

**‘AN EXAMINED LIFE –
A TOOL FOR LEADING CHANGE’**

**A project submitted to Middlesex University in
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Chris Simons
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EXECUTIVE SUMMARY

As part of my work as a development consultant and therapist working with senior executives, the aim of this study is to ascertain whether the personal attitudes of senior executives who are successful at leading change impact on change within their organisations through their leadership style and behaviour. In addition, the project is to assess what are the personal qualities that contribute towards their own feelings of positivity towards change. I have sought to examine the personality profiles of 'successful' executives to look at attitude formation and development within their own psyche with regard to change through a qualitative in-depth case study approach. I worked with eleven successful senior leaders of change from the public, private and not-for-profit sectors. One of the objectives of the project was to theorise whether interventions may be made to assist senior people who are less successful at leading change to examine their own attitudes and self-concept in order to influence their resulting behaviour and hence improve their leadership performance.

Ethnographic and auto-ethnographic methodologies were used with reflexive and inductive ways of researching. I carried out approximately six to eight hours of semi-structured one-to-one interviews with each of my participants and the group met together on one occasion. To analyse the data, word tables were produced which correlated through cross-case synthesis.

The main correlation from the personality profiles showed that all the participants were very 'driven' in order to achieve excellence. Their motivators were mainly intrinsic and tended to derive from their backgrounds in childhood which were mostly either deprived of parental emotional affirmation, where in some way and at some point in participants' formative years, families were dysfunctional or striving to 'better themselves' from a practical perspective. Interesting aspects emerged relating to Attachment Theory, together with influences from participants' background class, education routes and role models.

The main conclusion to be drawn from the project, and agreed by participants, is that a high degree of self-knowledge is essential for successful leadership. Recommendation is made that senior executives who are not particularly self-aware may, if they were prepared to accept it, benefit from development in which they examine their self-concept in an attempt to understand how past experiences influence and impact on their present attitudes and behaviour. This could then present an opportunity for them to recognise where attitudes resulting from past experiences are still affecting their present lives and perhaps to bring such experiences to conscious thought in order to deal with them and move on. It is considered that this greater self-knowledge and perhaps greater self-acceptance would benefit them through the prevention of any of their own negative issues influencing their behaviour as leaders of change. One way of enabling such a development process may be through individual coaching where the coach has an understanding of how past experience impacts on present (and future) behaviour.

It has been recommended by my participants that I continue with this research post-doctorally and I am particularly keen to explore in more depth the relationship between Attachment Theory and successful leadership.

...a random selection of quotes from wise people met on this journey which have caused me to stop and think...

'An unexamined life is a life not worth living'

Socrates

'We can't fix the problems today with the same thinking that created them in the first place'

Einstein

'Know thyself' may be a maxim from ancient Greece, but it still holds true today'

Alison Hardingham, 'People Management' 2004

'We are products of our past but we do not have to be prisoners of it'

Anon

'I think we ought to know ourselves; I don't suppose we ever do. But I think we ought to have a go'

Ruth Rendell, South Bank Show ITV3 13.2.05

'Indians understood and used fire. Settlers didn't and feared it'

Anon

'You can't teach people to be good leaders, but you can help them to look at things differently'

Amy Barrow, Daily Telegraph 12.2.05

'Actions are often dictated not by a sense of purpose but by a need to please'

Anon

'To truly know ourselves we must know the motives that drive us'

Rev John Stott

'Everything alters me, nothing changes me...Life is aspiration, respiration and inspiration'

Salvador Dali

'Profound self-examination must surely offer unique insights into the leadership issues of self-motivating organisations'

Paul Robertson

'Satisfying relationships can only be built on honesty and total acceptance'

Anon

'Change is a vehicle for enabling direction, it is not an end state'

'Peter', a case study participant

'Effective mentors model the future because they are willing to invent it, design it and insist on it. As for change, they see change as an asset for getting the job done, not a cause for undue anxiety'

F M Hudson (1999:256)

'You only make mistakes if you're really trying'

J Readman

'If you haven't got that drive in your soul, if you're not driven, then you can't have it put into you'

'Keith' a case study participant

CHAPTER 1 - Introduction

1.1 Background to my work

In order to set the project in context, this section outlines the background to my own knowledge, skills and experience. As Managing Director of Growth Through Training (GTT) Ltd since I founded the organisation in 1985, I have had an opportunity to work with a wide range of organisations of all sizes in the public, private and non-for-profit sectors. GTT Ltd is a human resource management consultancy specialising in organisational and people development.

I have, both academically and experientially, come to the point of undertaking a doctorate based on my own observations, activities and research through the opportunities my work has provided, particularly in the area of organisational development and change, and I now wish to build on the experience I have had as a psychotherapist working in organisations, particularly at strategic level. Over a period of more than twenty years, I have carried out a variety of projects including consultancy research, implementation and evaluation of organisational development and change action in organisations of all sizes ranging from 5 to 15,000 staff. Much of this work has been through my role as an Investors in People assessor and consultant adviser (see Appendix V), looking at organisational development and effective people management, and through my lecturing, broadcasting and writing of textbooks looking at behaviour and communications at work.

My approach to most of my organisational consultancy has been to carry out a diagnostic research project through methods such as questionnaires, interviews on-site with staff of all grades, observation in offices and on the shop floor, attendance at meetings, training sessions, conferences and seminars, and theoretical research within the organisation's records, business plans and so on. I have then analysed and processed the data and prepared a report for the Managing Director (or equivalent), outlining my findings and recommendations. Such contracts have generally led to my collaborating with a senior project team in setting up action plans in order to

address any issues and working with them to implement the actions, reviewing progress and evaluating the impact of them on business strategy and performance. During the course of my consultancy, I have worked closely with top management (Chief executives, Managing Directors, Director Generals in the public sector, Governing bodies and Principals in schools and colleges, Management Committees in the voluntary sector, Generals, Vice-Admirals *et al* in the military sector of the Ministry of Defence, Ministers and Members of Parliament) helping them with strategic planning and organisational change.

An example of my work is my consultancy for Nationwide Building Society (15,000 staff), for whom I have provided consultancy since 1993 and which is ongoing. At the end of the 1990s, the organisation asked me to write and implement a training programme to train a team of 'internal assessors' to carry out health checks to monitor the organisation's progress against the Investor in People Standard between the actual three year external recognition reviews. I trained about twenty of these people who then carried out internal 'mini-assessments' across the whole Nationwide Group. I headed up the internal team and we produced reports identifying good practice together with areas for development. Nationwide were so pleased with the results of this initiative that they approached Investors in People UK (the guardians of the Standard) and asked whether this method could be used for 'real' reviews. (The benefits of in-house staff carrying out such reviews are immense, not least that they help to embed the processes required to meet the Standard into the fabric and culture of the organisation by actually working in the organisation themselves.) Investors in People UK has now introduced the system of using 'internal reviewers' for 'real' assessment reviews, with each organisational team being headed up by an external managing assessor (who makes the final judgement as to whether the organisation meets the Standard). There are now hundreds of internal reviewers throughout the country – particularly in organisations such as the Ministry of Defence – and indeed their numbers now outweigh those of actual external practitioners. Internal reviewers have to undertake a rigorous training programme (based on that which I originally

designed for Nationwide) and be deemed competent against the same competency standards as those for external practitioners.

As a further example of my work, I was contracted into the Home Office Immigration and Nationality Directorate (IND) between 1997 and 2004 to carry out diagnostic research for their Investors in People journey. I was also involved in business strategy consultancy and designed and ran a number of management development programmes, training somewhere around 1500 managers. In addition, I tutored a Management Certificate programme accredited by Nottingham Business School. I also worked in the central Home Office. Throughout this period I worked closely with the Director General and Deputy Director General.

The major thrust of my work is management development, particularly behavioural aspects, and I have worked for some thirty years, both in writing and delivering bespoke programmes for individual organisations ranging from just a few management staff to many thousands, and in delivering Management Certificate and Diploma programmes, together with MBAs accredited by organisations such as Henley Management College, Financial Times Knowledge, Nottingham Business School and the British Institute of Management. For some years I taught on the Chartered Institute of Personnel and Development graduate programme in the area of employee development. Recently, I have become more involved in leadership development, particularly in executive coaching.

In addition to actual development programmes, I have also designed, developed and implemented processes and systems such as 360° feedback, performance management, appraisals, training needs analysis, evaluation of learning and so on. I have written five textbooks, the most recent being 'Effective communication for managers' published by Cassell in 1997 which was endorsed by the Institute of Supervisory Management.

1.2 The background to this project

During the course of my work, I have acquired an in-depth knowledge of organisations in all sectors, including business strategy, organisational cultures, the implementation and evaluation of change, systems and processes and so on, as well as with the development of people. It has become apparent to me that some directors and senior managers are progressive in their thinking, encourage progress and are excited by a culture which moves forward and embraces change, while at the other end of the continuum leaders seem to be resistant to progress and bring a negative viewpoint which appears to cascade down through their management line. The experiences I have had and the knowledge and skills gained during my years of working as a management consultant and trainer in behavioural matters have led me to undertake this work-based doctorate in order to consider these issues further. This is particularly with a view to contributing to current thinking on change management, investigating why some senior people are more successful at leading change than others, so that those who are less successful at leading change may find a useful tool for improving their skills. I believe that research into the area of senior managers' own psychology with regard to their views on the leadership of change could prove of value to the business world. I feel that to focus on patterns and feelings (including introjects from the past) could lead to an understanding of how these impact on senior executives' current leadership behaviour, both towards business strategy of change and taking people through into acceptance of change.

I have become aware through my work that those organisations which are the most successful at implementing change are highly influenced from the top leader/s. There is a slight irony here in that change seems to be most successfully implemented where the top person enables and works alongside his or her team rather than purely leading the change from the top. When I first considered undertaking this project, it seemed to me that these successful executives tended to be people of vision, enthusiasm, transparency and honesty, with good communication skills and a seemingly well developed sense of Self. On the other hand, where organisations are less successful at

implementing change and cultures encompass fear and blame, with poor consultation and communication, I have noted that executives do not appear to have effective leadership skills and tend to have a more ‘driving’ style of management (which would seem to bear out McGregor’s ‘theory x and theory y’ (McGregor,1966) – see Appendix IV - concerning motivation of staff), not necessarily presenting good role models for line managers. This, of course, is a simplistic comparison: black and white without allowing for shades of grey. One cannot say that all successful leaders are necessarily ‘theory y’ managers. I am reminded of one General in the Army who was cited by one of my case study participants as an extremely difficult man to work for, but who achieved massive cultural change by a fairly extreme ‘theory x’ style of management. (However, I would suggest that within a culture of the forces this may have worked whereas in other sectors staff may not have been prepared to accept such leadership.)

I suspected that senior people who are less successful at leading change may be those whose own attitudes towards change are less positive and they therefore tend to display characteristics which do not encourage the people they lead to look forward with vision. It appeared, therefore, that in order to enhance leadership of organisational change, it could be beneficial for people in senior positions to examine their attitudes towards change in order to become more self-aware, perhaps bringing negative introjects from their past to conscious thought in order to deal with them, or at least being aware of why they behave as they do, and hence bring more positive personal processes to underpin their leadership behaviour within their organisations.

I was therefore interested in exploring the psychological profiles of successful executive directors and chief executives, primarily of large organisations in the public, private and not-for-profit sectors.

In the public sector in recent years there has been a government push towards ‘modernisation’ within the Civil Service, mainly based on the management of people (with the inclusion of the Investors in People Standard as a catalyst or framework

towards achieving this). Where Director Generals and Deputy Director Generals have taken ownership of modernisation and have themselves been prepared to take a positive approach towards change, including ownership, accountability and the willingness to lead cultural change, there has often been dramatic progress. For example, within a Ministry of Defence Agency which I recently assessed for Investors in People the organisation has turned around from a failing one, with low morale, deadlines unmet, low output from the workforce and so on, to what is now an exemplar company, with very high morale among staff at all grades, an atmosphere of 'lively buzz', a sense of 'ownership' of targets and deadlines, objectives met and so on. This turnaround has happened within a space of a few years and appears to be largely due to the current Chief Executive who was put into post to 'rescue' a failing organisation and has done so through his excellent leadership style and interaction with his workforce which has motivated and encouraged staff to accept change and hence organisational progress.

I have, on the other hand, worked with public sector organisations where cultural change towards modernisation is very slow indeed, if change is happening at all. One hesitates to pre-judge the issue by saying that this is, even partly, as a result of the relevant Director General's own attitude towards change, but my experience is that there has been a marked lack of enthusiasm and ownership at that level and this attitude seems to have permeated to staff of all grades.

Likewise, within the private sector, there are instances where organisations are constantly living with and assimilating change and progress, and others which are virtually stagnating and hence declining. Again, one can observe attitudes at strategic level and wonder whether there is a correlation between very senior management attitudes and behaviour and the resulting progress, or lack of it, towards cultural development.

Another way of looking at this issue is that, as the Investors in People Standard maintains, it is 'top management' who need to be committed to good people

management practice and organisational development, and without such commitment the organisation will be unlikely to produce optimum output from its people and hence fail to achieve optimum organisational performance. A recent survey by R3 (Association of Business Recovery Professionals) has shown that 'most company insolvencies are a direct result of ineffective management at senior level' (Simpson, 2005:5). There are, of course, a large number of variables which affect cultural and organisational change, not least systems and processes. The scope of this project, however, concentrated on the psychological processes and attitudes to change which underpin the leadership behaviour of successful executive managers.

I have been privileged to have access to some very senior people within all sectors who have been prepared to help me with this doctoral research. Indeed, my project stakeholders are themselves those from public and private sector organisations of high integrity.

The resulting 'product' from this research project is to be an article or series of articles which outline my findings and conclusions, which I am hoping to have published in relevant journals covering topics such as leadership development. Such journals will be those taken by senior executives as well as journals relevant to academia.

In the articles I shall be seeking to make a professional contribution to current management thinking concerning leadership of change by top executives as outlined above. It would be gratifying to think that the professional impact of these articles may result in senior people re-thinking their own attitudes towards change, how these were acquired, and how self-reflection influences their behaviour in their organisation. Indeed, this thinking led to my own assumptions at the beginning of my research and resulted in the processes described in the following chapters.

