topics that are presented over one hour. Kelly has found that her work forums have stimulated a higher level of critical inquiry and general intra-group communication within work teams. These forums were often held at lunchtime. People could eat their lunch and listen into the discussions. Kelly would often provide a simple Powerpoint presentation to emphasise her discussion points free of complications. Although it was difficult to collect the information for the forums it was an activity of value for Kelly and the organisation. Kelly would sometimes arrange for guest speakers to make contributions to the work forums. Kelly believes that her work forums contributed to the development of more useful communications between Organisation A employees.

Kelly would hold consultation meetings with the reception staff to ensure consistent, open communication from the reception desk to all other employees in Organisation A. The reception staff came up with sound ideas on how to communicate messages to other employees quickly. Kelly wanted to have a homepage on the intranet that would allow rapid contact with employees. With one hundred and sixty employees it is difficult to discern who is an employee and who isn't.

Kelly initiated a process of collaboration that would be of great value to the organisation. This comes about when communication between employees is effective.

The CEO prepares and delivers a national report each week. Kelly and the CEO developed a standard weekly report together. This report required the assistance of political influence for its initiation and maintenance and hence itself was a vehicle of political influence. Kelly and the CEO needed to consider the political ramifications of each item in the CEO Reports.

Kelly wanted to discuss the topic of data integration throughout the organisation.

- Techniques:** 1. Line-by-line Analysis – open coding
 2. Affinity Grouping – concept building
 3. Constant comparisons- identifying properties

Text: Study 1 Subject 4 Interview 5

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A7.15 Open Coding for Business Acumen and 'Shrewdness'
 (Study 1 Subject 4 Interview 5 Analysis 3)

Unit of Data	Open Coding
Some of the processes I have introduced have been just general things, like big company syndrome tends to be I think at the top of Organisation A's problems	BigCoSyn Big company syndrome seems to be at the top of Organisation A's problem list
We are so big that sometimes we forget to get up out of our chair and talk to the person next to us.	BigCoSyn Kelly says that Organisation A has become so large that people have lost the desire to walk around to talk to their work colleagues
We use email a lot like a lot of other companies and that sort of thing, but over the eleven years I have been there I have just watched it get worse and worse and worse, although we have got more tools, like video cameras, recorders and computers and things	CloseComms Even though Organisation A has many communications and audiovisual tools the level of close communication has dropped considerably over the eleven years that she has worked here.
so with all of that, I tend to concentrate on communication and one of the biggest things that I have introduced is work forums that I would hold for all the people underneath my boss and it would be no invitations, it would be a drop in session.	WorkForums Kelly has introduced an informal work forum that is open to all who wish to attend.
I would run three over one day, and it would just generally be an information session. I might have five topics and I would talk for an hour and it would be an open forum.	WorkForums Kelly sometimes runs three work forums over one day. These may have five topics that are presented over one hour.
I found that worked really well, and that was a process whereby people would say, that was great, but next time could you talk about such and such. I found that started to open people's communication	WorkForums Kelly has found that her work forums have stimulated a higher level of critical inquiry and general

chains up a little.	intra-group communication within work teams
It was a good time, just that one hour throughout the day. Sometimes people would bring their lunch and listen.	WorkForums These forums were often held at lunchtime. People could eat their lunch and listen into the discussions
A simple powerpoint presentation that sort of thing, because communication is a huge problem in here	WorkForums Kelly would often provide a simple Powerpoint presentation to emphasise her discussion points free of complications
I am not saying it fixed it, but it just helped get the message across, because not everyone reads their email or reads a memo.	CommEase Kelly believes that her work forums contributed to the development of more useful communications between Organisation A employees.
So that was probably something that I was proud of that I introduced and it was hard to get the topics going and get the information together, but it was good	WorkForums Although it was difficult to collect the information for the forums it was an activity of value for Kelly and the organisation.
... I would sometimes get guests speakers along and that sort of thing.	WorkForums Kelly would sometimes arrange for guest speakers to make contributions to the work forums.
Another sort of process thing is, I was having reception report to me at the end there, so the two ladies and the relief staff would report to me and I got them all together, because we were having communication problems from that point, which is a major problem, because they are suppose to be the people at the fore-front	RecepConsult Kelly would hold consultation meetings with the reception staff to ensure consistent, open communication from the reception desk to all other employees in Organisation A
They came up with some ideas such as some programmes whereby they could get the calls through quicker to people within the branch.	RecepConsult The reception staff came up with sound ideas on how to communicate messages to other employees quickly
They wanted to have like a homepage on the computer where they could put new people who started in the business	RecepConsult Kelly wanted to have a homepage on the intranet that would allow rapid contact with employees.
One hundred and sixty people at one facility, you don't know who is coming and going and we have a real security issue with old staff who just keep coming into the building, with people who we thought worked there and actually didn't.	RecepSecurity With one hundred and sixty employees it is difficult to discern who is an employee and who isn't.
So getting them together as a group and getting them to come up with ideas as to what they wanted and what they thought would work was something I didn't	GroupCollab Kelly initiated a process of collaboration that would be of

get to finish before I left, but is a process that would really help the business	great value to the organisation
... but again, that is really just communication.	GroupCollab This comes about when communication between employees is effective
Also, another one, Andrew had to do reports to a national level on a weekly basis.	CEOREp The CEO prepares and delivers a national report each week.
So what we did is we came up with a standard report, that was a good way of communicating with the top	CEOREp Kelly and the CEO developed a standard weekly report together
and there was a lot of politicking as well that needed to be done as well that went along with that	CEOREp This report required the assistance of political influence for its initiation and maintenance and hence itself was a vehicle of political influence
so very cautious about the green flags and the red flags we called them that we put into those reports.	CEOREp Kelly and the CEO needed to consider the political ramifications of each item in the CEO Reports
I could go on and on about processes of data integrity and things like that. Yeah, I could go on and on and on.	DataInt Kelly wanted to discuss the topic of data integration throughout the organisation.

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Technique: Affinity grouping of open codes – concept building

Nine separate open codes have been identified for business acumen from Kelly's transcript. The open codes and Kelly's characterisations are listed below.

1. *BigCoSyn – Big Company Syndrome*

Big company syndrome seems to be at the top of Organisation A's problem list

Kelly says that Organisation A has become so large that people have lost the desire to walk around to talk to their work colleagues

2. *CloseComms – Close Communications*

Even though Organisation A has many communications and audiovisual tools the level of close communication has dropped considerably over the eleven years that she has worked here

3. *WorkForums – Work Forums*

Kelly has introduced an informal work forum that is open to all who wish to attend.

Kelly sometimes runs three work forums over one day. These may have five topics that are presented over one hour.

Kelly has found that her work forums have stimulated a higher level of critical inquiry and general intra-group communication within work teams

These forums were often held at lunchtime. People could eat their lunch and listen into the discussions

Kelly would often provide a simple Powerpoint presentation to emphasise her discussion points free of complications

Although it was difficult to collect the information for the forums it was an activity of value for Kelly and the organisation.

Kelly would sometimes arrange for guest speakers to make contributions to the work forums.

4. *CommEase – Ease of Communications*

Kelly believes that her work forums contributed to the development of more useful communications between Organisation A employees.

5. *RecepConsult – Consultation with Reception Staff*

Kelly would hold consultation meetings with the reception staff to ensure consistent, open communication from the reception desk to all other employees in Organisation A

The reception staff came up with sound ideas on how to communicate messages to other employees quickly

Kelly wanted to have a homepage on the intranet that would allow rapid contact with employees.

6. *RecepSecurity – Security Measures at the Reception Desk*

With one hundred and sixty employees it is difficult to discern who is an employee and who isn't.

7. *GroupCollab – General Collaboration amongst Organisation A staff*

Kelly initiated a process of collaboration that would be of great value to the organisation

This comes about when communication between employees is effective

8. *CEOREp – CEO's Report*

The CEO prepares and delivers a national report each week.

Kelly and the CEO developed a standard weekly report together

This report required the assistance of political influence for its initiation and maintenance and hence itself was a vehicle of political influence

Kelly and the CEO needed to consider the political ramifications of each item in the CEO Reports

9. *DataInt – Data Integration*

Kelly wanted to discuss the topic of data integration throughout the organisation.

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, seven properties are found to contribute to the characterisation of Kelly's conception of the category of business acumen or shrewdness.

Figure A7.15 Kelly's characterisation of business acumen or 'shrewdness'

(Study 1 Subject 4 Interview 5 Analysis 3)

Kelly thinks that big company syndrome seems to be at the top of Organisation A's problem list. Kelly says that Organisation A has become so large that people have lost the desire to walk around to talk to their work colleagues.

Kelly would hold consultation meetings with the reception staff to ensure consistent, open communication from the reception desk to all other employees in Organisation A. The reception staff came up with sound ideas on how to communicate messages to other employees quickly. Kelly wanted to have a homepage on the intranet that would allow rapid contact with employees. With one hundred and sixty employees it is difficult to discern who is an employee and who isn't.

Business Acumen or 'Shrewdness'

Even though Organisation A has many communications and audiovisual tools the level of close communication has dropped considerably over the eleven years that she has worked here.

Kelly initiated a process of collaboration that would be of great value to the organisation. This comes about when communication between employees is effective.

Kelly believes that her work forums contributed to the development of more useful communications between Organisation A employees.

The CEO prepares and delivers a national report each week. Kelly and the CEO developed a standard weekly report together. This report required the assistance of political influence for its initiation and maintenance and hence itself was a vehicle of political influence. Kelly and the CEO needed to consider the political ramifications of each item in the CEO Reports.

Kelly has introduced an informal work forum that is open to all who wish to attend. Kelly sometimes runs three work forums over one day. These may have five topics that are presented over one hour. Kelly has found that her work forums have stimulated a higher level of critical inquiry and general intra-group communication within work teams. These forums were often held at lunchtime. People could eat their lunch and listen into the discussions. Kelly would often provide a simple Powerpoint presentation to emphasise her discussion points free of complications. Although it was difficult to collect the information for the forums it was an activity of value for Kelly and the organisation. Kelly would sometimes arrange for guest speakers to make contributions to the work forums.

With one hundred and sixty employees it is difficult to discern who is an employee and who isn't.

Appendix 8 WAIS-R Distribution for Organisation A

Period 1991 – 2004

Source – Organisation A Confidential Records.

A. Verbal Scale, Performance Scale and Full Scale according to Manager (%ile scores included)

Manager	Verbal Scale	Performance Scale	Full Scale
A	135 (99%ile)	127 (96%ile)	135 (99%ile)
B	137 (99%ile)	130 (98%ile)	138 (99%ile)
C 'Lorraine'	139 (99.5%ile)	136 (99%ile)	143 (99.8%ile)
D	125 (95%ile)	110 (75%ile)	120 (91%ile)
E	144 (99.8%ile)	122 (93%ile)	139 (99.5%ile)
F	116 (85%ile)	112 (80%ile)	116 (85%ile)
G	125 (95%ile)	127 (96%ile)	129 (97%ile)
H	116 (86%ile)	94 (34%ile)	107 (68%ile)
I	139 (99.5%ile)	136 (99%ile)	143 (99.8%ile)
J	150 (99.6%ile)	122 (93%ile)	140 (99.6%ile)
K	102 (55%ile)	106 (66%ile)	104 (61%ile)
L	121 (2%ile)	125 (95%ile)	125 (95%ile)
M	134 (99%ile)	113 (81%ile)	127 ((6%ile)
N	135 (99%ile)	116 (86%ile)	129 (97%ile)
O 'Kelly'	119 (90%ile)	100 (50%ile)	112 (79%ile)
P	107 (67%ile)	114 (82%ile)	110 (75%ile)
Q	141 (99.7%ile)	139 (99.5%ile)	143 (99.8%ile)
R	125 (95%ile)	122 (93%ile)	127 (96%ile)
S	147 (99%ile)	128 (97%ile)	144 (99.8%ile)
T	140 (99.6%)	130 (98%ile)	141 (99.7%ile)
U	124 (95%ile)	121 (92%ile)	125 (95%ile)
V	131 (98%ile)	116 (86%ile)	127 (96%ile)
W	118 (88%ile)	122 (93%ile)	122 (93%ile)
X	130 (98%ile)	132 (98%ile)	135 (99%ile)
Y 'Lloyd'	147 (99.9%ile)	140 (99.6%ile)	149 (99.6%ile)
Z 'Mark'	125 (95%ile)	124 (95%ile)	129 (98%ile)

B. Scaled Scores for Selected Subtests where available

Verbal Scores							Performance Scores			
Manager	Voc	Sim	Arith	DS	Inf	Comp	PC	DS	BD	MR
A	18	17	13	9	15	19	18	12	2	13
B										
C	17	17	15	14	13	18	18	12	17	16
D										
E	18	15	15	14	17	19	14	13	12	14
F										
G										
H	14	16	11	11	9	15	12	6	8	12
I										
J										
K	13	12	3	8	9	18	14	11	6	13
L										
M										
N	18	16	15	10	13	19	15	9	15	14
O	15	16	10	10	12	16	11	9	9	12
P										
Q	17	18	15	10	16	18	14	11	15	17
R										
S	18	18	15	15	15	19	18	10	15	15
T										
U	14	16	13	10	13	17	15	8	15	16
V	16	18	13	9	13	19	15	13	11	11
W										
X	16	16	13	11	12	19	15	12	14	17

Summary Statistics

Mean Verbal Score = 129.69

Standard deviation = 4.76

Mean Performance Score = 121.69

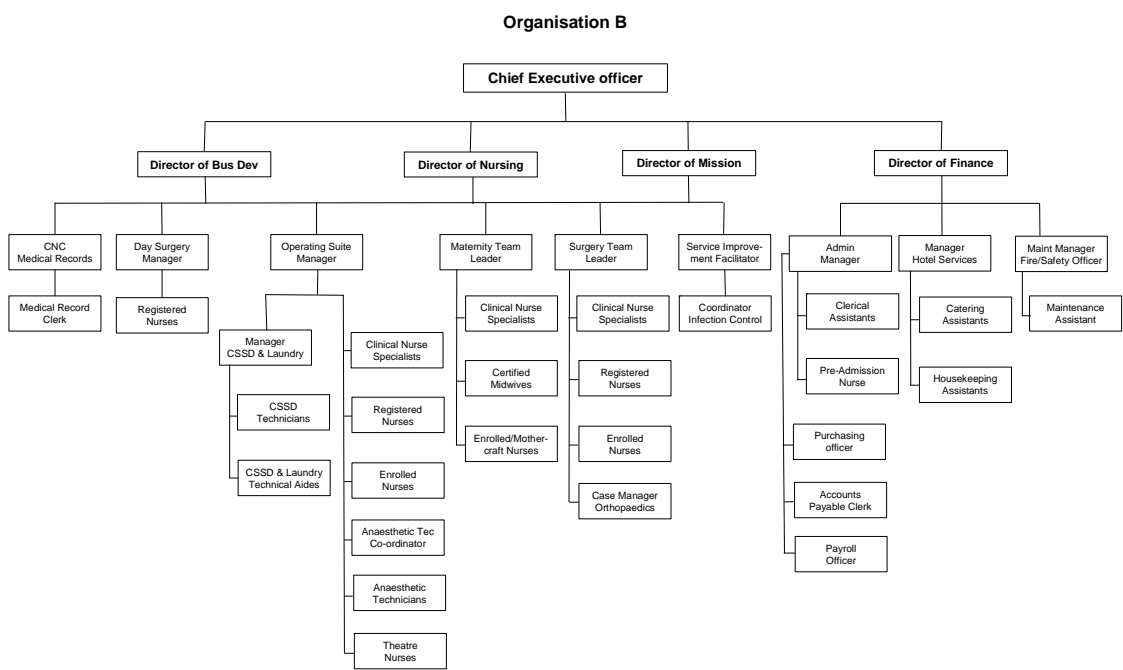
Standard Deviation = 6.73

Mean Full Scale Score = 129.19

Standard Deviation = 4.62

Appendix 9 Cultural Aspects of Organisation B at Burnley and Manton

Organisational Chart



This contextual and cultural discussion was compiled from interviews with a wide range of staff members at the two St Veronica's sites. While there are differences in size and services offered at the two hospitals, it was soon apparent that there are common themes running through these 'sister' establishments. Furthermore, there are a significant number of staff members who work part-time on both campuses, which has the effect of ensuring a commonality in alignment of cultural values. Organisation B at Burnley was Organisation B Sydney until the "St Veronica's Health Corporation (SVHC)" purchased Manton Community Hospital in February 2004.

Organisation B, Burnley and Manton Campuses of St Veronica's Hospitals

The culture of the organisation is quite remarkable. Up until 1999 the Manton hospital was a co-operative, not for profit organisation and it had been like that since the early 1950's. In 1999 when the hospital went into Administration, there were staff members who had been there for more than thirty years. They were dedicated and loyal, not only to their position, but to the core values of the hospital, for they believed the hospital served the community. These values are not based on history and emotion, They are based on the premise that this hospital provides a level of care that is second to none. It is still regarded by the staff as a cottage hospital that has a niche market, and so over the last five years with the multiple changes in ownership they have still maintained a culture of '*being for others*', if you like, which is very much who they are now with the Health Corporation. Interestingly when the SVHC bought the hospital in February 2004 the most important, probably the most significant, comment I heard was that this hospital was such a perfect cultural fit within the organization. They were always about serving the community and serving the patients and providing a level of care that was second to none. So the culture of the organisation is really important to staff members. They have an aged facility, and here they have limited services, but they have a culture that is quite unique in modern medicine and the Hospital is well respected within the community. They are very well known for that, and although now they are a Catholic organisation, the values and the culture have not changed significantly since the ownership under the SVHC.

Profitability

With respect to profitability. As they are a '*not for profit organisation*', it is still the Senior Manager's responsibility to generate a reasonable return on the investment for SVHC, to be able to provide a high level of care and the commitment to the community. It is really important for the community to know that it is a '*not for profit*

organisation' . As one Senior Manager exclaimed, *"there are no shareholders there with their hand out waiting for a healthy dividend"*.

Spiritual aspects of the culture

One senior Director ("Sr Julie") noted that the spirit and culture of the organisation is extremely difficult to quantify, but it is absolutely important and it is important to her in her job to get feedback and hear that there is some improvement in it. Several weeks ago she performed a little limited cultural audit with some of the people who are on the annual part training program, and they were the usual questions about an organisation. It turned out that they had a lot of faith in the overall culture of the organisation, but not a lot of trust of their managers, but it was only limited as there were only about 15 participants. Last week they had their Christmas service, and she was very tired because she had organised the St Veronica Week the week before. Sr Julie had thought that she would simply recycle the service that they had last year, but she did not have it, so she was under a lot of stress. When the time came they got ready and there were several new participants in the service.

She said with obvious joy:

"They had a great organist and her daughter was a flutist, then we had a speech pathologist that has a lovely singing voice, a very powerful singing voice, and at the end of it everybody was smiling and saying how happy they were."

The next day there was feedback to some of the participants who will be discussed later, on how happy an occasion it was. They did the Christmas service, the gospel service of the birth of Jesus Christ, starting with the Annunciation. It was a multi-religious event. They were comprised of an angel who was a Catholic, a committed Catholic - they had Mary, who was a committed Baptist, they had Joseph who is a Muslim. They also had an assortment of people of various persuasions as kings, and as shepherds.

"At the last minute one of the shepherds who was coming in on his day off had forgotten, so one of the Social Workers turned up and she was rallied into being a lady shepherd, which was no problem at all. The kings were scared that they would have to sing on their own, but they didn't, but there was such good will around, and we had everybody dressed up just in drapes and things, of the colours of the era".

She found that this did so much for her in terms of her faith in the organisation. After the service they went down to the Hospital cafeteria, and had *"the most beautiful*

lunch, buffet lunch prepared by the catering staff, but, you know, my faith in the organisation was really restored”.

Demonstrations of showing thanks

She said that she doesn't see this level of cooperation and camaraderie during the day-to-day life of the Hospital. When people are nice towards her she often wonders if it is because she is Sr Julia or is it because she is herself. She doesn't think it matters greatly, but she would prefer, because she is herself, to be an ordinary person going around the place without a title. That's what she would prefer, but she doesn't really mix with the nursing staff much, because she had a previous experience where the Directors of Nursing resented her as head of the organisation going near their staff. However she does go quite frequently and have lunch with the catering staff, whom she admires very much. Because the Hospital puts a lot of pressure on them during the year, she recently went and bought a big box of chocolates at the weekend to let them know that they are not forgotten.

Recognition of team efforts

The Kitchen staff is located at the back of the Hospital on the Basement level. A couple of years ago this feeling of being in the basement, and being in the basement of the whole organisation, and what everybody thinks about them surfaced at one of the mission meetings. The committee members decided they wanted to show them recognition. So they put on a lunch in the boardroom for which they had to do nothing. Food from Kentucky Fried Chicken was ordered and at the last minute someone went down to get it, and that was a disaster because Kentucky Fried, although Sr Julia had paid for it all, had no knowledge of it.

“... they said you will have to go to Manton Shopping Centre (quite close to our other Hospital), but one of our assertive staff members said no we are not.”

So they were all in the Boardroom at the top of the organisation, and the Hospital had a great Diversional Therapist at that time, and she did reward cards for all of them and the place was decorated and it was really a wonderful day.

“So in that sense they we tried to give them recognition and when we had a bit of a cultural audit, I went with them to develop their feelings about the place, and, but again I don't want to be important or whatever, because I am Sr Julia, I just want to be an ordinary person.”

When she came here she was the first person in the Sr Veronica's Hospitals to have this job. She had come from a very high profile job in Adelaide and I was really a bit

mystified about what it was all about. She decided that all she could do is become part of the furniture and then see how that furniture fits in, which is what she did.

Spirituality and the Charism

Sr Julia said that she did not believe that spirituality is measured by people walking around or sitting saying prayers, or making people feel as though they are being indoctrinated. This provides for her no proof of spirituality. She thinks there is a spirituality about the feeling of the place because of the stories that she hears from others. She recalled a time when one of the cleaners told her that she had worked in many hospitals during her life and mostly, found herself being treated “like dirt”. “But here at St Veronica’s”, she smiled and said, “you feel as though you are a human being.” Sr Julia also remarked that “many people come into St Veronica’s, people we don’t know, who say there is a special feeling about this place.” She is obviously very proud of this evaluation.

The earliest memories of feeling this spirituality for another senior manager, “Lydia” was when she came to relieve the CEO who was on a seven week overseas study tour. Straightaway she really liked it. She said that “there was something different, it was palpable, and I didn’t know what it was about this organisation”. It was this spirituality that led her to accept a position here. This comment about the spirituality of St Veronica’s has been echoed many times when discussing the Hospital with a wide range of staff members, patients and their families. When asked to provide further reflections on this spirituality “Lydia” said that she has discussed this many times with her friends and colleagues. Those who have worked in other hospitals all agreed that St Veronica’s is an organisation where everyone is heading in the same direction. She said

“... because it has got it’s mission, it has got it’s philosophy and everybody, well on the whole people are committed to it, and they were heading in the one direction. So there was something special about this place, and I think there was a ‘sacredness’ about it, and a respect, like a respect for patients they came first, they still do, and that’s what we are about, that’s our business, and there was a respect for one another, and that still exists on the whole. I mean we have had our bullying and harassment, we have had bits that other organisations have, but I think on the whole that is the difference between this place and the others, and because we really only have two service streams, so people are really focused to go in the one direction.”

The artefact¹⁹ of ritual is especially noticeable in the culture of St Veronica's. It is most likely this way because the Hospital is run by a religious order. They discuss the mission statement and the values that support the mission often. The Hospital conducts values audits, cultural audits, staff satisfaction surveys and client satisfaction surveys. One is also quite struck by the sense of sincerity that runs deep throughout the culture. Everyone is treated well, without any hint of contrived friendliness. Another cultural value is a sense of social justice. Any perceived grievance is treated with respect and with proper regard. I heard stories of individuals being treated well, even when to my sense of justice they had acted in quite unjust and inappropriate ways. They were tolerated when in other organisations they would have been forcefully "shown the door"!

Recently a firm of HR consultants surveyed the entire staff for 'best practices'. Three clear cultural biases emerged in the profile of St Veronica's. They were in the areas of 'success', 'blame' and 'swinging voters'. Blame was higher than average, success was lower and swinging voters were highest. This indicates that not all staff members agree with "Lydia's" views. According to the surveyors, they a culture that is somewhere between one of consolidation and one of reaction.

¹⁹ See Schein, 1985.

Appendix 10 Data Set: Study 2 Subject 1 Interview 1

Study 2 Subject 1 Interview 1 Analysis 1

This is the first part of the first interview with Anna.

Category: Interpersonal and Communication Skills

Techniques: 1. Line-by-line Analysis – open coding
2. Affinity Grouping – concept building
3. Constant comparisons- identifying properties

Text: Study 2 Subject 1 Interview 1

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table 10.1

Open Coding for Interpersonal and Communication SkillsStudy 2 Subject 1 Interview 1

Unit of Data	Open Coding
I think that an important component of my role as a leader is to basically develop a system of getting my hands dirty and that's the approach I have always taken with my staff.	PersInvolve Anna believes that involvement in a practical manner is important to her leadership style
I am able to show them the leadership they need at their level	SocConf Anna demonstrates social confidence in being able to lead at a practical level
and probably I have never really asked anybody to do something that I have not done or would not do myself	PersInvolve Anna likes to demonstrate her self-efficacy at a practical level
I always like to be able to demonstrate the task that I want done, whether a manual task or financial task or leadership tasks	PersInvolve Anna likes to be able to demonstrate efficacy across many managerial tasks
I find that the people below me have a greater amount of respect for me because of this, because they know that I don't ask them to do anything that I wouldn't do myself, and that's been really, really important and it's been very beneficial in my role.	PersInvolve Anna thinks that subordinates have respect for her because she knows how to do tasks that she asks others to do. She has found this to be most beneficial in her role
My role, I have sort of come up from the ranks of the organisation, I wasn't, I am not an academic, I have come up through the rank and file with a clinical background as a nurse	CareerPathBenefit Anna has worked her way through the hospital ranks without the benefit of academic training
and have developed into this administrative role that I have now and I have been on a tremendous learning curve and I have been at several levels of the organisation and I have been able to look at the leaders I have in the past and learn from either their mistakes or by their great achievements	CareerPathBenefit Anna has learned greatly from her experiences with a range of leader/managers during her career development
I like to communicate with the middle managers in particular on a one to one basis and talk about their skill levels and their deficits and address their deficits on a really personal, not professional level but an individual level.	IndivInvol Anna has found that she relates best with others at an individual level when it comes to fulfilling her managerial duties
Over time it's been a matter of providing the training that they need to do the role that I expect them to perform	Upskill Anna knows that it is necessary to provide relevant training to her subordinates if she wants them to perform new tasks

often you find that in small organisations like ours that people are promoted because of their loyalty and ability rather than their academic achievements.	StaffGrow Anna has found that loyalty and ability are often more important in securing promotions than are academic achievements
So it is really important to recognise that, and recognise the training they need to fulfil those roles.	Upskill/StaffGrow Skills training is a necessary part of staff development
and I guess it's because that is the way I climbed the corporate ladder	CareerPathBenefit Anna herself has benefited greatly from skills training in reaching her senior position
I am more aware that you don't expect these people to automatically have those skills, either the practical skills to perform the task in this new role or the communication skills,	Upskill/CommSkills Do not assume that subordinates have either the technical or the communication skills required for promotions positions
in fact one thing I find with middle managers is that their communication skills are poor and they need to develop	Upskill/CommSkills Anna finds that middle managers generally are in need of communication skills development
we have, in theory a very good structure a very good organisational structure, but in reality their communication is never as good in practical as in theory.	Upskill/CommSkills Although the organisation is well structured the middle managers do not demonstrate effective communication ability
I am trying to say that communication with the managers is critical and that one to one communication is critical	CommSkills/IndMeet Communication skill is critical in the behaviour of managers
As far as group communication, we have group meetings and we talk about the issues that effect the broader community	GroupMeet Group meetings are an effective forum for discussions about the broader community
as well as individual meetings, and the individual meetings are really important because you are not facing managers in a cultural situation where they don't know what answer you expect from them or if you are asking them something they don't completely understand.	IndMeet Individual meetings are an important and effective situation for maximising interpersonal communication
I think it is really critical in any organisation that you have with your reports a one to one communication as well as group meetings.	IndMeet/Group/Meet Both individual and group discussions are important to managerial success with subordinates
Group meetings of course are critical because everyone needs to know what is happening within the organisation at a particular level	GroupMeet These are an important event in distributing organisational information

but I also find in any organisation that I have been involved in, not only the one that I am currently involved in now, that the communication as it travels down it gets to a point where it stops.	InfoTrans Information has a tendency to stop transmission before it reaches the grassroots level
So then we have to develop a different style of communication in the organisation where we have a formal approach as well where we have the executive of the organisation totally available for this bottom half approach.	InfoTrans We need to develop a way of permitting the transmission of information throughout the organization.

Technique: Affinity grouping of open codes – concept building

Thirteen separate/merged open codes have been identified for interpersonal and communication skills from Anna's transcript. The open codes and Anna's characterisations are listed below.

1. *CareerPathBenefit - Career Path Benefit*

Anna has learned greatly from her experiences with a range of leader/managers during her career development
Anna has worked her way through the hospital ranks without the benefit of academic training
Anna herself has benefited greatly from skills training in reaching her senior position

2. *CommSkills/IndMeet – Communication Skills/Individual Meetings*

Communication skill is critical in the behaviour of managers

3. *GroupMeet – Communication Skills – Group Meetings*

Group meetings are an effective forum for discussions about the broader community
These are an important event in distributing organisational information

4. *IndivInvol – Involvement with Individuals*

Anna has found that she relates best with others at an individual level when it comes to fulfilling her managerial duties

5. *IndMeet/Group/Meet – Individual and Group Meetings*

Both individual and group discussions are important to managerial success with subordinates

6. *IndMeet – Individual Meetings*

Individual meetings are an important and effective situation for maximising interpersonal communication

7. *InfoTrans – Information Transmission*

Information has a tendency to stop transmission before it reaches the grassroots level
We need to develop a way of permitting the transmission of information throughout the organisation

8. PersInvolve – Personal Involvement

Anna believes that involvement in a practical manner is important to her leadership style

Anna likes to be able to demonstrate efficacy across many managerial tasks

Anna likes to demonstrate her self-efficacy at a practical level

Anna thinks that subordinates have respect for her because she knows how to do tasks that she asks others to do. She has found this to be most beneficial in her role

9. SocConf – Social Confidence²⁰

Anna demonstrates social confidence in being able to lead at a practical level

10. StaffGrow – Staff Increase in Self-confidence and Self-efficacy

Anna has found that loyalty and ability are often more important in securing promotions than are academic achievements

11. Upskill/CommSkills – Upskilling in Communication Skills

Although the organisation is well structured the middle managers do not demonstrate effective communication ability

Anna finds that middle managers generally are in need of communication skills development

Do not assume that subordinates have either the technical or the communication skills required for promotions positions

12. Upskill/StaffGrow – Increase in Self-confidence leading to increasing Skill levels

Skills training is a necessary part of staff development

13. Upskill – Increase in Work-related Skills

Anna knows that it is necessary to provide relevant training to her subordinates if she wants them to perform new tasks

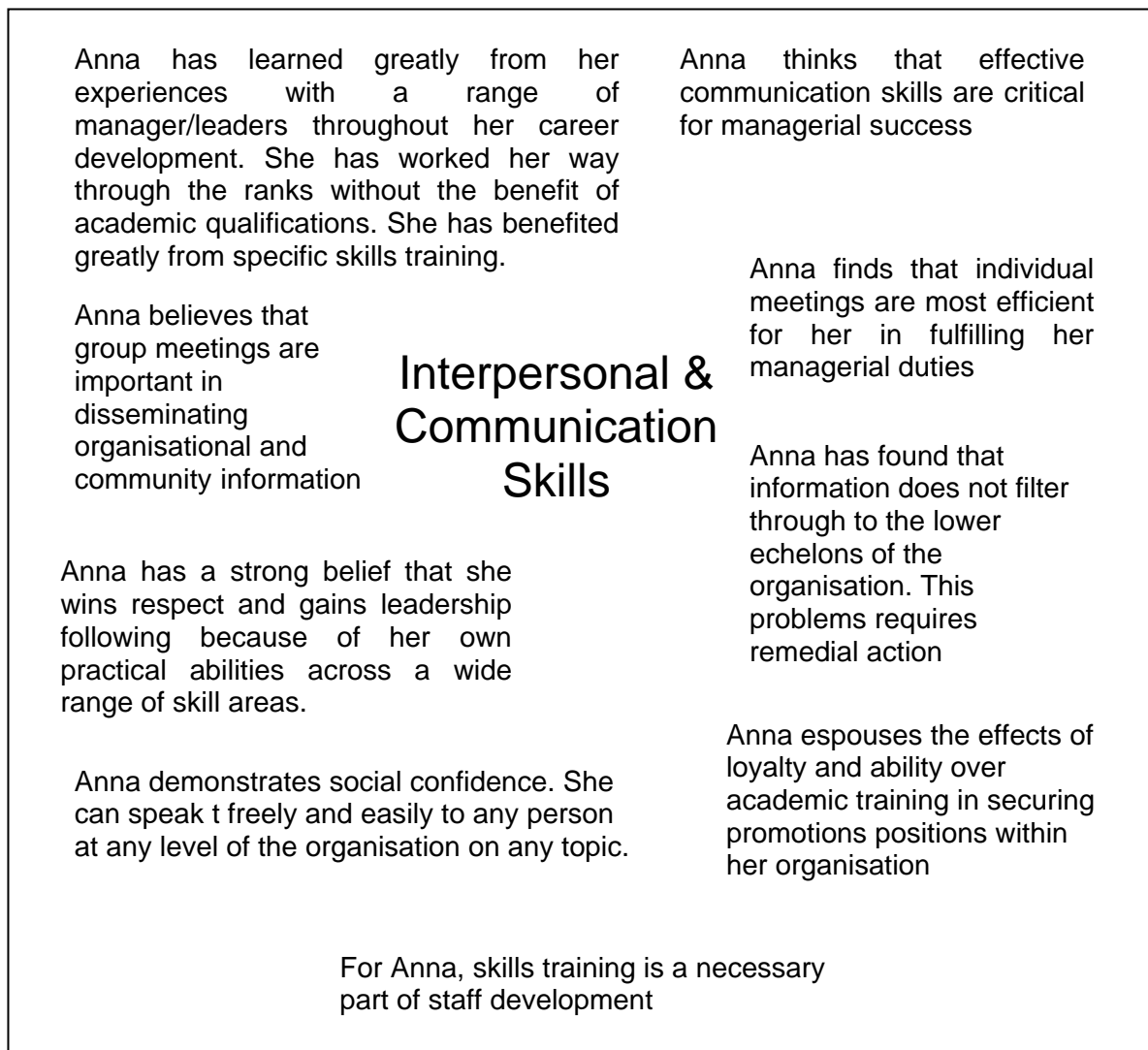
²⁰ The ability to talk to any person at any level about any topic

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, nine properties are found to contribute to the characterisation of Anna's conception of the category of interpersonal and communication skills.

Figure 10.1

Anna's characterisation of interpersonal and communication skills Study 2 Subject 1
Interview 1



Study 2 Subject 1 Interview 1 Analysis 2

This is the second part of the first interview with Anna.

Category: Political Skills

Summary of transcript findings

Grounded theory concept building

Techniques: 1. Line-by-line Analysis – open coding
2. Affinity Grouping – concept building
3. Constant comparisons- identifying properties

Text: Study 2 Subject 1 Interview 1

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table 10.2 Open Coding for Political Skills Study 2 Subject 1 Interview 1

Unit of Data	Open Coding
I think that an important component of my role as a leader is to basically develop a system of getting my hands dirty and that's the approach I have always taken with my staff.	<i>PersInvolve</i> Anna believes that involvement in a practical manner is important to her leadership style
I think that openness is very important, and the very minute you seem to hide or conceal something at any level of the organisation is very poor	<i>Openstance</i> Anna believes that openness is fundamental to maintaining political honesty. Concealment of information is abhorrent to her views on political positioning
In our small organisation there has been five changes of ownership in four years, sorry, four changes in five years, so the amount of change that has occurred has been enormous	<i>ChangeFrequency</i> The organisation has endured four changes of ownership over five years
Sometimes you feel you like you leave good people behind, because at an executive level you have different earners and different levels of reporting, different expectations	<i>PersRegret</i> It is personally difficult to move to higher ranks and leave behind people that you know are competent and conscientious
and it has been quite difficult in fact to keep the 220	<i>ChangeEffects</i>

staff up to speed with all the change, the rapid change, and it has been very difficult.	It is very difficult to keep all staff members abreast of all organisational changes
When you talk about politically it is quite a difficult area for me to address because with four owners in five years there has been an enormous change in politics.	PolitChange Having four different owners means that there have been several major political changes in five years
Each change of ownership brings a different level of politics and people have to adjust.	PolitChange People have to adapt to the changes of political climate that comes through changes in ownership
That's a bit of a challenge in itself, because if you ask me every year I would probably give you different answer.	PolitChange Anna has had to change her political allegiance every year for four of the past five years
For the first time in over 50 years this organisation has become part of a group, so the dynamics of the organisation are constantly changing and we have this national reporting system now	GroupAlliance St Veronica's has become part of a National Organisation for the first time
which is fantastic because we have this part as a stand alone organisation that we have never had before	GroupAlliance It is beneficial to be part of a larger organisation
so the politics of the organisation for me and the organisation that I am working for, it is not really easy to say to much about it.	PolitStance It is quite difficult to speak knowingly about the politics of the new organisation
It is really quite difficult; it has changed every year for five years	ChangeFrequency The change of ownership every year for five years makes it difficult to assess the current political situation
now we have this feeling of intricate if you like, a national structure that we are just getting used to, and as I said, for the first time in 50 years	GroupAlliance This is the first time in the past fifty years of the hospital's operation that it has been part of a national alliance
When you think that some of the staff that works for this organisation have been there for 30-35 years it's really quite amazing.	StaffLongevity Some staff members have been continuously employed by the Hospital for 30-35 years
Its not so much the politics of the place it's the change that happens and making people understand that change doesn't just happen just to make change, its about improving ourselves all the time.	ChangeEffects Change has become a feature of Hospital life. Convincing staff that the changes are beneficial is a crucial requirement of senior management

<p>Once again I say to you regarding politics for the organisation, if we had the same owner for five years it would be much easier for me to talk about the politics of the organisation, not so much for where I am now</p>	<p><i>PolitStance/ChangeFreq</i> It is quite difficult to speak knowingly about the politics of the new organisation</p>
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Technique: Affinity grouping of open codes – concept building

Ten separate open codes have been identified for political skills from Anna's transcript.