CHAPTER 2 – What did I seek to do?

Aims and objectives of the project

2.1 Aim of the project

The aim of the project was to make a contribution to current practice in the leadership of change by:

- ascertaining whether senior executives' personal attitudes towards change have impacted on change within their organisations through their leadership style and behaviour and if so, to assess what are the personal qualities that contribute towards their own feelings of positivity towards change;
- examining the personality profiles of 'successful' executives to look at attitude formation and development within their own psyche with regard to change.

There was a need at the beginning of the Project to define what I meant by 'successful'. In terms of this research project the benchmark I took was those senior executives who have made a major impact on moving change forward within their organisation, or those who have, by their own charisma and leadership style, influenced the cascade through line management to achieve positive change. A justification for this approach is given in Chapter four, page 66-67.)

2.2 Assumptions leading to the project

I initially questioned whether I should propose an hypothesis for my project, because I felt it may constrain the project and prevent flexibility and creative flow. Dalton, as described in *Research Methods for Managers* (Gill & Johnson 2002:128) stated that he did not formulate an hypothesis at the outset of his research because 'it was considered that what was relevant in forming an hypothesis was unclear until the

situation was well known and, further, that an hypothesis could prove restrictive'. Rather, he proceeded by hunches, some of which were dropped and others followed as knowledge increased.' I initially agreed with this thinking, and indeed in following a qualitative research methodology an hypothesis as such was not pertinent. However, having become immersed in a somewhat unwieldy project proposal and wondering quite how to focus it, I suddenly had an illuminating moment which enabled me to focus the direction in which I want to go, and thus I produced the following working 'hunch' (to use Dalton's term), which I used as a type of benchmark, although not as a constraint – and indeed was to later question it fairly rigorously as will be seen in later chapters:

That successful executive directors and chief executives deal well with organisational change because of positive personal experiences in the past, whereas those who are less successful have painful personal experiences of change which have not been dealt with.

2.3 Objectives and main research questions for the project

The following objectives were taken throughout the project exactly as planned and did not change:

- To review participants' own attitudes towards change and build up a profile of traits or characteristics which underpin positive behaviour in leading change
- To examine the psychological background to these attitudes
- To seek explanations of how these personality patterns were first acquired
- To look for any correlation between these patterns and participants' choice of career, organisation and sector
- To analyse how executive directors' and chief executives' own attitudes to change have impacted on their management and leadership style and thus influence those who report to them *et al*

- To examine whether these senior managers have been prepared and/or able to change their personal attitudes and patterns towards change.
- To theorise what intervention might be needed to effect this change in those who are not so successful at leading change.

The latter objective was very important in that it epitomised the aim of my research to influence current practice in the leadership of change, and probably provided the central focus of the whole project.

CHAPTER 3 – What do others say about this subject?

Background literature and other material to support the need for the project

In this chapter, I have sought to outline some of the thinking in published material concerning:

- the need for the project
- what ‘leadership’ means and the various elements and features of it
- the knowledge, skills and personal qualities required by leaders

There have been numerous books, journal articles, media presentations and research results published on the subject of the leadership of change, many offered by eminent experts in the field (some of which I have used in carrying out research for this project). However, there does not appear to have been very much investigative research carried out into the psychological background or personality profiles of successful leaders of change. In this chapter, I cite some of the publications I have read in order to prepare for the project, together with pertinent parts of publications which have led me to concentrate on specific areas of the work as my research has progressed. I also cite publications and reports which would seem to suggest that there is a need to continue with improving the leadership of organisations in order to achieve a greater degree of competence within the field of transformational leadership.

3.1 Why the need for this project?

When I began this study it was to investigate successful leaders of change rather than successful leaders per se. However, it became apparent as the work progressed – and this was enhanced by the strength of feeling on the matter from my case study participants – that the two are synonymous: a successful leader of change is a

successful leader and vice versa. (This was particularly emphasised at the group meeting of my participants, see Chapter six).

The following paragraphs represent a small random sample of recent work carried out on the ineffectiveness of leadership in the UK, particularly in terms of leading change. Much of this ineffectiveness seems to stem from the behaviour of senior leaders and the lack of inspiration, vision and motivation of people they are leading, both managers and staff. Hence, it would appear that any investigation which encourages senior leaders to address their attitudes and behaviour must be useful in improving current leadership trends.

The DTI Report issued by the Chartered Management Institute 'Inspired Leadership: Insights into people who inspire exceptional performance' in 2004 found that 93 per cent of middle managers want their leaders to inspire fun and excitement at work, but only one third said this actually happened. The survey was carried out among 668 managers from both public and private sectors. 62 per cent said their managing director or CEO was 'out of touch' with how staff feel and nine out of ten respondents said their boss did not trust them. The Report states (p7): 'Ultimately people are still looking for something different and better in organisational leadership'.

Persaud, writing in *People Management* (2005:8): 'The CIPD's 2005 *Training and Development Survey* found that 65 per cent of respondents believe that there is a shortage of effective leaders in the UK'.

The 2005 Leadership Forecast, a survey conducted by HR consultancy DDI and supported by the CIPD, found that 'only a third (36 per cent) of UK leaders have confidence that their current leadership can make the organisation successful over the next five years, compared with more than half of global leaders (53 per cent).' A major finding of this survey was that only 21 per cent of UK organisations fill their

leadership positions internally compared with 37 per cent globally, suggesting that there is a major lack of leadership development taking place in the UK.

The article by Derek Simpson in the Institute of Leadership and Management journal, *The Centre* (2005:5) cites on page 7: 'Recent surveys by R3 (Association of Business Recovery Professionals) have shown that most company insolvencies are a direct result of ineffective management at senior level...If the CEO is unaware of an emerging problem the situation can reach catastrophic proportions'.

Higgs and Rowland (2003) found that 'While there is a growing need for change in organisations it is widely asserted that up to seventy per cent of change initiatives fail'. They go on to quote Buchanan *et al* (1999) who assert that 'the root cause of many change problems is leadership behaviour'.

There have been a number of theses written on the subject of the impact of leadership on organisations. Cannon (2004) investigated the relationship between leadership and organisational climate and determined that 'leadership had a greater impact than organisation culture on work climate, with implications for leadership effectiveness and training'. Sandbakken, in his DBA thesis with Henley Management College (2004) examined the relationship between leadership practices and organisational performance in a Norwegian context. His findings 'confirmed the proposed positive relationship between transformational leadership practices and organisational performance. Transformational leadership explained approximately 50% of the variance in organisational performance in this study, thus confirming 'leadership matters''.

3.2 What do we mean by leadership?

In order to discuss a project which may improve the qualities of leaders, it is perhaps first necessary to discuss what is meant by leadership.

For many years, people have offered a plethora of ideas for defining the word 'leadership' and, perhaps particularly, the difference between leadership and management. It is not my purpose to extend the discussion around the difference between management and leadership to any great extent. However, a limited number of observations are to be made from the literature I have accessed in order to put the matter into perspective. I consider it pertinent to consider this in some degree for this study because, as I have developed my thinking since I began this project some three years ago and the subject areas on which I have focused in my conclusions have evolved, it has become apparent that I could not completely opt out of this argument altogether since management has to be acknowledged to be a *part* of leadership.

Dulewicz and Higgs (2003:4) observe 'Organisations and researchers have been obsessed over the last four decades with leadership and attempts to deconstruct the phenomenon into a universal set of measures...However, many argue that the plethora of studies have failed to provide a consistent view of what constitutes effective leadership'.

Anderson and Ackerman-Anderson state (2001:182): 'While *managers* look internally to the organisation, (down and in), *leaders* also look outside of the boundaries of the organisation (up and out). Leaders are primarily responsible for creating clear strategic direction for the future of the organisation.' (Italics in the original)

Kotter (1996:25) describes management as 'a set of processes that can keep a complicated system of people and technology running smoothly. The most important aspects of management include planning, budgeting, organizing, staffing, controlling, and problem solving. Leadership is a set of processes that creates organisations in the first place or adapts them to significantly changing circumstances. Leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen despite the obstacles.'

Both Kotter and Anderson and Ackerman-Anderson agree that leadership is a complex, sometimes fearful business. Kotter (p25): 'Because we are talking about multiple steps and multiple projects, the end result is often complex, dynamic, messy and scary. At the beginning, those who attempt to create major change with simple, linear, analytical processes almost always fail...because he or she has been taught to manage but not to lead.' Anderson and Ackerman-Anderson, describe how a person moves in their own self-development on evolving from a manager to a successful change leader (p186): 'from managing and controlling a single linear change process to facilitating multiple, multi-dimensional, and interdependent change processes, all as one complex effort'. Hatch *et al* (2005:3) state: 'Unfortunately for business leaders, change often feeds fear...innovators may be feared precisely because people are afraid that the chaos they unleash will negate all the benefits of order and the security it brings.' Dulewicz and Higgs (2003:4) remark: 'It is also evident that the drivers of interest in leadership are clearly associated with change and complexity in the business and organisational environment'.

Kotter (p26) proposes that the difference between management and leadership is crucial in discussing successful change leadership: 'successful transformation is 70 to 90 per cent leadership and only 10 to 30 per cent management. Yet for historical reasons, many organisations today don't have much leadership. And almost everyone thinks about the problem here as one of *managing* change.' He goes on to discuss organisational cultures which he considers to be 'overmanaged' and 'underled' (p29-30): 'The combination of cultures that resist change and managers who have not been taught how to create change is lethal...Employees in large, older firms often have difficulty getting a transformation process started because of the lack of leadership coupled with arrogance, insularity and bureaucracy...Only leadership can blast through the many sources of corporate inertia. Only leadership can motivate the actions needed to alter behaviour in any significant way. Only leadership can get change to stick by anchoring it in the very culture of an organisation.'

Peltier (2001:217): 'Leaders do one more thing that is not typically associated with the management function: They think. They reflect, they synthesize, they develop and use their imagination...Managers have no time to think...They don't have much time and they are not paid to take time. Leaders are paid to reflect.'

3.3 The features of leadership

Most authors agree that there are a number of component parts to leadership and as this study has progressed I have become more and more interested in what can perhaps be described as the 'non-managerial' aspects of leadership.

Hatch *et al* (2005:2-3) in their excellent book concerning the aesthetics of business leadership, emphasize the 'humanistic aspect of leadership' and 'the importance for society of using virtue as a criterion for judging business leaders'. They describe three component parts as the 'faces' of leadership: 'Manager', 'Artist' and 'Priest'. They define the 'Managerial face' as 'technical management...what business leaders try to achieve when they introduce order into a chaotic world'. The 'Artistic face' is the part of the leader which unleashes creative forces and which leads to innovation, invention, challenge, and opportunities for change which chaos brings. The role of the 'Priest' described by Hatch *et al* symbolises 'the deep values and beliefs that nourish organisational cultures in order to make their members comfortable with change'. This is the face which inspires, supports, comforts, releases the creative spark in others and reassures others who are fearful in the face of change. The following table is provided by kind permission of the authors:

The three faces of leadership: manager, artist, priest

	Manager	Artist	Priest
Common description	Disciplines	Curious	Empathic
Core competences	Rational	Independent	Ethical
	Organizing	Creating	Inspiring
Helps others develop their	Controlling	Provoking	Comforting
	Skill	Imagination	Faith
Psychic domain	Intellect	Emotions	Soul
Type of vision	Strategic	Artistic(sensory)	Transcendent (metaphysical)
Source of power and influence	Expertise	Originality	Purity
Heroic ideal	Decision-maker	Innovator	Saviour

Table 1

Source: Hatch *et al* (2005:4) reprinted by kind permission of Blackwell Publishing Ltd

Anderson and Ackerman-Anderson (2001:188-9), similarly to Hatch *et al*, cite three component parts of leadership which they call ‘domains’: *Knowing* (‘what conscious leaders need to be aware of, know and understand’, *Doing* (‘puts the competencies of the conscious change leader into action’ and *Being* (‘the foundation of transformation and, therefore, central to the development of conscious transformational change leaders.’) They state: (p190) that the ‘being’ component, when fully engaged, is witnessed in people who are clear about what they are committed to and why; express their emotions without damaging others; and align what they *know* with what they *do* in effective ways. People who attend to their internal dynamics of being tend to be better listeners and have the ability to be fully ‘present’ with others. They can more readily access their intuition, out-of-the-box thinking, and their proven expertise – and bring all of this to bear on a situation.’

The authors describe how a person moves from the ‘Industrial Mindset’ (ie a manager) to the ‘Emerging Mindset’ in order to become a *conscious* change leader; in other words, to become self-aware of all three domains. They point out that the ‘being arena’ is ‘new for many leaders...and can carry both excitement and fear’ (p190). ‘Clearly, most leaders are more comfortable with the knowledge and action buckets, not only in leading transformation, but in the other aspects of their personal

and professional lives as well. *Knowing* and *doing* are more controllable, familiar, and measurable.’

Anderson and Ackerman-Anderson also speak about four domains of human experience: physical, emotional, mental and spiritual. (p67) ‘*Physical* reality is the domain in which tangible forms or structures exist. *Emotional* reality is the world of qualitative feelings. *Mental* reality consists of thoughts, judgements, assumptions, and beliefs. *Spiritual* reality is the domain of meaning, purpose, and connectedness to the whole of life.’ Anderson and Ackerman-Anderson purport that the physical domain is external reality, while emotional, mental and spiritual domains are part of the internal world.

Because my interests lie particularly in the areas which Hatch *et al* define as the ‘artist’ and the ‘priest’, I carried out further literature research into these ‘humanistic’ aspects of leadership, particularly in view of the lack of inspiration, vision and the encouragement of creativity mentioned in recent surveys cited at 3.1 above.

3.3.1 The need for the leader to enable creativity

Brain (1992) maintains that ‘creativity is the birthright of every human being’ and asks: ‘Where does our creativity come from and why is it that we sometimes feel blocked and frustrated – unable to live and work as creatively as we would like?’ Jensen and Meckling (1994) state: ‘...individuals are resourceful, evaluative maximizers. They respond creatively to the opportunities the environment presents...They care about not only money, but about almost everything – respect, honor, power, love and the welfare of others. The challenge for our society, and for all organisations in it, is to establish rules of the game that tap and direct human energy in ways that increase rather than reduce the effective use of our scarce resources.’ Kotter (1996:30) also speaks of the need for creativity in successful organisational transformation, while Anderson and Ackerman-Anderson (2001)

constantly speak of the need for creativity as a necessary part of successful leadership.

As Brain says (1992): ‘If you don’t make a stepping stone, you make a stumbling block...creativity is infusing something with meaning.’ She goes on to describe Winnicott’s analogy (1971:106-108) of the child which needs to ‘make a mess’ in order to create a ‘transitional object’ – which I would define as any thing or any person that the child can accept in place of the mother (for example, a comfort blanket) in order to make a transition from being with the mother to being without the mother. Brain compares this with the need to ‘make a mess’ (or in other words ‘chaos’) in creative leadership – to allow time to experiment and ‘stir the mess’ for it to marinate before taking action to order, harmonize, integrate and shape the result. This analogy may well be applied to creative leadership: the ‘artist’s face’ of leadership, as Hatch *et al* would call it.

In their paper ‘Leading Change in the Public Sector: Making the Difference’ (2003:5) Charlesworth *et al* conclude ‘The lack of creativity and innovation perceived within top teams and line managers is compounded by the low ratings given to leading innovation as a desirable skill in public sector leaders (only 20 per cent of managers included innovation as important’. They recommend (p7) ‘Rewards for creativity and innovation need to be developed, particularly where managers have been stifled by public sector structures and regulations’.

3.3.2 The leader as ‘priest’

As described above, Hatch *et al* (2005) see the aspect of leadership which nurtures as the face of the ‘priest’: reassuring people fearful of change, providing support and comfort, inspiring change. The behaviour of the leader in this role is based on deep cultural values and beliefs.

Anderson and Ackerman-Anderson (2001:189) speak in a similar vein to the ‘Priest’ aspect of leadership as a ‘Way of Being’ which they define as ‘the aggregate expression of one’s mindset, emotions, and behaviour’. They describes *mindset* as including ‘fundamental assumptions, core beliefs, attitudes, and values’ and *behaviour* as including ‘leadership style and personality characteristics’. The authors state (p190): ‘As an integrated whole, they become a person’s way of being. They shape how one expresses himself or herself and how one impacts others...Everyone has ways of being. As a descriptor of internal reality, it just may need to be tailored to fit cultural norms and orientations. Words such as leadership style, ways of relating to others, attitudes, human reactions, emotional expression, and behaviour may be helpful.’

As my research project has developed, I have become more and more interested in the aspects of leadership pertaining to this internal world of the individual, including emotional, mental and spiritual dimensions. From the work with my case study participants it became apparent that these successful leaders all had a highly developed sense of creative and spiritual awareness and I will be focusing on this aspect in my findings (Chapter six).

3.4 The Capabilities (skills, knowledge, behaviour) and Competencies required of change leaders

The Investors in People model ‘Leadership and Management’ encourages organisations to define what they mean by the ‘capabilities’ (that is, knowledge, skills and behaviour) required of their leaders and managers within the context of their organisational culture and the aims and objectives they are trying to achieve. Many organisations have not done this, yet try to determine whether their leaders and managers are ‘effective’. How can this be done if there is nothing to measure effectiveness against?

Higgs and Rowland (2001) state: 'The literature on Change Management and Change Leadership recognises the significance of change as a core aspect of business which is enduring rather than transient...However, relatively little research has been conducted into the competencies required for effective Change Leadership, and even less about how these competencies might be developed'.

Moss Kanter (2003:59-67) argues that whereas early studies of 'trait and type' theorists suggest that qualities which leaders need to possess are innate and personality is a key factor ('in other words, leaders are born not made'), behaviourists would argue that such qualities and competences 'can be developed through experience and training'. He describes how the 'prescriptiveness of behavioural theories has led to the emergence of contingency theories' suggesting that a person responds to the demands of the situation s/he is facing – that the person, in order to be successful needs to adjust their behaviour to suit the situation of the time. Kanter uses the term 'Turnaround Leaders' and says they 'must move people towards respect because when colleagues respect one another's abilities, they are more likely to collaborate in shaping a better future'. Primarily, Kanter sees turnaround leaders as sharing the task of restoring confidence through empowerment – 'replacing denial with dialogue, blame with respect and isolation with collaboration. In short', says Kanter 'each leader has to lead a psychological turnaround'.

Dulewicz and Herbert (1996), carrying out a seven year follow-up study on general management competencies and personality for Henley Management College, gave eight characteristics which differentiated high-fliers, including 'willingness to take risks, an exceptional ability to manage and motivate staff, a need to achieve really demanding targets and a fierce competitive streak'.

Anderson and Ackerman-Anderson (2001:185) describe the seven core competencies required by change leaders as the ability to:

- ‘create change strategy that integrates people, process and content needs, including how to change mindset and culture to support new business directions
- use process thinking to design and facilitate the change as a fullstream process
- model and promote the Emerging Mindset and way of being to the organisation
- ensure that the change is aligned and integrated with all interdependent systems and processes
- catalyse people’s commitment and highest contribution to the change
- create and sustain conditions for success for the change, especially the continuous generation of new information
- build organisational capacity for ongoing change and self-renewal’

Examples of often poorly practised leadership skills might include:

3.4.1 The ability to handle complexity

Higgs and Rowland (2000:47), having explored the question ‘What approach to change management is likely to be the most effective in today’s business environment?’ conclude: ‘...approaches to change which fail to take account of complexity are unlikely to be successful in any change context’. They stress the importance of ‘the interaction between the change approach and the change context’ – and cite what Depew and Weber (1995) refer to as ‘sensitivity to initial conditions’. Their study found evidence that ‘certain combinations of leadership behaviours appear more effective than others in change situations’.

3.4.2 The ability to handle risk

The courage to allow chaos to reign and to bring sense and order out of it requires a leader to be prepared and able to take risks: a key factor which came up in my own research. Cultural boundaries are obviously a factor here and some business sectors are more dynamic and susceptible than others in this respect. However, Julie Griffiths (2005:37) perhaps surprisingly in one who was responsible for keeping

London safe from terrorist attacks, quotes Sir John Stevens who ‘insists that risk is essential if organisations are to make progress and deliver services. Without it, a leader cannot expect people to follow nor take the responsibility required and, ultimately, a culture cannot be changed’. Sir John quotes Jawaharlal Nehru, the first prime minister of independent India who led the country through a particularly turbulent time of change: ‘The policy of being too cautious is the greatest risk of all’.

Sahar Hashemi (in *The Edge* February 2005:12): ‘...some bosses feel threatened by staff thinking beyond their role and try to stifle it...most people are full of dreams – good leaders harness that. My motto to managers is leap and the net will appear.’ (The concept of ‘safety nets’ or ‘cushions’ in relation to risk was one which came up time and again during my discussions with my case study participants – see Chapter six.)

3.4.3 The ability to handle poor performance

In my own management consultancy work, one of the most frequent issues I have to address is the lack of ability to handle poor performance. Sometimes this is because it is time consuming, making a lot of paperwork and time spent in meetings, sometimes it is because managers have not been trained how to do it and are fearful of falling foul of the law; more often than not, however, it is because people are ‘too nice’. In my experience, if anything tends to happen at all, the offender is moved to another department, either sideways or – as seems to happen quite frequently – promoted upwards!

Pickard and Pollock (2005:44-45) report on a group of Sisters who belong to a religious order. ‘Kindness and friendship lie at the heart of their culture and they see the order as a happy family. The problem arises when someone behaves in a way that is unintentionally upsetting, or makes a tactless comment or questionable decision. In such a situation, the Sisters, on the whole, don’t like to say anything. It is not unknown in other circles for people to tiptoe around each other. But in a religious

order...the assertiveness needed to tackle each other's weaknesses is perhaps an even rarer commodity.' The current Mother Provincial states: 'Our challenge is how we can marry our charism [their 'vision'] with good management...because we have a strong sense of belonging to each other, we found it difficult to challenge one another'. Following some development work, however, she added 'we have seen challenging each other as a positive rather than negative value. We have changed our approach in our monthly team meetings so that we challenge during the meeting, rather than leaving it until the end...before, it would have been an area we probably would have avoided.'

As in this religious order, so often in business. My own experience has shown that certain sectors and domains are better at this poorly practised leadership skill than others, perhaps because it is sometimes easier to 'lose' poor performers when it is a large sector or organisation!

We need to recognize that as well as motivating, coaching, enabling and all the other nurturing properties that are undoubtedly required from a successful leader, the role also demands the ability to be tough. 'Leaders also need to expose those who are not doing their job properly', says Sir John Stevens. 'It's tough love...You must give praise where it is due but don't, for heaven's sake, give it where it's not due.' Hence the need for leaders to be able to give constructive feedback – regularly and appropriately.

3.5 What do people want from their leaders? The personality and qualities of leadership

'The quality of leadership, more than any other single factor, determines the success or failure of an organisation.' So said Fiedler and Chermers (1974).

Peltier excellently describes the personality style of leaders (2001:216): 'Leaders tend to be restless as a personality style. They love change and hate mundane, repetitive

work. They like to use their imagination and they trust their own intuition. They enjoy being alone and like to reflect on things. They are comfortable with risk and understand its role and importance. They tend to be competitive by nature, and this translates into a desire to be ‘the best’, to be on top of the heap.’ This description was strongly reflected in my participant group.

Dulewicz and Higgs (2003:4) emphasise the importance of organisations being able to ‘identify, select and develop leaders capable of meeting the challenges...of change and complexity in the business and organisational environment’. They state: ‘A core issue, for some time, has been whether or not leadership should focus on personality or behaviours. This, in turn, has implications in terms of strategies for developing leadership capabilities’.

The same authors reported the results of a leadership and teamwork research project during the BT Global Challenge round the world yacht race (2002), with the aim of exploring ‘the relationship between the personality factors of skippers and crew, team dynamics and overall race results’. Their approach was to collect questionnaires completed at the start of the race which provided data on personality factors, competencies, motivation and emotional intelligence. ‘Crews also completed a questionnaire measuring elements of team dynamics at the end of each leg.’ Of the main outcomes, the Dulewicz and Higgs concluded that ‘leadership which produces successful outcomes requires the development of the so-called ‘soft skills’ (eg Interpersonal Sensitivity)’.

The string quartet leader, Paul Robertson, writing on the subject of leadership (2005:36-38) states: ‘Although born with a dominant personality, my views on leadership were shaped by my father’s left-wing leanings so he associated leadership with exploitation’. He goes on to describe how his first lesson, on joining an orchestra as a lead violinist and finding the conductor ‘flashy and shallow’, was that ‘integrity was an absolute requirement of leadership’. Lesson number two was ‘in order to be respected as well as loved, a real leader must be at least a competent

manager. Nothing can be hidden from instrumentalists who spend their lives interpreting the emotional gesture and competence of their leaders.’ Robertson goes on to describe how one conductor had said to him ‘Never, never under any circumstances will I ever stoop to using that appalling symbol of power and repression, a baton. Just two weeks later he was wielding a baton. Even then he took pains to tell me how ‘this was only because otherwise the musicians at the back can’t see me’. Intelligent, capable and riddled by self-doubt, he went on to become one of the most successful and, in some players’ judgment, one of the most destructive conductors of the modern era’. From this story, Robertson learned his third lesson: ‘the lust for power...could not be an honorable leadership path for me’.

Robertson concluded that as ‘a dominant only child and natural leader...*profound self-examination must surely offer unique insights into the leadership issues of self-motivating organisations*’ (my italics).

He goes on: ‘...no matter how excellent the aspiration, leaders who were always ‘right’ created strife and made situations in which everyone else was polarized as ‘wrong’. This complex but vital leadership lesson was of particular difficulty for leaders who tended, as I did, towards autocratic direction’. And further: ‘One member of the [string] quartet was a good manager but incapable of spontaneous leadership...[he] was capable of initiating the musical flow but could not sustain the level of self-esteem for leadership.’

I have quoted Robertson at some length because I feel he explains the qualities required (and not required!) of leaders so well and although his subject is leadership of musical groups rather than organisations, the analogy is obvious. (My own experience as an ex-professional musician also enables me to sympathise and identify with Paul Robertson’s feelings about some conductors! In my experience, those who got the most out of their players were those who enabled rather than dominated.) My final quote from Robertson sums up what for me is the epitome of good leadership of teams or groups: ‘Real families are full of sibling rivalry and tension as well as

love...For me, leadership was an essential part of human life but that did not mean that the 'leader' was also necessarily 'predator' or autocrat.' He cites 'those great musical moments, when leader and group become one in performance' – again an obvious analogy with organisational leadership of successful change.

Further thinking on the qualities and characteristics required by leaders is provided in a report by Horne and Stedman Jones (2004) based partly on interviews with ten established leaders from a range of backgrounds, the key characteristics which leaders should ideally possess were identified as:

- 'inspiration'
- 'strategic thinking'
- 'forward-looking'
- 'honesty'
- 'fair-mindedness'
- 'courage'
- 'supportiveness'
- 'knowledge'

The DTI report (2004:5) found that 'the leadership qualities desired by the 'followers' surveyed also reflect the view of both exceptional leaders and the findings from best practice case studies':

- 'Genuine shared vision'
- 'Real confidence and trust in their teams'
- 'Respect for employees and customers'
- 'Commitment to developing people'
- 'Clear standards of ethics and integrity'
- 'Willingness to take risks'

The Chartered Institute of Management report 'The Business Energy Survey' 2004:9) asked managers for one recommendation they would give their chief executive to make their organisation a better place to work. Of the 1588 respondents, the following recurrent themes were identified (which I quote in full):

- 'Communicate and listen'
 - 'Be open and honest with staff at all times; do not be selective in giving information'
 - 'Listen to what staff have to say, rather than think you need to provide all the answers'
 - 'Get out to grass roots level and understand the feelings of frontline staff. Make yourself more approachable and interact with all staff, not just senior officers'
- 'Plan resources to meet change'
 - 'Have a sense of realism about the quantity and effect of change as it relates to people who deliver the core business'
 - 'Match the pace of change more realistically to the resources available to deliver change'
 - Reassess the too many initiatives being introduced; these are not properly co-ordinated and some are in conflict with each other'
- 'Address the workload'
 - 'Don't overwork and rely so much on those who can and will'
 - 'Keep meetings shorter and think more with regard to the hours we work'
 - 'Be more flexible to the number of hours people spend at their desk. It is possible to do your job well without being in the office long hours'

- ‘Review recognition and reward policies’
 - ‘Recognise people and place a higher value on their pay and conditions. Stop being so mean, as this is causing high turnover and difficulty in attracting new staff’.