The open codes and Anna's characterisations are listed below.

1. *ChangeEffects – Effects of ongoing change*

Change has become a feature of Hospital life. Convincing staff that the changes are beneficial is a crucial requirement of senior management
It is very difficult to keep all staff members abreast of all organisational changes

2. *ChangeFrequency – Frequency of change*

The change of ownership every year for five years makes it difficult to assess the current political situation
The organisation has endured four changes of ownership over five years

3. *GroupAlliance – Group alliance*

It is beneficial to be part of a larger organisation
St Veronica's has become part of a National Organisation for the first time
This is the first time in the past fifty years of the hospital's operation that it has been part of a national alliance

4. *Openstance – Open stance*

Anna believes that openness is fundamental to maintaining political honesty. Concealment of information is abhorrent to her views on political positioning

5. *PersInvolve – Personal involvement*

Anna believes that involvement in a practical manner is important to her leadership style

6. *PersRegret – personal regret*

It is personally difficult to move to higher ranks and leave behind people that you know are competent and conscientious

7. *PolitChange – Political change*

Anna has had to change her political allegiance every year for four of the past five years
Having four different owners means that there have been several major political changes in five years
People have to adapt to the changes of political climate that comes through changes in ownership

8. *PolitStance/ChangeFrequency – Political stance/Frequency of change*

It is quite difficult to speak knowingly about the politics of the new organisation

9. *StaffLongevity – Staff longevity*

Some staff members have been continuously employed by the Hospital for 30-35 years

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, nine properties are found to contribute to the characterisation of Anna's conception of the category of political skills.

Figure 10.2 Anna's characterisation of Political skills

Study 2 Subject 1 Interview 1

<p>Change has become a feature of Hospital life. Convincing staff that the changes are beneficial is a crucial requirement of senior management. It is very difficult to keep all staff members abreast of all organisational changes.</p>		<p>Anna said that the change of ownership every year for five years makes it difficult to assess the current political situation. The organisation has endured four changes of ownership over five years.</p>
<p>Anna thinks it is beneficial to be part of a larger organisation. St Veronica's has become part of a National Organisation for the first time. This is the first time in the past fifty years of the hospital's operation that it has been part of a national alliance.</p>	<h2>Political Skills</h2> <p>It is personally difficult to move to higher ranks and leave behind people that you know are competent and conscientious.</p>	<p>Anna believes that openness is fundamental to maintaining political honesty. Concealment of information is abhorrent to her views on political positioning.</p> <p>Anna believes that involvement in a practical manner is important to her leadership style.</p>
<p>Anna has had to change her political allegiance every year for four of the past five years. Having four different owners means that there have been several major political changes in five years. People have to adapt to the changes of political climate that comes through changes in ownership.</p>		
<p>It is quite difficult to speak knowingly about the politics of the new organization.</p>		
<p>Some staff members have been continuously employed by the Hospital for 30-35 years</p>		

Study 2 Subject 1 Interview 1 Analysis 3

This is the third part of the first interview with Anna.

Category: Business Acumen or 'Shrewdness'

Summary of transcript findings

Grounded theory concept building

Techniques: 1. Line-by-line Analysis – open coding
2. Affinity Grouping – concept building
3. Constant comparisons- identifying properties

Text: Study 2 Subject 1 Interview 1

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table 10.3 Open Coding for Business Acumen of 'Shrewdness'
Study 2 Subject 1 Interview 1

Unit of Data	Open Coding
I like to do a lot of my own work myself	Autonomy Likes to take full responsibility for doing her own work personally
Certain aspects of my role are critical for me to take responsibility for from start to finish	Autonomy Takes responsibility for completing a task by herself
I think that over-delegating is a downfall for a lot of senior managers and executives, they over delegate and they loose the big picture	Delegating Many senior managers over-delegate
I tend not to delegate too much at all, I like to take projects on from the start and see them to the finish	Delegating She prefers not to delegate. She takes tasks from commencement to completion
I think that is probably one of the smartest things I have done since being an executive is not to over delegate	Delegating It is shrewd not to over-delegate
I think once you over delegate everything becomes watered down and it's very hard to close smooth and bring it back and see closure on things within a	Delegating Over-delegating increases the risks of losing managerial

time frame that is expected of you	controls
I probably take on fewer projects but see them from start to finish.	Autonomy The desire to see projects through to completion necessarily reduces the number of projects that can be managed
I probably guilty of, after making that big speech of not taking on too many things and seeing them from start to finish and guilty of saying yes, yes, yes and I work very long hours, but having said that I work very long hours I am able to see the end of the projects I make sure they are closed off.	Over-extend The desire for autonomy is also associated with taking on too many tasks, which leads to working very long hours
I think it is really important in an organisation as an executive or senior manager or at any level really, it is so important to finish projects within a time frame.	ProjComplete Projects need to be finished within an agreed time-frame
I find that if you don't finish projects within a time frame, you actually loose creditability, and credibility is so important.	ProjPeril If you do not complete a project within the agreed upon time frame then you risk losing your credibility as a senior manager
I can't expect anyone underneath me to meet deadlines if I don't meet deadlines myself.	ProjComplete She cannot expect to delegate tasks to others and seek that they comply with agreed-upon deadlines if she does not do this herself.
In our organisation it is a very small organisation of 220 people and one of the things that I have always pride myself is that I know these people	PeopleAware She knows every Hospital staff member. There are 220 staff members
I know their families, I know their problems, I know their limitations and I know when they are prepared to give and when they can't give any more and I think that is very important to know the people that report to you and understand their limitations.	People Aware Anna knows a great deal about each staff member, including their preparedness to contribute
People respect that of me because they know I don't push them beyond their limitations.	GainRespect Anna believes that staff members respect her because she does not push them beyond their limitations.
We are very, very focused on serving the community and the community is not just decorative community	CommFocus She believes that the Hospital is highly focussed on serving the needs of the community
We talk about the community as being the people involved internally as well.	CommFocus The hospital staff are included within the Hospital's concept of community

I think that being able to identify who our customers are is critical as well, and one of my phantoms is if I talk to the people in the organisation and ask who are our most important customers and they all say the patients	CommFocus Staff members see patients as the most important customers
in fact, in the hospital if you asked 15 years ago who is our customer you would say our patients,	CommFocus Even 15 years ago Hospital staff members would identify the patients as the most important customers
but we now know that customers extend far beyond patients and that we have the community, we have a bright community of customers	CommFocus The new customer base is viewed as the entire community
I guess one of my other strengths, or one of my other positives is expanding that and getting the people within the organisation to understand that customers are beyond patients.	CommFocus Anna believes that one of her strengths is to be able to promote this entire community focus
We have staff, we have doctors, we have contractors, we have licensing, we have accreditation, there is a whole range of people that are our customers, not just our patients.	CommFocus The community includes the doctors, contracting staff, licensing authorities and accreditation bodies
It has been an interesting, if you look at the nursing profession what's happened over the last 20 years its very interesting, because nursing has developed more than a patient has, and you look at the professional nurse and the average age for a nurse is in their 40's and 50's	NursProf The nursing profession has developed substantially over the past 20 years. The average age of a nurse is between 40 and 60.
It is an interesting profession. It will be interesting to see what happens in the next 20 years in nursing.	NursProf There is likely to be further development in the profession during the next 20 years
I had a meeting this morning with our national COO, and it's the second meeting we have had in the last month. At the first meeting I requested to meet with him and talk to him about the current problems we are having within our organisation.	COOConsult During the first meeting with him I requested a second meeting to discuss current problems in the organisation
There is a gap, a leadership gap and it needs to be addressed and we are finding that we are in crisis mode all the time instead of being able to be strategic we are fighting fires all the time	LeadGap There exists a leadership gap. The leadership is reactive rather than strategic
So about a month ago I went to my national COO to talk to him about the problems and they are very cliché problems, and as part of the executive I felt that it is my responsibility to put my hand up to say we have big problems within the organisation that need to be addressed	COOConsult As part of the Executive team I decided to inform the COO of our organisational difficulties
I really laid all my cards on the table, I told him the problems as I saw them, that there was an over	COOConsult I told him what I believed to be

delegation, there were things not being addressed, there was critical issues that were being brushed over, deadlines not being met, and an over delegation which resulted in things not being complete, and he was quite surprised at my comments across the board	true regarding leadership inadequacies at the Hospital and he was surprised at my views
I saw him again today for the first time in about two weeks, and he said how are you going, and I said well you know, not great, and he said how are things going since we last spoke, and I said we are still not meeting our deadlines, we are still not discussing our financial results, we are still not having clinical department meetings, we are still not meeting and communicating as an executive group, which means the communication is not starting at the top to filter down through the organisation	COOConsult Despite having advised the COO of the leadership inadequacies, there were still no changes in the behaviours of the Hospital CEO
So I have had that discussion with him today so it will be very interesting to see what happens in the next few days	COOConsult That second meeting had taken place on that day, so the occurrences of the next few days were likely to be interesting
We have our meeting on Thursday, today is Monday and that meeting is to discuss the financial results for the month of September to the national executive, as an executive group of the organisation we actually have looked at the results, but we haven't discussed them and we haven't analysed them and on Thursday we are going to be presenting them to the national executive, but there has been no executive meeting to discuss and analyse the results.	ExecMeet There has been no discussion nor any analysis of September's financials. These are meant to be presented to the national executive on Thursday. This is Monday night.

Technique: Affinity grouping of open codes – concept building

Twelve separate open codes have been identified for business acumen or shrewdness from Anna's transcript. The open codes and Anna's characterisations are listed below.

1. *Autonomy – prefers to be autonomous*

Likes to take full responsibility for doing her own work personally
Takes responsibility for completing a task by herself
The desire to see projects through to completion necessarily reduces the number of projects that can be managed

2. *Delegating – delegating tasks and responsibility to team members*

Many senior managers over-delegate
She prefers not to delegate. She takes tasks from commencement to completion
It is shrewd not to over-delegate
Over-delegating increases the risks of losing managerial controls

3. *Over-extend – takes on too much work*

The desire for autonomy is also associated with taking on too many tasks, which leads to working very long hours

4. *ProjComplete – completion of projects according to agreed upon parameters*

Projects need to be finished within an agreed time-frame
She cannot expect to delegate tasks to others and seek that they comply with agreed-upon deadlines if she does not do this herself.

5. *ProjPeril – the dangers associated with failing to keep within project parameters*

If you do not complete a project within the agreed upon time frame then you risk losing your credibility as a senior manager

6. *PeopleAware – knowing the personal details of team members*

She knows every Hospital staff member. There are 220 staff members
Anna knows a great deal about each staff member, including their preparedness to contribute

7. *GainRespect – gaining respect from staff members*

Anna believes that staff members respect her because she does not push them beyond their limitations.

8. *CommFocus – Community focus*

She believes that the Hospital is highly focussed on serving the needs of the community
The hospital staff are included within the Hospital's concept of community
Staff members see patients as the most important customers
Even 15 years ago Hospital staff members would identify the patients as the most important customers
The new customer base is viewed as the entire community
Anna believes that one of her strengths is to be able to promote this entire community focus
The community includes the doctors, contracting staff, licensing authorities and accreditation bodies

9. NursProf – Nursing Profession

The nursing profession has developed substantially over the past 20 years. The average age of a nurse is between 40 and 60.

There is likely to be further development in the profession during the next 20 years

10. COOConsult – Chief Operating Officer Consultations

During the first meeting with him I requested a second meeting to discuss current problems in the organisation

As part of the Executive team I decided to inform the COO of our organisational difficulties

I told him what I believed to be true regarding leadership inadequacies at the Hospital and he was surprised at my views

Despite having advised the COO of the leadership inadequacies, there were still no changes in the behaviours of the Hospital CEO

That second meeting had taken place on that day, so the occurrences of the next few days were likely to be interesting

11. LeadGap – Leadership Gap

There exists a leadership gap. The leadership is reactive rather than strategic

12. ExecMeet – Executive Meeting

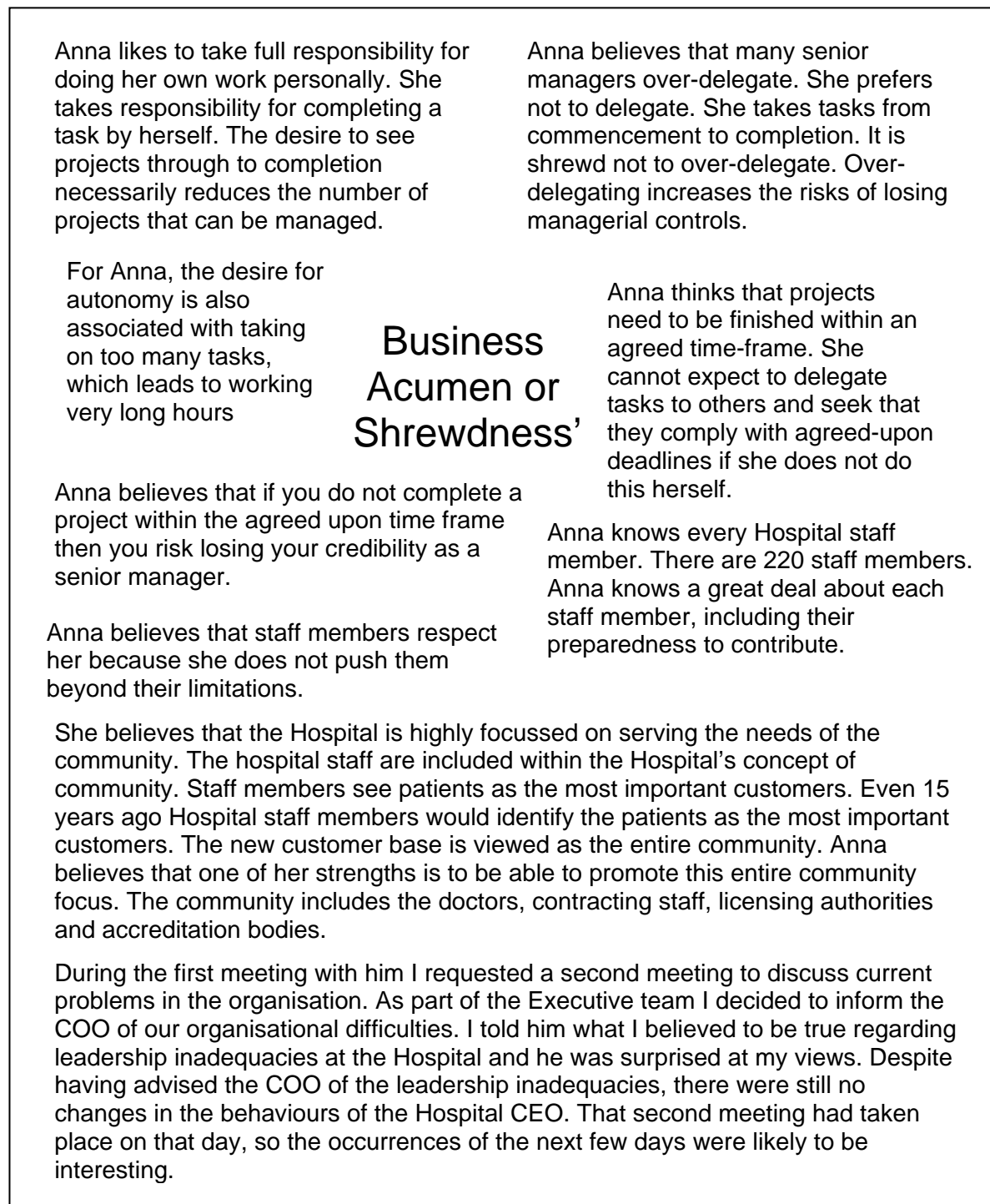
There has been no discussion nor any analysis of September's financials.

These are meant to be presented to the national executive on Thursday. This is Monday night.

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, nine properties are found to contribute to the characterisation of Anna's conception of the category of interpersonal and communication skills.

Figure 10.3. Anna's characterisation of Business Acumen or 'Shrewdness'



Section B Transcription of Audio-recorded Feedback Interview with Anna

Session 2 - Explicit-Tacit Interface Technique – Audiorecording

Location	Anna's room
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Memo 7

Anna was clearly fascinated by observing herself on the video-playback and was absorbed in listening to her own views. She made several comments about how she looked and related these back to comments that her sister had made concerning her face. She was reluctant to stop the playback so I stopped it myself and asked her to make comments on what was going on in her mind as she watched a particular segment. Ultimately she took control of the playback pause button (Function F3).

Memo 8

Anna was eager to keep talking. Even the idea of discussing current issues in private galvanised her actions. Issues that were of importance came to her with urgency.

Commentary on Anna's feedback transcript

These are critical notes that arose after hearing Anna's own analysis of her first interview:

- Anna showed great interest in the transcript, the grounded theory analysis and the videorecording of her initial interview. She was greatly energised by the data. She said that she had thought a lot about the issues presented in the initial interview.
- Anna expressed surprise at what had come to her after the first interview. She had been prompted from her own internal processes that were out of her awareness. She said *"... so I guess I am a little surprised how that has come back to me in that interview"*.
- An observation with Anna is that she has difficulty in losing control. Most significant is her statement *"... I found that quite hard actually because being a bit of the perfectionist, I don't think anyone else can do the things as well as I have done them myself, so letting go is quite difficult"*. There is evidence that she is in some form of denial because she later states that she hasn't let go but the quote suggests that the episode has been finalised.
- The other suspicion is aroused for the statement that she is a perfectionist is that she may be overly-structured.
- What is significant is the repeated referral by Anna is for the need to *"let go"*. There is some guilt there because rather than being responsible she says *"... I have a family at home that are singing out for their mum to be at home and I have a husband singing out for his wife to be at home"*. This could support a conclusion that she is providing excuses rather than she seeks further control rather than seeking to give it up.
- Furthermore she adds that she is *"burnt out"*. In opposition to this she has been *"... so I have been sticking my nose into various aspects of the business, that actually now are not my concern"*. There is an unresolved desire to take control of her previous role. She won't let go. She likes to be in charge.
- She uses the word *"important"* and pairs it with the term role. This indicates that she really loves her role. Also, it may mean that she thinks that she is indispensable to the Hospital. She really doesn't wish to leave the position. She has provided a list of reasons for why she lost her job.

These assumptions she holds about herself are likely to express both explicit and tacit aspects of her mental functioning. Being such an insightful and perceptive individual she is very likely to be quite aware, or capable of having awareness of many of the tacit assumptions she holds in her Hospital administration role.

Tellegen Absorption Scale (TAS) – Anna's Responses

This instrument was introduced on page 76 of this dissertation. It is a measure of absorptive capacity, a personal characteristic that may be linked to an individual's ability to readily access the influence of his/her tacit assumptions.

TAS Questionnaire - Anna's responses are in bold print

The following statements relate to everyone to a more or less degree. For each statement please indicate whether it is mostly true or mostly false for you.

1.	Sometimes I feel and experience things as I did when I was a child.	True	False
2.	I can be greatly moved by eloquent or poetic language	True	False
3.	While watching a movie, a TV show, or a play, I may become so involved that I may forget about myself and my surroundings and experience the story as if it were real and as if I were taking part in it.	True	False
4.	If I stare at a picture and then look away from it, I can sometimes "see" an image of the picture almost as if I were still looking at it.	True	False
5.	Sometimes I feel as if my mind could envelop the whole world.	True	False
6.	I like to watch cloud shapes change in the sky.	True	False
7.	If I wish I can imagine (or daydream) some things so vividly that they hold my attention as a good movie or story does.	True	False
8.	I think I really know what some people mean when they talk about mystical experiences.	True	False
9.	I sometimes "step outside" my usual self and experience an entirely different state of being.	True	False
10.	Textures – such as wool, sand, wood – sometimes remind me of colours or music.	True	False
11.	Sometimes I experience things as if they were doubly real.	True	False
12.	When I listen to music I can get so caught up in it that I don't notice anything else.	True	False
13.	If I wish, I can imagine that my body is so heavy that I could not move it if I wanted to.	True	False
14.	I can often somehow sense the presence of another person before I actually see or hear her/him.	True	False
15.	The crackle and flames of a wood fire stimulate my imagination.	True	False
16.	It is sometimes possible for me to be completely immersed in nature or in art and to feel as if my whole state of consciousness has somehow been temporarily altered.	True	False
17.	Different colours have distinctive and special meanings for me.	True	False

18.	I am able to wander off into my thoughts while doing a routine task and actually forget that I am doing the task, and then find a few minutes later that I have completed it.	True	False
19.	I can sometimes recollect certain past experiences in my life with such clarity and vividness that it is like living them again or almost so.	True	False
20.	Things that might seem meaningless to others often make sense to me.	True	False
21.	While acting in a play I could really feel the emotions of the character and 'become' him/her for the time being, forgetting both myself and the audience.	True	False
22.	My thoughts often don't occur as words but as visual images.	True	False
23.	I often take delight in small things (like the five-pointed star shape that appears when you cut an apple across the core or the colours in soap bubbles).	True	False
24.	When listening to organ music or other powerful music I sometimes feel as if I am being lifted into the air.	True	False
25.	Sometimes I can change noise into music by the way I listen to it.	True	False
26.	Some of my most vivid memories are called up by sense and smells.	True	False
27.	Some music reminds me of pictures or changing colour patterns.	True	False
28.	I often know what someone is going to say before he/she says it.	True	False
29.	I often have 'physical memories' for example, after I have been swimming I may still feel as if I am in the water.	True	False
30.	The sound of a voice can be so satisfying to me that I can just go on listening to it.	True	False
31.	At times I somehow feel the presence of someone who is not physically here.	True	False
32.	Sometimes thought and images come to me without the slightest effort on my part.	True	False
33.	I find that different odours have different colours.	True	False
34.	I can be deeply moved by a sunset.	True	False

Integration of results of interviews with results on Tellegen Absorption Scale

In this dichotomous version of the scale, subjects simply respond "True" or "False" to each item, and their score is simply the number of items marked "True". Anna scores 29 out of a possible 34 items. No population norms are available for the scale, but it is the author's experience that the average score amongst his clinical and research

populations has been around 20, with a standard deviation of 6²¹. Anna's raw score of 29 indicates that she is likely to be more hypnotisable than some 80% of her adult female peers. This result is likely to compare favourably with the behaviours demonstrated by her during this research process. She was found to be very much aligned with her inner, more fundamental motivational patterns. This may only be the result for one individual, but it may be indicative of an avenue of research that would be of importance for staff selection where the need for an aware, intuitive thinker who had a penchant for detail and order, is required.

²¹ This is confirmed by other studies, including that of Glisky and Kihlstrom (1993)

Appendix 11 Data Set: Study 2 Subject 2

Study 2 Subject 2 Interview 1 - Phillip

Study 2 Subject 2 Interview 1 Analysis 1

Category: Interpersonal and Communication Skills

Techniques: 1. Line-by-line Analysis – open coding
2. Affinity Grouping – concept building
3. Constant comparisons- identifying properties

Text: Study 2 Subject 2 Interview 1

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A11.1

Open Coding for Interpersonal and Communication Skills

Study 2 Subject 2 Interview 1 Analysis 1

Unit of Data	Open Coding
Generally speaking I try a fairly personal approach without prying into someone's personal space.	<i>RappApproach</i> When developing rapport with an individual Phillip prefers to be personal yet keeps a professional distance from that person
I try to find areas that I have very much in common with them or something I feel comfortable talking about so we can work well together versus a personal level	<i>RappApproach</i> Phillip seeks points of commonality or areas that may be comfortable for him to discuss
so we can find a common ground so they can open up and talk to me so I get a bit more of a chance to find out more about them	<i>RappApproach</i> Phillip seeks common ground so that the person can feel comfortable. This allows Phillip to extend his awareness of their characteristics
Sometimes that is hard at the start and they won't let too much go, therefore I some times find myself over-talking to get things moving and wait to see their responses in to any of the things I throw to them, so I put in a few issues.	<i>RappApproach</i> When the individual does not wish to discuss personal issues Phillip introduces a range of issues himself that are likely to produce reactions

That's generally what I do. I try and manage each person individually.	RappApproach This is his usual approach. It is effective when used individually
I find myself asking people who are new to that team, how they are going, and actually ask them how they are quite a lot, and be quite genuine in that question.	GenuineInt Phillip likes to demonstrate a genuine, personal interest to the person frequently
It's a bit different when people who have been on your team for a while, a little more where both parties have fallen into a routine and you might have developed a comfort zone,	LongTermRels Phillip does not apply this approach with longer-term associations. He prefers to rely on developed habits and mutual understanding
I have to work a bit harder at breaking that, sometimes it's too comfortable and we both don't communicate, because we are collapsing into a I know what she wants or what he wants, so we just leave it all.	LongTermRels Phillip needs to put effort into maintaining these longer term relationships. He thinks that they have become moribund
Where as it's easier with a new person to build that rapport.	LongTermRels It is easier to build rapport with a new person than to maintain rapport with a person you have become accustomed to.
I try to find, for my feedback, what I need from them, not only for the company, those personal attributes or personal interactions, so I can translate them across the work sense.	WorkRapp Phillip likes to be able to communicate both his personal needs and the needs of the Hospital when forming rapport with a person
It's no use having have a great rapport if in fact work wise is falling down like then	WorkRapp The rapport needs to be directed towards achieving work purposes
they are asking you questions just for a means to an end, not because they particularly want to know, or all their interests are at work rather they are thinking about social aspects	Socrapport Phillip does not support entering into rapport for social purposes during working hours
I try and use all of that to make things work.	RappTech Phillip utilises all of these ideas when forming and maintaining rapport with others

Technique: Affinity grouping of open codes – concept building

Six separate open codes have been identified for interpersonal and communication skills from Phillip's transcript. The open codes and Phillip's characterisations are listed below.

1. *RappApproach – Approach to developing rapport with an individual*

When developing rapport with an individual Phillip prefers to be personal yet keeps a professional distance from that person

Phillip seeks points of commonality or areas that may be comfortable for him to discuss

Phillip seeks common ground so that the person can feel comfortable. This allows Phillip to extend his awareness of their characteristics

When the individual does not wish to discuss personal issues Phillip introduces a range of issues himself that are likely to produce reactions

This is his usual approach. It is effective when used individually

2. *GenuineInt – Genuine interest*

Phillip likes to demonstrate a genuine, personal interest to the person frequently

3. *LongTermRels – Longer term relationships*

Phillip does not apply this approach with longer-term associations. He prefers to rely on developed habits

Phillip needs to put effort into maintaining these longer term relationships. He thinks that they have become moribund

It is easier to build rapport with a new person than to maintain rapport with a person you have become accustomed to.

4. *WorkRapp – Work-based rapport*

Phillip likes to be able to communicate both his personal needs and the needs of the Hospital when forming rapport with a person

The rapport needs to be directed towards achieving work purposes

5. *Socrapport – Social rapport*

Phillip does not support entering into rapport for social purposes during working hours

6. *RappTech – Rapport building technique*

Phillip utilises all of these ideas when forming and maintaining rapport with others

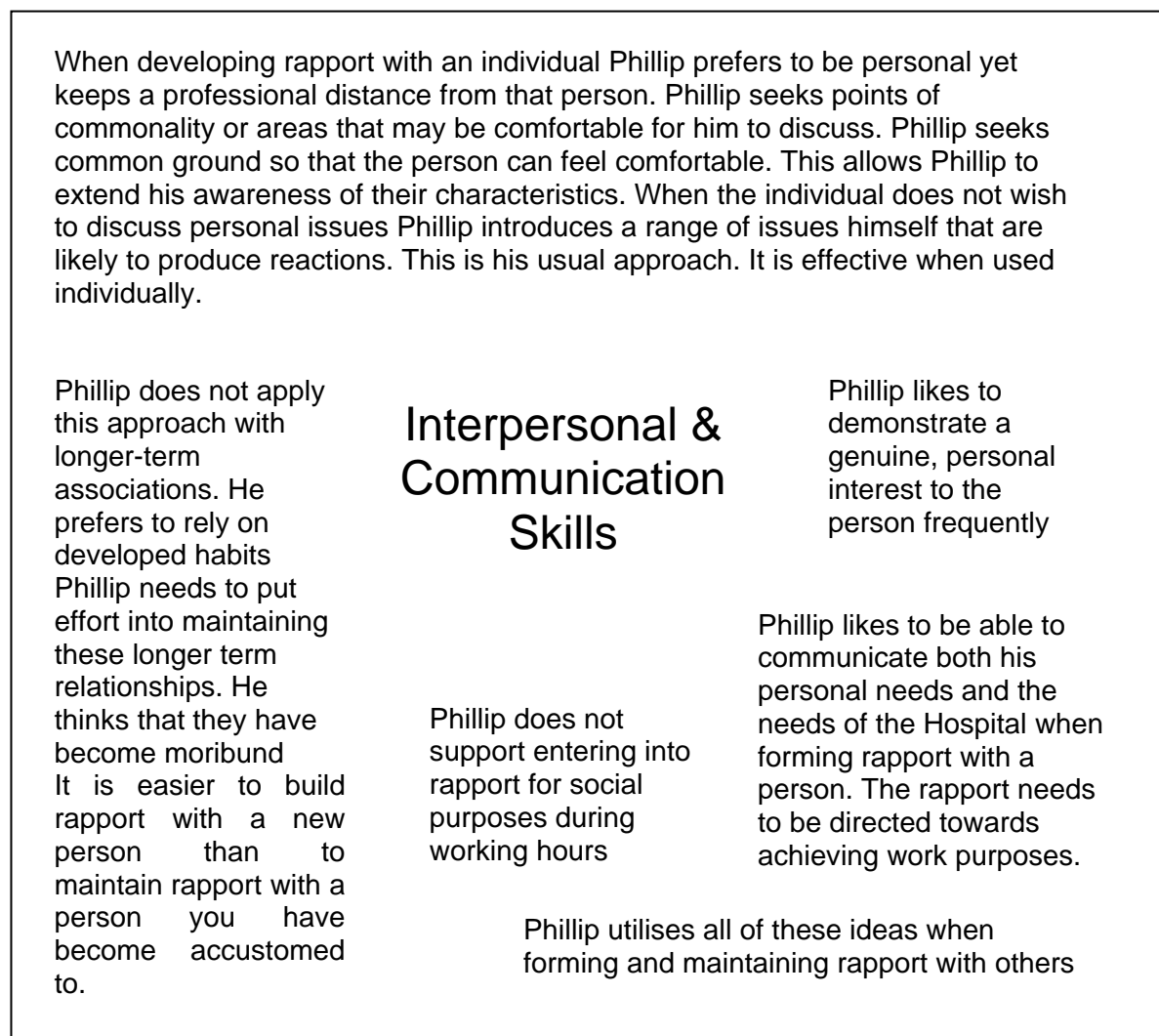
Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, six properties are found to contribute to the characterisation of Phillip's conception of the category of interpersonal and communication skills.

Figure A11.1

Phillip's characterisation of interpersonal and communication skills

Study 2 Subject 2 Interview 1



Study 2 Subject 2 Interview 1 Analysis 2

This is the second part of Phillip's first interview

Category: Political Skills

Summary of transcript findings

Grounded theory concept building

Techniques: 1. Line-by-line Analysis – open coding
2. Affinity Grouping – concept building
3. Constant comparisons- identifying properties

Text: Study 2 Subject 2 Interview 1

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A11.2 Open Coding for Political Skills
Study 2 Subject 2 Interview 1 Analysis 2

Unit of Data	Open Coding
I do that I guess principally by the power of presence; I make sure that I am seen and very visible.	HiVisibility Phillip achieves political presence by being seen in the Hospital whenever and whenever he is able
It can have its draw backs, too, sometimes you are a little too accessible.	HiVisibility Sometimes this high visibility means that he is also too accessible to Hospital staff
However I like people on the floor and in the wards seeing me around and know what you are up to it seems to cheer people up, it works for me.	HiVisibility He believes that his high visibility adds to staff morale
I find it interesting that that level of people has such a great respect for the high ranking, if that's what you want to call it, and they are the ones that reinforce that, the political positioning.	StructPower Hospital staff respect Phillips' status and hence reinforce his political stance
Actually it just happen to me just then, I went down looking for Ronald, I went speeding through the labour ward and through the special care and I saw a new born baby, just born this morning in the	RecExp Phillip recently had an experience in the labour ward that he wishes to use to illustrate his point

nursery with a very excited dad	
and one of our seniors who I have a lot of respect for, and she said something about retiring just as I was coming around the corner, so in an instant I stopped and said nope, you are not retiring, possibly in about 10 years time you are allowed off site,	RecExp Phillip commented that the senior nurse was not ready to retire, implying that she was too valuable for the Hospital
straight away she introduced me to the baby and father and told them that I was the CEO and that I was the director of the hospital, and straight away led me into a position of high ranking, and it enabled me to reinforce the situation and it added validity and clout to the capacity she had me in, and I used the situation to reinforce in his eyes that I was the type of person in a senior position that would look after him and his wife and his baby for the next five days. So it kind of worked for both of us.	RecExp She introduced Phillip as the CEO. He used this occasion to reinforce his political status
Another way I try and get information, is by using the friendliness, openness and visibility to gain snippets of information, and for me after fifteen months here, it's just starting to work, where people will come and what I call, supporting the CEO, and I have just found its starting to work here.	InfoQuest Phillip uses an open, friendly manner together with his technique of being frequently seen to gather organisational information
For an example, the other day one of my managers had a meeting with some external people from other hospitals, she told me that she heard a really interesting thing, that XYZ etc had said that they had noted this hadn't happened across all the hospitals in NSW in the month of October, which was interesting, because it was something that happened here and we were all feeling like it was just us	SecRecExp One of Phillip's senior managers had informed him of a recent circumstance that had happened at some hospitals that was not common throughout NSW Hospitals. This circumstance had occurred in this Hospital.
so I submitted my monthly report which wasn't crash hot because of what had happened during the month	SecRecExp Phillip had submitted his monthly report that showed poor performance figures
This women had just left and my boss, the NCO, came in and I told him I had just left a message on his mobile, saying that I didn't know what he had heard from his contacts, but this is what we heard and I proceeded to tell him.	SecRecExp Phillip reported this occurrence to his NCO
In an instance he snapped back. It was just one of those instances where it just reinforced what sort of information by being the way I am that I can obtain.	SecRecExp The NCO replied abruptly indicating that he knew of this circumstance. This event illustrated Phillip's point about being aware of what was happening in the Hospital environment
I guess that is your personal political power, and I see I as two different persons, there is the stuff that Kerry does, and that's Phillip the CEO, and there is stuff that is Phillip West which is he can find these	PolPower Phillip divides his personal power influences from his structural power influences

things out, even if he has to pick people up at the airport, or visit the community, you are respecting the Australian system and that doesn't hurt to let people know that you have got those two aspects.	
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Technique: Affinity grouping of open codes – concept building

Six separate open codes have been identified for political skills from Phillip's transcript. The open codes and Phillip's characterisations are listed below.