Kets de Vries, writing in the *European Management Journal* (1996:486) states: ‘Effective leadership is considered a determining factor in creating high performance organisations. In making this happen, leaders take on two roles: a charismatic and an architectural one. Envisioning, empowering and energizing are characteristics of the charismatic role. In the architectural role the leader plays the role of organisational designer putting into place appropriate structures and systems’.

In the following sections I will be looking in more detail at some of the prime qualities demanded of successful leaders:

3.5.1 The inspirational leader

Jane Pickard, reporting in *People Management* (24 February 2005:35) cites Jonathan Austin, a company proprietor, who commissioned research from the University of Plymouth: ‘Plymouth surveyed 136 companies and identified the eight key factors people felt were important about their workplaces’. Inspirational leadership came top of the list. In my own work, people have often referred to successful leaders as ‘inspiring’ and I can see in my case study participants how they have inspired people to follow them. Largely, this seems to me to be about having vision, displaying enthusiasm, valuing and believing in staff, and in giving people encouragement and feedback, thus motivating them and spurring them on. In Chapter six, I discuss this subject and point out that while some participants are gregariously inspirational with zeal and flourish, others are quietly so, but all display a nurturing and caring leadership style which inspires their staff and helps them to value and believe in themselves.

Horne and Stedman Jones (2004), reporting on their project ‘Leadership, the challenge for all?’ commented that ‘most leaders seem to lack the most commonly desired characteristic of leadership: inspiration. While 55 per cent of managers identified this as one of the three most important leadership characteristics, only 11 per cent said that they experienced it in reality. They were more likely to describe current leaders as knowledgeable (39 per cent) and ambitious (38 per cent).’

The DTI Report (2004:3) speaks of ‘a significant Inspiration Gap in the leadership across UK organisations’. The Chartered Institute of Management report ‘The Business Energy Survey’ (2004:7) comments: ‘Almost one third of managers claimed that their CEO says their organisation should change, but does not support people to do this...Those at the top are perceived as poor communicators who do not inspire or encourage change...’

The lead violinist Paul Robertson (2005:38) states: ‘The inspirational leader thinks and feels not only for himself but also for those he leads’.

3.5.2 The visionary

One of the main aspects of the leadership role which was agreed by all my participants and is high on the list in most textbooks on the subject of leadership is the leader as a visionary. Sir John Stevens, former Police Commissioner of the Met, in a report by Griffiths (2005:36) states: ‘Good leaders are people who can see things with vision and who have integrity’.

Anderson and Ackerman-Anderson (2001:184) describe ‘visioning’ as providing ‘clear and common direction, as well as motivation for change. While leaders always give more attention than managers to motivating and inspiring people, visioning makes the role even more distinct.’

The Chartered Management Institute report 'The Business Energy Survey' (2004:7) states: 'Less than half of managers (48 per cent) felt that their managing director or chief executive had a clear vision and communicated this to all employees'.

Kets de Vries (1996:487) writes about the leadership qualities of three individuals who have been successful at leading change: Richard Branson of Virgin, Jack Welch, chairman and CEO of General Electric and Percy Barnevik who successfully combined a major Swedish engineering group with a Swiss competitor. De Vries outlines how these three men differ fundamentally in their leadership style: 'Richard Branson is a *builder*...Jack Welch is the high priest of business process...a highly regarded *transformer of organisations*...Percy Barnevik...is seen as a highly effective *integrator*. (Italics in the original.) De Vries goes on to say how each of the three were dissatisfied with how organisations are traditionally run and were motivated to experiment with making the organisations effective. He speaks of how each developed a vision of where they wanted their organisation in the future and how their beliefs and values are an integral part of their vision, 'motivating them to spread their message with passion and conviction'.

3.5.3 The enabler and motivator

As discussed above, the ability to enable followers to be creative and thus if necessary produce chaos in order to move forward and progress is something which many have put forward as the difference between a leader and a manager. Whereas the manager will continually try to *prevent* chaos and keep order, the leader will see the value in enabling and empowering people to put forward ideas and make decisions, at the same time providing support and coaching and mentoring along the way. This often means that chaos has to ensue but the leader *encourages* this but then brings order out of the chaos. Anderson and Ackerman-Anderson (2001:186) speak of need for leaders 'to support chaos and disruption as healthy stepping stones to an unknown but necessary future'.

Sandbakken (2004), writing of his findings from a research project into leadership practices and organisational performance in a Norwegian context, states: 'Enabling others to Act was found to be the relatively the most important practice when explaining organisational performance'. (He also found that 'Encouraging the Heart' was an important factor, which is a lovely way of portraying the 'priest' face of the leader.) The Chartered Institute of Management Report 'The Business Energy Survey' (2004:9) concludes: 'UK organisations need to move away from bureaucratic and reactive management styles and involve their staff in decision making'.

Whereas managers who are terrified of creativity and 'new-ness' spend their time stifling new ideas in order to retain order and the *status quo*, leaders encourage and inspire new ideas, progressive thought and look for new and better ways, not to change things for changes sake, but to move forward and progress rather than stay and stagnate. Enabling people to make decisions and take responsibility for implementing them at a level appropriate to their role often engenders a sense of pride. Sir John Stevens (2005:37) said that his job at the beginning of his role as Head of the Met 'was to change the attitude of dispirited staff by allowing officers to feel pride in the job and in themselves. 'That's necessary. When you see high morale, you see high performance.'" The DTI Report (2004:7) states: 'Followers will respond to leaders who let them know what they do is important and that it makes a difference'. This sense of pride and awareness of contribution brings us back to motivational issues such as self-esteem and self-actualization mentioned in earlier chapters.

Kets de Vries (1996:487) in the study outlined above asks what makes Richard Branson, Jack Welch and Percy Barnevik different from many other executives. His answer is that 'First, and most importantly, all three are adamant about releasing the creative energy at *all levels* of their organisation' (italics in the original) and he goes on to describe how these men have re-structured their organisations to inspire people wherever they happen to be positioned in the organisation.

The purpose of the Investors in People Standard (Appendix V) is to optimise people's performance in order to optimise business performance. This is achieved, not only by providing people with the relevant skills and knowledge to do their job, but by inspiring and motivating them to want to put such skills and knowledge into practice. 'Ready, willing and able' are the order of the day, with perhaps the most emphasis on the 'willing'; one can give people all the training in the world but unless they *want* to transfer new learning to their workplace, then the investment has been in vain.

Motivation often takes place through role models. Indeed, this is a topic I examined with my own case study participants and in Chapter six it will be seen that role models had a major influence on many of them, particularly where they had not found the ideal role models in their own parents. It was not only business role models who were to play a major part in their lives, but also people such as family members, teachers, church leaders *et al.* People look to their leaders for credibility: 'They are looking for someone who's been out and done it on their own', says Sir John Stevens. Sahar Hashemi, a London-born lawyer, co-founded the Coffee Republic chain of cafés with her brother in 1995. They left the business at its peak in 2001 since when it has declined (the article by Rupert Steiner in *The Edge* (February 2005:11-14) cites this decline as a classic example of managers replacing entrepreneurs). Hashemi advocates the need for more aspirational role models, 'especially female' and says 'everyone needs to be empowered to think and act like an entrepreneur and become an agent of change...An effective leader will employ an entrepreneur's passion and drive to engage and carry staff towards the same vision...Every person can be passionate and creative. Good leaders need to galvanise this.'

The Chartered Management Institute report 'The Business Energy Survey' (2004:6) states: 'One of the key determinants of job satisfaction is the quality of the relationship between an employee and their line manager, and this is largely determined by managerial styles. Yet many employees feel there is a negative management style operating in their organisation, with most crying out for open and receptive management but not getting it.'

3.5.4 Loyalty and integrity

As a person who began in the lower ranks of the police force, Sir John Stevens (2005:37) says he is very aware of the need for loyalty and support from leaders and learned successful leadership as much ‘from bullying bosses’ as those who treated him with respect. I have highlighted loyalty and integrity as particularly valuable aspects of leadership because they figured highly in the responses from my case study participants as their perception of qualities they would place at the top of their ‘list’ when citing what were to them the most important characteristics of leadership. They described how such loyalty encourages people to follow their leader through times of change, even when they do not necessarily understand why the change is happening and where it is leading. The fact that people follow where the leader takes them is, according to my participants, absolutely essential, and dependent largely on their integrity and credibility.

3.5.5 Coach and mentor

Katie Hope, in her article ‘Leading Edge’ In People Management (16 June 2005:16) points out that in the US ‘55 per cent of leaders have had a mentor or coach to help them in their careers, compared with 41 per cent of UK leaders. Veronica Harris, head of training and development at the Victoria and Albert Museum, in the same article, says: ‘In Britain, we still value expert knowledge more than people and communication skills and expect those promoted for their expertise to assume the role of leader with little input and support’. She sees coaching and mentoring as ways of combating this. Managers and staff at the V&A have the opportunity to join a coaching and mentoring scheme, and managers have the opportunity to be trained to mentor or coach. In my own experience, coaching has come much more to the fore in recent years and I will be discussing this more fully in Chapter six. Over the time I have been involved in leadership and management development – some thirty years – the trend has been to move from taught leadership courses and accredited

programmes (such as MBAs, for example) towards a more small group or one-to-one mentoring/coaching developmental programme, often carried out on-the-job.

3.6 Self-awareness and self-knowledge

I recently heard someone quote John Stott: ‘To truly know ourselves we must know the motives that drive us’. A major aspect of this study is to determine whether, given the opportunities to explore their own attitudes and thinking around change would enable leaders to be better at it. Because this aspect of my research is the main thrust of the aim of the study, I dwelt on the literature search in much greater depth than other aspects, and the content and detail of this section reflects that.

Alison Hardingham, writing in *People Management* (12 August 2004:48), says: ‘we are unlikely to be able to motivate ourselves unless we know about how we operate...Perhaps only the most creative, talented and quirky of individuals, who survive by doing what comes naturally, are better off without self-awareness’. She goes on to describe two kinds of self-awareness: that which ‘enables us to plan in advance and ensure our weaknesses do not compromise our work’, and that which ‘concerns being conscious of our responses in the moment’ Of the former, she says: ‘We can develop this kind of self-awareness through getting plenty of feedback, and through diagnostic tools such as the Myers-Briggs Type Indicator. Feedback gives us information about how we affect others, and the psychometrics help to identify our characteristic behaviours and responses.’ Of the latter, Hardingham states that one ‘who is self-aware in this sense knows...when he or she is full of energy, or lacklustre, and is aware of his or her feelings at the moment they occur’. She also describes a kind of self-awareness which is at a deeper level still: ‘This is the self-awareness that means self-acceptance. It is about knowing not just what we are, but our own good reasons for being the way we are. It is not about complacency, but about being realistic, honest and comfortable in our skin...We can develop this deepest level of self-awareness through coaching, through a personal exploration of

our own history and beliefs, and through working with colleagues who know us well, tell us the truth, and value us for who we are.’

Aitken (2004) carried out research looking at the relationships between Personal Values, Leadership Behaviour and Team Functioning and focused on ‘the re-emergence of values as important phenomena in organisational leadership’. Further, Trevor Waldock (2005:50) speaks of the need for an ‘internal compass’: ‘Good leaders understand themselves and know where they are going’. He questions whether a person can lead others if they are not sure where they are going themselves. The ‘internal compass’ to which he refers comprises a core set of values and beliefs – ‘a clear personal mission, vision, values and goals that set the direction’ [for every decision we make].

Money (2001) in a doctoral thesis researching ‘Relationship intimacy as a moderator of commitment and trust in individual-organisation relationships’ concluded that ‘intimacy is an important moderator of the link between the antecedents of both commitment and trust in long term individual-organisation relationships’.

I have indicated above that one of the key qualities demanded of a leader is trustworthiness. Waldock (2005:50) sees ‘the basis of all interpersonal trust’ as trustworthiness and posits this as one of two key reasons for an ‘internal compass’. ‘If people do not sense that what you say equates to how you act, they will not be inclined to trust you.’

The second reason for such a compass is that, according to Waldock (2005:50): ‘leaders will not lead an organisation to discern its guiding values and behaviour, let alone perform them, unless they are truly value-driven themselves...Outstanding leaders have the capability to discern, verbalise and above all embody a core set of values.’

In my own book (Simons and Naylor-Stables 1997:24) I outline how long-term behaviour can only be the overt expression of a covert, inner set of attitudes, values, beliefs, feelings, thoughts and so on, for if behaviour is *not* based on a person's *real* 'Self' it will be, at best, short-term and not long before the person reverts to 'type'. (Personality 'trait and type' theorists such as Allport, Cattell, Eysenck *et al* would maintain that a number of traits, or characteristics, make up a 'type' of personality, and that traits are based on this same set of values, feelings, beliefs and so on.) Therefore, for a person to behave appropriately in a leadership situation, the behaviour has to be based on a core set of beliefs and values which are integrated and genuine. Behaviour which is not 'genuine' may initially be perceived as acceptable, but people will soon become aware that it is false and lose respect for someone whose integrity and credibility is not sound. (McGregor's theory 'x' managers (Appendix IV), the bullying, driving, inappropriately autocratic type of leader may fall into this category.) I have already offered in this Report a significant number of quotes from leaders who emphasise that successful leadership must be based on respect, integrity, trust and other similar values.

Waldock: 'values are the things you hold most dear in life, the things that give your life meaning and purpose – they are about the essence of who you are. Identifying and honouring your values animates your life, connects you with yourself and makes you sparkle.'

3.7 Attitudes, values and beliefs

Although I have left this particular sub-section to the end of this chapter, it is perhaps the most important to the work of this project because attitudes, values and beliefs, among other things, are what make a person who s/he is. They are what make up the personality profile of that person – and it is that which I am interested in exploring in order to find out about the attitudes towards change of my successful case study participant leaders. In order to consider the issues of attitudes, values and beliefs, it is perhaps first necessary to look at some of the psychological background theories and

approaches. From this we can then move on to analyse data resulting from the case study research and hence determine findings, draw conclusions and make recommendations.

If behaviour is the overt expression of attitude, then attitude comes from what Rogers (1967) refers to as the 'Self': an organised pattern of perceptions, feelings, attitudes, values which an individual makes entirely his own. It is notoriously difficult to change attitude – indeed some would say attitudes cannot be changed, although I would not personally go along with this view. However, there is a requirement on the part of the individual to *want* to change and even then it is often extremely difficult. The DTI Report (2004:7) comments: '...it is easier to change behaviour by changing processes and systems in an organisation than it is to change peoples' attitudes.' Yet, unless one's attitudes are congruent with one's behaviour, the integrity and long-termism of such behaviour is unlikely to be maintained.

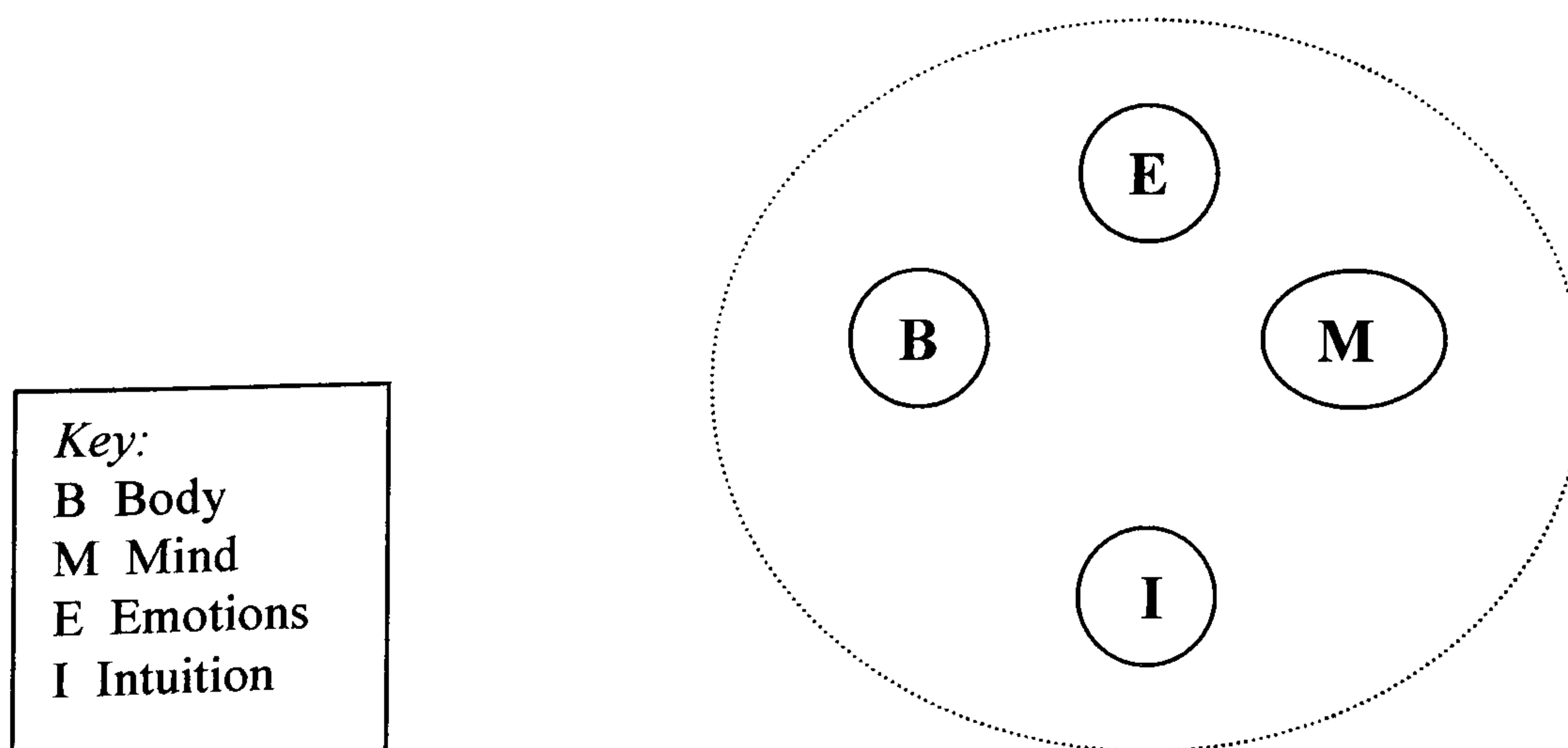
Rogers maintains that the 'Self' is the central component of the total experience of the individual and comprises two parts: the 'Self' – that which one perceives oneself to be, and the 'Ideal Self' – that which one would aspire to becoming (similar to Maslow's Self-actualization peak). Rogers looks for congruence between the 'Self' and the 'Ideal Self' in order for the complete 'Organism' to be functioning normally. He maintains that where there is a large discrepancy or incongruence between the 'Self' and the 'Ideal Self' the 'Organism' is likely to be maladjusted. This is a similar idea to that of Freud who posited the classifications of the mind as a balance or scale: the 'Id' - the hedonistic, pleasure seeking 'I' - on the one side, the 'Super-Ego' - the conscience or self critical factor, or 'the introjected parental authority' as Appignanesi and Zarate call it (1992:159) - on the other side, with the two being held in balance by the 'Ego' (Freud's term for the 'Self'). In simplistic terms, Freud said that at times of crisis or stress the 'Ego' state may become damaged and the balance upset between the 'Id' and the 'Super-Ego'. This would obviously reflect on the person's behaviour.

Jung talked about the ‘Self’ as ‘that to be found in the mirror of one’s soul; the centre of the total personality; the image of our own inner Truth; the harmony of our interior world; the part of one that ‘knows’ even when one doesn’t know they know’ (Brain:1992). She quotes Jung (1967:417): ‘The Self is not only the centre but also the whole circumference which embraces both consciousness and unconsciousness; it is the centre of this totality, just as the ego is the centre of the conscious mind. The Self is our life’s goal, for it is the completest expression of that fateful combination we call individuality.’

Hatch *et al* concentrate particularly on the mythical aspects of the spiritual dimension of leadership. Brain (1992) states that both Freud and Jung use myths and symbols to approach the unconscious mind – what she calls a ‘treasure house in which are the seeds of creativity including the weeds and brambles’. This study is not an appropriate vehicle to discuss what Jung refers to as the ‘collective unconscious’: a powerhouse of myths and hidden images, but as with Hatch *et al*, Brain maintains that one needs to be aware of these things in order to find the ‘Self’ – the individuation which allows one to become a whole, integrated and separate being.

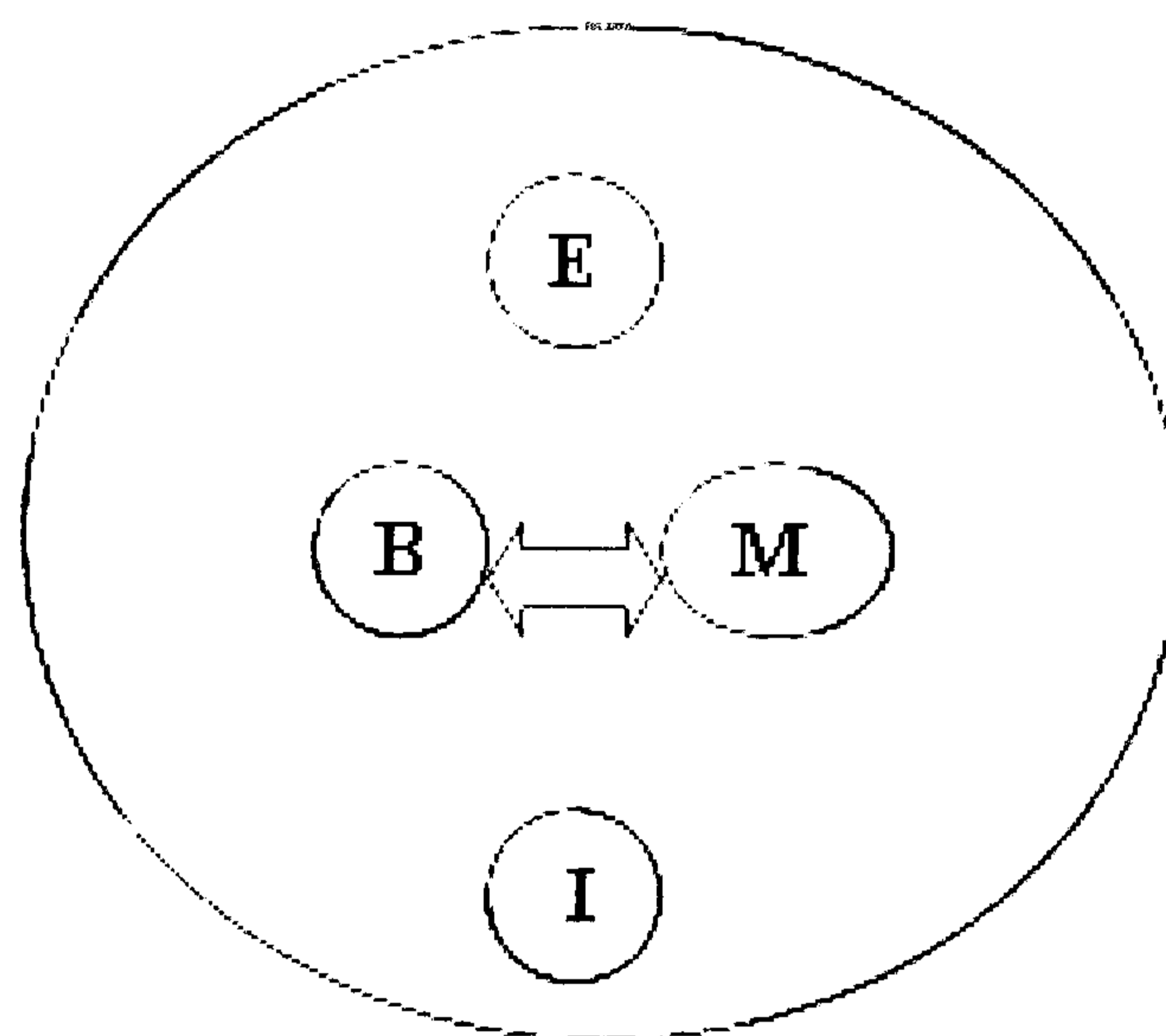
Brain explains Jung’s description of an infant who has no developed sense of awareness, with the four separate ‘islands’ of awareness: Intuition, **B**ody, **E**motions and **M**ind, ‘floating’ within the fragile and permeable outer shell of the ‘organism’. This can be expressed in the following diagram (note the lack of solidity in the outer shell):

Fig 1 Infancy - four separate islands of awareness



Similarly to Freud, however, at adulthood Jung says there are, within what has become a fairly rigid (protective and defended) outer shell through learned behaviour, two elements: **Mind** and **Body**, which are held in balance by a sense of ‘Self’ or ‘Ego’ (the double-ended arrow in the following diagram). The **Emotions** and **Intuition** remain within the adult shell but these are not always integrated with **Mind** and **Body** too well. The following figure represents this state diagrammatically, showing an integrated **Mind** and **Body**, but lacking integration of **Emotions** and **Intuition**. The outer shell is solid to represent rigidity.

Fig 2 Adulthood – integrated Mind and Body, but lacking integration of Emotion and Intuition