1. *HiVisibility – High visibility*

Phillip achieves political presence by being seen in the Hospital whenever and whenever he is able
Sometimes this high visibility means that he is also too accessible to Hospital staff
He believes that his high visibility adds to staff morale

2. *StructPower – Structural power*

Hospital staff respect Phillips' status and hence reinforce his political stance

3. *RecExp – Recent experience*

Phillip recently had an experience in the labour ward that he wishes to use to illustrate his point
Phillip commented that the senior nurse was not ready to retire, implying that she was too valuable for the Hospital
She introduced Phillip as the CEO. He used this occasion to reinforce his political status

4. *InfoQuest – Information quest*

Phillip uses an open, friendly manner together with his technique of being frequently seen to gather organisational information

5. *SecRecExp – Second recent experience*

One of Phillip's senior managers had informed him of a recent circumstance that had happened at some hospitals that was not common throughout NSW Hospitals. This circumstance had occurred in this Hospital.
Phillip had submitted his monthly report that showed poor performance figures
Phillip reported this occurrence to his NCO
The NCO replied abruptly indicating that he knew of this circumstance. This event illustrated Phillip's point about being aware of what was happening in the Hospital environment

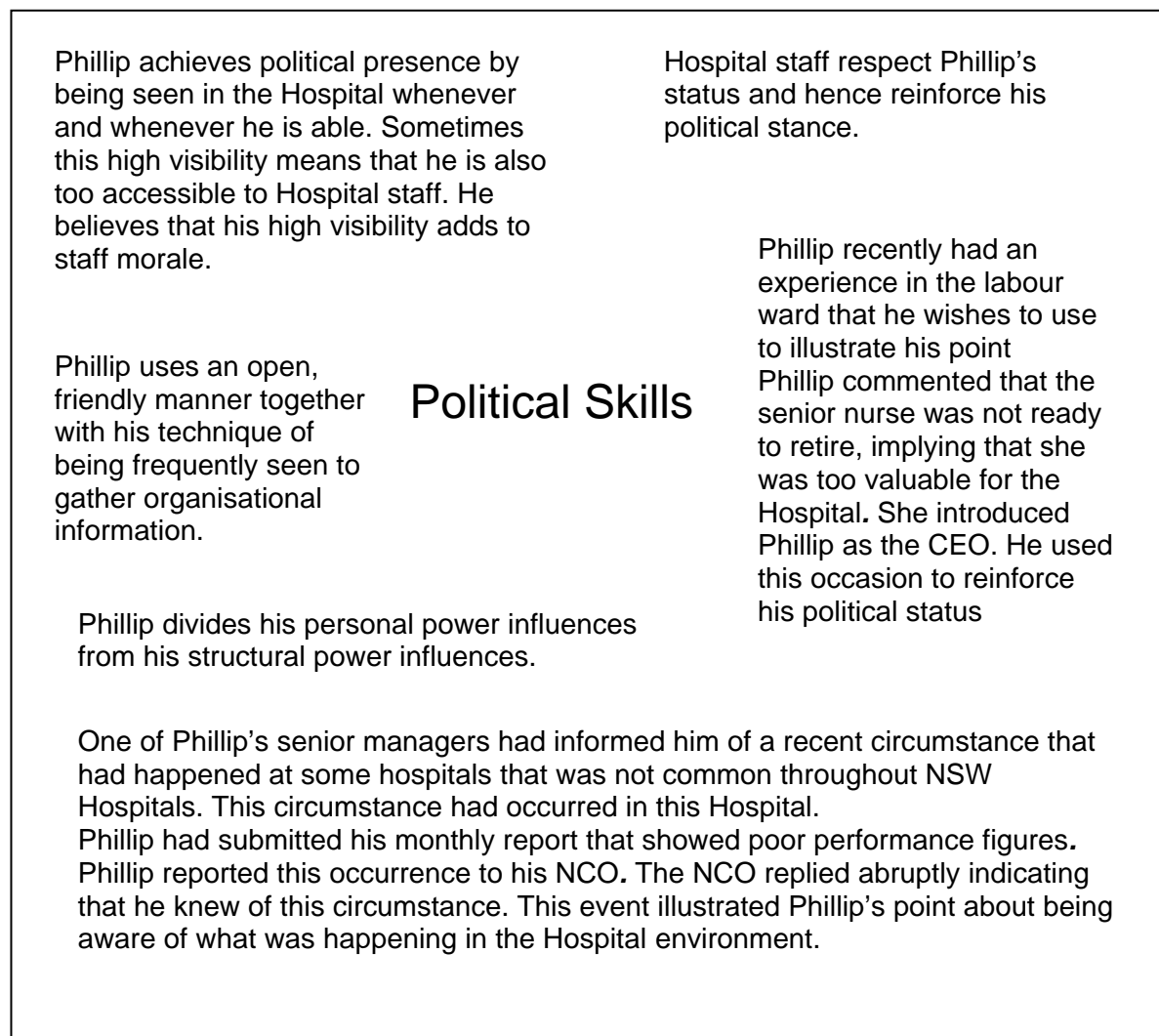
6. *PolPower – Political power*

Phillip divides his personal power influences from his structural power influences

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, six properties are found to contribute to the characterisation of Phillip's conception of the category of political skills.

Figure A11.2 Phillip's characterisation of political skills –
Study 2 Subject 2 Interview 1 Analysis 2



Study 2 Subject 2 Interview 1 Analysis 3

This is the third part of the first interview with Phillip.

Category: Business Acumen or 'Shrewdness'

Techniques: 1. Line-by-line Analysis – open coding
2. Affinity Grouping – concept building
3. Constant comparisons- identifying properties

Text: Study 2 Subject 2 Interview 1

Procedure: Text Formatted for Coding (chunking, fragmenting)

Technique: Line-by-line Analysis – open coding

Table A11.3

Open Coding for Business Acumen of 'Shrewdness'

Study 2 Subject 2 Interview 1 Analysis 3

Unit of Data	Open Coding
I find here its important for me to front up to theatres dressed in theatre gear actually in the operating room,	TeamIdent Phillip thinks that it is important for him to wear theatre apparel and appear in the operating theatre of the hospital
I haven't done it for a couple of months now.	TeamIdent He has not done this for several months
At the start I would actually make myself go down there every fortnight or so, until I saw all the doctors and they,	TeamIdent Phillip had entered the operating theatre in this way every fortnight
I needed to see, probably about twenty or thirty that I needed to eyeball and they met me in their turf, in their territory and all those sorts of things,	TeamIdent Phillip estimated that he needs to be seen in this environment with between twenty and thirty doctors.
I gather, hadn't had a CEO who had gone in there for quite some time.	TeamIdent Phillip thinks that he has been the first CEO to enter the operating theatre for a long time
I actually, from a very general basis, want to know what they are doing,	ManAware Phillip wants to know what doctors do in the operating

	theatre
so there is a younger surgeon that I am cultivating, he is growing his career with us, his workload, and he is smart enough to work out that I am the source for things he wants.	ManInfluence Phillip is fostering a business relationship with a young surgeon
So he and I have a very interesting relationship, he will come and see me and mention something to me that he wants.	ManInfluence Phillip enjoys this relationship. The surgeon comes to him seeking requirements from him
I give him feedback in the sense, that I say OK, I can see why you want that, but how does that actually change what you are doing, what changes by having that.	SeeksJustific Phillip seeks justification for the surgeon's requests
He said well it will actually take ten minutes off every operation because of this, this and this, I actually know I can do that.	ProvideJustific The surgeon justifies his requests by providing business benefits for the Hospital.
I say great, you know the dynamic, you know the game, you know the equation, for me to go out and buy this outside of our budgeted amount, I need to increase the bed days by X amount.	Bargaining Phillip bargains with the surgeon so that each party receives maximum benefit
He realises it's an increase in his work load, but it's an acquisition for me, we then reach an agreement, usually back to where we were, because he doesn't want to kill himself, because he is pretty comfortable in life.	Bargaining Phillip may agree with the bargaining but more often than not the situation reverts to the status quo
It's an interesting dynamic in life, I find that I am able to deal with him, know one else does in this organisation, they all complain that they can't get him to do things.	Bargaining Phillip enjoys this bargaining as it provides him with a mechanism for managing an otherwise difficult team member
I just lay it on the table and so does he and we move from there. It's one interesting way.	Bargaining Each party presents its position and a negotiation is enabled
I like to surprise people with things that I know.	Gamesmanship Phillip enjoys knowing things about people that they do not know he knows
Here I have to monitor, or I guess I don't have to, but I do monitor the operating theatre lists so that I know exactly whose going through our theatres, how many cases doctors are doing, what are they doing, what sort of cases, and I will choose my moment to let them know that I know that level of detail.	Gamesmanship Phillip will often study work rosters and performance figures so that he can surprise team members with his organisational and professional knowledge
So I will be able to run into someone in a café, without breaking any confidence or anything like that, but I will be able to see a surgeon or obstetrician in a café, and say how are you going, how was the list this morning.	Gamesmanship Thus enables him to surprise doctors if he happens to meet with them informally

They will generally start in long terms and I will say, that middle case that you had, did that take a while to do, and they will go Yeah! That was a long one and this, this and this, and then they will start to say something else, and you have to maintain whether you are or you haven't that illusion of absolute interest and understanding.	Gamesmanship Phillip enjoys giving the impression that he has his "finger on the pulse" of everything that the doctors are doing in their professional work.
Someone once said to me, once you can fake sincerity, you are home and hosed.	Gamesmanship Phillip believes that if you can fake sincerity then you have succeeded in your managerial efforts
The other thing is that you have to maintain it, even when you are bored out of your brain, or you are lost, totally lost about what they are talking about, you say oh yeah, I saw that, yeah, and just keep powering on.	Gamesmanship Another attribute of good gamesmanship is that you can maintain your demeanour even when you have lost track of the discussion
So that's another thing I do, and sometimes that falls into your lap.	Gamesmanship Phillip regards this form of interaction as a vital aspect of his managerial skills
I had one instance where a new doctor came, and performed a procedure that he shouldn't done here at our hospital, so, I would have know about that within about ten minutes of him completing the procedure,	ConsultMonit By closely monitoring the operating theatre, Phillip was able to identify a procedure regarded as being unethical by the Hospital
And I left it for a little under an hour, and rang him and said, not on, and he couldn't believe, he said how did you know, and I said I know everything, don't every forget that.	ConsultConfront Phillip was able to chastise the surgeon within an hour of the completion of the unethical procedure
Now reality is, I should never have let it get that far, if I had read the list the night before, I would have said no tubulisation bang, and what happened was that the theatre people had read it and reported up to me, which happened very quickly, and they were unsure too, it was newish for them to, for under a year, that was possibly a normal procedure for them to do.	ManAware Had he been more diligent, Phillip could have read of the unethical procedure in the operating list issues the previous evening
He was very new and even though he had been orientated, I think he thought it was a by product of mine, I don't think he was doing it principally, therefore, he kind of thought it wasn't the principal reason, but he was very surprised that the CEO would ring him up within fifteen minutes and say it's not on.	ConsultConfront The consultant thought that the objection to the procedure in question was of Phillip's request. He was unaware that it was Hospital policy. He was very surprised to be censured so quickly
It did establish a different rapport with him and I and we were definitely different from there on in.	ManInfluence There is definitely a difference in the relationship between himself

	and the surgeon after this interaction
I kind of find it funny, that with doctors, what they think about the CEO, because some ways they see you as being powerful and other ways they think they are the power holders, so it's really interesting as to how much you let them think that, and how much you have to reassert yourself.	PowerBalance Phillip likes to consider the relative power bases within the Hospital. He sees an ongoing power struggle between himself and the doctors.
At the end of the day, it comes down to just the individual person.	PowerBalance This ultimately depends on the relationship with the individual doctor
There would be one group of doctors in the hospital, that think that I should be submissive to them, because without them we wouldn't be anything	PowerBalance One group of doctors believe that they are more important than the senior management
When I look at them individually, and look at the reality of the finances, it's quite a different story, but they have been able to maintain that image and that aura about themselves for sometime.	PowerBalance When Phillip examines the financial realities it is clear who holds the main powerbase – himself.
There are others that are terribly important, but don't realise it, and that's a group you don't let know either.	PowerBalance There are other doctors who are very important to the financial well-being of the hospital. They are not made aware of this.
It's important for them to know that you don't seek that from them about themselves. They would much rather you pull up in the car next to them and ask how their weekend was, that would be more important to them.	PowerBalance These doctors are much more interested in a well-rounded life than how powerful they may or may not be within the Hospital

Technique: Affinity grouping of open codes – concept building

Ten separate open codes have been identified for business acumen or shrewdness from Phillip's transcript. The open codes and Phillip's characterisations are listed below.

1. TeamIdent – Identify with the Team

Phillip thinks that it is important for him to wear theatre apparel and appear in the operating theatre of the hospital

He has not done this for several months

Phillip had entered the operating theatre in this way every fortnight

Phillip estimated that he needs to be seen in this environment with between twenty and thirty doctors.

Phillip thinks that he has been the first CEO to enter the operating theatre for a long time

2. ManAware - Manager awareness

Phillip wants to know what doctors do in the operating theatre

Had he been more diligent, Phillip could have read of the unethical procedure in the operating list issues the previous evening

3. ManInfluence - Manager influence

Phillip is fostering a business relationship with a young surgeon

Phillip enjoys this relationship. The surgeon comes to him seeking requirements from him

There is definitely a difference in the relationship between himself and the second surgeon mentioned after this interaction

4. SeeksJustific – Seeks justification

Phillip seeks justification for the surgeon's requests

5. ProvideJustific – Provides justification

The surgeon justifies his requests by providing business benefits for the Hospital.

6. Bargaining

Phillip bargains with the surgeon so that each party receives maximum benefit

Phillip may agree with the bargaining but more often than not the situation reverts to the status quo

Phillip enjoys this bargaining as it provides him with a mechanism for managing an otherwise difficult team member

Each party presents its position and a negotiated settlement is enabled

7. Gamesmanship

Phillip enjoys knowing things about people that they do not know he knows

Phillip will often study work rosters and performance figures so that he can

surprise team members with his organisational and professional knowledge

This enables him to surprise doctors if he happens to meet with them informally

Phillip enjoys giving the impression that he has his "finger on the pulse" of everything that the doctors are doing in their professional work.

Phillip believes that if you can fake sincerity then you have succeeded in your managerial efforts

Another attribute of good gamesmanship is that you can maintain your demeanour even when you have lost track of the discussion

Phillip regards this form of interaction as a vital aspect of his managerial skills

8. ConsultMonit – Consultant monitoring

By closely monitoring the operating theatre, Phillip was able to identify a procedure regarded as being unethical by the Hospital

9. ConsultConfront – Confrontation with the consultant

Phillip was able to chastise the surgeon within an hour of the completion of the unethical procedure

The consultant thought that the objection to the procedure in question was of Phillip's request. He was unaware that it was Hospital policy. He was very surprised to be censured so quickly

10. PowerBalance

Phillip likes to consider the relative power bases within the Hospital. He sees an ongoing power struggle between himself and the doctors.

This ultimately depends on the relationship with the individual doctor

One group of doctors believe that they are more important than the senior management

When Phillip examines the financial realities it is clear who holds the main powerbase – himself.

There are other doctors who are very important to the financial well-being of the hospital. They are not made aware of this.

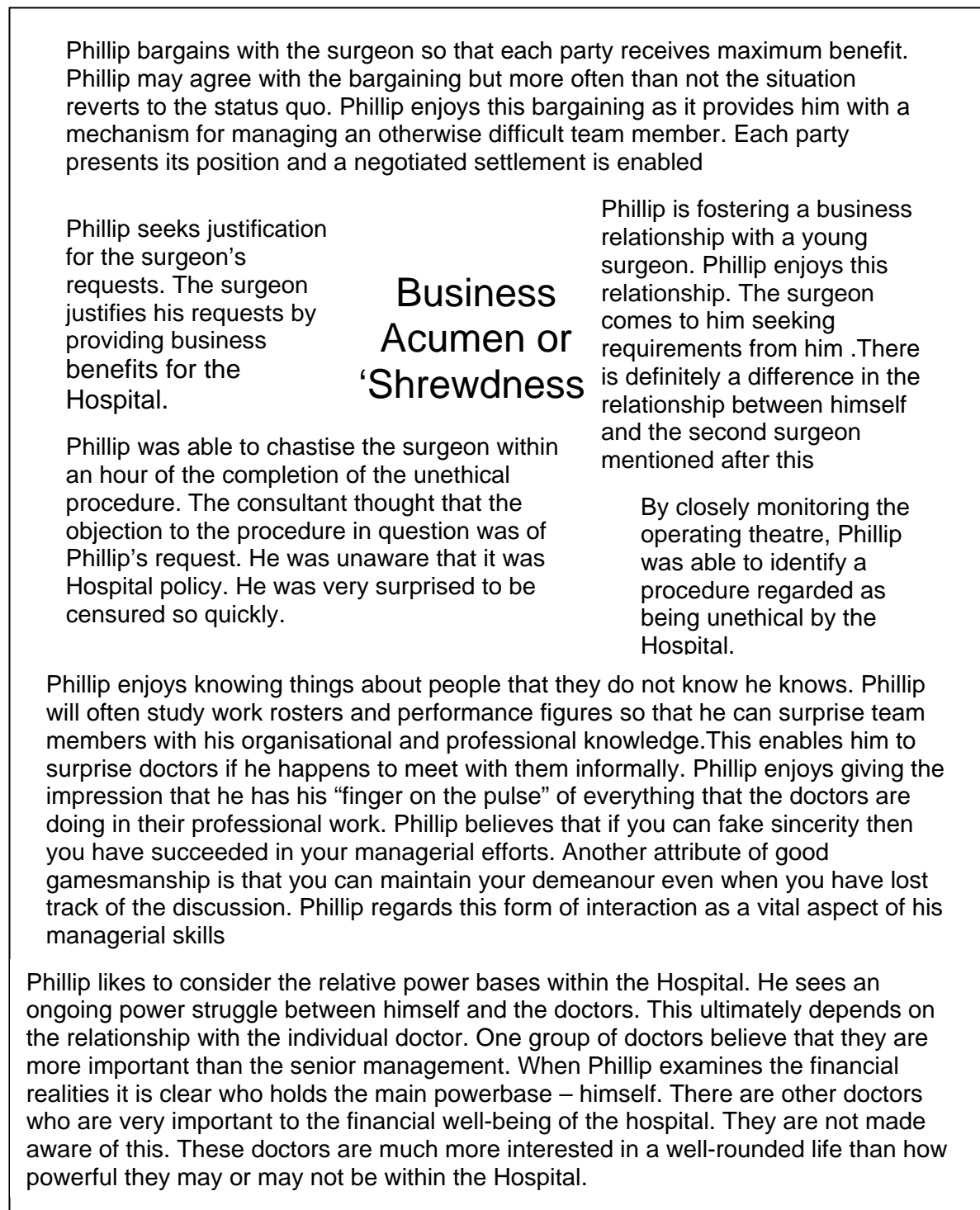
These doctors are much more interested in a well-rounded life than how powerful they may or may not be within the Hospital

Technique: Constant comparisons

After careful iteration of the transcript and the derived open codes, seven properties are found to contribute to the characterisation of Phillip's conception of the category of interpersonal and communication skills.

Figure A11.3 Phillip's characterisation of Business Acumen or 'Shrewdness'

Study 2 Subject 2 Interview 1 Analysis 3



Tellegen Absorption Scale (TAS) – Phillip’s Responses

This instrument was introduced on page 76 of this dissertation. It is a measure of absorptive capacity, a personal characteristic that may be linked to an individual's ability to readily access the influence of his/her tacit assumptions.

TAS Questionnaire - Phillip’s responses are in bold print.

The following statements relate to everyone to a more or less degree. For each statement please indicate whether it is mostly true or mostly false for you.

1.	Sometimes I feel and experience things as I did when I was a child.	True	False
2.	I can be greatly moved by eloquent or poetic language	True	False
3.	While watching a movie, a TV show, or a play, I may become so involved that I may forget about myself and my surroundings and experience the story as if it were real and as if I were taking part in it.	True	False
4.	If I stare at a picture and then look away from it, I can sometimes “see” an image of the picture almost as if I were still looking at it.	True	False
5.	Sometimes I feel as if my mind could envelop the whole world.	True	False
6.	I like to watch cloud shapes change in the sky.	True	False
7.	If I wish I can imagine (or daydream) some things so vividly that they hold my attention as a good movie or story does.	True	False
8.	I think I really know what some people mean when they talk about mystical experiences.	True	False
9.	I sometimes “step outside” my usual self and experience an entirely different state of being.	True	False
10.	Textures – such as wool, sand, wood – sometimes remind me of colours or music.	True	False
11.	Sometimes I experience things as if they were doubly real.	True	False
12.	When I listen to music I can get so caught up in it that I don’t notice anything else.	True	False
13.	If I wish, I can imagine that my body is so heavy that I could not move it if I wanted to.	True	False
14.	I can often somehow sense the presence of another person before I actually see or hear her/him.	True	False
15.	The crackle and flames of a wood fire stimulate my imagination.	True	False
16.	It is sometimes possible for me to be completely immersed in nature or in art and to feel as if my whole	True	False

	state of consciousness has somehow been temporarily altered.		
17.	Different colours have distinctive and special meanings for me.	True	False
18.	I am able to wander off into my thoughts while doing a routine task and actually forget that I am doing the task, and then find a few minutes later that I have completed it.	True	False
19.	I can sometimes recollect certain past experiences in my life with such clarity and vividness that it is like living them again or almost so.	True	False
20.	Things that might seem meaningless to others often make sense to me.	True	False
21.	While acting in a play I could really feel the emotions of the character and 'become' him/her for the time being, forgetting both myself and the audience.	True	False
22.	My thoughts often don't occur as words but as visual images.	True	False
23.	I often take delight in small things (like the five-pointed star shape that appears when you cut an apple across the core or the colours in soap bubbles).	True	False
24.	When listening to organ music or other powerful music I sometimes feel as if I am being lifted into the air.	True	False
25.	Sometimes I can change noise into music by the way I listen to it.	True	False
26.	Some of my most vivid memories are called up by sense and smells.	True	False
27.	Some music reminds me of pictures or changing colour patterns.	True	False
28.	I often know what someone is going to say before he/she says it.	True	False
29.	I often have 'physical memories' for example, after I have been swimming I may still feel as if I am in the water.	True	False
30.	The sound of a voice can be so satisfying to me that I can just go on listening to it.	True	False
31.	At times I somehow feel the presence of someone who is not physically here.	True	False
32.	Sometimes thought and images come to me without the slightest effort on my part.	True	False
33.	I find that different odours have different colours.	True	False
34.	I can be deeply moved by a sunset.	True	False

Integration of results of interviews with results on Tellegen Absorption Scale

In this dichotomous version of the scale, subjects simply respond “True” or “False” to each item, and their score is simply the number of items marked “True”. Phillip scores 13 out of a possible 34 items. No population norms are available for the scale, but it is the author’s experience that the average score amongst his clinical and research populations has been around 20, with a standard deviation of 6. Phillip’s raw score of 13 indicates that he is likely to be no more hypnotisable than less than the low 30% of his adult male peers. This is likely to be reflected in the highly structured, rigidly bounded nature of his behaviours and thinking processes. It also adds weight to the interest that the researcher has in further investigating this personality dimension (absorption) as an indicator of senior manager behaviour. It may be that low scores on the TAS reflect an inability to work successfully with one’s known tacit assumptions.

Appendix 12 Data Set: Study 2 Subjects 1, 2, 3, 4, 5, & 6

Transcripts of feedback analysed into open codes using a multi-perspective approach.

Affinity Grouping and final concept building is found in Chapter 7

Subject 1 - Anna

Transcript	Experiencer	Researcher
This process has been a great benefit to me,	GreatBen The process has been a great benefit to the Subject	EffProc The subject has been helped by the ET~IT process.
because the interview that we had last week was really off the cuff,	Informal The interview was informal and unprepared	ExpUnexp The interview was quite different from what she had expected. It was informal
we discussed quite candidly different aspects of my role as an executive and how I got to being an executive within the organisation.	CandDisc The discussion was candid and she could speak freely about her role and its development	FreeExp The subject felt free to discuss her role
So actually listening to that interview and watching myself, I guess that in one way I am quite pleased with the whole process	PersObs The subject is quite pleased with listening to and watching herself on the video recording	SelfObs The subject was able to observe herself and was pleased with her performance
because it is from the heart and from the head	CandDisc The subject's discussion was from the head and from the heart	FreeExp The subject was able to express her thoughts and feelings
everything that I said in that interview is what I believe is important for my role in the organization	RelDisc The discussion was relevant to what is important in her role in the organisation	Foclss The subject was able to focus clearly on the issues she thought were important
and the question that I ask myself before I take anything on or before I make any decisions,	DecReq The subject wants to know what requirements are necessary to make any decision	AccSelfAss The subject was keen to make an accurate assessment about her readiness for taking on a role or even discussing any decisions
and is this the right decision for the organisation	DecOrg Is this the right decision for the organization	AppDec The subject made the appropriate decision based on ideas that came to her in the interview
So I guess I am a little surprised how that has come back to me in that interview.	Surp The subject is a little surprised how these decision-making ideas have	Surp The subject was a little surprised that the decision-making ideas came to her

	come to her in watching her initial interview	while watching the interview
I truly believe that everything I do and everything I say is, and I ask myself the question is that best decision for the hospital	AllOrg (allegiance to the Org) The Subject prefers to ensure that what she does, says and decides upon is in the best interest of the organization.	ValRest The subject found that she restated her values as matching those of her organization during the ET~IT experience.
so yes, I guess it is a benefit to me to see that I practice my beliefs.	ValRest The subject found benefit in realizing that she practices her beliefs	ValRest The subject was able to utilize the experience to re-assert her beliefs
The transcript and codings were very in your face	RefVer The transcript and codings demonstrated reflective veracity	RefVer The transcript and codings stimulated an honest reception from the subject. There was no room for dissimulation.
I guess I had a few giggles along the way when I read it,	PersAmus The subject was quite amused by her performance	Amus The subject discovered an amusing side to her thinking
because I was very frank about how I felt about my role within an organisation and I didn't hold anything back,	Honesty The subject was honest about her views on her role in the organisation	Clarity The subject enjoyed her honest appraisal of the role she held in the organisation
so beneficial, it was beneficial that I could be so open and honest about my role and I consider I have a very important role	GreatBen The subject found the process to be so beneficial in that she was able to be so open and honest about her role	EffProc The ET~IT technique has been of benefit to this subject
and over the years probably my responsibility to the customers has been even more important than it is now	CustPerspect The subject thinks that her past responsibility to customers is greater than her current concern	RoleRev The subject has been reviewing her past work performance
because I am very focused on developing the business rather than managing the business.	BusPerspect She is more focused on developing the business rather than managing it	RoleRev The subject has been reviewing her past work performance
Well that's nonsense,	SudReal The subject has suddenly realized that her previous assessment of her role is faulty	SudReal A sudden realization came to the subject
I guess that when we spoke before that I told you that I had been working long	RoleRev The subject was working too long and too hard. She	RoleRev The subject, in reviewing her work and home life,

hours and working very, very hard, and personally and professionally I need to let go of a lot of things.	needed to let go of many things in her professional and personal life.	realized that she needed to make a decision.
As my role has changed within the organisation, I actually need to let go of my previous responsibilities.	RoleRev The subject now knows that her role has changed and that she needs to let go of previous responsibilities.	Role Rev The subject now knows that her role has changed and that she needs to let go of previous responsibilities.
I found that quite hard actually because being a bit of the perfectionist	PersReal She found it hard to renege on past responsibilities because of her perfectionist nature.	PersReal The subject realized that her need to be a perfectionist had prevented her from abandoning past duties
I don't think anyone else can do the things as well as I have done them myself	PersReal She did not think that anyone else could carry out her past responsibilities as well as she had.	PersReal Her perfectionist tendencies prevented her from letting go of past duties
so letting go is quite difficult.	PersReal She finds that letting go is quite difficult	PersReal Her perfectionist tendencies prevented her from letting go of past duties
So that's been interesting as well from the transcript and also from the video.	ExtView The subject became aware of these issues due to the ET~IT process	ExtView The subject formed these views while reading the transcript and watching he video of her own performance
I understand that the other thing that has changed is that I have to look at the role I am performing now, and I had to give it 100% focus and attention and dedication, and I can't do that without letting go of some of the other stuff.	WayForw The subject now realizes that her current role requires her complete attention	SubjDec The subject made her decision because of the way issues were presented back to her in the ET~IT process.
Since we spoke last, there have been a couple of things that have happened and I was very open and frank with you and told you that I had been to the National COO a couple of times, well I actually went to him a third time and I said that I could no longer perform as I have been performing because I am really tired, not really tired,	PersAction The subject had acted on her decisions formed during her Phase 1 interview. She had informed her manager that she could no longer perform as she had been previously as she was burnt out.	PersAction The subject had acted on her decisions formed during her Phase 1 interview

but rather I am burnt out.		
I have a family at home that are singing out for their mum to be at home and I have a husband singing out for his wife to be at home. I probably have been putting in, on average, about sixty hours per week, for the last six to nine months, so this process has been quite helpful for me.	PersReal The process has made her realize how she had failed to achieve a work/home balance for the past nine months	PersReal The ET~IT process had been quite helpful to her in that it revealed how she had failed to achieve a work/home balance for a long period of time.
It has made me look at what I am doing, what my role is and understanding what I need to do to sort of move on and to perform the role that I am doing,	ProcEffect The process has made her examine what she is doing, what her role is and what she needs to do to adjust to her new role.	ProcEffect The process has made her examine what she is doing, what her role is and what she needs to do to adjust to her new role.
I am now probably more equipped if you like, to look at myself and let go of things that I clung onto	ProcEffect The subject is now better able to appreciate the value in letting go of old ideas.	ProcEffect The subject is better able to look at her own redundant behaviours
and let those people who have been charged with the responsibility of running the organisation, run the organisation and learn by their own mistakes.	NewFreel The subject now has the freedom to let go of her old ideas and delegate her old roles to others.	ProcEffect The subject is able to free herself of old, inappropriate ideas.
Since we have spoken last time, I resigned my role as Director of Business Development, because it's not what, the structure of the business now is not what I want to do, it's not what the position was presented to me as, and in fact I resigned.	MajDec The subject has made a major decision based upon the Phase 1 interview.	ProcEffect The subject has made a major decision because of ET~IT processes.
There are a number of reasons for my resignation, as I said to you before, my role in the organisation, my previous role was that I actually ran the organisation, I had a dual responsibility as CEO and Director of Nursing, and that was combined in a role	DecReas There several reasons for having made this decision	ProcEffect The subject was able to clearly provide reasons for having made her decision

as Hospital Director		
and the most recent acquisition by the current owner, our local organisational structure was changed	DecReas One major reason for the change was the change in ownership and a subsequent restructure	ProcEffect The subject was able to clearly provide reasons for having made her decision
and I was appointed to Director of Business Development and I thoroughly enjoyed that role.	ExtDec She was appointed Director of Business Development, a role she thoroughly enjoyed	ExtDec She was appointed into a new role
Like, it's really exciting for me to go out and recruit, and to get new business, to develop existing service and grow the business, so I found that totally rewarding.	RoleInt The subject enjoys her new role very much	ProcEff The ET~IT process had the effect of assisting her to break clear of past roles and accept a new role which she enjoys very much
One of my failings, my biggest failing is that I haven't been able to let go of my previous responsibilities, so I have been sticking my nose into various aspects of the business, that actually now are not my concern,	PersObst She had been unable to break free of her old roles	ProcEff The ET~IT process had the effect of assisting her to break clear of past roles and accept a new role which she enjoys very much
and out of frustration I resigned, and I had an interview with the National COO and my local CEO and said, I can't do this anymore, I can not give any more time to this organisation than I am giving now, and I am totally frustrated, I am being drawn into different areas, I am stop-gapping all over the place and I can't do it anymore.	PersTurnaround The subject finally informed the COO and local CEO that she could no longer maintain her previous responsibilities.	ProcEff The ET~IT process had the effect of assisting her to make a major decision which she actioned.
So I was actually due to leave on Monday 21 st , two days ago, and two weeks ago the National COO asked me to reconsider my position.	CounterOffer The COO asked her to reconsider her position	ProcEffect Her decision led to a counter offer from her COO.
I told him I would only reconsider my position if it was on my terms, and that was working three days a week doing Business	SuitRole The subject insisted on a role that would suit her requirements	ProcEffect The process assisted her to be firm in her requirements

Development only,		
and he agreed to that and so did my local CEO, and although we're not quite there yet, we will get there in early December.	SuitRole The new arrangement will commence in December	. ProcEffect The process assisted her to achieve her goal
I feel that the only way I can continue in my current role is under those terms.	SuitRole The subject insisted on a role that would suit her requirements	ProcEffect The process assisted her to be firm in her requirements

Subject 2 - Phillip

Transcript	Experiencer	Researcher
I am not real fussed hearing myself (something goes wrong with the recorder and stops)	PersObs The subject does not like hearing himself	ProcEff The subject does not enjoy listening to himself
That would all be fairly true, it hasn't changed since the last week we talked.	ConfObs The subject confirmed what he said in last week's interview	ConfObs The subject confirmed what he said in last week's interview
(Tape stops again) - you say, why does it keep doing that.	ProcCom The subject questioned why the recording stopped	ProcCom The subject questioned why the recording stopped
I am just thinking about instances where it's easier to talk to form new relationships than to sometimes maintain existing ones or ones you inherited.	ReflCom The subject made a comment regarding the formation of new relationships versus maintaining new relationships or simply maintain those that came with the job.	ProcEff The subject reviewed issues on relationships.
That's what I am thinking, and I am trying to think where collapsing came into it and I think that is wrong, so I am just waiting to hear the rest, I may be wrong.	NegJudg The subject thought that he had performed badly in the first interview	NegAssess The subject commented that he thought he had performed poorly in the first interview
I am surprised at how comfortable I am. I didn't think I would come across as comfortable as that. I get a little dramatic sometimes.	Surp The subject was surprised at how comfortable he looked. He said that he often comes across as being dramatic	Surp The subject was much more relaxed than he had thought
Performance is probably the right word to use Keith, but then a lot of what you have to do in leadership is about performance.	SelfCorrect The subject corrected himself	NegAss The subject felt the need to correct himself
You have to sometimes be someone else.	FalselImage The subject believes that sometimes you need to project someone else's image	NegAss The subject sometimes needs to act as someone else
Because the second stance was a good one, it enabled me to build her up in front of someone who she was	EnhanceStaffMem The subject was able to enhance the self image of a staff member by telling a	EnhanceStaffMem The subject was able to enhance the self image of a staff member by telling a

going to be responsible for five days, so it instantly elevated her position in what she was about to do for that family, so it was good.	story about her to a patient.	story about her to a patient.
It's good to be able to do that.	EnhanceStaffMem The subject felt good about being able to do this	EnhanceStaffMem The subject was able to recall how he felt when he enhanced the self image of a staff member
I was trying to correct this, because it wasn't making sense when I read it, but now that I have listened to it, it makes sense.	CorrectTranscript The subject had corrected the transcript earlier but now realized that the transcript was correct	ProcInterfer The subject had exercised his perceived right to alter the researcher's process
What I am saying is pretty much accurate, it's pretty much the way I was.	VerifInterview The subject confirmed that what was recorded was what he had said	ConfirmViews The subject confirmed the views that he had provided in the first interview.
How I am saying it, it is o.k., it's probably not as good as the first section. It's not bad, I have probably done better.	SelfCrit The subject criticized his own performance.	SelfCrit The subject made a personal criticism of his own performance
Did you notice that when I speak about other hospitals, or the external people, I narrow my eyelids, like it's a sinister thing that I am speaking about. I didn't realise that.	PersObs The subject narrowed his eyes when speaking about other hospitals. He sees this as happening when he talks about something sinister.	SelfObs The subject narrows his eyelids when he talks about other hospitals. He sees this as happening when he talks about something sinister.
It's a sinister thing.	PersObs The subject perceives that he is being sinister	SelfObs The subject perceives that he is being sinister when he narrows his eyes
The way I am watching me say it, and watching me do that, I have to contain it as something I have to be careful about, warning and caution when I am talking about external things	NeedSelfProtect The subject needs to be careful not to portray this negative emotion when discussing external things	NeedDisg The subject needs to disguise his negative emotion when discussing competing hospitals
, I didn't realise quite how pronounced I send that signal.	Unaware The subject was unaware of his negative facial gesture	TacEmerge Tacit awareness has been made explicit through the ET~IT process.