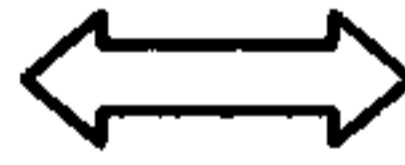
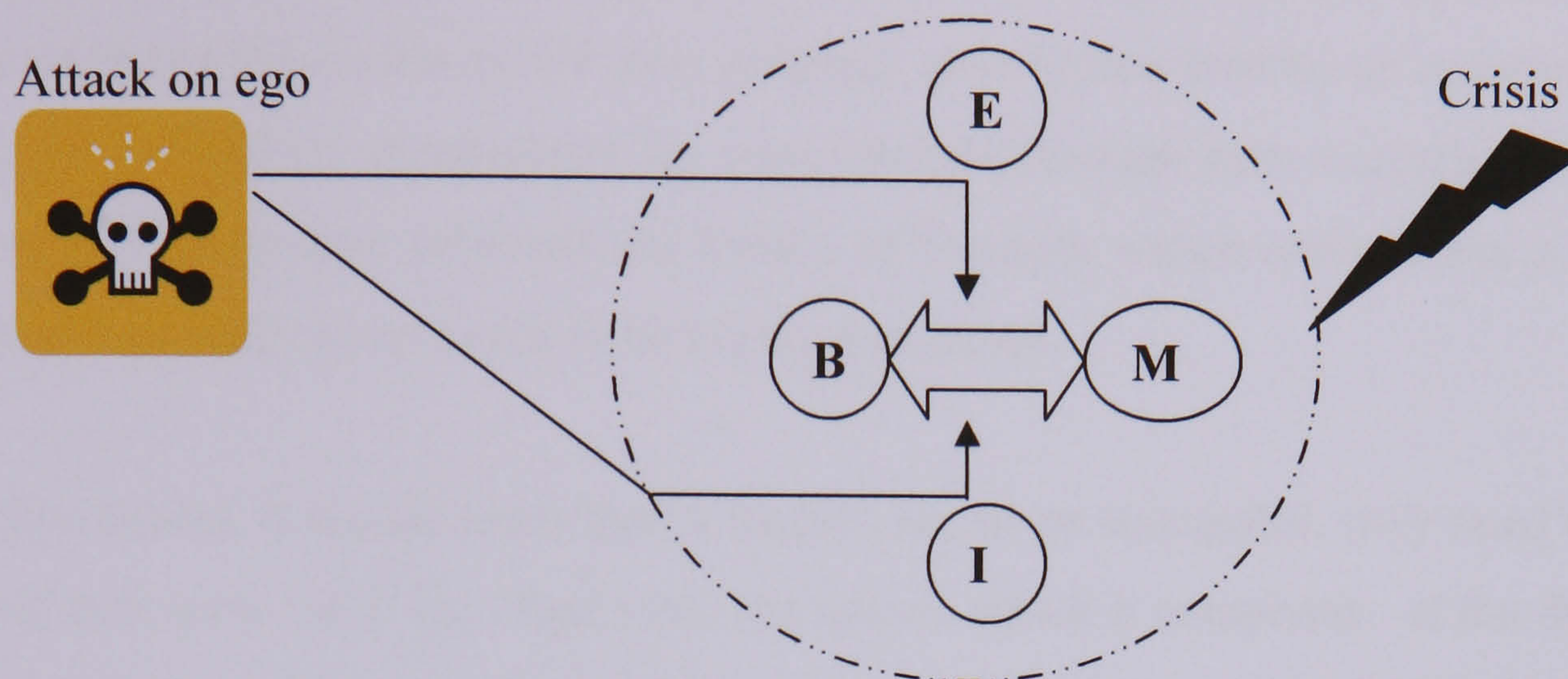
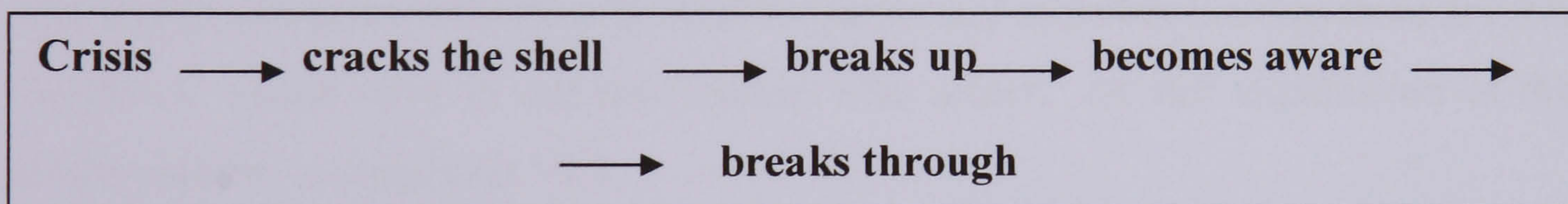
Jung maintains that at times of crisis and stress (represented by  in the following figure), some people’s shell cracks because it is so rigid, representing the shattering of the safe world the person has created. The ‘Ego’ (represented by  below) is then very exposed if it is not in touch with (and therefore protected by) the **Emotions** and **Intuition**. (The skull and crossbones represents the possibility of attacks on the Ego through an outer shell which has cracked, with access to the Ego being allowed through the ‘gaps’ created by the lack of integration of the **Emotions** and **Intuition**):

Fig 3 – What can happen at times of crisis and stress

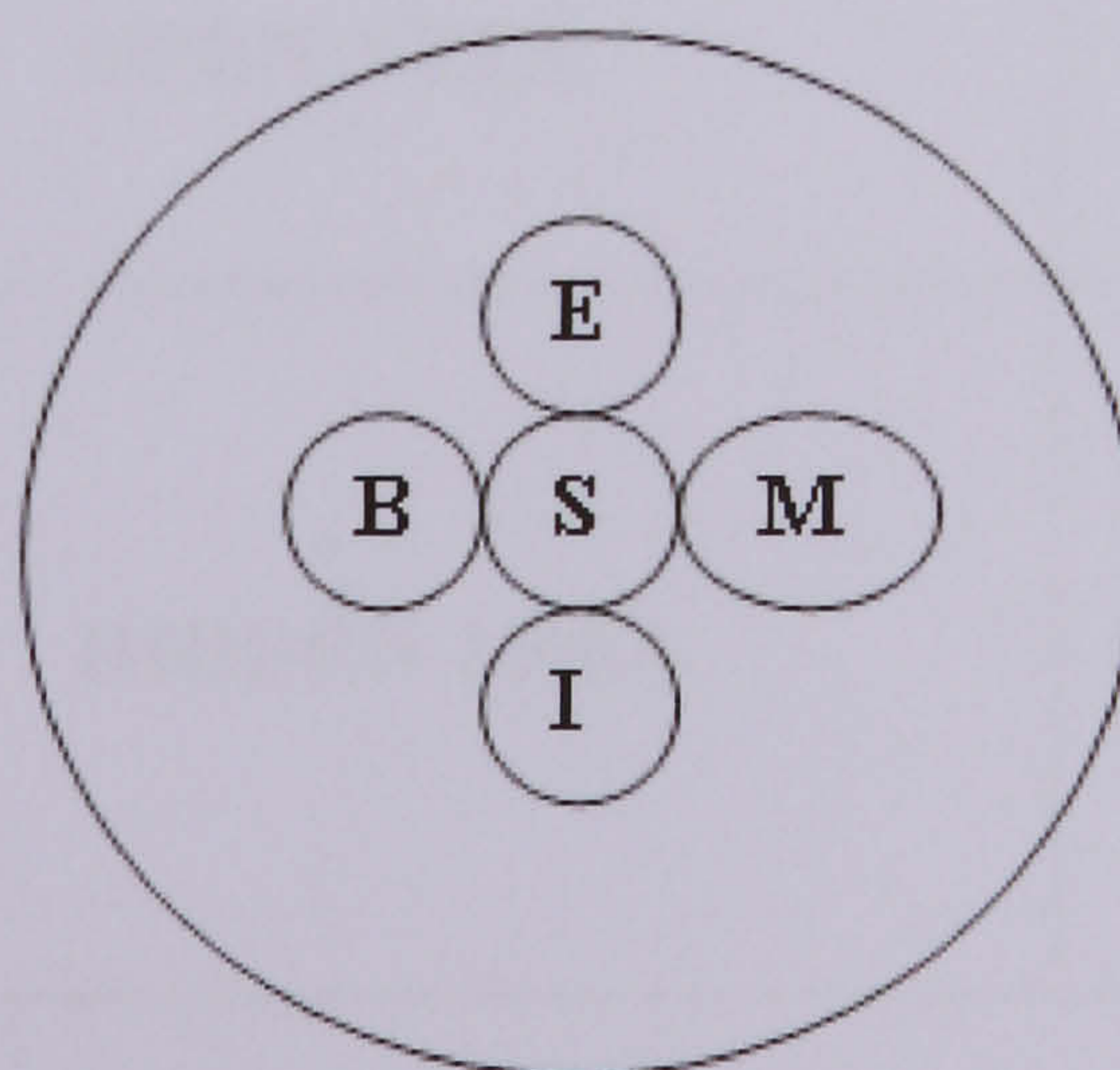


Brain suggests that stepping back to consider these issues allows the person to ‘field the blow without bruising’ in order to then deal with it. She points out that many people attempt to recreate the shattered world because it is hard to let it go. She is keen to see the phrase ‘break down’ changed to ‘break through’, hence:



If this can be done successfully, Brain maintains that one may then reach the state of wholeness in what Jung refers to as the ‘Integrated Ego’, represented in the following figure:

Fig 4 – The integrated Ego



S = Centre of Strength

In other words, crisis can be very creative. But I would suggest that the leader needs to have explored this in his or her own personal state before leading an organisation through it. To lead an organisation, let alone oneself, through such a creative change situation without having achieved the Centre of Strength which comes from a fully integrated Ego state seems to me to be highly dangerous.

Using this model, it would seem that if leaders are to be successful, they need to be aware of their own 'Self' (or 'Ego') and the values which it comprises. If the details of the 'Self' are unknown or damaged by past experience, it seems logical that such issues need to be addressed before the leader can 'know' himself or herself sufficiently to lead others.

Two American psychologists, Joseph and Harrington, produced a model known as the Johari Window (named after the authors, Joseph Luft and Harry Ingham) (Luft:1970). This model compares behaviour to window panes and hypothesizes that there are four 'windows' which exist in our relationship with others. (A full explanation of this model appears in Appendix VI.)

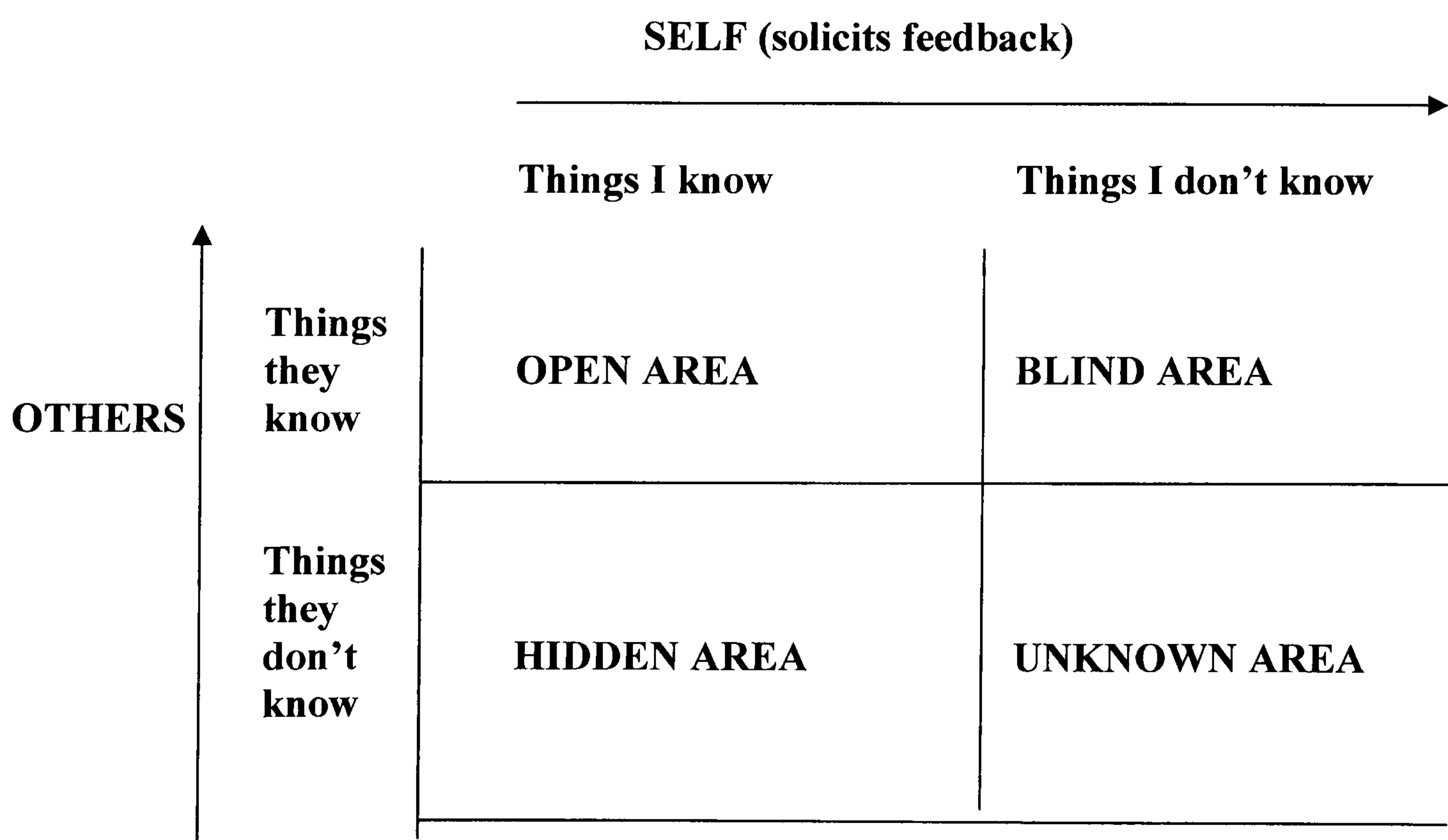


Fig 5 Johari Window

An aspect of knowing one's 'Self' which seems to be pertinent to this study is that of understanding what motivates or drives the successful leader and this was borne out in my own findings as will be described in Chapter six. Burnham, writing in *People Management* (3 April 2003:37) about interactive leadership rather than institutional leadership, states: 'Twenty years ago, I discovered what distinguished a group of top-performing sales managers from their less successful peers. It was not their behaviour, but their inner motivation – the way they thought about leadership'. Burnham, together with David McClelland – the Harvard psychologist – set out to discover if there was anything about these sales managers that made them significantly different. Burnham comments: 'Since the early 1990s the data has pointed to an emerging new paradigm of successful leadership. This begins with an individual's inner motivation and is then reflected in his/her beliefs and attitudes. Finally it is carried out in behaviour.' He goes on to describe how successful leaders in these days 'derive power from others: the teams, groups or organisations they lead...leadership is something they do with others' (as opposed to the source of power derived by leaders in the 1970s from 'doing things to others'). Burnham believes that such trends have 'profound implications for the beliefs and assumptions that motivate and drive a leader's behaviour'. He further believes that it is possible to change leadership, but that this change must be based on 'a heightened degree of self-awareness'. In his own development programme for leaders seeking to become more interactive, Burnham states 'We work with people at the level of motives rather than behaviour' and goes on: 'Unfortunately, much current leadership training does exactly the opposite...Merely training people to act like leaders rarely produces real and lasting improvement in business results'.

Bearing out my own thinking on behaviour being based on awareness and attitude outlined above, Burnham says: 'Our approach does not attempt to change individual's behaviour, that happens after the training. Rather, we enable individuals to learn new ways of thinking about their jobs by testing and reshaping their beliefs and assumptions'. Alimo-Metcalfe and Alban-Metcalfe (2003:32) state: 'Showing

managers the impact of leadership styles on the psychological factors affecting performance can be a powerful way of convincing them to pay more attention to their own behaviour’.