I open my eyes up very widely when I tell something that is very truthful and very <i>in sanctum</i> , something that is not only confidential, but, I open my eyes up a lot wider, which I didn't realise.	Unaware The subject opens his eyes much more widely than he thought he did when telling someone something in confidence	Tac Emerge Tacit awareness has been made explicit through the ET~IT process
It's not until you watch it that you realise how pronounced it can be.	Unaware The subject was unaware at how pronounced it can be	TacEmerge Tacit awareness has been made explicit through the ET~IT process
That was pretty accurate that sometimes, I guess, that it reminds me that you need both.	EffProc The process reveals the extent of his facial behaviours	SubjReal The subject realizes the veracity of the ET~IT process
There are times when I can be a very active CEO, performance wise,	RoleEval The subject has times when he is a very active CEO	RoleEval The subject has times when he is a very active CEO
but there are other reasons why you are important to the organisation	RoleEval There are other reasons why the CEO is important to the organization	StatusRefl The subjected reflected on the value of his role
and sometimes when you are probably a very good CEO, you may feel that anyone could do that particular job or whatever.	RoleAdequacy You are performing well in the role but sometimes you feel that anyone could do what you are doing	RoleAdequacy The subject undervalues his contribution to the CEO role
So for me I always maintain both of those things.	RoleEval Sometimes he is active in his CEO role, sometimes he simply plays the role in a ceremonial sense	RoleEval Sometimes he is active in his CEO role, sometimes he simply plays the role in a ceremonial sense
I have to be good at my job, but also, you have to have a lot a personal attributes and abilities that you bring to it that might be a bit extraneous from what I actually do sitting at this desk	RoleAdequacy The subject brings far more to the role that simply occupying the position	RoleAdequacy The subject believes that he brings far more personal attributes to the role than is required of the job
but we are important to our board and organisation because we are one of fifteen hospitals, so you have to contribute to the group - group intelligence.	RoleEval The subject said that he is CEO of but one of fifteen hospitals. He needs to maintain his team contributions	OrgReal The subject makes the realization that he is part of a group of CEOs who manage fifteen hospitals.
If you just sat here and did this job then you are not	RoleEval If he focused only on his	OrgReal If the subject considers only

really part of the group you are just a stand-alone.	current position then he is not really part of the collective management group.	his current position then he would not be part of the collective management group
After doing this interview, I went down there within a couple of days, to make sure I was, actually it was the Monday that I went down.	ProcEff After the first interview the Subject was prompted to visit his staff	ProcEff After the first interview the Subject was prompted to visit his staff
What I did was, there was a technical training session aimed at theatre porters and we have been having a bit of trouble with theatre porters not doing everything they need to do down there,	AttendCourse The subject attended a course run for theatre porters	ProcEff The subject was prompted to attend a staff development session
and potentially this in-service could have been just another thing and they would have found a lot of reasons not to go, so I showed up to go to that in-service, it was open to anyone.	AttendCourse The subject attended a course run for theatre porters. They often did not attend these courses. It was open to anyone.	ProcEff The subject was prompted to attend a staff development session. It was often poorly attended.
As the CEO I felt that I didn't know enough about chemical safety of chemicals on site here, so if I didn't know, I was expecting them to know and manage a situation where you had a chemical spill or something, and, I needed to know what to do	RoleExpect The subject believed that he should be aware of what the theatre porters needed to know	ProcJustif The subject justified his actions in attending the in-service course
So I went and they were a bit surprised that I went and sat in on their in-service,	StaffReact The staff members were surprised by his presence at their in-service course	ProcJustif The subject showed that the staff members were surprised by his presence at their in-service course
and it wasn't so much that the theatre porters were surprised, all the nursing staff came in and saw us in the in-service and thought – <i>"why is he in there with the theatre porters listening to chemical safety"</i> ,	StaffReact The staff members were surprised by his presence at their in-service course	ProcJustif The subject showed that the staff members were surprised by his presence at their in-service course
but to me I had to know, I have to know.	PersNeed The subject needed to know about the content of the in-service course	ProcJustif The subject reinforced his need to know the content of the in-service course

I am thinking it's time to go, because they can receive that surgeon again, because there has been those who have dropped off, so I go and give them a little hurry along.	ConclInterv The subject need to complete the interview as he had other commitments	ConclProcess The subject decided he needed to conclude the interview
I am hesitating here, because I am deciding to tell you whether I am allowed to tell you.	Hesitancy The subject paused to decide whether to relay an important confidential point	ProcEffect The subject had recalled an important issue and was deciding if he should revel it in the interview.
It's true, sometimes, you show interest and they go right off the tangent and you are really lost, but you can never let them know you are lost, you just go, "yeah, sure, I understand".	DissPresent When staff members do not do as you suggest you need to dissimulate and pretend to agree with them	ProcEffect The subject revealed one of his deep dissapointments
I need to improve my powers of active listening though.	PersCrit The subject admits that he needs to improve his listening skills	ProcEffect The subject revealed one of his failings
Pure arrogance. It's actually a line that I have copied from, I guess, my career mentor, my old boss, my old CEO	RuleofThumb "Its better to pretend that you know rather than not know"	ProcEffect a rule of thumb was retrieved
He used to say that all the time.	Reminisce The subjects old career mentor used to say this.	ProcEffect The subject recalled that he had learnd this from his old career mentor
I would ask him how he knew something and his answer to everything was, "I know everything", and that was out of respect to him.	RuleofThumb The subject's mentor had another saying – "I know everything"	ProcEffect This saying is likely to have triggered his visit to the in-service course because he had to know everything about theatre chemicals
My eyes are narrowing again, I am thinking of more sinister business focused stuff.	PersObs The subject narrowed his eyes again. He believes he is thinking of more sinister business focused stuff	ProcEffect The subject has related his eye gestures to an earlier realisation
It was important for me to watch how I visually send signals, as well as verbally.	PersPres The subject found it important to be aware of his verbal and visual presentation	ProcEffect The subject gained important perspectives on his verbal and visual presentation

It was important for me to hear, how I came across on the DVD, because when I read this it wasn't very coherent, and yet, presentation wise, it was more coherent, or as you said, it was more relaxed.	PersPres The subject was satisfied that his visual presentation was better than how he read his written presentation.	ProcEffect The subject was able to form a better image of himself once he had reconciled the written and visual versions of his interview
Reading it, it doesn't read well, but it presented better.	PersPres The written version was not as effective as the visual version	ProcEffect The subject decided that he presents better visually than he does in writing
Yes it was, because I saw things about myself that I hadn't noticed,	NewPersp The subject had seen new perspectives of himself	ProcEffect The subject had learned new things about himself from the ET~IT process.
I guess I would have known them subconsciously, but I wasn't aware of just how pronounced some of my non-verbals were.	NewPersp The subject thinks he may have had some idea of these new perspectives but he was not aware of the extent of his facial gestures	ProcEffects There may have been some awareness of the gestures that came to light in the videorecording.
It confirms some things for me.	NewPersp The process confirmed some observations made by the subject	ProcEffects There may have been some awareness of the gestures that came to light in the videorecording.
I think it was a pretty good interview, I think.	PosJudg The subject now decides that it was a good interview.	PosAssess The subject commented that he thought he had performed well in the first interview
Have I done anything differently between the time of the interview, well it made me go back, I realised I hadn't been faithful to my visits inside the operating theatre.	ProcEffect The subject had been prompted by the first interview to resume his operating theatre visits	ProcEffect The subject had been prompted by the first interview to resume his operating theatre visits
So I did that pretty much within four days of the interview.	ProcEffect The subject had been prompted by the first interview to resume his operating theatre visits. He did this within four days of the interview	ProcEffect The subject had been prompted by the first interview to resume his operating theatre visits. He did this within four days of the interview
I will be a bit more focused	NewResolve	BehChange

on my non-verbals, I think so.	The subject will be more aware of his facial gestures in the future	The subject is likely to be more aware of his facial gestures when talking with others
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Subject 3 - Josie

Transcript	Experiencer	Researcher
In answering your question, I just tried to think what my family would have said,	FamEval The subject wondered what her family would think of her performance in the interview	ProcEffect The subject brought her family to mind when she examined the data from the first interview
because two of them actually wrote me up in their MBA subjects and I did not know what they found interesting	SelfEfface The subject was self effacing about her own abilities. Two of her sisters had described her work in their MBA studies.	ProcEffect The subject produced a value statement that contained two messages. The first was modesty, the second was asserting her powers as a CEO
I think it was because I was a high school drop out and ended up here.	SelfEfface The subject was once a high school drop-out. She is now CEO of a major hospital	ProcEffect The subject produced a value statement that contained two messages. The first was modesty, the second was asserting her powers as a CEO
One of my sisters who is ten years younger than me, she's very smart, she's bright, she's precise, she works hard, she works well, she gets anxious over work, I mean she loses sleep over work, I don't think I ever had or would.	SibComp The subject compared her sister's behaviour with her own.	ProcEffect The subject continued with her dual evaluation statements. There is a strong ambivalence in this statement.
I know that everything she does, she does really well, and I know that everything I do she could do better and she would get all precise about it and plan it better.	SibComp The subject compared her sister's behaviour with her own	ProcEffect The subject continued with her dual evaluation statements.
If she had to do something she would plan it really well,	SibComp The subject complimented her sister's behaviour	ProcEffect The subject continued to focus on her sister's strengths
whereas I would probably do it off the cuff and not be happy with what I did, but I would get by and I would run by the seat of my pants a lot,	SibComp The subject compared her sister's behaviour with her own.	ProcEffect The subject continued with her dual evaluation statements. There is a strong ambivalence in this statement.
whereas she wouldn't and I just can't understand why	SibComp The subject compared her sister's behaviour with her own.	ProcEffect The subject continued with her dual evaluation statements. There is a strong ambivalence in this

		statement.
because she could do my job better than I could,	SibComp The subject compared her sister's behaviour with her own.	ProcEffect The subject continued with her dual evaluation statements. There is a strong ambivalence in this statement.
but she just doesn't seem to have the street smart or the flexibility, or there is just something that she can't roll with the punches to the same extent as me, and it seems to hold her back enormously.	SibComp The subject compared her sister's behaviour with her own.	ProcEffect The subject continued with her dual evaluation statements. There is a strong ambivalence in this statement.

Subject 4 - Stephen

Transcript	Experiencer	Researcher
Yeah, you know, it was quite funny looking at yourself and actually verbalising what you do, sort of thing	Surp/Amuse The subject was surprised and amused at watching himself and listening to what he said	Surp/Amuse The subject was surprised and amused at watching himself and listening to what he said
A lot of the times I don't sort of consciously think about what I am doing, I just seem to do it.	PersReal The subject often works without reflection on what he does	ProcEff The process drew the subject's attention to his relatively unreflective working style
That sort of brought it to home that there is some foundations there somewhere.	SatisBasis The subject was pleased that what he said in interview had a realistic basis	WorthConfirm The subject found good evidence for the beliefs he has in his work.
It's funny, as we were getting geared up for the presentation and everything, I had times where people wanted to stop and talk about something and no one was focused.	InterviewPrep While the subject was preparing for this interview he was interrupted by staff members	ProcEffect Watching the recording prompted the subject to recall clearly that he does in fact reflect a lot on his work practices.
and I had to purposely take a step back and say, no you have to go back and sort that out and talk, which is something I am very conscious of throughout into what you are doing, and thinking about the rest of the organisation and other people	BehRecall He had to use one of his problem-solving techniques. Now he realizes that he does think a lot about what he does in his role.	ProcEffect Watching the recording prompted the subject to recall clearly that he does in fact reflect a lot on his work practices
So it's fairly hard to juggle everything, but I agree with what I have said	ComplexAgree The subject noted the complexity of his work and agreed that he had presented what he does well	SelfObs The subject was able to view what he said and agree with what he said
like I have sat back and had a look at the organisation and now I feel next year I am ready to start planning where we are heading and what we are going to do.	StratPlan The subject has been observing the organization and is ready to commence strategic planning next year	ProcEff The ET-IT has prompted the subject to commence strategic planning
I have a few of those ideas coming through.	StratPlan The subject has commenced reflections on the plans.	ProcEff The ET-IT has prompted the subject to commence strategic planning

I have sort of got some ideas on the direction I would like to take the organisation, so now I have to make the strategic plans and get everyone on board	StratPlan The subject has the beginnings of a strategic direction and now he needs to work on gaining consensus with his workteam	ProcEff The ET~IT has prompted the subject to commence strategic planning
I think everyone is poised ready to do it, Lord knows there is some work needed to be doing and I think everyone is eager to do it, so next year is going to be really good.	Readiness The subject believes that everyone is ready to work hard at developing new directions	ProcEff The subject has been motivated by the ET~IT to provide the impetus to inspire his team into developing a new approach
No I think it was just sort of quite strange.	ProcEval The subject found the process to be quite strange	ProcEval The subject found the ET~IT process to be out of the ordinary
No I think it just, I don't think there was anything that jumped out that I said that I didn't believe in, or thought was complete rubbish.	ConfViews confirm The subject found that he agreed with everything he had said and that it was honest and sensible	Proc Eval The subject found that he agreed with everything he had said in the first interview
Yeah, it's made me think about managing change I think, that's going to have to be. Already I can see where I want to take things, and how I manage that is going to be crucial to actually how it happens.	ManageChange The subject is aware of issues associated with managing change.	ProcEff Because of the ET~IT experience, the subject is quite focused on the issues he must address in managing change with his work team
Already I have noticed it is easy to make the decision and that's something I am really going to need to work on, that I don't just do exactly what I didn't want to do, because it would be much easier to do that.	RecObst The subject is already aware of the obstacles he may need to overcome and issues that he needs to avoid	ProcEff The ET~IT was prompted the subject to enter into a reflective, considered state of awareness of change issues.
I have already considered that it would be easy to fall into that trap.	RecObst He recognizes that it would be easy to fall into a particular trap	ProcEff The ET~IT technique has prompted him to be aware of a particular trap in planning his change programme
So that's something that I am really conscious of.	Aware The subject is quite aware of the necessity of not falling into this particular trap	ProcEff The ET~IT technique has made him become aware of an important change issue that must not be overlooked

I guess, hearing yourself sort of brings home, I think a lot of what I was saying is that you often think it, but it brought it home	SelfObs Hearing yourself speak of an issue heightens your awareness of it.	ProcEff When you hear and see yourself discussing an issue it heightens your awareness of it.
that it is one of my core values, and I sort of in that communicating and treating people as equal, I would say would be one of my core values. It is sort of what drives me.	ValIdent The issue is to do with the subject's core values. It is to do with equality and fairness in the workplace	ProcEff The process has led the subject to be very clear of the role of his values in organisational planning
I think initially I was a bit, not concerned, initially when you start something new you sort of wonder if you have done the right thing, but as the week has gone on it just feels so much right	Confidence The subject has become more confident in his change views since recording the first interview.	ProcEff The first interview has stimulated the subject to become clearer and more confident in his planning
it feels right and I don't think I realised how unhappy I was there.	PosOutlook The subject has developed a much more positive outlook on his move to Organisation B	ProcEff The subject has been able to clarify several key issue in his professional life through the ET~IT experience.
I just have so much more energy, it just feels so much better, which is quite strange.	StrangeExp The subject is experiencing so much more energy and feels much better since the first interview	ProcEff The ET~IT experience has brought several personal benefits for the subject – more energy and feeling better about himself
I don't think I realised just how, I don't know whether I felt just squashed, I felt like I was not able to do anything or provide anything or even offer anything,	NewPercept The subject now appreciates how bad things really were with his last employer	ProcEff Because of the ET~IT technique, the subject has been able to review his previous job and has found that it was not suited to his needs.
so that's sort of has been quite an eye opener.	EyeOpener The ET~IT experience has been an 'eye opener' for the subject	ProcEff The ET~IT technique has provided clear new perspectives for the Subject
The Director and I just did not see eye to eye and I had had enough, and I had told him to his face when we had a meeting one day, exactly how I felt.	PrevNegExp The subject had a previous negative experience with the Director of his last hospital.	ProcEff This ET~IT process has surfaced an unpleasant memory that required review.
He told me totally different to what he actually believed, which was evident	PrevNegExp The subject had a previous negative experience with	ProcEff This ET~IT process has surfaced an unpleasant

later on, and that totally undermined everything.	the Director of his last hospital.	memory that required review.
I didn't have any respect for him and I kept out of his way.	NoResp The subject had no respect for his previous director	ProcEff This ET~IT process has surfaced an unpleasant memory that required review. The subject is dealing with it appropriately.
It brought home that it's important to realise when you are in a situation that you can't change that you have two choices, you stay and put up with it or you leave and put up with it.	EmplChoice The subject said it was a matter of either staying and accepting the negative atmosphere or leaving	ProcEff The ET~IT technique had surfaced a rule of thumb
I recognise that. I enjoyed what I did and I enjoyed most of the people I worked with, and I think the sad and grace was that I was there after hours, and I didn't have to have much contact with him or the Executive.	EmplChoice Even though he enjoyed most of his team colleagues and did not have to see much of the Executive it was a "sad and grace event" for him	ProcEffect The subject has become very immersed in the issues that confronted him in his previous employment. This could be another rule of thumb surfacing.
I have to let the business go and move on. It helps to, because I think back to things that he has done, and I make sure I do the exact opposite	TimeChange The subject decided to move to other employment and run his team completely differently from his previous director	ProcEff The subject was able to form closure over this unpleasant time of his career. Did the ET~IT take part in this succesful review?
I think I have done that quite a bit in my career. Looking at what other people have done and doing it the other way.	NegPosConv The subject had learned to often change negative experiences to positive experiences	ProcEff Another personal rule of thumb has been surfaced.
I think this process is good, actually listening to yourself brings it home and really re-inforces	PosProc The ET~IT process helps you get back to and reinforces your basic values	ProcEval The subject enjoyed the ET~IT's way of helping him re-evaluate his basic values and management ideas.
yeah, that is the way you feel, because often you sought of, I guess it's learning to believe in yourself, because often you have these dreams and then you think, maybe that's not the right way to be, but listening to what I say just sort of brought it home, that yeah!	PosProc The process reflects and reinforces your thoughts, values and dreams	ProcEval The process reflects and reinforces the subject's thoughts, values and dreams

That is how I like to be perceived and how I like to come across. It's what makes me tick	<i>PosEval</i> The subject is pleased with the ET~IT's ability to portray him and his ideas accurately	<i>ProcEval</i> The subject is pleased with the ET~IT's ability to portray him and his ideas accurately
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Subject 5 - Thomas

Transcript	Experiencer	Researcher
I know that I told you that I resigned recently	Resign The subject has recently resigned from his position in Organisation B	PersCom The subject said that he had resigned recently
and that I wouldn't say 'boo' to anyone when I came four years ago.	Shyness The subject would not talk with anyone at work	PersCom The subject related one of his characteristics
I have thought a lot about that this week and now seeing it again makes me realize how hard it is for me to get to know people and I suppose how hard it is for them to get to know me	Lowl/PDesire The subject made further comments on his reluctance to form interpersonal relationships	ProcEff Last week's interview has prompted the subject to reflect more upon his own characteristics
What occurs to me now is how confident I look and the way I seem to be making sense	Conf&Coh The subject is pleased to observe himself as being both confident and coherent	ProcEff The subject makes a positive self-assessment based on his performance in the ET~IT
I don't think I even took a breath over the first few minutes of the interview.	DisclIntense The subject was so intent on his discussion points during the introduction period that he "did not take a breath"	ProcEff The subject surfaced a 'rule of thumb' describing his behaviour
I also realize how accepting I can be of people. I talked about Hannah, who I had to reprimand for something she didn't do at work.	AcceptPeople The subject realized that he can be accepting of people, even those he has reprimanded	AmbiRel The subject maintains competing attitudes toward this person
She doesn't talk to me at work yet we remain good friends socially.	DualRoles The subject says that she does not talk to him at work yet they are friends socially	AmbiRel The subject maintains competing attitudes toward this person
That is not always the case. I have to keep in mind to be careful in the way that I reprimand people because subtly the social aspect of our relationship with these staff doesn't happen.	MixedMess The subject finds it difficult to reprimand staff members and keep them as his friends	AmbiRel The subject maintains competing attitudes towards people
I do tend to take on too much work.	Overwork The subject said that he takes on too much work	SelfDiscl The subject takes on too much work
I think people respect me for rolling up my sleeves and getting the work done	CollabApp The subject adopts a collaborative approach with	SelfDiscl The subject adopts a collaborative approach with

and getting in to help them	his team	his team
as opposed to all this work being delegated and playing on the internet all day, or something like that, and going home at five while they are all working back	NonPerfMan The subject said that he is not like managers who delegate everything and do nothing productive themselves	SelfDiscl The subject is not a non-participating manager
I don't work that way, I don't know how to work that way. That's the way I am and I am quite happy that I have stated my case clearly here.	NonPerfMan The subject emphasised that he is not like managers who delegate everything and do nothing productive themselves	SelfDiscl The subject is decidedly not a non-participating manager
Another issue that comes to mind is how I build up relationships with staff. Not intentionally, it's just the way I work.	RelApproach The subject realizes that his approach to building relationships with staff members is unspoken	ProcEff The subject realizes that his approach to building relationships with staff members is not a conscious approach
So I think that there are probably two answers to that question. One, I like them to get to know me and vice versa.	RelApproach There are two answers: he likes them to get to know him and he likes to get to know them.	ProcEff The subject identifies two aspects of his relationship building
I probably let that go a little bit too far working here at St Veronica's and I will bear that in mind in my next job	OverlyOpen The subject believes that he has been overly open and accepting in his current position	BehJudg The subject thinks that he has been too open on personal matters with his staff members
But what I find amazing from what I said last week. I don't find it hard to reprimand people, but I think that they find it hard to accept it and that's where the problem lies.	RespRep The subject finds it hard to accept his team members negative response to his reprimands	BehJudg The subject has difficulty in understanding why his staff members dislike being reprimanded
I have been told by other staff that I am the most popular on the Executive staff, so that's good to know.	PopExec The subject has been told recently that he is the most popular executive, which pleases him	PosFeedback The subject had received positive feedback on his popularity
I know that in a few months time they would have forgotten me and the next person who comes in will be better.	SoonForg The subject thinks that he will be forgotten soon after he resigns and his replacement will be better	SelfDiscl The subject thinks that he will soon be forgotten
I think my role is very important within the hospital, it is seen as a mentor towards the	RoleAssess The subject thinks that he is important within the hospital but less important within the	RoleAssess The subject thinks that he is important within the hospital but less important within the

managers and the staff, but within the group I am seen as just a finance person.	governing group	governing group
So it is amazing how other people see my role from the various angles that they are looking at it from.	RoleAssess The subject finds it amazing that his role is viewed so differently from differing perspectives	ProcEff The subject has been able to see his role from differing perspectives
I am very well organized and I think that people appreciate that.	WellOrg The subject beleieves that he is well organized and people appreciate that	ProcEff The subject has been able to make a strong positive comment regarding a key characteristic
When there is a deadline it will be met by me, because there is a reason why there is a deadline and I want to get it done so you can move onto something else.	Deadline The subject keeps to deadlines because there is a good reason for having the deadline	ProcEff The subject has been able to make a strong positive comment regarding a key characteristic
That goes with my personal life as well, I can't be late.	Punctuality Even in his personal life the subject hates being late	ProcEff The subject has been able to make a strong positive comment regarding a key characteristic
I like to be punctual and things like that, so it is just me, unfortunately it's not everybody else, and other people frustrate me because it holds me back a little bit.	Frustration The subject hates unpunctual people keeping him back	ProcEff The subject has been able to make a strong positive comment regarding a key characteristic
Working with people, it frustrates me.	Frustration Generally speaking, he finds that working with people frustrates him.	PersDisc The subject does not enjoy working with others
I like to be liked, I think everybody likes to be liked, but not everyone is liked, and not everyone likes me here as well.	BeingLiked The subject likes to be liked but knows that he is not always liked	PersDisc The subject surfaces another rule of thumb/metaphor
I think they respect my position. They respect that I do a good job and that is important to me here at this organization or any other job.	Respect The subject believes that people respect his position and his ability to do a good job	PersDisc The subject believes that he is respected
I can't think of anything to more to say.	Conclnt The subject wishes to conclude the interview	ProcEff The subject calls an end to the interview
I know that I speak quickly, but I think that people	TalkFast The subject believes that	ProcEff The subject commented on

remember what you say more when you speak quickly.	he talks fast but that this has a good effect on recall	his linguistic speed
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Subject 6 - Craig

Transcript	Experiencer	Researcher
Yes, I do recall doing something like this as a young medical student.	PrevExp The subject recalled using the IPR or EAT as a medical student	Recall The subject recalled using a process such as this before
I found it to be embarrassing then but this time it's OK.	Embarrass The subject had been embarrassed back then but is comfortable now	Recall The subject recalled how he felt using the process before
It still takes a while getting used to seeing yourself and how you appear to others.	AdjustObjView It takes a little adjustment to view yourself objectively	Adjust The subject needed to adjust to viewing himself from the perspective of another.
I guess my comments on looking after new staff members is pretty much what I would do.	ConfObs The subject confirmed what he was saying about looking after new staff members	ConfObs The subject confirmed what he was saying about looking after new staff members
Apart from all my official duties I do attend as many Hospital social functions as I can.	Socialise The subject extends his social interactions by attending hospital social functions	ProcEff The subject was prompted to add to his efforts to strengthen relational ties with staff members
This lets me get to know people a little better.	Socialise This enables the subject to get to know people better	ProcEff The subject was prompted to add to his efforts to strengthen relational ties with staff members
I thought a lot about my habit of not making promises to staff members since the first interview.	Promises The ET-IT prompted the subject to review his habit of not making promises to people	ProcEff The ET-IT prompted the subject to review his habit of not making promises to people
When I am relieving CEO I don't mind making decisions if you need something in the next day or two.	CEODecs The subject does not mind making short term decisions when relieving CEO	IncDec The subject is capable of making incisive decisions for short term issues
If it doesn't have a long-term significance to the organization then obviously you would make the decision.	CEODecs The subject does not mind making short term decisions when relieving CEO	IncDec The subject is capable of making incisive decisions for short term issues
Actually when I was relieving, people would, I mean some people saw it as an opportunity to get some agenda up that they	NewOpp Some people took the opportunity of seeking approval for a previously rejected issue	NewReal The subject realized that some people took the opportunity of seeking approval for a previously

hadn't had success with before.		rejected issue
I never promised anything. I sometimes said that I would discuss that with the Chief Executive when they would return or that I would consider it and seek more information.	NoPromise For more substantial issues he would delay until the CEO returned	FurtherRecall The subject recalled more of his acting CEO experience
I have thought a lot this week about the way that I handle political issues. I do it in a number of ways.	PollIssues The subject had been prompted by the first interview to review his political ideas	PolRev The subject was prompted to review his political thinking at work
My main one is letting people know what my sphere of influence is, and on the other side of that, letting people know what influence they need to know where the decision ends, because sometimes that is not clear to people and things are being set in motions which they really don't have the authority to give approval to.	KeyPollIssues The subject listed several key political ideas that he has accumulated in his role	PolRev The subject had performed some effective reflection on his views of organisational politics since the first interview
On the other counter side of that, I think because I am between the middle and more senior people, not everyone feels comfortable with middle management telling them their ideas, or raising their concerns with someone, with the Chief Executive or someone on the senior executive.	KeyPollIssues The subject listed several key political ideas that he has accumulated in his role	PolRev The subject had performed some effective reflection on his views of organisational politics since the first interview
I think I still need to, what I try to do is represent their views, but don't make promises and I don't like saying, I discussed that with such and such and they said 'no', and I was sort of with you.	NoPromise The subject would promise to make enquiries but would not encourage individuals any further	PolRev The subject had performed some effective reflection on his views of organisational politics since the first interview
I think that unity in the decision-making is very important, whether or not you agree with it or if it a consensual decision is irrelevant, when you go back to the people who	DecMakUnity The subject very much prefers unity in decision-making	DecMakRev The subject demonstrates having spent time reviewing his approach to team decision-making

asked you to make the decision, I say that this is what we decided and that's it, or this is what we decided in how we are moving forward.		
So I think personally I don't like disunity in decision-making.	DecMakUnity The subject very much prefers unity in decision-making	DecMakRev The subject demonstrates having spent time reviewing his approach to team decision-making
It just creates bitterness and it's not taking responsibility for the role you put yourself in by being a bridge between two people.	RoleResp If you do not exercise the responsibilities of your role then you can create bitterness between people	DecMakRev The subject demonstrates having spent time reviewing his approach to team decision-making
I agree with what I said about getting to know people on the staff.	RelBuilding He agrees with the views he put forward in the first interview	RelRev The subject demonstrates having spent time reviewing his approach to team relationship building
I think that is important that people can attach a face to my name.	Recog The subject thinks that it is important to know him as a person	RelRev The subject demonstrates having spent time reviewing his approach to team relationship building
I think people respond to you better by being there in person, rather than sending out directives from above.	PersInvolve The subject prefers face-to-face contact rather than sending directives	RelRev The subject demonstrates having spent time reviewing his approach to team relationship building
Sometimes it is easier just to send an email.	Email Sometimes it is easier to email	RelRev The subject demonstrates having spent time reviewing his approach to team relationship building
If I was giving tips to people, that would be one of my tips.	Tips These are some of the subject's rules of thumb	ProcEff The subject views these ideas as 'rules of thumb'
The other thing that I learned as a manager and I think is very useful is that often you will get complaints from staff or from other people is responding positively to what people are saying, even if they have a negative thing to say.	RespPos It is always a good idea to respond in a positive manner, even if the situation is negative	ProcEff The subject views these ideas as 'rules of thumb'

I mean you still deal with the issue, but I think it sort of puts a little more perspective into the issue they are complaining about or it gives them the impression that things are not quite as bad as they thought, as they tend to focus in on the issue, especially if it is a negative thing, to the exclusion of everything else.	RespPos It is always a good idea to respond in a positive manner, even if the situation is negative	ProcEff The subject views these ideas as 'rules of thumb'
I think this is a useful tip to try and tease out the positive from what appears to be on face value a very negative situation.	RespPos It is always a good idea to respond in a positive manner, even if the situation is negative	ProcEff The subject views these ideas as 'rules of thumb'

Appendix 12B Multi-perspective analysis

These are the five sets of multi-perspective analyses referred to in Chapter 7. They present analyses on Phillip, Josie, Stephen, Thomas and Craig from the **Experiencer** and **Researcher** perspectives.

Subject 2, Phillip

Phillip – Experiencer perspective

- (i) Characteristics of the ET~IT from the Experiencer's perspective
- (ii) Personal characteristics reported from the ET~IT experience
- (iii) Reasons for any decision-making or strategic change
- (iv) Reviewing values, past performance, home/work balance

(i) Characteristics of the ET~IT from the Experiencer's perspective

Surprise	The subject was surprised at how comfortable he looked. He said that he often comes across as being dramatic
Confirmed Observations	The subject confirmed what he said in last week's interview
Process Comment	The subject questioned why the recording stopped
Correct Transcript	The subject had corrected the transcript earlier but now realized that the transcript was correct
Verify Interview	The subject confirmed that what was recorded was what he had said
Self Correction	The subject corrected himself
Process Effect	After the first interview the Subject was prompted to visit his staff
Attendance at Course	The subject attended a course run for theatre porters They often did not attend these courses. It was open to anyone.
Staff Reaction	The staff members were surprised by his presence at their in-service course
Conclude Interview	The subject need to bring the interview to an end as he had other commitments
Hesitancy	The subject paused to decide whether or not he should relay an important confidential point
Personal Presentation	The subject found it important to be aware of his verbal and visual presentation The subject was satisfied that his visual presentation was

	<p>better than how he had read his written presentation.</p> <p>The written version was not as effective as the visual version</p>
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(ii) Personal characteristics reported from the ET~IT experience

Personal Observation	The subject does not like hearing himself on the video-recording.
Negative Judgement	The subject thought that he had performed badly in the first interview.
False Image	The subject believes that sometimes it may be necessary to project someone else's image.
Self Criticism	The subject criticized his own performance.
Personal Observation	<p>The subject narrowed his eyes when speaking about other hospitals.</p> <p>He believes this happens when he talks about something sinister. The subject perceives that he is being sinister.</p> <p>The subject narrowed his eyes again. He believes he is thinking of more sinister business focused stuff.</p>
Unaware of facial gestures	<p>The subject was unaware of his negative facial gesture.</p> <p>When telling someone something in confidence the subject opens his eyes much more widely than he thought he did.</p> <p>The subject was unaware at how pronounced it can be.</p>
Process effect	<p>The process has revealed the extent of his facial behaviours.</p> <p>The subject had been prompted by the first interview to resume his operating theatre visits. He did this within four days of the interview.</p>
New Perspectives	<p>The subject had seen new perspectives of himself.</p> <p>The subject thinks he may have had some idea of these new perspectives but he was not aware of the extent of his facial gestures.</p> <p>The process confirmed some observations made by the subject.</p>
Positive Judgement	The subject now decides that it was a good interview.
New Resolve	The subject will be more aware of his facial gestures in the future.
Personal Criticism	The subject admits that he needs to improve his listening skills.

(iii) Reasons for any decision-making or strategic change

Enhance Staff Member	<p>The subject was able to enhance the self image of a staff member by telling a story about her to a patient.</p> <p>The subject felt good about being able to do this.</p>
Role Evaluation	<p>The subject has times when he is a very active CEO.</p> <p>There are other reasons why the CEO is important to the organization.</p> <p>Sometimes he is active in his CEO role, sometimes he simply plays the role in a ceremonial sense.</p> <p>The subject said that he is CEO of but one of fifteen hospitals. He needs to maintain his team contributions.</p> <p>If he focused only on his current position then he is not really part of the collective management group.</p>
Role Adequacy	<p>You are performing well in the role but sometimes you feel that anyone could do what you are doing.</p> <p>The subject brings far more to the role than simply occupying the position.</p>
Role Expectation	<p>The subject believed that he should be aware of what the theatre porters needed to know.</p> <p>The subject made comment regarding the formation of new relationships versus maintaining new relationships or simply having to maintain those relationships that came with the job.</p>
Personal Need	<p>The subject needed to know about the content of the in-service course</p>
Dissimulative Presentation	<p>When staff members do not do as you suggest you need to dissimulate and pretend to agree with them</p>
Rules of Thumb	<p>"It's better to pretend that you know rather than not know"</p> <p>The subject's old career mentor used to say this.</p> <p>The subject's mentor had another saying – "I know everything"</p>

(iv) Reviewing values, past performance, home/work balance

Need for Self Protection	<p>The subject needs to be careful not to portray this negative emotion when discussing external things</p>
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Phillip – Researcher perspective

- (i) Subject's personal reactions to the ET~IT
- (ii) Process effects initiated by the ET~IT
- (iii) Review of personal characteristics

(i) Subject's personal reactions to the ET~IT process

Process Effect	The subject does not enjoy listening to himself After the first interview the Subject was prompted to visit his staff The subject was prompted to attend a staff development session. It was often poorly attended. The subject had recalled an important issue and was deciding if he should reveal it in the interview.
Process Justification	The subject justified his actions in attending the in-service course The subject noted that the staff members were surprised by his presence at their in-service course The subject reinforced his need to know the content of the in-service course
Process Comment	The subject questioned why the recording stopped
Surprise	The subject was much more relaxed than he had thought
Conclude Process	The subject decided he needed to conclude the interview

(ii) Process effects initiated by the ET~IT

Process Effect	The subject reviewed issues on relationships. The subject revealed one of his deep disappointments The subject revealed one of his failings a rule of thumb was retrieved The subject recalled that he had learned this from his old career mentor This saying is likely to have triggered his visit to the in-service course because he had to know everything about theatre chemicals The subject gained important perspectives on his verbal and visual presentation The subject was able to form a better image of himself once he had reconciled the written and visual versions of his interview The subject decided that he presents better visually than he does in writing The subject had learned new things about himself from the ET~IT process. There may have been some awareness of the gestures that came to light in the videorecording.
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Confirmed Observations	The subject confirmed the views that he had provided in the first interview.
Process Interference	The subject had exercised his perceived right to alter the researcher's process
Tacit Emergence	Tacit awareness has been made explicit through the ET~IT process.
Subject Realisation	The subject realizes the veracity of the ET~IT process
Self Observation	The subject narrows his eyelids when he talks about other hospitals. He sees this as happening when he talks about something sinister. The subject perceives that he is being sinister when he narrows his eyes The subject has related his eye gestures to an earlier realisation
Need to Disguise	The subject needs to disguise his negative emotion when discussing competing hospitals

(iii) Review of personal characteristics

Negative Assessment	The subject commented that he thought he had performed poorly in the first interview The subject felt the need to correct himself The subject sometimes needs to act as someone else
EnhanceStaffMem	The subject was able to enhance the self image of a staff member by telling a story about her to a patient. The subject was able to recall how he felt when he enhanced the self image of a staff member
Self Criticism	The subject made a personal criticism of his own performance
Role Evaluation	The subject has times when he is a very active CEO
Status Reflection	The subject reflected on the value of his role
Role Adequacy	The subject undervalues his contribution to the CEO role The subject believes that he brings far more personal attributes to the role than is required of the job
Role Evaluation	Sometimes he is active in his CEO role, sometimes he simply plays the role in a ceremonial sense
Organisational Reality	The subject makes the realization that he is part of a group of CEOs who manage fifteen hospitals. If the subject considers only his current position then he would not be part of the collective management group
Positive Assessment	The subject commented that he thought he had performed well in the first interview
Process Effect	The subject had been prompted by the first interview to resume his operating theatre visits. He did this within four days of the interview
Behaviour Change	The subject is likely to be more aware of his facial gestures

	when talking with others
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Subject 3, Josie

Josie – Experiencer perspective

- (i) Characteristics of the ET~IT from the Experiencer's perspective
- (ii) Personal characteristics reported from the ET~IT experience
- (iii) Reasons for any decision-making or strategic change
- (iv) Reviewing values, past performance, home/work balance

- (i) Characteristics of the ET~IT from the Experiencer's perspective

None reported

- (ii) Personal characteristics reported from the ET~IT experience

Family Evaluation	The subject wondered what her family would think of her performance in the interview
Self Effacement	The subject was self effacing about her own abilities. Two of her sisters had described her work in their MBA studies. The subject was once a high school drop-out. She is now CEO of a major hospital

- (ii) Reasons for any decision-making or strategic change

None reported

- (iii) Reasons for any decision-making or strategic change

None reported

- (iv) Reviewing values, past performance, home/work balance

Sibling comparison	The subject compared her sister's behaviour with her own.
Sibling compliment	The subject complimented her sister's behaviour

Josie – Researcher perspective

- (i) Subject's personal reactions to the ET~IT
- (ii) Process effects initiated by the ET~IT
- (iii) Review of personal characteristics

(i) Subject's personal reactions to the ET~IT

None were recorded

(ii) Process effects initiated by the ET~IT

Process Effect	The subject brought her family to mind when she examined the data from the first interview.
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(iii) Review of personal characteristics

Process Effect	<p>The subject produced a value statement that contained two messages. The first was modesty, the second was asserting her powers as a CEO</p> <p>The subject continued with her dual evaluation statements. There is a strong ambivalence in this statement.</p>
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Subject 4, Stephen

Stephen – Experienter perspective

- (i) Characteristics of the ET~IT from the Experienter's perspective
- (ii) Personal characteristics reported from the ET~IT experience
- (iii) Reasons for any decision-making or strategic change
- (iv) Reviewing values, past performance, home/work balance

(i) Characteristics of the ET~IT from the Experienter's perspective

Surprised/Amused	The subject was surprised and amused at watching himself and listening to what he said
Satisfactory Basis	The subject was pleased that what he said in interview had a realistic basis
Self Observation	Hearing yourself speak of an issue heightens your awareness of it.
Confidence	The subject has become more confident in his change views since recording the first interview.
Strange Experience	The subject is experiencing so much more energy and feels much better since the first interview
'Eye Opener'	The ET~IT experience has been an 'eye opener' for the subject
Confirm Basics	The ET~IT process helps you get back to and reinforces your basic values
Accurate portrayal	The subject is pleased with the ET~IT's ability to portray him and his ideas accurately

(ii) Personal characteristics reports from the ET~IT experience

Personal Realisation	The subject often works without reflection on what he does
Behaviour Recall	He had to use one of his problem-solving techniques. Now he realizes that he does think a lot about what he does in his role.
Process Evaluation	The subject found the process to be quite strange
Confirm Views	The subject found that he agreed with everything he had said and that it was honest and sensible
Identify Values	The issue is to do with the subject's core values. It is to do with equality and fairness in the workplace
Positive Outlook	The subject has developed a much more positive outlook on his move to Organisation B
New Perception	The subject now appreciates how bad things really were with

	his last employer
Previous Negative Experience	The subject had a previous negative experience with the Director of his last hospital
No Respect	The subject had no respect for his previous director

(iii) Reasons for any decision-making or strategic change

Complexity of work Agree with his presentation	The subject noted the complexity of his work and agreed that he had presented what he does well
Strategic Plan	The subject has been observing the organization and is ready to commence strategic planning next year The subject has commenced reflections on the plans The subject has the beginnings of a strategic direction and now he needs to work on gaining consensus with his work-team
Readiness	The subject believes that everyone is ready to work hard at developing new directions
Managing Change	The subject is aware of issues associated with managing change.
Recognised Obstacles	The subject is already aware of the obstacles he may need to overcome and issues that he needs to avoid He recognizes that it would be easy to fall into a particular trap
Awareness of traps	The subject is quite aware of the necessity of not falling into this particular trap

(iv) Reviewing values, past performance, home/work balance

Employment Choice	The subject said it was a matter of either staying and accepting the negative atmosphere or leaving Even though he enjoyed most of his team colleagues and did not have to see much of the Executive it was a "sad and grace event" for him
Time Change	The subject decided to move to other employment and run his team completely differently from his previous director
Negative to Positive Conversion	The subject had learned to often change negative experiences to positive experiences

Stephen – Researcher perspective

- (i) Subject's personal reactions to the ET~IT
- (ii) Process effects initiated by the ET~IT
- (iii) Review of personal characteristics

(i) Subject's personal reactions to the ET~IT process

Surprise/Amusement	The subject was surprised and amused at watching himself and listening to what he said
Out of Ordinary	The subject found the ET~IT process to be 'out of the ordinary'
Process Evaluation	The subject found that he agreed with everything he had said in the first interview. The subject enjoyed the ET~IT's way of helping him re-evaluate his basic values and management ideas.
Self Observation	The subject was able to view what he said and agree with what he said
Confirm the Worth of his beliefs	The subject found good evidence for the beliefs he has in his work.