Within this sub-heading of self-awareness, I finally want to briefly outline a psychological theory which I feel has a major impact on adult behaviour as will be seen as we discuss the theory in relation to my own case participants in Chapter 6: that is, Attachment Theory. Bowlby (1951:11) states that long-term benefits to emotional and mental health result if an ‘infant and young child should experience a warm, intimate and continuous relationship between child and mother (or permanent mother-substitute) in which both find satisfaction and enjoyment’. This psychological theory is still maintained today and further work has ‘extended its position as the most powerful contemporary account of social and emotional development available to science’ according to Steele, writing in *The Psychologist* (2002:520). He cites Main and Solomon (1990) and Solomon and George (1999) in recognising the importance of a phenomenon which he calls ‘attachment disorganisation’, in other words where ‘attachment’ in Bowlby’s sense has broken down. Steele posits that ‘approximately 10 per cent of ‘low-risk’ (middle-class, non-clinical) samples and more than 50 per cent of high-risk (especially maltreated) samples show marked and pervasive fear in the presence of the parent’ and quotes Solomon and George (1999): ‘The unduly frightened infant is prone to develop into a school-age child who is highly controlling, in either a punitive/aggressive or compulsively compliant and caregiving manner’.

The infant-parent attachment is seen to be predominantly nurture (that is, acquired) rather than nature (that is, genetic or inherited). Indeed, studies have shown (for example, Crockenberg 1981; van den Boom 1994, 1995) that babies with a seemingly irritable disposition can be helped to overcome this genetic trait by mothers who are sensitive to their baby’s need and provide a nurturing response. Steele reports (2002) that having carried out Adult Attachment Interviews (George *et al* 1985) with both mothers and fathers before the birth of their child, it was seen that the ‘infant-mother

attachment was predicted by mother's interview, whilst the infant-father attachment was *independently* predicted by father's interview'. (Italics in the original.) 'Thus the infant develops a relationship to their father based primarily not on the model of their relationship to mother, but upon father's representation or model of his own family or origin.' This has an impact on my own case study participants' reports on their own attachments to their mothers and fathers and the resulting correlation with later leadership style behaviours, as will be discussed in Chapter six, particularly in view of what follows:

Fisher (2003), commenting on the work of Robert Karen (1998), states: 'Our security as individuals is influenced very much by our early life experiences of attachment'. Karen (1998:444-445) describes adults who have been damaged by 'attachment injuries' which occur when needs are not adequately met. The following is a précis of his thinking on how attachment during childhood leads to adult behaviour:

Childhood	leading to:	Adult behaviour
<p><u>Securely attached</u> Mother or primary care giver warm, sensitively atuned to baby, consistent. Child compliant, sees mother as secure base, content. Makes friends easily, popular, flexible, good self-esteem, comfortable with physical contact.</p>		<p><u>Secure</u> Easy access to wide range of feelings and memories, positive and negative. Balanced view of parents, has worked through any hurt and anger.</p>
<p><u>Avoidantly attached</u> Mother often emotionally unavailable or rejecting; dislikes 'neediness', may encourage independence. Child seeks little contact with mother, unresponsive to being held but often upset when put down. Avoids mother when distressed, often blasé. At school often angry, aggressive, may be isolated, disliked. Hangs around teachers, withdraws when hurt. At middle childhood, no close friends or friendships marked by exclusivity, jealousy; often isolated from the group.</p>		<p><u>Dismissive Adult</u> Dismissing of importance of love and connection. May idealise parents but actual memories do not corroborate. Shallow, if any, self-reflection.</p>
<p><u>Ambivalently attached</u> Mother unpredictable – often attentive but out of synch with baby. Baby cries a lot, is clinging and demanding, often angry upset by small separations, anxious. At school age is easily overwhelmed by anxiety. Immature, overly dependent on teachers, may be bullied. By middle childhood may have trouble functioning in peer groups and difficulty in sustaining friendships in larger group.</p>		<p><u>Preoccupied Adult</u> Still embroiled with anger and hurt at parents. Unable to see own responsibility in relationships. Dreads abandonment.</p>

Table 2

Source: Abridged from Karen (1998): How attachment during childhood leads to adult behaviour

Perhaps the most important factor in attachment theory, when related to leadership behaviours based on early experience, is that attachment styles can be changed. 'When provided with appropriate positive emotional experiences, whereby more 'secure' attachment styles can be learned, these modifications can redefine relationships in many significant ways', says Fisher. 'Learning to create a healthier relationship provides an arena to heal old wounds and to establish a meaningful bond for the future'. This has been apparent in some of my case studies where, for example, a happy marriage has transformed a man's behaviour because the wife

provided the 'secure attachment' not experienced by the mother in infancy. Again, this will be discussed more fully in Chapter six.

3.8 The development of manager to leader of change

Anderson and Ackerman-Anderson (2001:183) posit the theory that one develops from manager, to leader, to change manager, to change leader. They see leaders of change as having evolved from leader per se (p186) and maintain that as this process happens there is tremendous personal growth: '...the magnitude of development required for a manager to grow into a conscious change leader capable of leading transformation is astounding'. They cite the following examples of how a person changes and develops:

- from being responsible for a manageable, discrete function of the organisation to being responsible for responding to massive uncertainties
- from solving known problems to supporting solutions that emerge out of an unknown mix of dynamic variables
- from installing change in the machine that is the organisation to nurturing the conditions for change to emerge in a complex living system
- from screening and hiding information about the organisation's performance to sharing all information openly, even troubling or dissonant information
- from delegating change implementation to others to fully embracing what is required to play a significant role in leading change oneself
- from managing and controlling a single, linear change process to facilitating multiple, multi-dimensional, and interdependent change processes, all as one complex effort
- from treating people as cost structures who work to serve the leaders' wishes to caring for people, their feeling, personal needs and choices
- from expecting *others* to change to engaging in *their own* personal transformation
- from assuming they have fixed 'the problem' for good to building the organisation's capacity for ongoing change and self-renewal

- from arduously attempting to stabilize the organisation to supporting chaos and disruption as healthy stepping stones to an unknown but necessary future.’

Many of these examples were confirmed by my own research into the development of my participants, perhaps particularly the final point as will be seen within my findings discussion in Chapter six.

This movement and growth from manager to leader further suggests the need for the provision of learning and development, yet as seen above, organisations in the UK seem to be lamentably slack in this domain. Findings from the 2005 Leadership Forecast mentioned above showed that 77 per cent of leaders wanted to be promoted to higher levels, with the most common motivation being a desire to grow and make a greater contribution in the company, yet only 53 per cent of leaders were happy with the development opportunities in their organisations. ‘In the UK, only 27 per cent of leaders versus 36 per cent of the global sample, had developed skills before moving into a leadership position.’ In my own work as a management development consultant, particularly within the public sector, I have found a dearth of leadership development prior to people being appointed into leadership posts, and, what is more, a sense of apathy at any suggestion of preparing people for such roles (this equally applies to management posts).

3.9 Gender issues

I feel that I cannot leave this chapter without discussing the issue of gender, for it has significantly impacted on my own work during this project. Initially, I had only one woman among my participant case studies, but I realised that this may provide a biased result and therefore I extended my numbers to include more women.

It is an interesting observation that of all the male MDs or CEOs I asked to participate as case studies in my project only one declined with the reason given as being too busy, whereas of the females I invited (initially a similar number to males)

only one agreed to do it, the rest declining with the reason given as being too busy. This may be coincidence and the numbers are perhaps not sufficiently high to speculate why, but nonetheless in my opinion women in very senior positions tend to be very concentrated on their role – and perhaps are less inclined to want to talk about themselves than men! There may also be an issue around why some of these women are in these very senior roles in the first place; many seem to be firefighting in failing organisations (this is discussed more fully on page 58) and therefore tend to avoid any external demands on their time.

According to the 2003 National Management Survey, women make up 29.6 per cent of all managers, but account for only 10.5 per cent of directors, yet the Survey suggests that research has shown female leaders to be at least as effective and capable as their male counterparts.

Alimo-Metcalfe and Alban-Metcalfe (2003), reporting on their findings from their research into leadership styles in local government state: ‘Women were rated as significantly more transformational than men on most of the leadership scales, irrespective of the sex of the person rating them. Yet women are still in short supply in these top positions. Perhaps this is because their style is so dissimilar to the preferred styles of the top managers’.

An interesting observation from their work was that ‘the profile of existing top managers often provides the benchmark for identifying fast-track graduate or for succession planning’. I have found in my own consultancy work that many top level Boards or senior management teams tend to appoint clones of themselves. Some years ago, I challenged a CEO about this when we were discussing the fact that this very high profile large organisation had no women on the Board. His defensive response was: ‘When we find a woman who has the qualities we want we will appoint her’ and he strongly denied that they were looking for clones of current Board members. However, it was interesting that the current Board members were all white, middle class, ‘golf-playing’ males – but perhaps this is too much of a value

judgement and bias on my part...! Deborah Rees (in *People Management*, 14 October 2004:pp 40-42) writes: 'Individuals are very adaptable and do change. But, if they change too much, they become a clone of someone else'.

Sam Dukes, writes in *The Edge* (February 2005:22): 'Until fairly recently, women's failure to adhere to the traditional masculine model of the heroic leader was widely seen as a sign of their inferiority'. 'Historically, leadership research was dominated by studies of white men studying white men, usually at a very senior level in large US corporations or the military, so we've had white male models of visionary, charismatic leadership from time immemorial', says Alimo-Metcalfe (2003). 'If women were seen to be a bit more participative and consultative than men it was treated as a pathology – something that needed to be cured – and they were sent on assertiveness training. Since then, organisations have grown gradually more accepting of the traits of female leaders...the differences between male and female leaders have come to be seen less as a problem, and more as an opportunity for enlightened employers to capitalise upon.

There was a great deal of media attention given to the report 'The Glass Cliff' published by Haslam and Ryan, psychologists at the University of Exeter in June 2004. Haslam and Ryan examined the performances of FTSE-100 companies before and after the appointment of a board member – male or female. They found that companies which appointed women had experienced consistently poorer performance in the five months leading up to the appointment than those which chose male candidates. 'This meant that the female board member was more likely to fail, regardless of her skills.' 'In all cases women had only been appointed after the company performance had slumped...If everything had gone swimmingly, then they carried on with the old jobs for the boys.' 'If companies are doing well, their share price is holding up and they're not under pressure from stockholders and so on, they're less likely to appoint women to their boards, but if companies are performing poorly and are under external pressure, these are the conditions when they recruit women'. They cited the example of Kate Swann, CEO of WH Smith (who I had

approached to be one of my case study participants but who had declined), whose appointment was followed by reports of poor company performance. Haslam suggested that women may be more likely to take such positions because they had fewer opportunities. He added: 'Firms need to think about conditions under which they appoint women to senior positions. If it's a glass cliff position, there needs to be more support and help'. This study was significant because Haslam stated (quoted in the Daily Telegraph, 7 September 2004) 'In all of the studies we have done we have never not found evidence of the glass cliff...There is evidence that this is the next wave of subtle discrimination.'

'The reason for the discrimination', states the Telegraph article, 'is unclear. Prof Haslam believes it could be explained by overt sexism – that men were handpicked for the good jobs, leaving women to take posts in failing companies...Another explanation was that women were perceived as being better at crisis management, he added.' Prof Haslam states: 'However naturally suited women are to the role of the modern leader, and however successfully they prove themselves in challenging roles, the 'if it ain't broke, don't fix it' attitude shared by so many organisations today means that too few women are being given the opportunity to bring their transformational talents to bear on healthy businesses'...

However, an editorial in the Institute of Leadership and Management journal 'The Edge' (2005:3), reporting on research carried out in 2004 by the US women's organisation Catalyst into the long-term financial performance of Fortune 500 companies, found that 'the firms with the most senior women were a massive 35 per cent more profitable than those with the lowest female representation'. The editorial continues: 'Understandably, it's a hard sell persuading the men at the top of such companies that patriarchy doesn't pay and that women leaders, by virtue of their sex, can offer a route to greater profitability.'

The article reports that in Norway, the government has set big business a concrete target: ‘fill 40 per cent of all boardroom positions with women by August 2005 or face the consequences of a compulsory quota system’.

A CIPD study which was carried out into why there are so few women on company boards (October, 2004) concluded that ‘the answer might lie as much in their dislike of boardroom politics and unethical practices as in discrimination or the demands of motherhood’.

However, Sahar Hashemi (in *The Edge* February 2005:14) says ‘If people look for pathetic excuses not to succeed they will find them. It’s a self-fulfilling prophecy – the bitter victim mentality that should not exist in my generation. I know women in business and lots of female entrepreneurs, and we are equal’.

In the work with my case study participants (both male and female) I spent some time assessing their motivational drivers. Sahar Hashemi ‘like many entrepreneurs’, reports Rupert Steiner (p14), ‘lost her father when she was young. And this spurred her on to succeed, as she felt she had never had the chance to prove herself to him.’ He quotes Hashemi: ‘When a parent dies you realise there is no comfort zone’ and Steiner goes on: ‘While she does not like the word ambitious, she concedes she was very driven’. I shall refer back to this example in discussing my case study participants’ thinking around fathers and elder brothers in Chapter six.

Alimo-Metcalfe (2003) concludes ‘...the path to those top positions remains guarded by gatekeepers who still tend to be transactional men...The big question is how the heck do we change the attitude of the people at the top of the organisation?’ – which perhaps brings us back to the topic of this project...

...In this chapter I have sought to explore a range of theoretical perspectives which seem to have a particular bearing on the topic. I have chosen the issues I have because although some of them are general overviews, most have a particular bearing

on the focus of my study, particularly perhaps sections 3.6 and 3.7 which look at self-awareness and self-knowledge, and the attitudes, values and beliefs which they comprise.

I end the chapter with a few summary thoughts from some of the authors who have influenced this study, concerning the future development of successful leaders:

Anderson (p190): ‘...for the majority of people, personal growth and change are necessary before one can come fully into his or her role as a change leader...promoting personal change has often been the greatest challenge.’

Chartered Management Institute report ‘The Business Energy Survey’ (2004:7) ‘Clearly, the organisational climate that most managers would prefer to work within is radically different from the ones that they experience on a day-to-day basis. Yet the management styles in many UK business organisations are simply not conducive to the creation of high performance cultures where creativity and innovation can flourish. It appears that change in many organisations is not being well managed and that many of the approaches applied may need to be rethought. The rationale for change is not being shared with all employees and there is little engagement with them in terms of managing their expectations.