(ii) Process effects initiated by the ET~IT

Unreflective/Reflective working style	The process drew the subject's attention to his relatively unreflective working style Watching the recording prompted the subject to recall clearly that he does in fact reflect a lot on his work practices.
Strategic Planning	The ET~IT has prompted the subject to commence strategic planning The subject has been motivated by the ET~IT to provide the impetus to inspire his team into developing a new approach
Change Issues	Because of the ET~IT experience, the subject is quite focused on the issues he must address in managing change with his work team. The ET~IT has prompted the subject to enter into a reflective, considered state of awareness of change issues. The ET~IT technique has prompted him to be aware of a particular trap in planning his change programme The ET~IT technique has made him become aware of an important change issue that must not be overlooked
Heightened Awareness	When you hear and see yourself discussing an issue it

	heightens your awareness of it.
Values in Organisational planning	The process has led the subject to be very clear of the role of his values in organisational planning.
Confidence in Planning	The first interview has stimulated the subject to become clearer and more confident in his planning.
Clarification of professional issues	The subject has been able to clarify several key issue in his professional life through the ET~IT experience.
Clear Perspectives	The ET~IT technique has provided clear new perspectives for the Subject.
Unpleasant memory	<p>This ET~IT process has surfaced an unpleasant memory that required review.</p> <p>This ET~IT process has surfaced an unpleasant memory that required review. The subject is dealing with it appropriately.</p> <p>The subject has become very immersed in the issues that confronted him in his previous employment. This could be another rule of thumb surfacing.</p>
Therapeutic role of ET~IT	The subject was able to form closure over this unpleasant time of his career. Did the ET~IT take part in this successful review?
Rules of thumb	<p>Another personal rule of thumb has been surfaced.</p> <p>The ET~IT technique had surfaced a rule of thumb.</p>
Review of past experience	Because of the ET~IT technique, the subject has been able to review his previous job and has found that it was not suited to his needs

(iii) Review of personal characteristics

Energy and Well-being	The ET~IT experience has brought several personal benefits for the subject – more energy and feeling better about himself.
Thoughts, values, dreams	The process reflects and reinforces the subject's thoughts, values and dreams.
Accurate portrayal	The subject is pleased with the ET~IT's ability to portray him and his ideas accurately

Subject 5, Thomas

Thomas – Experiencer perspective

- (i) Characteristics of the ET~IT from the Experiencer's perspective
- (ii) Personal characteristics reported from the ET~IT experience
- (iii) Reasons for any decision-making or strategic change
- (iv) Reviewing values, past performance, home/work balance

(i) Characteristics of the ET~IT from the Experiencer's perspective

Discussion Intensity	The subject was so intent on his discussion points during the introduction period that he "did not take a breath"
Confidence and Coherence	The subject is pleased to observe himself as being both confident and coherent
Relationship Approach	The subject realizes that his approach to building relationships with staff members is unspoken

(ii) Personal characteristics reported from the ET~IT experience

Shyness	The subject would not talk with anyone at work
Low interpersonal relationship desire	The subject made further comments on his reluctance to form interpersonal relationships
Accepting of People	The subject realized that he can be accepting of people, even those he has reprimanded
Dual Roles	The subject says that she does not talk to him at work yet they are friends socially
Mixed Message	The subject finds it difficult to reprimand staff members and keep them as his friends
Overwork	The subject said that he takes on too much work
Collaborative Approach	The subject adopts a collaborative approach with his team
Non-Performing Manager	The subject said that he is not like managers who delegate everything and do nothing productive themselves The subject emphasised that he is not like managers who delegate everything and do nothing productive themselves
Relationship Approach	There are two answers: he likes them to get to know him and he likes to get to know them.
Response to Reprimand	The subject finds it hard to accept his team members negative response to his reprimands
Overly Open	The subject believes that he has been overly open and accepting in his current position
Popular Executive	The subject has been told recently that he is the most popular executive, which pleases him

Soon Forgotten	The subject thinks that he will be forgotten soon after he resigns and his replacement will be better
Role Assessment	The subject thinks that he is important within the hospital but less important within the governing group
Role Assessment	The subject finds it amazing that his role is viewed so differently from differing perspectives
Well Organised	The subject believes that he is well organized and people appreciate that
Deadline	The subject keeps to deadlines because there is a good reason for having the deadline
Punctuality	Even in his personal life the subject hates being late
Frustration	The subject hates unpunctual people keeping him back Generally speaking, he finds that working with people frustrates him
Talks Fast	The subject believes that he talks fast but that this has a good effect on recall

(iii) Reasons for any decision-making or strategic change

Resign	The subject has recently resigned from his position in Organisation B
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(iv) Reviewing values, past performance, home/work balance

Respect	The subject believes that people respect his position and his ability to do a good job
Being Liked	The subject likes to be liked but knows that he is not always liked

Thomas – Researcher perspective

(i) Subject's personal reactions to the ET~IT

(ii) Process effects initiated by the ET~IT

(iii) Review of personal characteristics

(i) Subject's personal reactions to the ET~IT

Self Reflection	Last week's interview has prompted the subject to reflect more upon his own characteristics
Positive Self-assessment	The subject makes a positive self-assessment based on his performance in the ET~IT

(ii) Process effects initiated by the ET~IT

Rule of Thumb	The subject surfaced a 'rule of thumb' describing his behaviour. The subject surfaces another rule of thumb/metaphor.
Relationship Building	The subject realizes that his approach to building relationships with staff members is not a conscious approach
Relationship Building	The subject identifies two aspects of his relationship building
Different perspectives	The subject has been able to see his role from differing perspectives
Linguistic speed	The subject commented on his linguistic speed

(iii) Review of personal characteristics

Personal Comment	The subject related one of his characteristics
Ambivalent Relationship	The subject maintains competing attitudes toward this person
Over-works	The subject takes on too much work
Collaborative Team approach	The subject adopts a collaborative approach with his team
Self Disclosure	The subject is not a non-participating manager The subject is decidedly not a non-participating manager
Behaviour Judgement	The subject thinks that he has been too open on personal matters with his staff members The subject has difficulty in understanding why his staff members dislike being reprimanded
PosFeedback	The subject had received positive feedback on his popularity

SelfDiscl	The subject thinks that he will soon be forgotten
RoleAssess	The subject thinks that he is important within the hospital but less important within the governing group
ProcEff	The subject has been able to make a strong positive comment regarding a key characteristic
PersDisc	The subject does not enjoy working with others
PersDisc	The subject believes that he is respected

Subject 6, Craig

Craig – Experiencer perspective

- (i) Characteristics of the ET~IT from the Experiencer's perspective
- (ii) Personal characteristics reported from the ET~IT experience
- (iii) Reasons for any decision-making or strategic change
- (iv) Reviewing values, past performance, home/work balance

(i) Characteristics of the ET~IT from the Experiencer's perspective

Previous Experience	The subject recalled using the IPR or EAT as a medical student
Embarrassment	The subject had been embarrassed back then but is comfortable now
Adjustment to Objective View	It takes a little adjustment to view yourself objectively

(ii) Personal characteristics reported from the ET~IT experience

Confirming Observations	The subject confirmed what he was saying about looking after new staff members He agrees with the views he put forward in the first interview on relationship building
Tips	These are some of the subject's rules of thumb
Personal Involvement	The subject prefers face-to-face contact rather than sending directives The subject thinks that it is important for team members to be able to recognise him as a person Sometimes it is easier to email

(iii) Reasons for any decision-making or strategic change

Socialise	The subject extends his social interactions by attending hospital social functions This enables the subject to get to know people better
No Promises	For more substantial issues he would delay until the CEO returned The subject would promise to make enquiries but would not encourage individuals any further

(iv) Reviewing values, past performance, home/work balance

Promises	The ET~IT prompted the subject to review his habit of not making promises to people
Political Issues	The subject had been prompted by the first interview to review his political ideas
CEO Decisions	The subject does not mind making short term decisions when relieving CEO
New Opportunities	Some people took the opportunity of seeking approval for a previously rejected issue
Key Political Ideas	The subject listed several key political ideas that he has accumulated in his role
Decision-Making Unity	The subject very much prefers unity in decision-making
Respond Positively	It is always a good idea to respond in a positive manner, even if the situation is negative
Role Responsibilities	If you do not exercise the responsibilities of your role then you can create bitterness between people

Craig – Researcher perspective

(i) Subject's personal reactions to the ET~IT

(ii) Process effects initiated by the ET~IT

(iii) Review of personal characteristics

(i) Subject's personal reactions to the ET~IT

Recall	The subject recalled using a process such as this before
Recall	The subject recalled how he felt using the process before
Adjustment to viewing himself	The subject needed to adjust to viewing himself from the perspective of another.

(ii) Process effects initiated by the ET~IT

Confirmed Observations	The subject confirmed what he was saying about looking after new staff members
Additional effort in Relationship building	The subject was prompted to add to his efforts to strengthen relational ties with staff members
Promises	The ET~IT prompted the subject to review his habit of not making promises to people

Rules of thumb	The subject views these ideas as 'rules of thumb'
New Realization	The subject realized that some people took the opportunity of seeking approval for a previously rejected issue
Further Recall	The subject recalled more of his acting-CEO experience
Political Review	The subject was prompted to review his political thinking at work
Political Review	The subject had performed some effective reflection on his views of organisational politics since the first interview
Decision- Making Review	The subject demonstrates having spent time reviewing his approach to team decision-making
Relationship building Review	The subject demonstrates having spent time reviewing his approach to team relationship building

(iii) Review of personal characteristics

Incisive Decisions	The subject is capable of making incisive decisions for short term issues
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Appendix 12C Multi-Perspective Analysis

Part 1 - Experienter perspective

- (i) Characteristics of the ET~IT from the Experienter's perspective
- (ii) Personal characteristics reported from the ET~IT experience
- (iii) Reasons for any decision-making or strategic change
- (iv) Reviewing values, past performance, home/work balance

- (i) Characteristics of the ET~IT from the Experienter's perspective

(a) ANNA

Summary

Great benefit to the subject	Honesty in presenting her views
Interview was informal	Reflective veracity
Discussion was candid	Sudden realisation
Personal Observation	Way forward
Relevant discussion	External view
Required decision	Process effect
Surprise over origin of ideas	Major decision
Personal amusement	

Discussion

Anna found the ET~IT to be of great benefit to her. She enjoyed the openness and honesty of the process. She found the informality and low level of structure to be most helpful when discussing issues that were important to her. The discussion was candid and permitted her to speak freely about her work role and it's development. She was quite pleased to be able to listen to and watch herself on the video-recording. It was easy for her to guide the discussion towards issues that were important and relevant for her in her role in the organisation. She was able to discern which issues were necessary for her decision-making and could gain a clear sense that the decision itself was right for the organisation. Anna expressed surprise at the ease with which these decision-making ideas had come to her. She was quite amused by her own performance. She thought that she was honest about her views on her role in Organisation B. She was impressed by the reflective veracity of the transcript and codings of the first interview. She came to a sudden realisation that her previous assessment of her current role was faulty. She has become quite certain that her current role requires her full attention. She believes that she became aware of these issues due to external perspective provided by the ET~IT process. The ET~IT process

has caused her examine what she is doing in her work-role, what her role entails and what adjustments she needs to make for her new role. She feels better able to appreciate the value of letting go of old ideas. Anna has made a major decision based upon the Phase 1 interview.

(b) PHILLIP

Summary

Surprise
Confirmed Observations
Process Comment
Correct Transcript
Verify Interview
Self Correction

Process Effect
Attendance at Course
Staff Reaction
Conclude Interview
Hesitancy
Personal Presentation

Discussion

Phillip was surprised at how comfortable he looked. He said that he often comes across as being dramatic. He confirmed what he said in last week's interview was correct. He paid particular attention to a recording glitch, asking why the recording stopped. Phillip had corrected the transcript earlier but now realized that the transcript was correct. He confirmed that what was recorded was what he had said. He went on to correct himself. After the first interview Phillip was prompted to visit his staff. He attended a course run for theatre porters

They often did not attend these courses. It was open to anyone. The staff members were surprised by his presence at their in-service course. Phillip needed to bring the interview to an end as he had other commitments. Before he stopped, he paused to decide whether or not he should relay an important confidential point. He found it important to be aware of his verbal and visual presentation. Phillip was satisfied that his visual presentation was better than how he had read his written presentation. However, he thought the written version was not as effective as the visual version.

(c) JOSIE

Summary

None reported

Discussion

None available

(d) STEPHEN

Summary

Surprised/Amused
Satisfactory Basis
Self Observation
Confidence

Strange Experience
'Eye Opener'
Confirm Basics
Accurate portrayal

Discussion

Stephen was surprised and amused at watching himself and listening to what he said. He was pleased that what he said in interview had a realistic basis. He noted that hearing yourself speak of an issue heightens your awareness of it.

Stephen has become more confident in his change views since recording the first interview. He said that he is experiencing so much more energy and feels much better since the first interview. The ET~IT experience has been an 'eye opener' for the subject. He noted that the ET~IT process helps you get back to and reinforces your basic values. Stephen is pleased with the ET~IT's ability to portray him and his ideas accurately.

(e) THOMAS

Summary

Discussion Intensity
Confidence and Coherence
Relationship Approach

Discussion

Thomas said that he was so intent on his discussion points during the introduction period that he “did not take a breath”. He is pleased to observe himself as being both confident and coherent. Thomas realizes that his approach to building relationships with staff members is unspoken.

(f) CRAIG

Summary

Previous Experience
Embarrassment
Adjustment to Objective View

Discussion

Craig recalled using the IPR or EAT as a medical student. He had been embarrassed back then but is comfortable now. He said that it takes a little adjustment to view yourself objectively

(ii) Personal characteristics reported from the ET~IT experience

(a) ANNA

Summary

Role review
Personal realisation

Discussion

Anna was working too long and too hard. She has come to the realisation that her role has changed and that she needs to let go of previous responsibilities.

Anna found it hard to renege on past responsibilities because of her perfectionist nature.

(b) PHILLIP

Summary

Personal Observation
Negative Judgement
False Image

Discussion

Phillip does not like hearing himself on the video-recording. He thought that he had performed badly in the first interview. Phillip believes that sometimes it may be necessary to project someone else's image

(c) JOSIE

Summary

Family Evaluation
Self Effacement

Discussion

Josie wondered what her family would think of her performance in the interview. Two of her sisters had described her work in their MBA studies. Josie was self effacing about her own abilities. She was once a high school drop-out. She is now CEO of a major hospital.

(d) STEPHEN

Summary

Personal Realisation
Behaviour Recall
Process Evaluation

Discussion

Stephen often works without reflection on what he does. He had to use one of his problem-solving techniques. Now he realizes that he does think a lot about what he does in his role. Stephen found the process to be quite strange.

(e) THOMAS

Summary

Soon Forgotten
Role Assessment

Discussion

Thomas thinks that he will be forgotten soon after he resigns and his replacement will be better. He thinks that he is important within the hospital but less important within the governing group. Thomas finds it amazing that his role is viewed so differently from differing perspectives

(f) CRAIG

Summary

Confirming Observations

Tips

Personal Involvement

Discussion

Craig confirmed what he was saying about looking after new staff members.

He agrees with the views he put forward in the first interview on relationship building.

He presented some of his rules of thumb. Craig prefers face-to-face contact rather than sending directives. He thinks that it is important for team members to be able to recognise him as a person. However he thinks sometimes it is easier to email.

(iii) Reasons for any decision-making or strategic change

(a) ANNA

Summary

Personal turnaround

Counter offer

Suitable role

Discussion

Anna finally informed the COO and local CEO that she could no longer maintain her previous responsibilities. The COO asked her to reconsider her position. Anna insisted on a role that would suit her requirements. The new arrangement will commence in December.

(b) PHILLIP

Summary

Enhance Staff Member
Role Evaluation

Discussion

Phillip was able to enhance the self image of a staff member by telling a story about her to a patient. He felt good about being able to do this. Phillip has times when he is a very active CEO. There are other reasons why the CEO is important to the organization. Sometimes he is active in his CEO role, sometimes he simply plays the role in a ceremonial sense. Phillip said that he is CEO of but one of fifteen hospitals. He needs to maintain his team contributions. If he focused only on his current position then he is not really part of the collective management group.

(c) JOSIE

Summary

None available

Discussion

None available

(d) STEPHEN

Summary

Strategic Plan
Readiness

Discussion

Stephen has been observing the organization and is ready to commence strategic planning next year. He has commenced reflections on the plans. Stephen has the beginnings of a strategic direction and now he needs to work on gaining consensus with his work-team. He believes that everyone is ready to work hard at developing new directions.

(e) THOMAS

Summary

Resign

Discussion

Thomas has recently resigned from his position in Organisation B.

(f) CRAIG

Summary

Socialise
No Promises

Discussion

Craig extends his social interactions by attending hospital social functions. This enables him to get to know people better. On promises for more substantial issues he would delay until the CEO returned. He would promise to make enquiries but would not encourage individuals any further.

(iv) Reviewing values, past performance, home/work balance

(a) ANNA

Summary

Home/work balance
Allegiance to the Organisation

Discussion

The process has made Anna realize how she had failed to achieve a work/home balance for the past nine months. She needed to let go of many things in her professional and personal life. Anna prefers to ensure that what she does, says and decides upon is in the best interest of the organization.

(b) PHILLIP

Summary

Need for Self Protection

Discussion

The subject needs to be careful not to portray this negative emotion when discussing external things

(c) JOSIE

Summary

Sibling comparison
Sibling compliment

Discussion

Josie compared her sister's behaviour with her own. She also complimented her sister's behaviour.

(d) STEPHEN

Summary

Employment Choice
Time Change
Negative to Positive Conversion

Discussion

Stephen said it was a matter of either staying and accepting the negative atmosphere or leaving. Even though he enjoyed most of his team colleagues and did not have to see much of the Executive it was a "sad and grace event" for him. He decided to move to other employment and run his team completely differently from his previous director. Stephen had learned to often change negative experiences to positive experiences.

(e) THOMAS

Summary

Respect
Being Liked

Discussion

Thomas believes that people respect his position and his ability to do a good job. He likes to be liked but knows that he is not always liked

(f) CRAIG

Summary

Promises
Political Issues
CEO Decisions

Discussion

The ET~IT prompted Craig to review his habit of not making promises to people. He had been prompted by the first interview to review his political ideas. Craig does not mind making short term decisions when relieving CEO.

Part 2 - Researcher Perspective

- (i) Subject's personal reactions to the ET~IT
- (ii) Process effects initiated by the ET~IT
- (iii) Review of personal characteristics

- (i) Subject's personal reactions to the ET~IT

(a) ANNA

Summary

Unexpected experience	Amusement
Freedom of Expression	Clarity
Self Observation	Sudden Realisation
Focus on Issues	External View
Surprise	Subject's Decision-making
Appropriate decision-making ideas	Personal Action
Reflective Veracity	Personal Realisations

Discussion

The interview was quite different from what Anna had expected. It was informal. She felt free to discuss her role and was able to express her thoughts and feelings. Anna was able to observe herself and was pleased with her performance. She was able to focus clearly on the issues she thought were important. Anna was a little surprised that the decision-making ideas came to her while watching the interview. She thought that she had made the appropriate decision based on ideas that came to her in the interview. The transcript and codings stimulated an honest reception from her. There was no room for dissimulation. She enjoyed her honest appraisal of the role she held in the organisation. She discovered an amusing side to her thinking. A sudden realisation came to the Anna while watching herself talk. She formed these views while reading the transcript and watching the video of her own performance. Anna made her decisions because of the way issues were presented back to her in the ET~IT process. She had acted on her decisions formed during her Phase 1 interview. Anna realized that her need to be a perfectionist had prevented her from abandoning past duties. The ET~IT process had been quite helpful to her in that it revealed how she had failed to achieve a work/home balance for a long period of time. Her perfectionist tendencies prevented her from letting go of past duties.

(b) PHILLIP

Summary

Process Effect
Process Justification
Process Comment
Surprise
Conclude Process

Discussion

Phillip does not enjoy listening to himself. After the first interview he was prompted to visit his staff. Phillip was prompted to attend a staff development session. It was often poorly attended. He had recalled an important issue and was deciding if he should reveal it in the interview. Phillip justified his actions in attending the in-service course. He noted that the staff members were surprised by his presence at their in-service course. He reinforced his need to know the content of the in-service course. Phillip questioned why the recording stopped. He said that he was much more relaxed than he had thought. He decided he needed to conclude the interview.

(c) JOSIE

Summary

None were recorded.

Discussion

None was recorded

(d) STEPHEN

Summary

Surprise/Amusement
Out of Ordinary
Process Evaluation
Self Observation
Confirm the Worth of his beliefs

Discussion

Stephen was surprised and amused at watching himself and listening to what he said. He found the ET~IT process to be 'out of the ordinary'. He found that he agreed with everything he had said in the first interview. He enjoyed the ET~IT's way of helping him re-evaluate his basic values and management ideas.

The process reflects and reinforces the subject's thoughts, values and dreams. Stephen is pleased with the ET~IT's ability to portray him and his ideas accurately. He was able to view what he said and agree with what he said. Stephen found good evidence for the beliefs he has in his work.

(e) THOMAS

Summary

Self Reflection
Positive Self-assessment

Discussion

Last week's interview has prompted Thomas to reflect more upon his own characteristics. Thomas made a positive self-assessment based on his performance in the ET~IT.

(f) CRAIG

Summary

Recall
Adjustment to viewing himself

Discussion

Craig recalled using a process such as this before. He also recalled how he felt using the process before. Craig needed to adjust to viewing himself from the perspective of another.

(ii) Process effects initiated by the ET~IT

(a) ANNA

Summary

Benefit to the subject
Adjustment procedure
Freeing from redundant behaviours
Assisted in major decision
Achieved goals

Discussion

Anna has been helped by the ET~IT process. The ET~IT technique has been of benefit to her. The process has made her examine what she is doing, what her role is and what she needs to do to adjust to her new role. She is better able to look at her own redundant behaviours. Anna is able to free herself of old, inappropriate ideas. The ET~IT process had the effect of assisting her to break clear of past roles and accept a new role which she enjoys very much. She has made a major decision because of ET~IT processes. Anna was able to clearly provide reasons for having made her decision. The ET~IT process had the effect of assisting her to make a major decision which she actioned. Her decision led to a counter offer from her COO. The process assisted her to achieve her goal and to be firm in her requirements. Anna was appointed into a new role.

(b) PHILLIP

Summary

Tacit Emergence
Subject Realisation
Self Observation

Discussion

Tacit awareness has been made explicit through the ET~IT process. Phillip realizes the veracity of the ET~IT process. He narrows his eyelids when he talks about other hospitals. He sees this as happening when he talks about something sinister. Phillip perceives that he is being sinister when he narrows his eyes. He has related his eye gestures to an earlier realisation.

(c) JOSIE

Summary

Process Effect

Discussion

Josie brought her family to mind when she examined the data from the first interview.

(d) STEPHEN

Summary

Confidence in Planning
Clarification of professional issues
Energy and Well-being

Discussion

The first interview has stimulated Stephen to become clearer and more confident in his planning. He has been able to clarify several key issue in his professional life through the ET~IT experience. The ET~IT experience has brought several personal benefits for Stephen – more energy and feeling better about himself.

(e) THOMAS

Summary

Rule of Thumb
Relationship Building
Different perspectives

Discussion

Thomas surfaced a 'rule of thumb' describing his behaviour. He then surfaced another. Thomas realizes that his approach to building relationships with staff members is not a conscious approach. During the ET~IT he has been able to see his role from differing perspectives

(f) CRAIG

Summary

Confirmed Observations
Additional effort in Relationship building
Promises
Rules of thumb

Discussions

Craig confirmed what he was saying about looking after new staff members. He was prompted to add to his efforts to strengthen relational ties with staff members. The ET~IT prompted the subject to review his habit of not making promises to people. He views these ideas as 'rules of thumb'

(iii) Review of personal characteristics

(a) ANNA

Summary

Values Reassertion
Accurate Self Assessment
Role Review

Discussion

Anna found that she restated her values as matching those of her organization during the ET~IT experience. She was able to utilize the experience to re-assert her beliefs. Anna was keen to make an accurate assessment about her readiness for taking on a role or even for discussing any decisions sensibly. She has been reviewing her past work performance. Anna, in reviewing her work and home life, realized that she needed to make a decision. She now knows that her role has changed and that she needs to let go of previous responsibilities.

(b) PHILLIP

Summary

Negative Assessment
EnhanceStaffMem
Self Criticism
Role Evaluation

Discussion

Phillip commented that he thought he had performed poorly in the first interview. He felt the need to correct himself. He sometimes needs to act as someone else. Phillip was able to enhance the self image of a staff member by telling a story about her to a patient. Phillip was able to recall how he felt when he enhanced the self image of this staff member. He made a personal criticism of his own performance. However, Phillip has times when he is a very active CEO.

(c) JOSIE

Summary

Modesty/Power

Discussion

Josie produced a value statement that contained two messages. The first was modesty, the second was asserting her powers as a CEO. Josie continued with her dual evaluation statements. There is a strong ambivalence in this statement.

(d) STEPHEN

Summary

Energy and Well-being
Thoughts, values, dreams
Accurate portrayal

Discussion

The ET~IT experience has brought several personal benefits for Stephen– more energy and feeling better about himself. The process reflects and reinforces the his thoughts, values and dreams. Stephen is pleased with the ET~IT's ability to portray him and his ideas accurately.

(e) THOMAS

Summary

Ambivalent Relationship
Over-works
Collaborative Team approach

Discussion

Thomas maintains competing attitudes toward another work colleague. Thomas takes on too much work. He likes to adopt a collaborative approach with his team members.

(f) CRAIG

Summary

Incisive Decisions

Discussion

Craig is capable of making incisive decisions for short term issues

Appendix 12D - Study Two Composite Analysis

(i) Personal reactions to the ET~IT

- *Ideas come as a surprise*

The element of surprise echoes back to the Heraclites quote in the frontispiece of this thesis - "Expect the Unexpected". Not only was the interview quite different from what was expected but the ideas that came into awareness were a surprise. The ET~IT process has been described by one subject as being 'out of the ordinary'.

- *Strangeness of process*

One person found the process to be quite strange.

- *The subject is amused by the process*

The subject is likely to find amusing aspects to their thinking. They can see different perspectives to what they have said in the first interview.

- *Ideas appear suddenly*

Sudden realisations come to those while watching themselves talk. They arrive with the velocity described by Isenberg (1984) in Chapter 2.

- *The process is informal*

It was informal. The subject is able to focus without any boundaries or guidelines. They are free to stop and start the video-recording when they wish.

- *The process promotes freedom of expression*

Subjects are able to discuss their roles freely. They can express their thoughts and feelings without any restrictions or censure. If a person recalls an important private issue they are free to either express the issue or keep it private.

- *The process is relaxed*

After the initial impact of the intense focus brought to them, subjects are able to relax completely. Subjects often report that he/she was much more relaxed in the first interview than he/she had thought.

- *External View*

The subject is able to observe himself/herself while they are talking 'wisely and coherently'. This is a pleasant experience.

- *Honest and candid*

The transcript and codings stimulated an honest reception from individuals. There was no room for dissimulation. The ET~IT process had been quite helpful to subjects in that it revealed how he/she had failed to achieve a work/home balance for a long period of time.

- *Reflective veracity*

Subjects found that he/she agreed with everything said in the first interview. Subjects enjoyed the ET~IT's way of helping re-evaluate basic values and management ideas. Subjects were pleased with the ET~IT's ability to portray him/her and his/her ideas accurately. Individuals enjoyed honest appraisal of the roles held in the organisation. These views were formed while reading the transcript and watching the video of the first own performance. There was a clear focus on the issues subjects thought were important. Appropriate decisions were made based on ideas that came to subjects in the interview. Subjects made decisions because of the way issues were presented back in the ET~IT process.

- *Implementation of plans*

Subjects acted on decisions formed during the Phase 1 interview.

- *Reinforces Beliefs*

The process reflects and reinforces the subject's thoughts, values and dreams. Subjects were able to view what had been said and agree with what had been said. Subjects found good evidence for the beliefs he/she has in his work. The first week's interview has prompted subjects to reflect more upon his/her own characteristics. Subjects made a positive self-assessment based on his/her performance in the ET~IT.

- *Unpleasant*

Some individuals do not enjoy watching themselves. They find it difficult to accept this external point of view.

- *Need to adjust*

The subject often requires an adjustment period when provided with three forms of data on his/her behaviour.

(ii) Personal characteristics reported from the ET~IT experience

- *Role Review*

A subject had come to the realisation that his/her role has changed and that he/she needs to let go of previous responsibilities.

- *Personal Realisation*

One subject found it hard to renege on past responsibilities because of her/his perfectionist nature. Another finds it amazing that his/her role is viewed so differently from differing perspectives

- *Behaviour Recall*

One subject confirmed what he/she was saying about looking after new staff members. He/She agrees with the views he/she put forward in the first interview on relationship building.

- *False image*

A subject does not like hearing himself/herself on the video-recording. He/She thought that he/she had performed badly in the first interview. This subject believes that sometimes it may be necessary to project someone else's image.

- *Feelings of Isolation*

One subject thinks that he will be forgotten soon after he/she resigns and his/her replacement will be better. He/She thinks that he/she is important within the hospital but less important within the governing group.

- *Family Evaluation*

A subject wondered what her/his family would think of her/his performance in the interview. Two of her sisters had described her/his work in their MBA studies.

- *Recognition of burn-out*

One subject had been working too long and too hard.

- *Self-Effacement*

One subject was self effacing about her/his own abilities. She/He was once a high school drop-out. She/He is now CEO of a major hospital.

- *No-Mind approach*

One subject often works without reflection on what he does.

- *Mindful approach*

One subject had to use one of his/her problem-solving techniques. Now he/she realizes that he/she does think a lot about what he/she does in his role.

- *Rules of Thumb*

This subject presented two rules of thumb. He/She prefers face-to-face contact rather than sending directives. He/She thinks that it is important for team members to be able to recognise him as a person. However, he/she thinks sometimes it is easier to email.

(iii) Reasons for any decision-making or strategic change

- *Personal turnaround*

This subject finally informed the COO and local CEO that she/he could no longer maintain her/his previous responsibilities. The COO asked her/him to reconsider her/his position. He/She insisted on a role that would suit his/her requirements. The new arrangement will commence in December.

- *Enhance Staff member*

A subject was able to enhance the self image of a staff member by telling a story about her to a patient. He/she felt good about being able to do this.

- *Role Evaluation*

This subject has times when he/she is a very active CEO. There are other reasons why the CEO is important to the organization. Sometimes he/she is active in his CEO role, sometimes he/she simply plays the role in a ceremonial sense. The subject said that he/she is CEO of but one of fifteen hospitals. He/She needs to maintain his/her team contributions. If he/she focused only on his current position then he/she is not really part of the collective management group.

- *Strategic Plan*

One subject has been observing the organization and is ready to commence strategic planning next year. He/She has commenced reflections on the plans. The subject has the beginnings of a strategic direction and now needs to work on gaining consensus with his/her work-team. He/She believes that everyone is ready to work hard at developing new directions.

- *Resignation*

One subject has recently resigned from his/her position in Organisation B.

- *Socialising*

One subject extends his/her social interactions by attending hospital social functions. This enables him/her to get to know people better.

- *Promises*

On promises for more substantial issues the subject would delay until the CEO returned. He/She would promise to make enquiries but would not encourage individuals any further.

(iv) Reviewing values, past performance, home/work balance

- *Home/work balance*

The process has made one subject realize how she/he had failed to achieve a work/home balance for the past nine months. She/He needed to let go of many things in her/his professional and personal life.

- *Allegiance to the Organisation*

One subject prefers to ensure that what she/he does, says and decides upon is in the best interest of the organization.

- *Need for Self Protection*

The subject needs to be careful not to portray this negative emotion when discussing external things.

- *Sibling comparison*

One subject compared her/his sister's behaviour with her/his own.

- *Sibling compliment*

She/He complimented her/his sister's behaviour.

- *Employment Choice*

One subject said it was a matter of either staying and accepting the negative atmosphere or leaving. Even though he/she enjoyed most of his/her team colleagues and did not have to see much of the Executive it was a "sad and grace event" for him/her.

- *Time for Change*

The subject decided to move to other employment and run his/her team completely differently from his previous director.

- *Negative to Positive Conversion*

One subject said that he/she had learned to often change negative experiences to positive experiences

- *Respect*

A subject believes that people respect his/her position and her/his ability to do a good job.

- *Being Liked*

The subject likes to be liked but knows that she/he is not always liked

- *Promises*

The ET~IT prompted one subject to review his/her habit of not making promises to people.

- *Political Ideas*

The subject had been prompted by the first interview to review his/her political ideas.

- *Short-term decisions*

The subject does not mind making short term decisions when relieving CEO.

Researcher Perspective

(i) Personal reactions to the ET~IT

- *Unexpected experience*
The interview was quite different from what the subject had expected. It was informal.
- *Freedom of Expression*
The subject felt free to discuss her/his role and was able to express her/his thoughts and feelings.
- *Self Observation*
The subject was able to observe herself/himself and was pleased with her/his performance.
- *Focus on Issues*
The subject was able to focus clearly on the issues she/he thought were important.
- *Surprise*
The subject was a little surprised that the decision-making ideas came to her/him while watching the interview.
- *Appropriate decision-making ideas*
The subject thought that she/he had made the appropriate decision based on ideas that came to her/him in the interview.
- *Reflective Veracity*
The transcript and codings stimulated an honest reception from her/him There was no room for dissimulation. The subject enjoyed her/his honest appraisal of the role she/he held in the organisation.
- *Surprise/Amusement*
The subject discovered an amusing side to her/his thinking.
- *Sudden Realisation*
A sudden realisation came to the subject while watching herself/himself talk. She/He formed these views while reading the transcript and watching the video of her/his own performance.
- *Subject's Decision-making*
The subject made her/his decisions because of the way issues were presented back to her/him in the ET~IT process.
- *Process Effect*
The subject had acted on her/his decisions formed during her/his Phase 1 interview.
- *Process Justification*

The realisation that her/his need to be a perfectionist had prevented her/him from abandoning past duties.

- *Process Comment*

The ET~IT process had been quite helpful to him/her in that it revealed how he/she had failed to achieve a work/home balance for a long period of time. Her/His perfectionist tendencies prevented her/him from letting go of past duties.

- *Self Observation*

The subject does not enjoy listening to himself/herself.

- *Personal Action*

After the first interview the subject was prompted to visit his/her staff. He/She was prompted to attend a staff development session. It was often poorly attended.

- *Personal Realisation*

The subject had recalled an important issue and was deciding if he/she should reveal it in the interview.

- *Justification of Action*

The subject justified his/her actions in attending the in-service course.

- *Surprise*

The subject noted that the staff members were surprised by his/her presence at their in-service course.

- *Need to know*

He reinforced his need to know the content of the in-service course.

- *Process query*

The subject questioned why the recording stopped.

- *Relaxed*

The subject said that he was much more relaxed than he had thought. He decided he needed to conclude the interview.

- *Surprised and amused*

The subject was surprised and amused at watching himself/herself and listening to what he/she said.

- *Out of the ordinary*

The subject found the ET~IT process to be 'out of the ordinary'.

- *Confirm Ideas*

The subject found that he agreed with everything he/she had said in the first interview. He/She enjoyed the ET~IT's way of helping him re-evaluate his basic values and management ideas.

- *Accurate portrayal*

The process reflects and reinforces the subject's thoughts, values and dreams. The subject is pleased with the ET~IT's ability to portray him/her and his/her ideas accurately.

- *Evidence for beliefs*

The subject was able to view what he/she said and agree with what he/she said. The subject found good evidence for the beliefs he/she has in his/her work.

- *Personal review*

Last week's interview has prompted the subject to reflect more upon his/her own characteristics. The subject made a positive self-assessment based on his/her performance in the ET~IT.

- *Review of Process*

The subject recalled using a process such as this before. He/She also recalled how he/she felt using the process before

- *Adjust to viewing*

The subject needed to adjust to viewing himself/herself from the perspective of another.

(ii) Process effects initiated by the ET~IT

- *Benefit to the subject*
The subject has been helped by the ET~IT process. The ET~IT technique has been of benefit to her/him.
- *Adjustment procedure*
The process has made her examine what she/he is doing, what her/his role is and what she/he needs to do to adjust to her new role.
- *Freeing from redundant behaviours*
The subject is better able to look at his/her own redundant behaviours. He/She is able to free herself of old, inappropriate ideas. The ET~IT process had the effect of assisting him/her to break clear of past roles and accept a new role which he/she enjoys very much.
- *Assisted in major decision*
She has made a major decision because of ET~IT processes. Anna was able to clearly provide reasons for having made her decision.
- *Achieved goals*
The ET~IT process had the effect of assisting her to make a major decision which she actioned. Her decision led to a counter offer from her COO. The process assisted him/her to achieve her goal and to be firm in his/her requirements. The subject was appointed into a new role.
- *Tacit Emergence*
Tacit awareness has been made explicit through the ET~IT process.
- *Subject Realisation*
The subject realizes the veracity of the ET~IT process.
- *Self Observation*
The subject narrows his/her eyelids when he/she talks about other hospitals. He/She sees this as happening when he/she talks about something sinister. The subject perceives that he/she is being sinister when he/she narrows his/her eyes. He/She has related his/her eye gestures to an earlier realisation.
- *Process Effect*
The subject brought her/his family to mind when she/he examined the data from the first interview.
- *Confidence in Planning*
The first interview has stimulated the subject to become clearer and more confident in his/her planning.
- *Clarification of professional issues*

He has been able to clarify several key issue in his professional life through the ET~IT experience.

- *Energy and Well-being*

The ET~IT experience has brought several personal benefits for the subject – more energy and feeling better about himself/herself.

- *Rule of Thumb*

The subject surfaced a 'rule of thumb' describing his behaviour. He then surfaced another.

- *Relationship Building*

The subject realizes that his/her approach to building relationships with staff members is not a conscious approach.

- *Different perspectives*

During the ET~IT he/she has been able to see his/her role from differing perspectives.

- *Confirmed Observations*

The subject confirmed what he/she was saying about looking after new staff members

- *Additional Effort in Relationship Building*

The subject was prompted to add to his/her efforts to strengthen relational ties with staff members

- *Promises*

The ET~IT prompted the subject to review his habit of not making promises to people

- *Rules of thumb*

The subject views these ideas as 'rules of thumb'

(iii) Review of personal characteristics

- *Values Reassertion*

The subject found that she/he restated her/his values as matching those of her/his organization during the ET~IT experience. She/He was able to utilize the experience to re-assert her/his beliefs.

- *Accurate Self Assessment*

The subject was keen to make an accurate assessment about his/her readiness for taking on a role or even for discussing any decisions sensibly.

- *Role Review*

The subject has been reviewing her/his past work performance

- *Negative Assessment*

The subject, in reviewing his/her work and home life, realized that he/she needed to make a decision. He/She now knows that his/her role has changed and that he/she needs to let go of previous responsibilities.

- *Enhance Self-image of Staff Member*

The subject thought that he/she had enhanced the self image of a staff member by telling a story about her to a patient. The subject was able to recall how he/she felt when he/she enhanced the self image of this staff member.

- *Self Criticism*

The subject commented that he thought he/she had performed poorly in the first interview. He/She made a personal criticism of his own performance

- *Role Evaluation*

The subject felt the need to correct himself/herself. He/She sometimes needs to act as someone else. However, the subject has times when he/she is a very active CEO.

- *Modesty/Power*

The subject produced a value statement that contained two messages. The first was modesty, the second was asserting his/her powers as a CEO. The subject continued with his/her dual evaluation statements. There is a strong ambivalence in this statement.

- *Energy and Well-being*

The ET~IT experience has brought several personal benefits for the subject – more energy and feeling better about himself/herself.

- *Thoughts, values, dreams*

The process reflects and reinforces the subject's thoughts, values and dreams.

- *Accurate portrayal*

The subject is pleased with the ET~IT's ability to portray him/her and his/her ideas accurately.

- *Ambivalent Relationship*

The subject maintains competing attitudes toward another work colleague

- *Over-works*

The subject takes on too much work.

- *Collaborative Team approach*

He likes to adopt a collaborative approach with his team members.

- *Incisive Decisions*

The subject is capable of making incisive decisions for short term issues.

Appendix 13 Field Research on Tacit Knowledge

The author's idea of researching tacit assumptions of senior managers gained impetus during studies of key senior management competencies conducted during the 1990s²². The competency analysis followed a behaviourist methodology, using as evidence the actions and observable behaviours of senior managers. The conversations that took place during informal meetings in the evenings following the assessment and development centre activities appeared to give a much fuller understanding of the senior managers' views of their own key competencies. Of course there were many gaps between what was seen during the role play activities by the consultant researchers and what the senior managers thought they had achieved in their role plays. This became the major research question: why was there are such a noticeable gap that between what a senior manager thought that he or she was doing and what was actually observed using impartial behavioural analysis? Furthermore, a more important question arose. Were senior managers being ineffective in their managerial roles because they failed to demonstrate adequate management behaviour to those employees or team members they managed, even though the senior managers believe that they were performing well? From a management education point of view came the greatest challenge. If we can align the tacit and explicit assumptions of senior managers can we expect better management performance?

The researcher's decision to conduct participative field studies came about after reading widely on qualitative research methods and a series of discussions with the author's first Supervisor (Dr Robert Westwood). The research topic emerged quite quickly: it was to use the field research approach to attempt classification of the tacit assumptions of senior managers. In other words it was to try to work out why there were so many gaps between what a senior manager believes that he or she does, and what is observable by others of this same senior manager's behaviour. The key competencies of interpersonal and communications skill, political skill and business acumen were selected as research topics as the researcher had already spent several years researching these managerial behaviours and had developed The Management Personality Questionnaire (Dawes, 1997).

²² These took place in assessment/development centers conducted with the NSW Department of Health, the Westpac Bank, the Sydney Water Corporation and the New South Wales Department of Police. The researcher took a major role in some 55 of these centers. Assessment and Development Centres are discussed at length in Appendix 16.

The researcher had already carried out a wide variety of surveys using a combination of qualitative and quantitative measures. The qualitative tools were smaller focus groups and individual interviews that were clearly focused on research questions in order to generate survey questionnaires that would yield quantitative data to be fully used in the social policy decision-making in educational institutions. The areas of investigation included the need to develop a tertiary education facility in a large country province, the technical trade educational needs of Aborigines in a defined district, and communication study between a suburban high school and its community.

The current study has been based upon field research. It is based upon an examination of the role of tacit knowledge of senior managers who work in two different types of organizations. Rather than study beliefs and attitudes as has been done in the researcher's previous survey approaches, the researcher needed not only to become more closely involved in a day-to day way with each of the three organizations but also had to acquire a new set of research skills.

"The ultimate goal of any field research is to build a general, abstract understanding of social phenomena. Moreover, field researchers have developed special skills and techniques for observing, describing, and understanding everyday life". (Singleton & Straits, 1999).

Several other terms are often applied to the field research approach followed in this study. Some call it "qualitative" as opposed to "quantitative" research (see Filstead, 1970; Schwarz and Jacobs, 1979; Taylor and Bogdan, 1984) because observations are typically reported in ordinary language rather than in the esoteric technical language of quantitative research. The author's research group, the "Qualities", prides itself in its ability to build an understanding of management issues that can be communicated to the management community. However, this focus on language alone may be somewhat misleading, as it implies that there is no place for counting or assigning numbers to observations. Field research may, in effect, generate data on the frequency of certain behaviour and events, and may include accounting schemes for recording behaviour. The use of the database capabilities of the NVivo program was considered to support its claims, but, after attending a two day seminar on its use, the author decided to follow a more intuitive assessment of the coded data in theory building. Furthermore, it was reasoned that the Sort function found in Tables in Microsoft Word would provide a helpful adjunct to the ordering of codes. This issue is discussed below.

Qualitative research includes in-depth or unstructured interviews sometimes called “qualitative interviews”. This method usually overlaps with survey research, and is seen as an adjunct to field observation rather than as a separate approach. In the present study, however, the qualitative interview is the main research tool. It follows multiple conversational techniques as developed by Limerick-Burgess and Limerick-Burgess (1998). The idea that the theory can be generated from data obtained by field research has been called *grounded theory* by Glaser and Strauss (1967).

Others have referred to field research as “observational research” or, more commonly, “participant observation” (see Bruyn, 1966; McCall & Simmons, 1969). These labels are also misleading. Not only is observation basic to all scientific inquiry, but the picture of the detached observation that science sometimes conjures up is contrary to the kind of understanding sought from field research. Any evidence that provides first-hand information and allows the researcher to get close to the subject being studied can be used in the field of study. The field researcher attempts to place the social phenomena being studied in their proper contextual field. Thus the aim of field research is often to see the world from the subject’s known frame of reference. To do this requires more than a “backstage view of reality” or a decontextualised forum such as contrived in the assessment centre; indeed, field researchers may actively participate in the lives of the people and situations that they are studying. Shaffir, Stebbins, and Turowetz (1980) and Emerson (1983) describe field research as the desire to describe the social world as subjects see it, an activity which takes place in a natural social setting familiar to the subject. As the field research in the present study is focussed on a single social phenomenon it is called a *case study* (Feagin, Orum, and Sjoberg, 1991). This distinguishes it from an *ethnographic study* which refers to the description of a culture. Spradley (1980) says that the ethnographic investigator aims “*to understand another way of life from the native point of view*”.

The general themes underlining the tacit assumptions of senior managers are far too complex to be captured through any single quantitative survey method or even through a series of such survey methods. It would seem both illogical and nonsensical to ask a senior manager to describe his or her tacit assumptions since that manager cannot access into consciousness these tacit assumptions. Although questionnaires have been used by other researchers which have met their aims, eg. Sternberg, Wagner, Williams, and Hovarth, (1995), it was decided that this form of investigation would suit the goals of the present study. The task of piecing together the fragments of evidence that come through the senior managers’ actions and discourse to form the thematic tacit understanding requires a close relationship with and support from the

senior manager over a fairly lengthy period of time. The author asserts that close empathic rapport is required in order to facilitate the senior manager's discourse, with a knowledge that what is said is both confidential to the senior manager and is beneficial to his or her development as a senior manager. Further, the researcher needed to be fully focussed on the discourse of the senior manager as he or she discussed each of the three key topics, in order to be in the best possible position to intuit the tacit themes that underpinned the discourse itself. Furthermore, the discourse itself was to be analysed using grounded theory processes, an analytic procedure in itself as well as a potent form of triangulating the objectivity of the evidence. Triangulation (Jick, 1979) denotes the use of multiple, independent approaches to a research question to enable the researcher to "zero in" on the answers or information sought (Campbell and Fisk, 1959). Eisenhardt (1989) agrees in principle with this technique but argues that when it comes to theory-building, using case study research "... there is substantial confusion about how to combine them, when to conduct this type of study, and how to evaluate it." (p.534). Efforts were made to discern alternate valid measures of tacit knowledge for the interviews of Study One but none emerged as being satisfactory for the purpose of triangulation. Memos added to the diversity of evidence and some effective input was introduced from psychometric tests conducted by the author on the participating senior managers.

The field research approach to this study resembles "*the natural inquisitiveness that is part of everyday life*" (Singleton & Straits, 1999). Both the researcher and the senior manager are very interested in understanding the senior manager's tacit assumptions. The researcher has a professional interest in learning more about the tacit assumptions of senior managers and the senior manager has a professional interest in understanding what guides her/his own managerial behaviour. For this to happen, there has to be a spirit of co-operation between researcher and the senior manager. An obstacle that needs to be surmounted is the psychological distance that forms barriers between the researcher and the senior manager. French and Raven (1969) have described these barriers as arising from power relationships. They are an especially noticeable feature of organisational life to the researcher because of the characteristic competitive nature of most senior managers encountered in the organisations studied²³. Once any perceived power relationship between the researcher and the senior manager has been de-emphasised, the aims of the

²³ The forms of power that strengthened the researchers position were referent power (due to personal influence) and expertise power (due to perceived managerial knowledge and experience), the form of power most often encountered from senior managers was their structural power (authority due to position). [see French and Raven, 1969].

research study can be pursued in earnest. In general, a major point of similarity between field research and other forms of commonsense inquiry is *“the observation of naturally occurring everyday events”* (Johnson, 1975). The researcher sought to minimise any power distancing by attending over a three year period as many of the general functions of the targetted organisations as were practicable. This included team meetings, planning workshops, specific business unit (SBU) work-in-progress presentations, performance award presentations, informal lunches and even annual festive occasions. The many informal chance meetings in corridors, car parks and tearooms that took place between the researcher and each of the senior managers added greatly to the data used in this investigation.

Ethical Consideration of the Role of the Field Worker

Rapoport (1970) referred to dilemmas in research related to goals, initiatives and ethics. Specifically these are related to the tension of simultaneously contributing to scientific knowledge and to practical, specific organisational problems (Gill and Johnson, 2002). Entry into both organisations was achieved through having been the academic instructor to students who happened to be senior managers themselves in the respective organisations. The problem of gaining entry into the organisations presented a series of ethical dilemmas and role determinations that need to be addressed before a research relationship could be initiated. The resolution of the ethical dilemmas was achieved from with the help of my administrative supervisor and fellow PhD candidates when preparing the submission before the human research ethics committees (HREC) of the University and the participating organizations. I was unable to submit to the HREC as I did not have a Principal Researcher/Supervisor. This presented the researcher with a dilemma. After consultations with the CEOs of both subject organisations, and with discussions with senior colleagues it was decided to approach the ethics committees of both subject organisations. The protocol that had been written for HREC submission was presented to the CEO of Organisation A and when accepted provided cogent framework that could be used to determine the role of the researcher in this form of fieldwork. As McCall and Simmons (1969) point out, the role you assume will determine where you can go, what you can do, how you can interact, and what you can inquire about and be told. The researcher made an undertaking not to sully his researcher role by refraining from accepting offers of any paid work with the organisation both during the research project period and for a full year after the completion of the study.

Role of the Researcher

Researchers such as Gold (1958) and Junker (1960) have stated that there are four master roles from which the role relationships develop. At one extreme are the scientific observer and participant positions, the *complete observer* describes the researcher who takes a non-participant or observing role. At the other pole is the *complete participant*, who conceals the observer role while becoming the fully accepted member of the in-group. In both cases the researcher conceals his or her identity from those who are observed. These roles were neither desirable nor possible for the type of research approach taken in this study. According to Junker (1960), the other two master roles that the field research can play combine observation and participation. The researcher's "... *observer activities are not wholly concealed, but are 'kept under wraps' as it were, or subordinated to activities as a participant*" (p.36). In this role the researcher is likely to take more time participating than observing and can be described as a *participant as observer*. In the final of the master roles, the field researcher assumes the role of *observer as participant*. This is the role taken by the researcher in the current research. Here the researcher intentionally draws attention to his or her status as an observer and a certain amount of formality is given to those special times when the recording of information is being made. While an acceptable level of camaraderie was promoted during informal times when working in the organisations, those times when the conversational interviews took place were ascribed the *formal* status. This formality extended to prearranged interview times, the privacy of closed-door meetings, and interview times that were limited to 30 minutes duration. Because of the superior recording technology used in this research, the 30 minute duration generated a good deal of a highly accurate verbatim transcription.

Observer and Colleague

Singleton and Straits (1999) offer two points of view that were substantiated in this particular study. They say that being able to relate to the people studied as a participant is likely to help one gain access to information hidden from an observer and a better understanding of the "native" point of view. On the other hand, using one's professional or observer/researcher identity, is often necessary to legitimise one's presence in the field to senior stakeholders of the organisation. They say, furthermore, that is often useful to call on that status to gather information, for example potential formal interviews and secure access to institutional and agency records. Most participant observation involves both of these two master roles. Wiseman and Aron (1970) note that usually the researcher participates to a degree somewhere between these two extremes by either posing as a member or announcing himself/herself as a scientific investigator and hoping to be accepted by the group in that role. Almost always the roles are assumed by the same researcher in what Singleton and Straits

call the “lone ranger” approach. Again, and it was a major learning experience in conducting this study, the preparation of the HREC proposal greatly assisted the determination of the roles taken as a researcher within each organisation. Determining the degree to which being one becomes a detached clinical observer or a fully engaged participant often led to a “go with the flow” approach to the study. It was soon apparent that even the conviviality offered while having a sandwich at lunch provided the researcher with many insights derived from the unguarded comments of senior managers.

Strengths and limitations of field research

A key concern of each of the senior managers is that the data derived from the conversational interview may be used against them in any future selection process for more senior roles in the organisation. Because of this, it was deliberately stated in the document entitled the Objectives of this Study, that none of the data obtained about individuals would be passed onto the general manager or any person other than the senior manager being interviewed. This undertaking was adhered to.

Another problem that received attention during the course of the study was the difficulty in drawing a line between being a participant and an observer. As the researcher became more familiar with the senior managers and their organisations it required ongoing resolve to stay on task. The researcher was often called upon for informal coaching and mentoring by managers not involved in the study. The researcher was sometimes asked to participate in the football pools and Melbourne cup sweeps. Once there was an opportunity to join a senior manager who was part of the study while he went to a client premises to discuss a business difficulty. This led to some interesting insights into the senior managers’ business acumen skills but it also ended up at a local restaurant for longer than a usual lunch!

Appendix 14 The use of new recording and transcription technology in qualitative management research field work²⁴

The digital audiorecorder

Management research work has come a long way from the days of contemporaneous note taking and even hand held or microphone-assisted tape recorders. As very few qualitative researchers have shorthand skills, the new technologies are quite revolutionary in their impact. The latest generation of digital audio-recorders and the “memory stick” storage technology has made it exceedingly straightforward for management researchers. The digital recorder itself is about half the width and the same length as most modern mobile telephones and lighter than 50 grams in weight. They fit readily into the average top pocket of a shirt or blouse.

The digital recorder works optimally when used with a hands-free microphone headset. No managers yet encountered find this arrangement to be onerous. The lightweight headset leads to a very high quality digital audio recording. The recording itself can be downloaded via the USB port of a computer via a user-friendly interface program so that it is available in several generic wave forms for storage and reproduction. The recording can be played at an audible level through a headset or through the computer’s own sound system for simultaneous keyboard transcription. The speed of the playback can be slowed to assist in this process. Although some longer recordings tend to require large amounts of memory (4-6M) they can be readily stored on a CDR and can even be divided into smaller segments for transcription. The recordings then, have high definition, can be subjected to digital operation and can be stored in a durable, safe condition.

Digital Transcription

Possibly the most revolutionary advance in modern digital technology has come with the new generation of digital speech transcribers. Three years ago the author worked at length with the then current generation of a well known transcription program. Input was by the microphone provided by the manufacturers that interfaced with the computer via the microphone port. Thus, the researcher would arrive for the qualitative research interview with a notebook PC and the microphone headset.

The results were bearable if:

²⁴ This Appendix was spoken into a microphone and transcribed by a digital program.

- You spent several hours training the program to recognize your speech. This involved some twenty minutes of training through the program's own readings and then adding examples of your own reports and writings
- You were very careful to place the microphone in a preferred position and spoke clearly and distinctly without any noise distractions
- You took the time to train the program continuously with new vocabulary required from different subject areas.

Of course this was not possible when working with a randomly selected group of managers. All of them, to their credit, agreed to go through the speech training requirements and they also agreed to supply their own documents for further vocabulary and style input. Unfortunately, the final product was not as useful as would have been desired and the research aims could not be met. Also, as noted by Clayman and Teas Gill (2004, p.593), *"... at the time of writing we know of no voice recognition software that can transcribe real-time multiparty conversation"*.

It was decided to use an audio tape-recording concurrently with the transcription recording and edit the transcription at a later time by comparing the digitally transcribed text with the audio-recording. This was done but was found to be no more effective than employing a capable typist to transcribe the audio recording itself.

The research methodology advanced to new heights when it was discovered that the new digital recorders produce wave files that are able to be directly transcribed by the same manufacturer's new generation of transcription programs. The new transcription program requires very little user training and the accuracy of transcription is very high.

A digitally transcribed interview segment is compared with its corrected equivalent below, showing the differences between them.

The research interview is recorded using the digital recorder. The notebook PC can remain back in the workroom. A high quality, enduring recording can be made using the failsafe mechanisms of the recorder. There is no possibility of losing the data through accidental overwrites or insufficient recording time. The recorder used can record up to thirteen hours. Each new recording is automatically recorded in a different file. File management is very simple using the device interface with the PC. Managers require very little time to train the program and this training occurs by simple reading

through written set material that is also transferred to the PC back in the workroom. Training and interviewing take place with the use of the digital recorder alone. Also, where there may be some transcription errors, the digital audio recording is still available for cross-checking.

Length of transcription (number of words) is governed by the RAM available in the computer. In practice the author found that the interface device permitted the segmenting of the recording length so that suitable chunks can be transcribed efficiently and re-assembled later as word-processed files.

Once transcribed, the verbal records can be subject to conceptual analysis, either through inspection of the material, processes such as cognitive mapping, affinity mapping, or through one of the advanced digital concept analysis programs.

A comparison of unedited and edited transcription follows next.

Example of the unedited and edited versions of an electronically transcribed interview

Unedited Transcription	Edited Transcription
<p>Relationship Building</p> <p>The odd relationships and is more than just business quality if the relationship was only a business relationship while at callers a transactional relationship just like you have transactional relationship with customers we are you might do one job Portman ending in this go the next five ending in another job I think relationships with people are like key accounts or customer relationships where you you have a relationship with them be much all-day everyday and are in you you you seek to understanding in what their life in the personal lines are not just what they do in the business environment to the think if you can understand that you can predict how they might do a do and also I think the increases the gets of your relationship in the I think you get down Mori at each other in a row their Henley downside were that is if you you find a relation to AA down the personality that you daylight that that can be a drawcard that a drawback in low honesty you're very very very few people.net to our largest could not followed Apple so little what one 2% possibly Max our courteous estimates are it's worthwhile some people resist that in that's fine you need to respect that the I think both parties miss out are on that you you need to respect that the some build don't want to open up to you too much for whatever reason to get the it's worked for meaning continues to work for me and I think an eye get to I say I get a lot out of the that's out of is the clinical to stop into the Wardley work on the case were on the situation where you find a stunning down an art can rely on to do it led prioritise the end if they want something done deign over the I will give the equal project such as deliberately will.net on your down and I think that's the the essence of life and the quality of your life use the combination of your experiences unphysical and mental but I think de be the driver that the deputy interest in my life is people in giving to know them in heading dish and</p>	<p>I look for a relationship that is more than just business. If the relationship was only a business relationship I would call it a transactional relationship. Just like you have transactional relationships with customers, where you might do one job for them and then you miss out on the next five and then you get another job. I think relationships with people are like the accounts or customer relationships where you have a relationship with them pretty much all day every day and you seek to understand what they are like in their personal lives and not just what they do in the business environment, because I think if you can understand that you can predict how they might behave, and also I think it increases the depth of your relationship and I think you get more out of each other that way. The down side with that is if you find a personality that you don't like that can be a draw back, but in all honesty there are very very very few people that I have met who I just couldn't abide at all. So probably one two percent max. So for me its worth while. Some people resist that and that's fine you need to respect that, but I think both parties miss out. You need to respect that some people don't want to open up to you to much for what ever reason. Its worked for me and continues to work for me and I think I get, I say I get a lot out of people and that sounds a bit clinical, its not meant to, but we work on a situation where if I need something done, I know I can rely on them to do it I leave them to prioritise it, and if they want something done, they know I will give it equal priority, so it tends to work very well. I like people, I like people a lot and I think that is the essence of life and the quality of your life is the combination of your experiences physical and mental, but I think the big drive or the big interest in my life is people and getting to know them and having different experiences with different people, because when ever I think of people I think of different things we have done together, achieved together, gone on</p>

experiences with different people because whenever I think of purple I think things we've done here achieved together better holiday is in a gong rafting just crazy issue in this is the literature lessons with you didn't you don't drown the member Anna and successors to in business and are the airmen twice about the common thing was that purple and the new cause you don't suit any handy hermits from Wallis and are a that's amazing what if you get closer people it is absolutely must down in what they will tell you need the close for via Bangalore said a lot of do that the matter in the now I think it to people do that, because they need to nothing helps our find interesting and an I think this obligation to treat that sort of information with the utmost of respect and you you offer you never allotted to anyone any near the bring an art unless they do is to something in a and the increases that bond and I think the fact that you down labour on

her own friends in Perth and police to dump all sources should show in India and entering so please the court begging of making into hours just what 1314 -year-olds leaving up to 67 propping did that was still a relationship was that you would never use in using really personal Wardley did you found out about somebody in no situation is their rules in the limits on a crowded respect say for me was interesting in the diarrhoea are seeing down all Scots might reach into chaos commerce platform where they are the changes is looking at the suit loosely from thinking why you

Is known it and an eye on eye get side so that I might see the people and are on to sort of power they had personal power and they have power afforded to them by position end to be the most appealing in the strongest is personal power because I think they become that the the real leaders are on an I think people to power comes solely from the position is poorly more likely to be in gauging political type activities because if you have strong personal power you need to do it is an air and an an I think people to derive their power from the position think the bullying

holidays, gone rafting, done some crazy shit, probably should have killed ourselves but we didn't, and successes in business. I mean life is about that kind of thing. Life is about people because you do not see to many happy hermits from what I have seen. It is amazing if you get close to people it is absolutely astounding what they will tell you, it blows me away what they will pass on. I think people do that because they probably need to and I think it helps them. I find that interesting, and I think it is an obligation to treat that information with the utmost respect, obviously you never divulge that to anyone, and you never bring that up unless they do. It is just something you know and it increases that bond, and I think that they know you don't label them.

I have friends who used to get into all sorts of shit in our bedroom, we used to call it dagging or baiting each other, and it was just what 13 or 14 year olds even up to 16 / 17 probably, that was the way our relationship was. But you would never use anything really personal or deep if you found out about something in those situations. That created extra trust. I remember sitting at North Cottesloe beach near the kiosk on this platform, watching people and just looking out to sea and thinking wow this is terrific, just one of those magic golden moments.

I guess I would say that I see that people have two sorts of power, they have personal power and they have power from their position. To me the most appealing and the strongest is personal power because I think they become the real leaders and I think people whose power comes solely from their position is probably more likely to be engaged in political type of activities, because if you have strong personal power you don't need to do it. I think that people who derive their power from the position tend to be bullying, there is a bullying style about it, because it's a case of do it because I am the boss and I have told you to do it. There are times when you possibly have to say that. You just have to do it because you have been told, just do it because I asked you to do it, I can't

is appalling style than turn to because it's a year to cases to because I'm lost my oncology do and in a get riesling when you possibly have to say that subtle in a business to do it because with Intel launches do it to us in a case by now a world outside those There are others to know these fees that level of trust that you were it is to it because cause of trust new understand that to an EU may recognise is out of character for precisely the do a virtual so to experience to understand that to they have a damn good reason for asking do so students are an art desert politics to hide and are the dear eye by ID fine politics to be heavy politics like politics is his fine heavy politics and art is can be the Achaeans ruled that the court organisation because I think you need to hand the best person in the role done not the best politician and I think that pollutes that situation in use the multiple better Christmas entering this is an internal do 1235 steps above the level of the building in a row in the because they are new to present an I think the Corporation loses respect to down in a unique to have people lecturer prides poorly strong with the family have respect for in these roles in what I remember when I was first day of sales stream of Andhra customer is in the studies betting is named after he knows is therefore the really right ingredients are discussed us are still in summer so there is dish air is it will flock of cause was that passes work you've got a lot of the.net and a profit of competitors at the cheque which are life and that's exactly the common thing on court and if you can you these are now being out of leverage the respect that will have those purple and are contenders of parents clip art was obsessed with the offers a party that that to advertise in the float any other in politics is usually need I think the idea is that we all get online understand showing on that this Bill be reaching NT politics to I think an styli creativity and spontaneity because palmtop politics would say new treat this person with respect because they are in this position any near Asia was whenever do this opinion that an

I don't believe that that's a car culture that encourages done creativity or Ramal will

explain now, I will be able to explain it but I just can't now. There are others that there is that level of trust that you just do it because of the trust and you understand and they recognise it is out of character for that person who asked you to do it, but you also understand that they have a damn good reason for asking you to do it. Is it politics, I don't know, but I do find politics to be heavy politics, light politics is fine, heavy politics can be the cancer or the death of an organisation, because I think you need to have the best person in the role, not the best politician, and I think it pollutes that type of situation and you see multiple people who are five steps above their level of ability and they have only got there because they new who to cruise up to. I think the corporation loses respect. You need to have people that have pride, and respect for in these roles. I remember when I was first starting out in sales in 3M I went out to a customer and he started screaming off these names, and I thought my god he knows all these people, we are in here this time. He then said is so and so still there, and I said yeah yeah he is still there, he replied with f--- off then, cause as long as that bastard is working for you I am not buying a thing from you. That's exactly the kind of thing I am talking about. There is an element of leverage of the respect those people have and it was not there at the time. Afterwards I pissed my self, because it was so funny. At the time I was a little deflated. Politics is really an idea that we get on and we all understand each other. Politics can starve the creativity and spontaneity, because politics would say that you treat this person with respect because they are in this position, and you never raise your voice and you never do this and never do that.

I don't believe that is a culture that encourages creativity or dissection through that clarification of what is right. I think very much my attitude is that you understand discussion even heated is probably a result of passion for the business and without passion why be involved. People feel threatened by that and that's when it becomes a problem because the people who are threatened

board distinction through that clarification of love of what is right and so here I think what orders into the	<i>are the ones who derive their power from their position not the person. They are not confident enough, and they regard any dissection as personal against them. They are not secure enough in themselves to admit that possibly someone else's idea is a better idea. So get rid of politics.</i>
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Appendix 15 Description of the EAT

Sheehan & McConkey (ibid.) set out the standard procedure for the EAT process as follows:

1. The hypnotist leaves the test setting after hypnosis and has the subject then interact with an independent experimenter (the inquirer).
2. This second person in the assessment process functions to stimulate subjects to relate new and additional thoughts and feelings that are activated by viewing the video-recording of the hypnotic session.

Several observations are noted by the authors:

- The video-recording playback of the hypnotic session offers subjects an immediate and literal record of the events of the hypnotic session.
- This record, as viewed by the subject and the inquirer alike, serves explicitly to aid subjects' recall, to elicit spontaneous comments by subjects, and to provide the inquirer with an accurate record of what happened in the hypnotic session.
- By means of this procedure, the inquirer is kept fully informed of the events of the session yet is able to remain independent from the possible contaminating biases²⁵ resulting from actual involvement in the hypnotic testing.

The EAT protocol is very focussed on the subject. The initiative for response is placed with the subject rather than the person who is conducting the assessment. Sheehan & McConkey (ibid) advise that *"a critical feature of the method is that subjects are asked specifically to stop the playback as often as they wish to discuss the hypnotic events or to elaborate on their experiences"* (p. 81).

The EAT has the following advantages:

1. it aims to investigate carefully the qualitative events underlying hypnotic subjects' interpretations of the complex communications that emanate from the hypnotist

²⁵ Such as the particular impressions that can be formed about the responsiveness of the subject by the hypnotist who conducts the session, or a range of personal biases that may be evoked in the hypnotist by the subject.

2. it attempts specifically to provide minimal cues to subjects as to the particular type of experience they should report
3. by having subjects direct the discussion themselves, has clear advantages over having an experimenter direct the questioning as in routine post-experimental inquiries.
4. it allows subjects to comment freely on those particular events that they found personally important and meaningful in their hypnotic session.

The EAT Format

This provides a summary of the format designed by Sheehan & McConkey (1982) for procedures used in the application of the EAT in the assessment of hypnotic phenomena.

Their notes have been included within this summary.

Data Collection

Video-recording Playback

A videotape recording is first made of the hypnotic test session.

The playback and its accompanying proceedings constitute the formal application of the EAT.

Subjects are informed prior to hypnotic testing that their hypnotic performance will be video-recorded.

They are not informed that this recording will form the basis of their discussions with another experimenter following the hypnotic testing.

While only certain aspects of the hypnotic session may be of interest to the research topic, it is recommended that all of the session be recorded.

During playback, the video monitor should be placed so that the Subjects can view the hypnotic session comfortably while maintaining positive rapport with the inquirer.

The video playback mechanism needs to be close to the Subjects so that the recording can be stopped and started whenever they wish.

The inquirer needs to be seated so as to focus on the Subject and the reactions to the material being viewed²⁶.

The inquiry session is itself video-recorded so that information from the application of the EAT can be analysed fully.

Role of the Inquirer

The inquirer needs to have been trained and experienced in the skills of listening and paraphrasing non-evaluatively.

It is recommended that inquirers be trained carefully to accentuate personal skills in communicating empathy and positive rapport.

The basic role of the inquirer is that of non-evaluative, non-interpretative collaborator or co-participant in determining the nature of the events as experienced by the Subjects during the actual hypnotic testing.

The inquirer encourages Subjects to adopt an active and involved commitment to report on and personally interpret their hypnotic experiences.

An uncritical approach by the inquirer, a positive relationship of the inquirer towards the Subjects, and a non-interpretive attitude adopted by the inquirer toward the information provided by the Subject as important to the standard application of the EAT.

The inquirer should minimise the possibility of Subjects' keeping secrets²⁷ by providing a situation of open honesty and self-disclosure.

Notes:

²⁶ The authors recommend that the inquirer focus on the Subject rather than on the video playback of hypnotic events so that spontaneous reaction by the Subject is not inhibited by thinking the inquirer is not interested in his or her other response.

²⁷ Sarbin & Coe (1979)

i) The essence of the inquirer's personal approach lies in adopting a collaborative, non-authoritarian, and supportive style of interaction that explicitly aims to assist and encourage Subjects to discover and report on the phenomenal aspects of their own hypnotic experience.

ii) The EAT is conducted in a more personalised and non-evaluative test situation than is normally associated with a routine post-experimental inquiry session, the assumption being that the fostering of a relatively close positive involvement between Subjects and the inquirer during the application of the EAT will lead to the gathering of important information bearing on the nature of the Subject's private hypnotic experiences.

The collaborative stance adopted by the inquirer has a number of implications, including the active, rather than passive, role of the Subject, the freedom of participation provided to the Subject, the control afforded to the Subject and the explicitly stated bilaterality of the investigation.

Considerata

- A spontaneous interaction between the Subject and the inquirer is promoted by allowing the inquirer a high degree of flexibility to explore the nature of the spontaneous comments offered by the Subject
- It is important that the inquirer gently probes the comments of subjects in order to establish firmly the nature of the subjective experience
- The role of the inquirer is to listen and gather data on the comments made by subjects rather than elicit subjects' explanations or interpretative comments.
- The inquirer's task is to attempt to maintain the subjects' attention upon the particular events being discussed. Subjects are encouraged to stay on task and inquirers need to refrain from "side-tracking" the subject from the relevant experience he/she wishes to describe.

Nature of the Inquiry

The inquirer introduces the subject to the EAT session in a way designed to maximise the impact of the cues to recall. These instructions are prescribed by the authors.

Subjects then personally operate the playing of the videorecording of their hypnotic testing. The decision about when to stop the videorecording can be left to the subjects who are instructed simply to stop the playback whenever they recall something about their hypnotic experience.

Whenever subjects stop the videorecording and report on their hypnotic experiences, the inquirer can explore the nature of those experiences by asking questions that focus on clarifying the descriptions subjects give.

The exact questions employed by the inquirer following a comment by a subject about his or her hypnotic experiences depend on the nature of that comment.

In classifying the comments made by subjects, the inquirer may use a number of different categories of inquiry, each focussing on potentially relevant aspects of the subject's experience.

Areas of inquiry include cognitions, images, expectations, perceptions, image presentation, interpersonal relationship, associations and sundry feelings.

At the end of the session, the inquirer can probe the recall of subjects with respect to a number of relevant experiences of the overall session.

It is important to keep in mind that probing by the inquirer is intended to encourage subjects to describe and interpret their own hypnotic experiences.

Notes:

- i) Questions or probes should be appropriate to the content of the comment rather than appropriate to the theoretical viewpoint of the investigator.*
- ii) The EAT is designed to provide subjects with minimal cues as to the nature of the information that they should give about their experiences. The probes employed*

generally focus on the specific aspects of subjects' recall and are open-ended, brief, and tentative.

iii) The inquirer probes those aspects of the hypnotic experience on which the subject comments. If the subject does not mention an aspect considered to be important by the inquirer, then the inquirer does not draw that aspect to the subjects attention.

iv) Directed questions may cue the subject to what the inquirer thinks is important and hence invites possible responses to satisfy the biases or opinions of the inquirer.

Sheehan and McConkey provide a list of EAT Inquiry Categories with accompanying sample questions for use in EAT research.

Appendix 16 Researcher's History of Publications and

Assessment Development Centres

Publications

Dawes, K.H. & Walker, W-L. (2005). Explicit to Tacit: Is Hypnosis the mediating mental process. *Australian Journal of Clinical and Experimental Hypnosis* (to be resubmitted)

Dawes, K.H. (1987). A rapid relaxation manoeuvre, *Journal Clinical and Experimental Hypnosis*, 2(3)

Dawes, K.H (1992) *Being Human: An Introduction to Human Psychology*, Erigolia Press: Sydney

Dawes, K.H. (1993). Eye of the Beholder. Erigolia Press: Sydney.

Dawes, K.H. (2007) *Tacit Knowledge and Implicit Learning*. IESEG Press (in press)

Unpublished Research Monographs

Dawes, K.H. (1985). *The Educational Needs of Forbes*. Participation & Equity Programme, The Australian Government.

Dawes K.H. (1985). *Communication Study of Marsden High School and its Community*. Participation & Equity Programme, The Australian Government

Dawes, K.H. (1985). *Aboriginal TAFE College Education*, Participation & Equity Programme, The Australian Government.

Dawes, K.H. & Talmacs, R. (1988). *Compuhealth: a view to the future*. Commercial marketing strategy

Dawes, K.H. & Talmacs, R. (1989). *Incidence and Prevalence of Closed Head Injury in the Central West*. NSW Department of Health.

Dawes, K.H. (1989). *The Sports Performance Scale*, Proprietary product, wes Consulting Group Australia Pty Ltd

Dawes, K.H. (1989). *The Personal Performance Scale*, Proprietary product, Dawes Consulting Group Australia Pty Ltd

Dawes, K.H. (1997). *The Management Behaviour Questionnaire*. Proprietary product, Dawes Consulting Group Australia Pty Ltd

Conference Presentations

Dawes, K.H. (2005). *Explicit to Tacit: Is hypnosis the mediating factor?* Australian Society of Hypnosis Congress, Fairmont Resort, Leura, NSW.

Assessment and Development Centres

NSW Department of Health

Westpac Training College, Ingleside

Head Office, North Sydney

Sydney Water Limited

Westpac Training College, Ingleside

Head Office, Bathurst Street Sydney

School of Administration, Australian Graduate School of Management, Little Bay

Macquarie Graduate School of Management Residence

Westpac Banking Corporation

Westpac Training College, Ingleside

Avco Finance

Barker Lodge, Barker Street Kingsford

SS&A Club Albury, NSW

Albury NSW

NSW Police Force

Fergusson House, Parramatta

Organisational OD Courses

Enhancing Emotional Intelligence

Leadership Development

Interpersonal and Communication Skills

Appendix 17 Tellegen Absorption Scale

These are the results attained by the six senior managers interviewed in Study Two.

They are here for interest and do not constitute a measured part of this study. They have been discussed in Chapter 7 and Chapter 8.

Tellegen Absorption Scale

Subject	Raw Score
Anna	29
Phillip	13
Josie	23
Stephen	27
Thomas	20
Craig	15

Appendix 18 Terms linked to the study of tacit knowledge in organizations

These are the terms discussed:

- a) *Embodied and Intellective skills*
- b) *Collective tacit knowledge*
- c) *Information and know-how*
- d) *Tacitness*
- e) *Embedded skills*
- f) *T-shaped skills*
- g) *A-shaped Skills*
- h) *Shared mental models*
- i) *Experiential and compressed strategies*
- j) *Standard Operating Procedures and Routines*
- a) *Embodied and Intellective Skills*

Zuboff (1988) makes a distinction that is often presented in discussions on tacit knowledge. He writes on embodied, or action-centred, skills and intellective skills. This distinction appears to resemble what we perceive as dividing tacit from explicit knowledge. Action-centred skills are developed through actual performance (learning by doing). In contrast, intellective skills combine abstraction, explicit reference, and procedural reasoning, which make them easily representable as symbols and are, therefore, easily transferable. Zuboff uses the term embodied to describe the degree of sophistication of a skill possessed by an individual. This term changes meaning when referring to the sophistication of shared skills of a team.

b) Collective tacit knowledge

We have discussed how tacit knowledge has been acknowledged as existing on the organisational level, not merely on an individual level as once was thought. For example, Nelson and Winter (1982) point out that much organisational knowledge remains tacit because it is impossible to describe all the aspects necessary for successful performance. They argue that creating an effective organisation is not a matter of implementing a set of explicit "blueprints". This is because much of the crucial know-how within an organisation resides only in the minds of the organisation's members. Study One of this research project sought to codify this knowledge, while, more importantly, Study Two applied itself to finding a way of better utilising this tacit knowledge without any attempt at codification.

c) *Information and know-how*

Kogut and Zander (1992) present yet another alternate set of terms. They differentiate between information (e.g. facts) and know-how (e.g. how to organise factories). The listing of ingredients in a recipe consists of information, but the description of action steps is, at best, an imperfect representation of the know-how required. We are all too familiar with the frustrations encountered in learning a new software package. After loading the program, we read carefully the steps outlined in the training manual. With several attempts at following these instructions the “*blood starts to boil*” and we engage in the iterative process of studying the manual and addressing the computer, followed, very often, by a series of frenzied trial-and-error episodes. Once the package starts to conform with expectations and we make a final reading of the instruction manual, it is uncanny how accurate these original instructions have been. Miller, Galanter and Pribram (1960) note that verbal instruction by itself – the information in the “how-to-do-it” book – provides only a starting point at best for the acquisition of the skill. Possession of such a book – the articulable portion of the knowledge involved – may be indicative of ambition to learn, but it certainly does not certify possession of the skill (Nelson and Winter, 1982, p.77).

Polanyi provides a good example in his discussion on skills.

“I shall take as my clue for this investigation the well-known fact *that the aim of a skilful performance is achieved by the observance of a set of rules, which are not known as such to the person following them.* For example, the decisive factor by which he regulates his respiration; he keeps his buoyancy at an increased level by refraining from emptying his lungs when breathing out and by inflating them more than usual when breathing in; yet this is not generally known to swimmers.” (1962, p.49)

d) **“Tacitness”**

In their paper on causal ambiguity competencies, barriers to imitation, and sustainable competitive advantage, Reed and DeFillippi (1990) describe *tacitness* as residing in the inability of even a skilled individual to spell out explicitly the decision rules and protocols that form the basis of performance. Tacit knowledge may be driving action that is archaic and no longer competitive. It may be allowing protection against commercial imitation and more importantly it may be sustaining competitive advantage.

e) *Embedded Knowledge*

The concept of embedded knowledge adds to this set of descriptive terms. Badaracco (1991) also conceives of tacit knowledge as existing in not only individuals but in groups of individuals. He refers to such knowledge in individuals and social groups as embedded knowledge. Similar distinctions between individual and group explicit and tacit knowledge in organisations have been made by Scribner (1986), Nonaka (1991), Hedlund and Nonaka (1993), Bohn (1994) and Baumard (1999).

These studies support the theoretical and empirical validity of a tacit component of organisational knowledge. For their treatment of organisational learning, Madhavan and Grover (1998) borrow the term "*embedded knowledge*" from Badaracco (op.cit.) but define it in a way that adds further substance to this debate. They write that when members of a team come together, and exercise the team values of shared responsibility, common aims and goals and a shared view of protocols, procedures and norms, there is potential for the team to create new knowledge. This new knowledge is a result of the workings of explicit and tacit knowledge. Sharing and developing explicit knowledge is all too easy; however, Madhavan & Grover (op.cit.) have identified the degree to which the potential new knowledge, due to the integration of tacit knowledge, is realised depends on several variables. It is this domain of integration of tacit knowledge that is of interest; therefore, they conceive of embedded knowledge as the potential knowledge resulting from the combination of the individual team members' stores of tacit knowledge.

Their views are as follows: in the creative team context, a cross-functional team is brought together because its members have collective knowledge that cannot be held efficiently by any of its individual members. However, this collective knowledge is not present by definition when the team is assembled; it is only potentially present. They write: "*we characterise the NPD team as a product development vehicle that brings to its task knowledge that is embedded in its members and their interactions as a team.*" (1998, p.3)

The research evidence generated in this thesis also points to the affective changes that occur when new knowledge is created. There is generally heightened, positive affect, in the form of excitement and bonhomie. This is discussed in Chapter 5.

Salomon (1993) provides a theoretical description of the reciprocal relations between individuals' and distributed cognitions. Specifically, Salomon's (1993) hypothesis is that the two elements

"interact with one another in a spiral-like fashion, whereby individuals' inputs, through their collaborative activities, affect the nature of the joint, distributed system, which in turn affects their cognitions such that their subsequent participation is altered, resulting in subsequent altered joint performances and products." (p.122)

Similarly, Nonaka (1992) illustrates this interaction clearly in his lionised figure of the spiral or organisational knowledge creation. [See Chapter 8]. Nonaka's views correspond completely in linking explicit and tacit knowledge with individual and collective processes.

Madavan and Grover propose that the potential for new knowledge is embedded in the team and its interactions. "*The NPD team possesses embedded knowledge; the new product is embodied knowledge*" (p.3). Hence, the task of any creative task team's manager is to manage the transition from embedded to embodied knowledge. This emerges in the evidence collected from the research subjects in Study One in their discussions on business acumen.

f) *Embedded to Embodied Knowledge in Teams*

The success of an NPD process can be assessed using two key indicators: effectiveness and efficiency.

- Effectiveness relates to the degree to which the product meets the targeted need of the customer (i.e., benefits and costs of the product).
- Efficiency is defined as a measure of resources (including time) used for a given output.

Accordingly, Mandavan and Grover (op.cit.) consider the effectiveness and efficiency with which embedded knowledge is converted to embodied knowledge (i.e., effectiveness and efficiency of the NPD process) as the two key dependent variables in their model.

"We first present propositions regarding variables that are exogenous to the team process. Such variables are related to the selection of the team members. We then present other propositions that deal with variables endogenous to the team process. Many variables can affect the performance of an NPD team, including top management support, resources, organisational involvement, and so forth. We limit our discussion to the team as the unit of

analysis. The team's relationship with the rest of the organisation and factors external to the team are not analysed here.” (p.5)

g) T-shaped skills

The notion that creativity arises from need and is essentially a juxtaposition of two or more hitherto unrelated ideas is an uncontroversial construct. Madhavan and Grover (ibid.) note that the proposition that creativity and new ideas spring from the interaction of different knowledge sets has found acceptance in knowledge literature (e.g., Simon 1985), as well as in related fields such as social networks (e.g., Granovetter 1973) and the emerging scientific literature on complexity (e.g., Kaufman 1995).

In the context of creative teams, an implication has been that the deliberate conflict of ideas - what Leonard-Barton (1995) has termed "creative abrasion" - has a positive influence on performance. Leonard-Barton argues that we need to encourage, not discourage, creative abrasion in order to let the sparks fly. If the controversy that diversity creates is controlled, it can be productive. However, whether the abrasion is creative or destructive may depend on the capability of individual specialists to sustain a meaningful and synergistic conversation with one another. Such a capability goes beyond the mere social skills of "getting along with team members" (e.g., tolerance of different perspectives) to specific cognitive skills.

There is little point in fostering creative abrasion if the parties involved become so intolerant of each other that destruction not creation ensues. The ability to sustain meaningful and creative synergies, at this level of performance goes beyond being able to maintain simple diplomacy with dissimulative pleasantries. Such skills have been termed "*T-shaped skills*" by Iansiti (1993).

“Persons with T-shaped skills are those who are not only experts in specific technical areas but also intimately acquainted with the potential systemic impact of their particular tasks. On the one hand, they have a deep knowledge of a discipline like ceramic materials engineering, represented by the vertical stroke of the T. On the other hand, these ceramic specialists also know how their discipline interacts with others, such as polymer processing-the T's horizontal top stroke” (Iansiti,1993, p. 139).

The apparent market demand for persons with "hyphenated" skills (Fast Company, 1996), those able to integrate multiple knowledge bases in their own experience, is

evidence of the perceived value of T-shaped skill sets²⁸. This is noticeable to a great extent with senior managers. It is rare to find a senior manager who has a career that has only included administration. Most come into management from another discipline. In Organisation A, the senior management team is comprised of individuals who have been electricians, engineers, school teachers, carpenters and plumbers. Organisation B senior management includes people whose early vocational work has been in medicine, nursing, physiotherapy, counselling and social work. It is not the specific skill set acquired in these vocational areas that is important. It is the very heuristics, problem solving strategies and logical approaches that make the difference in assisting in finding successful outcomes to management dilemmas. These are usually tacit assumptions that come into play when and if resourced. The author was fortunate to have engaged in a conversation recently with a woman who had been trained as a physiotherapist, had worked for several years in this field, but had decided to retrain as a barrister-at-law. During her period of readership, where she understudies an experienced barrister, she had been able to contribute greatly in legal cases on compensation matters, where her previous experience assisted in commenting on the status of evidence presented to the courts. It was in the area of the logic of the evidence, not merely the facts, that were judged to be of greatest assistance.

Viewing a team as a distributed cognition system, Mandovan and Grover (1998) argue that:

1. The T-shaped skill set enables team members to interact with one another meaningfully to allow for "creative abrasion" at a cognitive level
2. Without these skills, such interaction would be hampered, though tolerance of others' viewpoints might still be prevalent as a social norm.
3. They propose that the presence of T-shaped skill sets will have a positive influence on team performance:

In summary: the presence of team members with T-shaped skills will be related positively to the efficiency and effectiveness with which embedded knowledge is converted to embodied knowledge. When interviewing senior managers in this study there were several times when this type of behaviour was discussed. This will be referred to in Chapters five and six.

²⁸ Fast Company (1996), *"Are You Hyphenated Enough?"* (August-September), 30-31.

h) A-shaped skills

Leonard-Barton (1995) extends her thoughts on creativity in teams by introducing a discussion on the team leader's role in motivating and managing knowledge creation. She believes that for a leader to be effective in this role her/his cognitive structure should reflect A-shaped skills. In her paper on building and sustaining sources of innovation she describes A-shaped skills as:

"Some individuals embody technology fusion. Some people actually learn more than one discipline (although more than two is unlikely) and so have two disciplinary 'legs' on which to stand." (p.77)

These individuals have the ability to integrate conceptually different disciplines on a quite sophisticated competent level. This ability may be somewhat rare, but their "conceptual ambit" enables them with a mechanism to manage creative abrasion within a team. It is unlikely (yet not impossible) that "polymathic" individuals will exist in an organisation so it may not be possible to attempt to employ team members that have such a skill set.

However, Madhavan and Grover (op.cit.) speculate that team leaders with A-shaped skills will be more effective at knowledge development tasks than will leaders without them. Their underlying logic is that A-shaped skill sets provide team leaders with the cognitive resources to combine insights synergistically from multiple knowledge sets.

Shona Brown and Kathleen Eisenhardt (1995) in their review of product development, found in the NPD context that team leaders play the especially important role of maintaining a disciplining vision that integrates multiple perspectives and manages conflicting technical trade-offs. Madhavan and Grover argue that the knowledge to handle such integration and trade-offs, gained through the process of integrating two differing areas, *"will help the team leader craft a unifying vision that does justice to all the disciplines represented"* (p.6).

In summary: the presence of a team leader with A-shaped skills will be related positively to the efficiency and effectiveness with which embedded knowledge is converted to embodied knowledge. It will be noted later how many of the senior managers interviewed in this research project do have A-shaped skills, to such a degree that it may be a selective characteristic that helps appoint such managers to their senior positions in Organisation A and Organisation B.

i) *Shared mental models*

A key outcome of team interaction is the constructed shared understanding of the team's situation. In their study of distributed cognition in an airline cockpit, Hutchins and Klausen 1996,

" In an effective team, the team members enter with a considerable amount of shared prior knowledge of how things are supposed to be. During their interaction, this shared prior knowledge becomes 'a resource to negotiate or construct a shared understanding of their particular situation'." (p. 23)

Shared prior knowledge, in the marketing and management literature often has been referred to as "mental models" (Day and Nedungadi 1994; Johnson-Laird 1983; Senge 1990).

Senge proposed a series of mental models that he describes as "*the laws of the fifth discipline*". They are more than "tongue-in cheek" comments. He describes each in detail with accompanying examples. The laws themselves are:

Today's problems come from yesterday's "solutions".

The harder you push, the harder the system pushes back.

Behaviour grows better before it grows worse.

The easy way out leads back in.

The cure can be worse than the disease.

Faster is slower.

Cause and effect are not closely related in time and space.

Small changes can produce big results – but the areas of highest leverage are often the least obvious.

You can have your cake and eat it too – but not at once.

Dividing an elephant in half does not produce two small elephants.

There is no blame.

Klimoski and Mohammed (1994) in their examination of the team mental model, propose that the construct of team mental models as a form of socially shared cognition represents what Bacharach (1989, p.500) describes as a "*broad mental configuration of a given phenomenon*". Building on Klimoski and Mohammed's (1994) conception, the term "shared mental models" can be used to represent

- often unconscious assumptions about the way the world works (Senge op.cit.),

- a shared common language, with its own vocabulary of nuances and taken-for-granted understandings (Nonaka 1991),
- a shared organisational memory (Walsh and Ungson 1991).

The study of the different modes of knowledge within an organisation is a nascent field introduced by Nonaka in 1987 and one pursued in this project. Hedlund and Nonaka (1993), in work carried out at the University of Stockholm, argue that the articulation, internalisation, and reflection of tacit knowledge are facilitated by the availability of a common language that is rich in symbolic imagery and metaphor.

This assertion is underpinned by the premise that the organisation is a network of inter-subjectively shared meanings, sustained by a common language and interpretive schema (Burrell and Morgan 1979; Daft and Weick 1984; Walsh and Ungson 1991). Daft and Weick (op.cit.) consider the firm's mode of interaction as "*an immense interpretation system*" reconciling their intrusions into the environment with the confidence they have in their capacity to interpret it. This phenomenon is apparent to the outsider. The researcher found that it took time and effort to begin to comprehend the nuances of language found in both organisations studied. Not only were there acronyms (such as EBIT - earnings before interest and tax and NESB patients – non English-speaking background patients) but the forms of conversation often tended to quite rapid, truncated descriptions of in-house processes. It is fascinating to witness, and the efficiency of the communication forms are quite apparent.

Furthermore, based on an extensive review of the organisational memory literature, shared mental models also involve the acquisition of a common memory base of organisational experiences (Walsh & Ungson, 1991). According to Walsh and Ungson, organisations must also have memory, though not necessarily of a type that matches either human or computer memory. Organisational memory is the stored information from an organisation's history that can be brought to bear on present decisions and that affects outcomes. The importance of organisational memory, shared language and vocabulary highlights the significance of shared mental models as a requirement for converting embedded into embodied knowledge. These become the core competencies of the organisation. Stuckey, Doman and Thwaites (1993) from McKinsey and Company identify (i) *continuous innovation*, (ii) *control processes and behaviours*, (iii) *managing information* and, (iv) *managing long-run structural advantages* as the most common organisational competencies. These, when viewed as organisational capabilities, add to the competitive advantage of the firm.

In summary: the extent of the shared mental models will be related positively to the efficiency with which embedded knowledge is converted to embodied knowledge. The contextual and cultural analyses of the two organisations studied brought out clearly the relevance of shared mental models, especially when considering the affect of multiple merges and acquisitions that have occurred over recent years.

Obstacles that may arise from shared mental models

Leonard-Barton (1995) shows how the shared mental models that underlie capabilities can inhibit organisational innovation and learning. She shows how core capabilities can easily become core-rigidities.

“The perplexing paradox involved in managing core capabilities is that they are core rigidities. That is, a firm's strengths are also – simultaneously – its weaknesses. The dimensions that distinguish a company competitively have grown up over time as an accumulation of activities and decisions that focus on one kind of knowledge at the expense of others. Therefore, core capabilities both advantage and disadvantage a company.

Core rigidities are but the flip side of core capabilities. So long as conditions remain constant, managers experience the advantages of (the current) system. In the face of a changing business environment, or when the system itself matures into a mindless routine, managers find themselves fighting the very underpinnings of the firm's success.” (p.30)

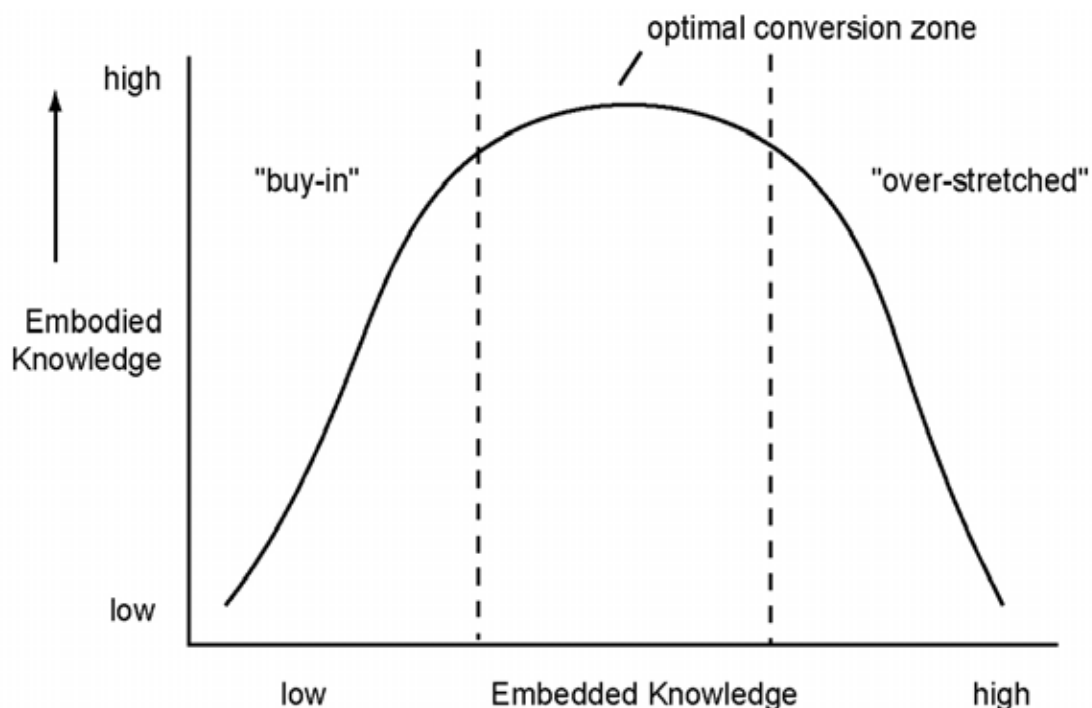
There are other downsides to the existence of mental models. Research in psychology and management has shown consistently that similarity of experience beyond a limit begins to have deleterious effects on team effectiveness; that is, the value of familiarity is time dependent (Guzzo and Dickson 1996).

- Teams with a high degree of shared mental models may be susceptible to "groupthink" (Janis 1982) and a sharp reduction in cognitive "requisite variety".
- If shared experience implies that the team's behavioural repertoire is not being renewed, its ability to innovate will suffer (Gersick and Hackman 1990).
- Furthermore, the level of shared mental models should not militate against the dissent and creative abrasion (Leonard-Barton 1995) necessary for a productive outcome.

In summary, shared mental models will have a curvilinear (inverted-U) relationship with the effectiveness with which embedded knowledge is converted to embodied knowledge.

Figure 2.2 is a representation of what occurs when a team of individuals come together so as to bring about an organisational product or outcome. Each individual brings to the team embedded knowledge that is transmitted and aggregated as distributed cognition. As this distributed cognition is transformed into implementation, it can be said that the embedded knowledge is converted into embodied knowledge. The more that each individual is prepared to share his/her skills and understanding, the more 'buy in' is demonstrated. This is converted into the embodiment of the new product. This reaches an optimal level, resulting in the best possible product within the required time frame. Further inputs of embedded knowledge may be beneficial, but they tend to detract from the optimal conversion zone. They overstretch the timely requirement.

Figure 18.1 Effectiveness with which embedded knowledge is converted to embodied knowledge²⁹.



Further Models that describe the Embedded to Embodied Transition

²⁹ This figure could also be interpreted in a different way. It might describe the historical progress of a creative team over time.

Two models, one from psychology and the other from sociology are of interest to this argument. Piaget, as reported in Gruber and Vonèche (1977), describes the processes of accommodation and assimilation. Accommodation is the process of gathering new information, while assimilation is fitting this new information into an existing cognitive framework. Kelman (1958) describes the group influence processes that lead to the complete internalisation of attitudes. The first stage is *compliance*, where the individual accepts influence because he or she hopes to achieve a favourable reaction from another person or group. The second is *identification*, which can be said to occur when an individual accepts influence because she or he wants to establish or maintain a satisfying self-defining relationship to another person or group. Kelman's third and final stage is *internalisation*.

"Internalisation can be said to occur when an individual accepts influence because the content of the induced behaviour – the ideas and actions of which it is composed – is intrinsically rewarding." (p.203)

Behaviour adopted in this fashion tends to be integrated along with the individual's other values and attitudes. The satisfaction that comes with internalisation is due to the content of the new behaviour.

j) Standard Operating Procedures and Routines

There is always the possibility that the one team of professionals will be called upon to investigate innovative ventures. This is often to minimise the cost of setting up another team but it also capitalises on the existing shared mental models in the original team. Spender (1996) reports another conceptualisation that mirrors this same logic. Organisational knowledge can be judged from both "standard operating procedures" or "routines" perspectives. Cyert and March (1963) write:

"In general the specific procedures most likely to be treated as fixed are those incorporating in the explicit standard operating procedures of the firm. These procedures change slowly. They give stability to the organisation and direction to activities that are constantly recurring. In addition to providing needed stability, the standard operating procedures influence (and in many cases dictate) the decisions made in the organisation." (p.122)

They consider four major types of procedures, all of which are 'purely' explicit: (i) Task performance rules, (ii) continuing records and reports, (iii) information-handling rules and (iv) plans. Other perspectives are demonstrated (March and Simon 1958; Nelson and Winter 1982; Simon 1947; Stene 1940), within which the concept of *routine* refers to the set of regular and predictable patterns of organisational behaviour (Nelson &

Winter, 1982). According to this perspective, firms are repositories of productive knowledge (Winter 1991) that reside in the routines that underlie the behaviour of organisational participants working together. Nelson and Winter (op.cit.) suggest that routines are the organisational counterpart of individual skills.

Madhavan and Grover (1998), in the context of NPD (new product development) teams, maintain that the knowledge (routine) of how to combine the individual stocks of tacit knowledge is itself largely tacit. Team members who have worked in NPD teams previously would have developed their own routines for the combination of individual stores of tacit knowledge and, hence, would be more effective NPD team members. In addition, if team members have worked previously with other current team members, the routines of how to combine individual stocks of tacit knowledge are more specific to the personalities of the team members. Such a combination of team members would be more effective than a group that has not worked as a team before. It is also important for team members to have the right type of routines.

k) Experiential and compressed strategies

Eisenhardt and Tabrizi (1995) studied two types of NPD strategies in their paper on accelerating adaptive processes in product innovation in the global computer industry. They identified experiential and compressed strategies, with the expectation that the team routines for experiential and compressed strategies would be different. Furthermore, the former strategy might be more useful in uncertain contexts, whereas the latter might be more appropriate in predictable contexts, which suggests the importance of invoking the right set of routines. They tested ten hypotheses, all of which support the link between “... *fast product development and multifunctional teams and the experiential strategy of iterations, testing, milestones, and powerful leaders*” (p.96). These hypotheses, which reflected the aims of these routines are:

1. More time spent in planning is associated with shorter development time
2. More supplier involvement is associated with shorter development time
3. More designers using computer-aided design (CAD) is associated with shorter development time
4. A high degree of project overlap is associated with shorter development time
5. Multifunctional teams are associated with shorter development time
6. Greater reward for schedule attainment is associated with shorter development time
7. More design iterations are associated with shorter development time
8. More time spent in testing throughout the development process is associated with shorter development time

9. Less time between milestones is associated with shorter development time
10. Greater power of the project leader is associated with shorter development time.

In summary, the level of appropriate NPD routines will be related positively to the efficiency with which embedded knowledge is converted into embodied knowledge.

This discussion is instructive to an overall appreciation of the tacit processes and how they can be leveraged within an organisation setting. It informs senior managers of the usefulness in cultivating and encouraging the development of, and/or regular assessing of tacit knowledge, so as to achieve greater efficiencies with their workforce. The way in which this can be achieved is the subject of this research.

Appendix 19 Other forms of accessing the tacit

While some played the traditional mentor role of helping their protégés navigate organisations or providing personal advice, the coaches primarily served as teachers transmitting experience-based expertise. As the exhibit Table 7.12 suggests, approaches vary considerably – and predictably – in how effectively they address the deep-smarts paradox. Most of these modes are well understood.

The following notes summarise most of the modes described by Leonard and Swap in their work on ‘Deep Smarts’.

Storytelling

A number of books have been written about storytelling as a potent way to convey nuanced information

The Flight of the Buffalo

Who Stole the Cheese?

Socratic Questioning

Queries such as “How do you know?”, “What would happen if?” stimulate reflection and active learning

Guided Practice

- Practice makes perfect
- Mindful, reflective practice in which outcomes are assessed and the method adjusted appropriately
- Best when practice is under the tutelage of someone who can guide the reflection and provide performance feedback
- “see one, lead one, teach one”, is one of SAIC³⁰’s most useful knowledge transfer tools.

Guided Observation

- Used to re-create deep smarts and to challenge ossified assumptions that may be based on outdated experience.

³⁰ A consulting firm assisting the US Army in “peer assist” technique.

- You can have a “catcher” (one who is learning) shadow an experienced, skilled colleague and arrange for the two to meet afterward to discuss what the catcher observed.
- The combination of shadowing and feedback sessions works because deep smarts are based largely on pattern recognition and are highly contextual.
- Because there are so many tacit dimensions to this sort of insight, the individual possessing it will not always realise what she knows until a particular challenge calls her knowledge forth.
- This makes it difficult for an experienced person to give absolute, detailed directives to follow in general.
- Field trips to observe behaviours of clients, service teams, factory floors, classrooms and so on so as to extend their experience repertoire so that they are stimulated to question their own complacent understanding.

Guided Problem Solving

- Requires more active engagement from the protégé than does guided observation.
- The knowledge coach transfers know-how more than know-what.
- Often forms the basis for on-the-job experience after completing formal academic studies
- Apprenticeships in organisations are less formalised – but they do occur in organisations where managers are alert to the need for re-creating tacit knowledge.
- This experience can enhance organisational know-how, alter belief systems so that they are more congruent with organisational beliefs and values, and contribute to technical expertise.

Guided Experimentation

- In the first few years of life, the child learns at a fantastic rate, partly because they are constantly experimenting.

- Too often in organisations we assume that experimentation is both a risky and an expensive way of learning.
- Experimentation leads to more effective understanding of work practices.

Other methods have been suggested by Brockmann and Anthony (2002) They suggest self-reflection, a process that utilizes meditation, relaxation techniques and introspection. Sternberg (1996) has suggested leaving the problem aside, and entering into a period of incubation. The degree of success generally seems to be related to the amount of effort the person takes in getting to know the problem before the incubation period. Gioia and Ford, 1996) like the idea that letting the mind wander is an effective preparation for accessing the tacit. They also recommend keeping a diary of how one responds to problems. They also like multi-inputs, such as talking with a mentor or trusted colleagues.

It is clear to the researcher that the Explicit/Tacit Interface Technique will become part of the accepted techniques for increasing the 'deep smarts' of senior managers. It is a method that has verifiable and provable outcomes, is straightforward in its administration and interpretation and requires standard training in audiovisual technology and grounded theory analysis. It will always require a mentor who is well versed in accompanying senior managers through complex focusing and debriefing.

Appendix 20 - Bounded Rationality

This is an excerpt from "Organisational Knowledge, Learning and Memory", written and presented by Keith Dawes to Corporate Health Services April 2005

A term that is ubiquitous within the management/organisation literature is 'rationality'. The implication is not one of being logical or sensible; it is a term derived from the work of Franz Brentano (1838-1917), psychologist and philosopher, who focused on the "intentionality" of mental states, by which he meant that thoughts are about their objects. Polanyi (1966) was clear that the structure of tacit knowledge shows that all thought contains components of which we are subsidiarily aware in the focal content of our thinking, and

“... that all thought dwells in its subsidiaries, as if they were parts of the body. Hence thinking is not only necessarily intentional, as Brentano has taught: it is also necessarily fraught with the roots that it embodies. It has a *from-to* structure.” (p.x, 1966)

Rational action has been thought about, planned, calculated and designed for a purpose (Diesing, 1962). Mintzberg (1975) describes how the work that real managers do differs from the stereotype that they act in a systematic, rational, organised and deliberate manner. Nonetheless, Mintzberg (1978) in discussing patterns in strategy formation, gives emphasis to the idea that everything that happens in an organisation ought to be expected or to have been planned to happen.

More recently, Yukl (1998) noted:

“Managerial work is inherently hectic, varied, fragmented, reactive, disorderly, and political. Brief oral interactions predominate, and many of these involve people outside the manager’s immediate work unit and chain of command. Decision processes are highly political and most planning is informal and adaptive. This activity pattern occurs, in part, because managers face several dilemmas. To carry out their work, managers need to obtain recent, relevant information that exists only in the heads of people who are scattered within and outside the organisation; they need to make decisions based on information that is overwhelming and incomplete; and they need to get cooperation from people over whom they have no formal authority.” (p. 44)

Vaill (1991) proposed the concept of 'permanent white water' to describe the continuous change that managers experience. Managers tend to believe that they can "*steer their own vessel*" exactly as they want, with only the nuisance of "*occasional rapids*" to disrupt their course. Contrary to this view, Vaill describes a reality in which "*... no sooner do you begin to digest one change than another one comes along to keep things unstuck*" (p.2). This results from a constant run of rapids in which the environment, available resources, and even your objectives are constantly changing. Not only is change constant, it is also often unpredictable. Organisations and managers have to deal with complex relationships, with multiple stakeholders, in a dynamic environment.

But as Weick (1979, p.20) argued, the presence of turbulence, disorder and unpredictability "*... does not necessarily disprove the theory that origins were rational or that they are trying to be rational.*" It is clear that the intent of a senior manager in most cases is coherent and clearly formed in his or her own mind. It is only when it is passed to others that it becomes stripped of its original rationality. The deviations from the purposes of the originator are only too well known, as can be observed in the hindrances brought about by power plays and perceptual distortions.

In an attempt to clarify the entire notion of rationality, in this study the author adopts the convention suggested by Simon (1957, p. 33-41) of "*bounded rationality*³¹". This concept is essentially that senior managers, in order to cope with the complexity of the information of their environments, impose perceptual as well as information-processing limits on their cognition. Because of this they intend to act rationally, but only in a very limited fashion. They act on the basis of sufficient knowledge rather than complete knowledge. They act according to factors on which they feel they are locally judged (Berry, 1983 in Baumard, 1999). With limitations on the amount of time they can devote to a particular problem and the sense of urgency that often presides over the implementation of an action they are left with very little room to move (Cyert and March, 1963). Indeed, this act of satisficing³² is well recognised and acknowledged by all of the participants in this research work. Senior managers know that they often use simple rules of thumb to derive a solution when faced with a dilemma. These shortcuts have been described as heuristics, and may be simple single-stage methods or

³¹ Also referred to in the literature as 'limited rationality'. See also March (1978) and Simon (1991). Also termed '*cognitive miser*' by Taylor (1911), which is inaccurate as it implies a conscious hoarding of cognitive resources.

³² *Satisficing* actually refers to the decision to adopt the first positive move as the final move – Newell and Simon's definition is "*... setting an acceptable level or aspiration level as a final criterion and simply taking the first acceptable move*" (1976, p. 681)

involve lengthy binary heuristic search flow-diagram schemes. They have been clearly presented by Newell and Simon (1972, pp. 91- 104). For the medical senior managers interviewed in this study, the preferred form of selective search is the systematised checklist, no doubt a tried and proven methodology retained from their training and practice in the medical profession.

Ingersoll and Adams (1992) take a different approach. Miller (1994) reviews their argument that what is tacit within organisations is the reflexive mode of thinking referred to as 'technical rationality'. Ingersoll and Adams regard technical rationality as a *managerial metamyth*, that is based upon "... several core beliefs:

- (a) Work processes can be reduced to constituent parts and then controlled.
- (b) Means for attaining organisational objectives 'deserve maximum attention'. Objectives are subordinated to means in such a formulation.
- (c) Pre-eminent values are efficiency and predictability. This means that inefficiency and unpredictability arouse great discomfort." (page 40)

The Gestalt psychologist, Wertheimer (1959³³), was clear that search processing plays a large role in problem-solving and creative thinking. Search is partly random, but in effective problem-solving it is not blind. In Bergsen's terms, the design of the search process is itself often an object of rational decision. Wertheimer notes that thinking itself

"... consists in envisaging, realizing structural features and structural requirements; proceeding in accordance with, and determined by, these requirements; thereby changing the situation in the direction of structural improvements..." (p. 235)

He then proceeds to outline the minutiae of search patterns adopted in the pursuit of an answer.

A clear link to Wertheimer's work is found in March & Simon's focus on limited rationality, satisficing and selective search. Their comments are instructive to us here. They draw the distinction between *optimal* and *satisfactory* alternatives.

"An alternative is optimal if : (1) there exists a set of criteria that permits all alternatives to be compared, and (2) the alternative in question is preferred, by these criteria, to all other alternatives. An alternative is satisfactory if: (1) there exists a set of criteria that describes minimally satisfactory alternatives, and (2) the alternative in question meets or exceeds all these criteria" (March & Simon, 1958, p.140).

³³ Originally published in 1943.

Following these definitions, these authors are adamant that “... *most human decision-making, whether individual or organisational, is concerned with the discovery and selection of satisfactory alternatives; only in exceptional cases is it concerned with the discovery and selection of optimal alternatives.*” (p.140)

In terms of bounded rationality, we can advance the idea that senior managers, when faced with decisions, used simple decision rules (eg, the majority wins, have we covered our costs, can we hire extra staff) and applied a criterion of sufficiency (eg, if this agreement will enable us to get on with our work, we have to keep the team employed, will the budget permit extra hires). There is often scant regard for, or consideration of any form of review process – and it is noticeable that little effort is expended, especially in respect of the ramifications on long-term strategy of short-term decisions done quickly. A certain degree of expediency, and even the thought of ethical laxity, come quickly to mind when considering these aspects of senior management practice. However, as noted by Weick:

“While some of us may balk at this unflattering portrait of mankind, to do so is to miss the point being made. The point is that if one assumes that the actors have limited rationality, then it follows that decisions will be made in terms of localised disturbances to which abbreviated analyses will be applied, with short term recommendations as the result. A search for more stable solutions (ie those that will solve the problem once and for all) is unlikely; consequences are not given much attention, and apparently logical solutions may prove faulty as their consequences ramify. Furthermore, since the consequences of a decision often occur much later than the decision itself, it is difficult for the members to trace backward from these disruptive consequences to determine precisely what caused them. The members cannot make such an analysis simply because there are too many competing explanations.” (1979, p.20)

When a situation is one that has been experienced often, the response, ordinarily, can be highly routinised. As long as the senior manager’s responses are delimited to a known and relatively stable domain we would expect a smooth flow of operations. This is because the objective values assigned to the various presentations can be logically computed and compared with previous

indices or parameters. However, when the situation is novel or when the senior manager encounters a scenario of greater complexity, then relationships and systems effects become crucial. Crozier & Freidberg identify that "... the problem then becomes one of making the transition from the computational logic to the systemic reasoning on which it is based." (1980, p. 168)

Wildavsky (1971) and Wildavsky & Pressman (1974) had already identified two possible solution outcomes. These are presented in Figure 4.1 below.

Figure 20.1 Solutions to bridge the "logic to reality" gap

Possible Solution	Corollaries
Accept the rational logic	<ul style="list-style-type: none"> ▪ Recognise the limits to its validity. ▪ Make adjustments within empirically determined tolerances ▪ Refer any pressure from the environment which would contradict the assumed autonomy of the senior manager to the realm of values and objectives
Employ far more sophisticated forms of systems analysis	<ul style="list-style-type: none"> ▪ The goal of these methods is to integrate the understanding of the problem and the calculation of the option. ▪ <i>Systems analysis is employed to delineate the field and define the problem and its parameters</i> ▪ Segment the program into programs and sub-programs, so as to reduce the initial task to a series of simple problems ▪ These are measurable and hence available to testing.

Both of these are rejected as adequate solutions as they subject such decision-making to reductionist principles and the difficulties that this invariably entails. Furthermore, the segmentation required in the second solution is difficult and subject to discussion, but not only that: there is inherent danger in linking systems analysis with cost-benefit calculations as the solution is made to turn on the segmentation process, which is often arbitrary and overly simplistic.

Crozier and Friedberg (ibid.) offer a third solution to this problem. It underpins much of the epistemology of this dissertation and is based on a series of arguments that are presented below. They say

"What is needed is a relativisation of the decision, along with the myth of the decision-maker. Rational means must be found for making the transition from the rationality of the system to that of the actor. These objectives call for a fresh consideration of rationality." (p.168)

Appendix 21 – Cybernetics

This is an excerpt from “Organisational Knowledge, Learning and Memory”, written and presented by Keith Dawes to Corporate Health Services April 2005

Cybernetics is concerned with communication and manipulation of information and its use in controlling the behaviour of biological, physical and chemical systems (Porter, 1967). It is the basic operational principle underlying the process of homeostasis in biological systems and automation in industry. Increasingly its implications are being applied in economic and social planning.

Drucker (1967) in his book *The Effective Executive* devotes much of his discussion to the changing relation of the senior manager to time as a resource. The “electric speed-up” tended to reduce both distance and time so that both acquire new values. McLuhan (1969), in commenting on Drucker’s discussion, emphasised the possibilities that the computer would bring to modern management. “Critical path” programs provide advance planning of each part of a work. Each part has to be ready on time in order for the whole program to be workable. Flexibility, as found in considering alternatives, consulting with colleagues, and running experimental trials, is sacrificed as on-the-spot decisions need to be made. *“In its place there are high-risk decisions”* (Drucker, *ibid.* p.163). It was logical within their epistemological frame to suggest that speed-up of information necessarily entails a great increase of awareness of other operations. Nothing could be treated as merely isolated and separate any more. The total human response to any innovation becomes part of the operation that must be anticipated (McLuhan, *ibid.*).

Mesthene (1970), an eminent commentator on the effects of technical changes on society, pointed out that science changes the ground-rules of our physical environment:

“Our newfound ability to change the physical world within the same time spectrum required by social or political changes has affected our attitudes and policies in ways that enhance our use and the effects of science still further. We support much more science than ever before – an order of magnitude more than a quarter of a century ago.” (p.98)

The “electric speed-up” brought by the extraordinary developments in the electronic revolution has far surpassed their concerns. The need for “fail-safe” decision mechanisms has brought a fresh revival on the reliance of cybernetics.

According to Rogers (1975) the word cybernetics, applied by Norbert Wiener in 1947 to this new science of control and communication, comes from the Greece of ancient times, where it was understood as “steersmanship”. The Greek vessels were among the first to use a feedback mechanism to *lighten man’s toil* in guiding a system, in this case a ship, to its destination. “Cybernetics” was later adopted by the Romans and latinised into the word *qubernator*, from which we now have as “government”. Already, it would appear, in these ancient times, that a physical system was used as a model for referring to the highest authority in directing man’s life and business. The claim for cybernetics, one which has been in place for very many decades of the modern era, is that it can “*apply its discoveries indiscriminately to any self-governing system, whether social or physical*” Rogers, *ibid.*, p 246).

Now, as with the discussion on bounded rationality, this claim presents us with few difficulties when discussing highly routinised tasks and processes or when decisions are well within the experience of senior managers. In fact, the cybernetic model is one of our finest models. It is when faced with unusual, novel or highly complex scenarios that the analogy to physical or biological systems breaks down. Cybernetic theory itself, is unable to provide its usual mechanical certitude when the nature and characteristics of its control mechanisms become overly complex. As we will see below, these anomalies to its application to human situations are neatly packaged into what has been called the “black box”.

Cybernetic Theory Applied to Organisations

This discussion provides a commentary on cybernetic theory and ways it is applied to the business organisation. This commentary follows the discussions provided by Rogers (1975), Beer (1959) and Porter (1969).

Proposition 1.

Within the framework of considering a nested, hierarchically arranged set of groups as the basis of an organisation, Cyert and March, view the organisation as a coalition of individuals. Specifically, they write:

“It is a coalition of individuals, some of them organised into subcoalitions. In a business organisation the coalition members include managers, workers, stockholders, suppliers, customers, lawyers, tax collectors, regulatory agencies, etc. In a government organisation the members include administrators, workers, appointive officials, elective officials, legislators, judges, clientele, interest group leaders, etc. In the voluntary charitable organisation there are paid functionaries, volunteers, donors, donees, etc.” (1963, p.404)

Intra-organisational processes are simplified by focusing on participants as belonging to particular “regions”, be they *temporal* or *functional*, that is, over a specified period of time or for a particular decision they can identify the major coalition members. Although acknowledging the risks associated with such simplification, they maintain that by taking relatively brief time periods they can generalise “*short run*” processes to produce models of “*long-run dynamics*”.

The communication patterns that must exist between these coalitions of individuals, even when grouped, are extensive. In their example, we find eight classes of business “coalition members” (let alone a much higher number of individuals) who communicate more or less regularly, and then at least the same number of workers in a voluntary charitable organisation. Either form of organisation can be viewed as a network of inter-relationships. Using elementary probability theory, the number of the interrelated parts, n , create a potential of $n(n-1)$ relationships among themselves. An eight-element system, for example, where the relationships are either operative or non-operative, involves $2^{n(n-1)}$ or 2^{56} different states. An empirical reality arises: how can we adequately account for the possibility of an individual’s considering himself or herself as solely a member of a temporal or functional division?³⁴

In actual practice, the system will be dynamically progressing to different states continually. The links between the elements of the system are the communications within the systems. The state of the link, either operative or inoperative, reflects the amount of information in the system. When the numbers of interrelations are in the

³⁴ This split role has often emerged when discussing structural organisational anomalies with senior managers.

order of our 2⁵⁶, the system can be called complex. If its actions were completely predictable, as in the processes of a large computer, it would be a complex, deterministic system

Proposition 2.

In the world of business enterprise, there are many relationships that are not completely determined. Expectations of profits from work completed are often complex and probabilistic. An industrial corporation itself is an exceedingly complex probabilistic system. Tenders might appear to be bound by quotations and penalties but many organisations thrive on variations that are not subject to initial agreements. This was strongly evident in the harsh reality of major tendering of Organisation A where services are provided to major corporations. Suppliers can increase their costs and expected needs might become unavailable without warning. Also, service providers often offer service (and even professional services), “in the hope” that payment will ensue³⁵. The problem of control in the complex probabilistic system is chiefly the focus of operations research (see below), whereas cybernetics attempts to solve problems in the exceedingly complex probabilistic systems.

Proposition 3.

The cybernetic concept of control extends far beyond providing negative constraints. It also needs to be considered as a self-regulatory effort to make a system work in a more effective manner.

The homeostat is a cybernetic mechanism that imposes upper and lower limits on process variables, such as the interaction of system elements with the environment or interactions of internal processes, to prevent excesses, such as redundant, immoderate and superfluous actions.

Feedback is the term used to describe the corrective actions of the controller based on a perception of the flow of information to and from the controller and the process.

³⁵ It is very true of legal professional service and it's allied professions (eg., medicine, psychology, physiotherapy) when they join forces in the legal actions against insurance company and similar defendants for plaintiff causes.

“In mechanical terms, feedback could be represented by an increasing tendency to close off a flow as the flow gets too strong and a decreasing tendency to close off a flow as it gets weaker. There can be a negative and a positive sort of feedback: the negative feedback serves to minimise the distance from the norm, and the positive increases the deviation. The importance of this to business organisation is that the idea of feedback can be used to both minimise (waste) and maximise (market share) when set into a model of business process norms.” (Beer, 1959, pp 20-38)

In mechanical and biological cybernetic systems, the entire operation is concerned only with the storing, receiving, transmitting and modifying of information. The enormous permutations possible within the data set elements of the cybernetic system mean that there is a high possibility of error, and hence uncertainty inherent in the operation. However the logical process of grouping and ordering uncertainty in the data produces measurable information as indices of performance, and this permits more control over the process and ultimately predictability of required outputs. Unwanted data add to the variety without providing additional information to the system.

Proposition 4.

When a system is very complex, the assumption is made that it cannot be described and defined to any satisfactory level. However, the operations of the system can be defined. These are expressed only in terms of inputs and outputs. The system is said to be internally and autonomously self-organising and self-regulating. Such a cybernetic system is homomorphically represented by a *black box* transducer. Being a box, it can be introduced into a system as a discrete component. Being black is representative of its unknown varied complexity. The black box is considered a vital component in understanding the control mechanism of a cybernetic system. As a control mechanism itself, it has the necessary variety within to provide control for the variety that occurs within the system³⁶. Its actual workings are unknown, but it does exert control and regulation within the system

Proposition 5.

³⁶ W. Ross Ashby developed the Law of Requisite Variety, which says that only a highly varied mechanism can reduce a high degree of variety to information. The entropy, or degree of differentiation, of an input has to be matched to the entropy of a selection from the control box as an essential requirement for control.

A meta-language is required to develop a higher level of terminology for systems management that allows analysis that far exceeds the descriptive language of the function and structure of the details of the system. The simple restatement of these details does not permit the theoretical appreciation of the possible effects of random changes within the defined system elements and between these elements and the environment. It is when this meta-language fails to account adequately for new information generated by the system then it *“... is deemed to fall within the incompleteness theorem of Goedel ... that [it is] ultimately inadequate to its task”* (Rogers, 1975, p.249).

The remedy to incompleteness of control is essentially the management function of meeting new variety as it arises on what basis it arises; or in cybernetic terms, inserting a black box into the system. Beer says in this context:

“... the function of the black box is precisely to invoke the decisions of a higher language which, of course, cannot by definition be expressed in terms of the control language, to repair the deficiencies of the original decision-making machine. This crucial application of cybernetics to management decision-making has been termed by Beer: *Completion from Without*” (1959, p. 81).

Proposition 6.

If an organisation is likened to a finite automaton it can readily be seen that it relies on bounded rationality. Like the objective view of the human brain, it relies on incomplete knowledge of the human world in its control processes. Messages proceed to the control regulator as either positives or negatives, decided entirely on the basis of probability.

“As the system moves from state to state with new messages, it is possible to see whether it will go from state A to state B, but it soon becomes impossible to trace the path of the changes backward or forward any further because of the many probabilistic disjunctions. What this means to cybernetics is that finite machine or

automaton has an inbuilt tendency toward selectivity and codification, much like the human mind” (von Neumann, 1948³⁷).

Both error and redundancy can be built into the black box. Failure of a critical element in a system might be interpreted by the regulator as a false positive, simply because the element did not change its state. This is why systems are often designed with multiple locations that can indicate the desired output. The information activating one in the ideal state will now activate a number of copies of the component, and the output will be what Beer (1959) calls a *majority verdict* (pp.88-92). Redundancy is deliberately added to elements that transmit information. Multiplexing each channel and setting a threshold of activation mitigates the error that can accompany breakdown of individual channels. A useful distinction between automation and cybernetics is that the automated system requires human vigilance and intervention, while the cybernetic system has inbuilt failsafe responses to breakdown in its redundant patterns.

The fact of machine error, incidentally, permits a useful distinction between automation and cybernetics. The automated system requires human watchfulness and response to breakdown, while the cybernetic system has built-in responses to breakdown in its redundant patterns. As a final statement from Rogers:

“A vital conclusion can be drawn from the error theory of von Neumann outlined above. If a reliable system can have unreliable parts and channels, then a reliable machine can be built with somewhat arbitrarily connected components. What this means is that a system of considerable variety joined together in a faulty way can operate more or less according to plan if it has enough redundancy. From this, it appears that a man does not have to be clever enough to put a system together in detail, let alone ‘rationally’, to succeed.” (p. 250)

A Critique of the Application of Cybernetic Theory to Knowledge in Organisations.

³⁷ Reported in Rogers (1975, p.249)

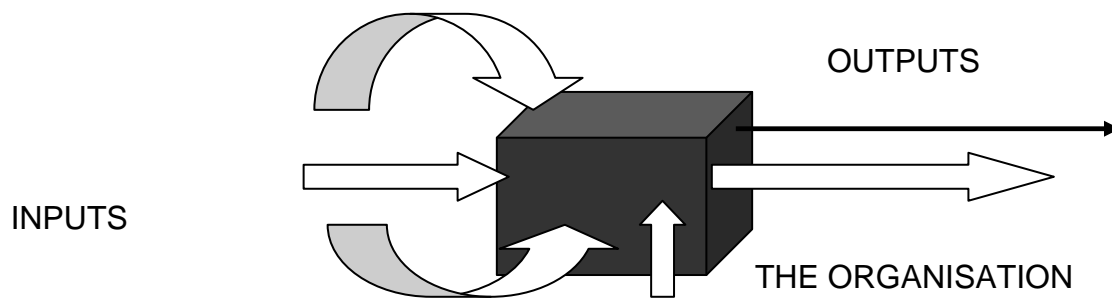
The black box model has enjoyed a succession of victories as an engineering model, but has faced constant criticism from several differing perspectives when applied to human behaviour. As in much of human life, when a dilemma cannot be solved or a question appears to be unanswerable, we turn to the convenience of attributing the cause to some '*mystical*' or '*unknown*' entity. This is often true in organisational life when faced with making major decisions or facing the insecurities of change. We explain away our failures to predict outcomes by listing the limits of preceding hypotheses but we are all too ready to lavish praise on the very same reasons when we gloat over our successes. Baumard (1999, p.2) reveals that "*a candid explanation could be that people cannot tell how they unlearned and changed, because at the time, in the midst of the crisis, they really did not know*". Management education places great reliance on teaching managers awareness of their frames of reference, biases, preconceptions, philosophical slants and the limitations of single-loop learning. They learn many models and frameworks that are based on tried and tested theoretical perspectives yet even when these are applied they remain perplexed. The relentless progression of time and events forces managers to make decisions and somehow they manage to articulate conditions well enough to achieve satisfactory results. The feedback obtained from the implementation of decisional or change strategy permits successive corrections that often lead to successful outcomes. Baumard observes that:

"The resource-based view of the firm acknowledges that idiosyncratic know-how can explain unusual success, but how this is done is often a mystery left to the imagination. Theories of organisation change somehow easily accommodate this black box in human cognition, and leave the mystery for neural and cognitive scientists to struggle with." (op.cit.p.7)

The organisation itself is often drawn as a black box with incoming and outgoing information, an entity that has been devised to process a wide range of inputs so as to deliver specific outputs. It is within this vision of the organisation that senior managers operate. Within the limitations of their bounded rationality and, according to the requirements of the problem at hand, they select a manageable handful of these inputs and outputs so that they can fashion a decision set. Their own input to the decision-making process is minimised. The knowledge is contained within the exterior elements themselves, so knowledge itself is exogenous.

Many senior managers said in interview that they themselves had little to do with the decision making. When the key factors are identified and organised according to a logical grouping, the 'answer arrives by itself' – usually by the process of "common-sense". But the organisation is not a black box whose informational inputs and outputs are identifiable as being part of some system.

Figure 21.1 The organisation as a black box



The firm is not like this at all. It is an entity that interacts with its environment in a social and historical continuity and it is comprised of human entities possessing an imposing range of tacit and explicit skills. Again, it is the human brain itself that receives credit for these abilities, an object itself. As Mace (1974) acknowledged, it is not what is in our brain that is important but where our brain is situated. He notes that we have an awful predilection for the brain, a *“far from innocent desire to turn it into a ‘black box’ that explains all, solves all’*. Barthes (1972) writes about this view in his “Einstein’s Brain” (pp.91-97). What becomes apparent is that a good part of a senior manager’s knowledge is flexible and tacit, as opposed to hard explicit information that could be part of a procedures manual or a theoretical lecture or workshop. This becomes a major debate in this research study. They thought that they possessed a ‘black box’. Crozier and Freidberg also support this social interactionist view. They wrote in 1980 that:

“Contrary to what certain proponents of ‘systems analysis’ seem to believe when they abusively compare organisations to self-regulated ‘organic’ or ‘cybernetic’ systems, neither the integration, the cohesion, nor a fortiori, the endurance of an organisation comes about naturally and automatically.” (p.46)

And furthermore on p. 51:

“... after frequently tortuous detours, they end by rediscovering a well-known conceptual framework, the engineers’ classical rational model, complemented by the liberal contractual model. The two are simply made rather “problematic”, the first thanks to the use of cybernetic systems theory, the second by use of the theory of members’ roles. Despite the contributions of phenomenological analyses, the organisation continues to be regarded as a fact of nature rather than a contingent human construct. The free and inventive character of human behaviour disappears altogether, since it is assumed that the actor accepts all the functional cybernetic constraints of the system when he assumes his role as a member.”

As a concluding comment, it needs to be said that the importing of the ubiquitous, invasive image of the cybernetic model into management theory represents the principal misunderstanding. Put plainly, the fascination and elegance of cybernetic models, to give them their due respect, is because of the prestige of their supposed universality. Crozier and Freiberg (ibid.) write:

“They give the impression of providing a foundation in exact science for an interpretation of human behaviour. Indeed, once one eliminates the contingency of regulatory mechanisms, which is concealed in formulations of the cybernetic model, then everything can be made simple and coherent.” (1980, p.126-27)

Appendix 22 - Operations Research (OR)

This is an excerpt from “Organisational Knowledge, Learning and Memory”, written and presented by Keith Dawes to Corporate Health Services April 2005

Emshoff (1971) notes that systems sciences commenced with a consulting assignment to the military by the Physics Nobel Laureate, Professor P.M.S. Blackett. He was asked by the British army to lead a team of scientists in solving complex operational problems during the time in 1940 when Britain was being ravaged by the *Luftwaffe*. The team was described as the “operational research unit” (ORU). The most pressing problem was how to prevent German attacks on the British mainland. The ORU and the army quickly determined that the relationship between information gained from radar units and the placement of anti-aircraft guns was a key determinant in intercepting the attackers. As the majority of Blackett’s team were science and mathematics trained, the problem solving approach they adopted was the scientific method, which can be summarised as follows:

Table 3.4 Stages followed in the Scientific Method (after Emshoff, 1975)

Stage	<u>Description</u>
Observation	Systematically observe the system whose behaviour must be explained to solve the problem
Construction of a model	Use these specific observations to construct a generalised framework (a model which is consistent with the specific observations and from which consequences of changing the system can be predicted). The process of model construction is inductive; that is, specific observations are used to infer the generalised structure.
Deduction	Use the model to deduce how the system will behave under conditions which have not been observed but could be observed if the changes were made.
Testing	Finally, test the model by constructing an experiment on the actual system to see if the effects of changes predicted using the model actually occur when the changes are made.

This was a new application for the scientific method, which had been a standard practice in the physical and biological sciences. Following the success of this project,

use of the scientific method in military applications (the OR model as it became known), was further developed and implemented in both Britain and the US. This approach was used to determine such military operational problems as the optimum size of ships convoys, estimates of bombing casualties in specific actions, strategies used in locating land mines and planning search patterns for submarines. The general application of OR was impressive, especially as it could be implemented with problems of highly diverse physical properties. This was possible because all of these problems had similar structural properties, such as time, distance, orders of magnitude and causal relationships. The models constructed had a basic template that required simple changes.

An understanding of the structural characteristics of OR is important to this dissertation as they have strongly influenced the assimilation of operations research and the other systems sciences into the management discipline.

They can be summarised as follows:

1. An intuitive link between relevant factors in a military system quickly led to consultative or deductive processes to assist in validating these links. Either someone already knew or independent and independent variables could be readily linked. These characteristics are called “mechanistic” as the model building process used in this approach is similar to building a mechanical system. The process of dissecting the system and identifying the components is quite easy for the analytically-minded (in the logical process of deduction). The process of integrating this information into an accurate abstract model is more difficult but lies readily within the cognitive skills of the intuitively-minded (in the logical process of induction).
2. Emshoff found that Blackett’s efforts on the radar detection problem were typical of the situations where OR models were used; military people already knew which factors affected the likelihood of radar detection of enemy bombers, and they knew how to deploy anti-aircraft guns once an enemy strike was detected. But military personnel did not know how to combine all of the factors in a way that would provide the most effective combined system of radar and anti-aircraft guns. Isolated variables were already known from a single factor analysis of the system’s performance and hence Blackett’s task was to construct a model that explained variable interaction. The identification and measurement of specific variables were important only as a secondary concern to the OR team.

3. With the spread and success of OR, its methods, applications and theoretical developments flourished. Three OR disciplines emerged:
 - Mathematicians worked on providing a concise symbolic language for describing hypotheses about variable interactions
 - Physicists provided a heavy input, drawing on their many years of understanding of scientific method procedures used to develop and test their theories about the physical behaviour of matter
 - Statisticians provided a basis for evaluating the significance of experimental results and clearly influenced the way that system variables were measured as inputs to models.

Systems sciences have been heavily influenced by the use of statistical theory for variable measurement procedures for problem solving. It means that the activities of key elements in a system can be described concisely by means of a probability frequency distribution, that is, a mathematical relationship that describes the range of behaviour that could occur and the likelihood of its occurrence. The resulting characteristics of the model are keenly influenced by the use of probability distributions to describe input data. Inputs lose all character – they become mere generators of statistics, described according to their relation to the limits of probability distribution. Inexplicable random generators of output! This is why the analyst assumes that the behaviour of these elements is both decontextualised and non-purposeful. It can be explained only within the limits of probability distribution but has no meaning or description beyond that level.

4. We can see that this assumption limits the level of control that can be achieved using the model. However, it was appropriate for the military OR teams to take this view because they were used to dealing with this mechanistic way of controlling the input factors and also because the tight military organisation structure made it exceedingly difficult to move away from the original specifications of the system. The research philosophy that underpinned these early military studies was given the term “output-oriented” research. This meant

that the primary aim of the researchers was how to represent interaction among the input variables in the model so that the output would reflect the variability of the “real system”. The input issues were always assumed to have been settled before the research commenced.

The conclusion of WWII did not mean the end of OR. Nations around the world shifted their economic focus from military needs to consumer products. As manufacturers faced the enormous problem of conversion to meet consumer demands it was quite logical that they were so open to OR problem solving methods. By the early 1950's internal OR teams were established to provide solutions to complex production problems. The strategic choice of manufacturing problems that were suitable for OR methodology had much to do with the post-war industrial success. It is clear that this form of organisational thinking was so successful that it was adopted enthusiastically with little opposition.

“Almost without exception, the methods were applied to problems which had structural characteristics very similar to those where success had been achieved in military problems – problems with a mechanistic structure. Inventory control and production-scheduling problems were typical of those in which OR had its initial industrial success.” (Emshoff, 1971, p.13)

Bryant and Pollard (1970) in their study of manpower planning, have recorded the work of the Tavistock team (Hill, Jaques³⁸, Rice and Trist) at the Glacier Metal Company in the early 1950's. This team developed concepts such as 'induction crisis' and the idea of labour turnover as a social process. In this case the problems of task and role definition in a changing situation were of practical concern to management. The theoretical advances that ensued were of great value to the needs of the client and assisted in extending the boundaries of scientific knowledge. Other examples reported in Bryant and Pollard are:

- The development of the log-normal distribution as a mathematical description of the relationship between length of service in an organisation and the likelihood of leaving it
- Studies of wastage and promotion in organisations, and the formulation of these phenomena as renewal processes.

³⁸ The most appropriate reference is Jaques, E. (1967). *Equitable Payment*. Revised Edition. Harmondsworth: Penguin Books.

Other important developments in OR were focussed on the use of mathematics, new frameworks that typified human behaviour, and roles in contemporary organisations. Young & Almond (1961) pioneered work in the use of matrix multiplication models to predict staff requirements under several organisational assumptions. Hesseling (1970) published often on the development of conceptual frameworks for norms, roles and feelings in communication and structure in a large multi-national organisation while Clark and Cherns (1970) focussed on the role that social scientists can take in organisational design.

OR and Behaviour

With these assignments secured, it was only logical that system scientists would further apply their methods to the problems encountered in organisational behaviour. The main behaviours of interest to industrial profit-making companies are the behaviours of their customers and potential customers. Proctor and Gamble, the consumer goods manufacturers and packagers, were amongst the first to apply OR models to the analysis of consumer behaviour. Systems models for analysis of marketing began to appear in professional journals in the late 1950's, but real enthusiasm for began in the early 1960's. Systems sciences were successful in producing models that solved problems for aggregates of people, in ways that may well have been totally mechanistic. The examples provided on the previous page are for entire populations, and instantiations are available purely as deviations from the mean. Problems of identifying and measuring actual behavioural factors were not encountered, and furthermore, most people believed that only minimal modifications would be required to apply these OR methods to problems where the emphasis was specifically on behaviour. In 1964, John Lawrence commented,

"The number of papers, either from the behavioural side carrying conviction as operational research studies or from operational research convincingly modelling human behaviour, was small, perhaps nil" (Emery, 1970, p. ix).

Emery (1970) lamented:

*"Both the social sciences and OR are so immature that it is easy to mistake temporary characteristics and biases for abiding and necessary tendencies. It may be, for example, that a *mélange* of OR and social science in solving a personnel problem goes down well at present just because the organisational*

decision-makers are themselves a *mélange* of engineers-cum-managers and personnel men with classics backgrounds” (p. 2).

He went on to write that practical success by individuals is much more likely due to their personal winning ways than to the success of any coherent and cogent theoretical advance. He thought that it would appear too risky to leave the growth of collaboration between the two disciplinary areas to the pressures of the environment or the whims of the individual.

Appendix 23 - Assessment and Development Centres

This is an excerpt from “Assessment and Development Centres”, a paper delivered as part of the Psychological Testing in Organisations workshop written and presented by Keith Dawes in 23-24 May 2002 for the Centre for Continuing Education, University of Sydney. It has been adapted to this research project by the researcher.

The present study had its beginnings during the years of assessing and assisting a range of managers through working as a facilitator, an integration instructor and trained assessor in more than fifty assessment and development centres during the early 1990's in Sydney. These were invaluable in providing practical experience in actual management selection and management development. This experience was paralleled by working as a recruitment assessment contractor with the global firm Deloitte Touche Ross (later Deloitte Touche Tohmatsu). It was closely augmented by teaching Leadership Development Programs with the same managers assessed in these development centres on competencies deemed important to the host organisation. There was always something missed by the objective assessments found in these centres. The missing element became apparent during late night sessions with the managers in the “leisure hours” that followed the days’ official proceedings. As will be seen, this missing element has become the subject of this study.

Assessment and development centres comprise an approach to performance management that focuses specifically on the behaviours of individuals in a dedicated setting, rather than observing and analysing individuals as they behave in the workplace. These centres differ from other forms of performance evaluation as they examine what a person does in a simulation of their work areas. In this respect they are not regarded as a “work trial”. Work trials examine actual work³⁹. These job simulations are of situations that are likely to be found in the normal duties of the person being assessed. Role-players are

³⁹ Centres ask people to perform the sort of activities that they would carry out in the job, the work sample gets people to perform “hands-on simulations of part or all of the job that must be performed by applicants.” (Schmidt and Hunter, 1998)

rehearsed to take part in some simulations, such as subordinate counselling simulations, whereas it is usual for the participants to work together in team simulations. Performance is assessed against the qualities that the organisation agrees are necessary for the competent performance of the job. These qualities are termed “competencies” and competencies are defined according to the areas they reflect. Furthermore, each competency is characterised according to a set of behaviours, each of which is measurable according to “publicly” expressed actions. The form of measurement has been termed “behavioural analysis”, as it relies only on observable actions. Trained observers (“assessors”) make the observations and evaluations. There are schedules and structures built into the organisation such that each trained observer looks at each competency twice and each individual is assessed by more than one observer. Observers can be participants as well, but only in the case of development centres.

The objective of each type of centre is to find out how well a person can or might do a job.

“The logic is straightforward. If the objective is to find out people’s competence to perform a job, the surest route is to capture the essence of the job in a set of simulations. People’s performance at the simulations should be indicative of their behaviour in the job itself. Development and assessment centres therefore focus squarely upon behaviour” (Woodruffe, 2000, pp. 2-3)

The difference between an assessment centre and a development centre is largely based on the purpose of each. An assessment centre is more likely to have as its aim the selection of individuals for such organisational development processes as selection into an organisation or promotion into a more senior position. The purpose of the assessment centre is to make decisions about people. Development centres are an organisational learning experience, where the outcomes are directed solely towards the individual development of the participant as a manager. There are winners and losers in assessment centres. On the other hand there are usually always win-win outcomes for all after a development centre, even though many a participant undergoes a significant challenge to his or her self-image.

Woodruffe (2000) takes as an example the work of a head teacher. Simulations are likely to include the main components of a head teacher's job, "... such as a meeting with a parent, preparing the school budget and meeting with other head teachers in the neighbourhood" (p.1). When it comes to assessing a range of managers, who may have differing professional and industrial roles, yet all work at the same level within an organisation, the range of simulations becomes more generic, but still encapsulate the types of roles that one would expect from all managers within that organisation. For example in the NSW Department of Health Senior Executive Service (SES) Development Centres, simulations such as a counselling interview with a subordinate, a planning meeting with senior managers, developing a budget for a fictitious hospital unit and leading a small team in analysing and implementing a routine (yet complex) task were employed. For the Sydney Water SES, a project exercise that required ecological and engineering tasks – the purchase and development of an island for the purpose of tourism - were included. NSW Police Service Senior Manager candidates had to develop a "local support" taskforce for their LAC (Local Area Command) while those seeking appointment as Regional Managers for Westpac were given the task of providing a motivational course for their Area Staff. For a Registered Club, the simulations were a job interview, a cautionary interview for a Bar Staff member who had committed the unpardonable sin of recycling alcoholic drinks, and having to prepare a response to the Board on the advisability of purchasing a block of land for the Club's expansion. A key simulation in the Avco Finance assessment centre was to develop a marketing plan for a new suburban Branch.

The claim made for assessment and development centres is that they provide factual evidence that is accurate and objective. This is important as decisions are made about individuals that can have far-reaching consequences in terms of career progression and both personal and managerial development. Nonetheless, they are still based on judgments which can be wrong, or influenced by perceptual errors (such as the halo effect⁴⁰), or at a base level, active competition between the assessor and the participant.

⁴⁰ One negative perception might lead to an overall negative assessment; one positive perception might lead to an overall positive assessment.

Other forms of evidence, other than from simulations, are often incorporated into the centres' information gathering. Pre-workshop questionnaires, 360° reports, psychometric assessments for personality and critical ability and specific written essays are often included as evidence for assessment. All centres then:

- Aim to give accurate information about the participants' current or potential competence for a target job or for a job level.
- The strategic objective of making this assessment of competence is to ensure that the organisation has the human resources it needs through a combination of selection and development.
- Use a range of assessment techniques so that the fullest and clearest indication of competence is achieved.

There is a set of generalisations that distinguishes assessment and development centres from other forms of selection and development.

These are found in Figure 23.1

Figure 23.1 Generalised assessment and development centre procedures

Participants in the centres are observed by a team of assessors. These are “live” assessments. The assessor is observing and recording, in the same room, the expressions of the participant and writing an actual transcript of what each targeted participant says. It is usual to have one assessor assigned to two participants for each simulation. In total, each participant is usually assessed by three assessors. It is usual to train participants to be assessors in development centres. In contrast to *in vivo* methods, the simulated behaviour is recorded, generally by a technician. It is then that participants are taught to assess both their own performances and those of their peers using the ORCE (Observe, Record, Code, Evaluate) protocol.

The assessment is a combination of methods that include a battery of simulations that portray the key elements of the job under consideration. This usually requires half a day to one and a half days, depending on the economic, structural or importance of the assessment to the client organisation. When development centres use both self and peer assessment a full day is required to teach the behavioural assessment procedure, and initial assessment attempts generally continue well into the evening. To emphasise contiguity, feedback on assessment centre performance is usually given within a short time frame, often the next day. This means that assessors often work late into the evening as well. An assessment centre generally requires no more than two days. A development centre can be of one week’s duration, depending again on the specifications of the client organisation.

All the information from the assessment techniques is brought together. This is usually done on a whiteboard under the Competency headings. In assessment centres, assessors are asked to comment on their ratings, and where necessary, justify their ratings.

The competencies themselves are the behavioural dimensions that underpin the assessment process. Russell⁴¹ (1985) has identified two classes of competency, those that describe problem-solving behaviours and those that describe interpersonal skills. Problem solving behaviours include such competencies as analysis, business acumen and strategic planning while interpersonal skills cover sensitivity to others, and self-confidence. It is a classical task-focus versus people-focus dichotomy. These interpersonal skills are currently referred to as aspects of emotional intelligence (Goleman, 1998)

A final generalisation is that several individuals participate in a centre together. The literature suggests six as an effective number but we have always used ten as a number. This is sound from the point of view of our resources and reduces costs for the client organisation. Smaller groups can be run in parallel in batches. This makes group exercises feasible, reduces the unit cost of the centre, and makes it more pleasant for the individual participants as they can share their thoughts and feelings as a form of ongoing debriefing in what can often be a personally stressful experience.

⁴¹ Russell, C.J. (1985) ‘Individual decision processes in an assessment centre’. *Journal of Applied Psychology*, Vol. 70, No 4, 737-746

Assessment and development centres have a high degree of flexibility in that they can be designed to suit the needs of the client. Client representatives need to work collaboratively with assessment centre technology consultants to ensure that the whole centre is designed to fulfil the aims of its purpose. The author has always found that participants learning the behavioural analysis technique find that it is highly empowering for them, since they learn to observe carefully behaviours that they need to exhibit back in the workplace if they are to “appear” to be effective senior managers. This behavioural approach has brought new confidence to these managers as they work on areas that they had previously privately assumed that they knew well.