Hatch, p 111 ‘Perhaps it is time...to recover ethics for business education by examining the character, values, virtues and vices of those business leaders we consider to be most worthy of our esteem’

Kotter: (1996:30-31) ‘...the only rational solution [to the organisational change problem] is to learn more about what creates successful change and to pass that knowledge on to increasingly larger groups of people. ...helping people to better understand transformation...the driving force behind the process: leadership, leadership and still more leadership.’

Mother Provincial, religious order (Pickard and Pollock 2005:45) (following development): ‘My own self-development and awareness have allowed me to see people differently. I have also become more confident in challenging people. I see other people as partners in my leadership, and consider trust and delegation to be vital. I now realise that everyone has the ability to lead; it just needs to be drawn out; I wouldn’t now be so afraid to take *risks*. ...This may seem to be all about individuals. But by changing individuals, you can also change organisations and communities.’

Persaud, writing in *People Management* (2005:8): ‘A shortage of top-class leaders has prompted 85 per cent of organisations to invest in some form of leadership development training. But over a third believe that their activities are ineffective...47 per cent said that employees aren’t keen to learn leadership skills’.

CHAPTER 4 – Who helped me and how did I do it?

My sample and approach to the project

4.1 A qualitative case study approach

For reasons described below, I decided to work with a small number of very senior personnel, using a case study approach to work in *depth* rather than *breadth* in order to explore my participants' life stories and in particular their acquisition of attitudes towards change and the way in which they had or had not been modified by life's experiences.

Bell (1999:11) describes the case study approach as one which concentrates on a specific instance or situation to identify the interaction of factors and events. She suggests that observation and interviews are useful data collection techniques for case study work. She goes on to say that the case study approach aims to identify the 'unique feature' of an organisation to show how it affects the implementation of systems and influences the way an organisation functions. Although, of course, Bell is referring to the 'unique feature' of the organisation itself, I took the liberty of borrowing the term and applying it to the chief executive of the organisation, perhaps even seeing them as part of the 'system' within the organisational change process. Taken from this perspective, chief executives themselves could be said to be the 'unique feature' of the system influencing organisational change.

Blaxter *et al* (2001:71) quote Yin (1993:3): 'The case study is the method of choice when the phenomenon under study is not readily distinguishable from its content'. The phenomenon in this case was the executive within the organisation, whose covert pattern of attitudes, beliefs, values, feelings and so on is indeed not readily distinguishable from their resulting overt behaviour, for the latter is utterly dependent on the former and thus the two cannot be separated.

Blaxter *et al* go on to explain how a case study approach ‘allows, indeed endorses, a focus on just one example or perhaps just two or three...it might be just one element of an organisation...*or the focus might be on one individual*’. They also quote Cohen and Mannion (1995:106-7) ‘...the case study researcher typically observes the characteristics of an individual unit...The purpose of such observation is to probe deeply and to analyse intensively the multifarious phenomena that constitute the life cycle of the unit with a view to establishing generalizations about the wider population to which that unit belongs’. In my case, the individual unit was the executive director or chief executive with whom I worked, looking at the ‘multifarious phenomena’ of that person’s psyche in order to establish personality patterns and origins of attitudes towards change, including the first five years of life, with a view to analysing and evaluating the person’s impact on the wider organisation. By undertaking a number of case studies I determined that it would be possible to carry out a comparative analysis.

4.2 An Ethnographic approach to the case study

I chose to use the methodology of Ethnographic research, because it focuses on the way in which people interact and collaborate in observable and regular ways. Gill & Johnson (2002:123) state that ethnographic research is ‘fundamentally anthropological and allows the fieldworker to use the socially acquired and shared knowledge available to the participants to account for the observed patterns of human activity’. Ethnography is ‘based on ‘naturalist modes of inquiry [as opposed to simulations such as may be found with experimental research approaches] such as participant observation, within a predominantly inductivist framework’.

In order to be successful within an ethnographic methodology, the researcher needs to think and feel like a member of the culture in which he or she is working while at the same time not ‘going native’. This was an ideal method for me because, as a Managing Director myself, whilst I am part of the senior manager culture and hence an ‘in-member-of-the-group’ within which I researched, I remained an ‘outsider’ in

that I have my own company and am not an employee of any of the organisations in which I worked. Hammersley & Atkinson (1995:9) state: 'Even when he or she is researching a familiar group or setting, the participant observer is required to treat it as anthropologically 'strange' in an effort to make explicit the assumptions he or she takes for granted as a culture member. In this way the culture is turned into an object for study'.

I do, however, have an in-depth knowledge of the cultures and sub-cultures in which I worked, which Gill & Johnson (2002:125) consider necessary 'to explain the actions of people working in organisations...for it is out of these systems of meanings, beliefs, values and mores that rational action arises'. Bell (1999:12) speaks of the need for the researcher to be accepted by individuals or groups – possibly because they do the same job – and points out the advantage of being partially integrated into the society or cultural group, sharing the same experiences as the participants and thus 'understanding better why they acted in the way they did'. Again, as stated above, I had the privilege of being 'accepted' by the senior executive 'group' as I am part of that group myself as a managing director of a company and also because I have worked extensively and successfully with members of the 'group' over many years.

Because of my own involvement in the senior management culture, I have included an auto-ethnographic methodology in which I considered my own thoughts and feelings around the research I was doing, including my own patterns and attitudes towards change. Originally, I had decided not to use this mode of working. My reasoning for this was that I felt it may well increase the risk of bias in that I would be putting my own subjective interpretation on my participants' responses, or that I would be projecting my own personal material onto my participants and hence into the data I collected. However, having discussed this with my peer mentor and also my Consultant, I realised that this was something of an avoidance attempt on my part to spare myself the need to examine my own feelings! In fact, the opposite proved to be the case and I now see how essential it was that I continually examined my own

thinking around the material I was receiving from my interviewees, particularly as so much of it was similar to my own experiences, values, beliefs and background.

Because I worked with people and have sought to explain their behaviour, there was a need for a 'sympathetic understanding of the frames of reference and meaning out of which that behaviour arises' (Gill & Johnson, 2002:43). Hammersley & Atkinson (1983:7) describe this way of thinking as 'fidelity to the phenomena under study'. The method is known as *verstehen* (understanding) and has been used successfully within ethnographic methods to explore various specific aspects of managerial work, in particular the activities of very senior managers (or 'elites'). Spencer (1983) used this method in carrying out research with non-executive directors, using mainly semi-structured interviewing techniques which is a common method within the broad field of ethnography.

4.3 My sample

The sample I chose to work with for my project was initially:

Executive directors and chief executives within large organisations (that is, over 500 staff) within the service sector in Britain, from public, private and not-for-profit sectors.

However, as the project proceeded I did choose one Chief Executive from a not-for-profit organisation with less than 500 staff as he seemed to be the epitome of the definition I chose to use to describe a 'successful leader' (see below). His contribution did, in fact, prove to be very valuable and I felt justified in altering my original rationale.

I worked with ten case study participants, having initially been undecided about a large enough number to provide me with sufficient data but a small enough set of participants to be able to work in depth. I had originally proposed to work with six

case studies, with a maximum of eight, but as I carried out my research interviews, I became aware that I needed more breadth. I also found that I had initially chosen to work with a high majority of men and in order to explore possible gender issues and to maintain a balance in the data which was important for comparative purposes, I increased the number of women participants.

In order to choose my participants for study I intended to research among executives who already have a proven track record of successfully leading change, adopting the following criteria:

- 1 Those who have ‘made a difference’ by visionary leadership, either within their own organisations and/or to their industry as a whole.
- 2 Those who have led failing organisations through to success (measured by elements such as bottom line profitability, or aims and objectives met which were previously not met, or markedly increased customer base, or increase in positive staff feedback)
- 3 Those who have moved an organisation culturally to a significant degree, or who are in the process of doing so

Table 3 illustrates how my participants achieved a ‘fit’ within each of these categories in the type and degree of change they have managed. (Pseudonyms are used throughout this report):

	Male/ Female	Industry sector	Category 1	Category 2	Category 3
Sean	M	Public: Civil service	/	/	/
Theo	M	Private: Financial	/	/	
Roy	M	Not-for-profit	/		/
Keith	M	Private: Manufacturing	/		/
Neil	M	Public: Civil service	/	/	
Peter	M	Public: Civil service	/	/	/
Grace	F	Private: Retail	/		
Carol	F	Private: Service	/	/	/
James	M	Member of Parliament	/		
Sally	F	Not-for-profit	/		/
Lucy	F	Private: Service	/	/	/

Table 3

Case study participants' 'fit' with my criteria for successful leaders of change

I decided to look purely at successful leaders rather than taking case studies of those who have not been so successful at leading change because I felt it would be difficult to persuade the latter group that they had a problem and, even if they acknowledged they had, they may well have not been prepared, or have found it difficult, to identify personal processes and past experiences which may have been painful around change during the case study process. It also gave me an opportunity to identify characteristics of successful leaders.

In my proposal for this project, I justified working only with participants successful in their leadership of organisational change with what I believed to be an historical theoretical model in the work of Abraham Maslow. Maslow introduced the notion of a 'third force' in psychology in 1958, that of Humanistic psychology, Behaviourism and Psychoanalytic theory being the first and second. Humanistic theories have their philosophical roots in phenomenology and existentialism and Maslow and Carl Rogers are perhaps the best known of the humanistic psychologists. Both men had a belief in the individual's potential for personal growth, or what Maslow calls 'self-actualization'. Maslow is perhaps best known for his hierarchy of human needs which he first proposed in 1954. Although this theory tends to be taken in the context of motivation at work, he was particularly concerned with the psychological phenomena of 'self-actualization' (that is, realizing one's full potential or 'becoming

everything that one is capable of becoming' (Maslow, 1970), especially in the creative and intellectual domains).

In order to study the measurement of self-actualization Maslow studied people's peak experiences: moments of ecstatic happiness when people feel most 'real' and alive. (One of the questions I asked my own participants was 'When did you feel most enthused and alive?') His view was confirmed that at such moments, the person is concerned with 'being' and is totally unaware of any deficiency needs or the possible reaction of others.

Maslow (1962) concentrated his research on people *who were successful in their chosen field*. (He was particularly interested in the characteristics of people whom he considered to have achieved their potential as persons; his list included Einstein, William James, Eleanor Roosevelt, Abraham Lincoln, Spinoza, Thomas Jefferson and Walt Whitman.) Maslow did not study those whom he considered had not achieved self-actualization success because there *were* no measurements he could take. Thus, his research into those he considered to be 'successful' provided understanding into those people who had not been capable of achieving self-actualization, or in other words, had *not* been successful.

Using Maslow's work as a theoretical example, therefore, I justified my rationale that I work only with successful change leaders, but with the hypothesis that the results would shed understanding or at least ideas as to why the less successful leaders of change behave in the way they do. I proposed to look at what the positive characteristics are of those leaders who are positive towards change and attempt to determine where they come from. For example, I felt that one could perhaps posit that these characteristics and patterns come from positive experiences of change in childhood, where risk-taking and adventure were encouraged. The individual concerned, of course, may not be aware that these experiences are feeding in to their current behaviour.

4.4 A Reflexive aspect of the research - my own story

Because so much of the data I was receiving from my participants stimulated my own thinking around the subject and I found myself continually re-examining the similarity between my subjects' experiences, values, beliefs and backgrounds and my own, I became very interested in the topic of Reflexive Research and found Kim Etherington's work on the use of the Self in research to be invaluable. Etherington (2004:77) states 'Reflexive interviewing can follow the usual format of the researcher asking questions that the participant answers: where it is different is that the interviewer also notices and/or shares personal experience of the topic and comments on the unfolding communication between both parties'. I found myself noting in my Journal on several occasions my intense desire to disclose my own similar experiences and share them with some of my participants and on some occasions I did so with the result in every case that my participant became even more transparent and willing to share intimate experiences of their own. Ellis and Berger (2003:162) see such disclosures as 'more than tactics to encourage the respondent to open up; rather, the researcher often feels a reciprocal desire to disclose, given the intimacy of the details being shared by the interviewee' and I certainly found this to be true.

My initial thinking, again noted in my Journal, around the way in which I identified so much with my participants' values and experiences was to attempt to block out my own 'hearing', but this became more and more difficult as my participants' input became deeper and more personal. I then had a 'eureka' moment while driving my car home from an interview which had been particularly difficult for me in this respect, and I realised that it was not sufficient that I keep a Journal throughout the project in order to record my own feelings and thoughts, to note any subjectivity and bias which may creep into the project, and to be aware of any projection of my own material onto the research findings – although this in itself was essential, but that I should also write up my own background and personality profile, working with the same criteria and questions that I was using with my participants. I therefore worked on my own 'story', sharing it with my peer mentor in order to retain a degree of

'sameness' with the rest of my participants. This was not only a great relief and catharsis for me, but freed me up in a very real way to be much more objective and unbiased when working with my participants. Thus, included in my working analysis sheets (Appendix I) and used as part of my data for analysis, is my own case study story.

4.5 An Inductive way of researching

Gill & Johnson (2002:40) describe inductive research as 'Learning by reflecting upon particular past experiences and through the formulation of abstract concepts, theories and generalizations that explain past, and predict future, experience'. In contrast to deductive research, therefore, Gill & Johnson state: 'theory is the outcome of induction'. In other words, conclusions concerning 'the general' are drawn from analysis of 'the particular'. With my study, I have sought to analyse the individual personality in order to find any relationship with the behaviour of his or her whole organisation. Burrell & Morgan (1979:6-7) describe induction as being part of Ideographic methodology, emphasizing 'the analysis of subjective accounts that one generates by 'getting inside' situations'.

4.6 Strategies for case study analysis

As Robert Yin says (2003:109) 'The analysis of case study evidence is one of the least developed and most difficult aspects of doing case studies'. I explored a number of ways to analyse the qualitative data I received from my conversations with my participants and with hindsight realised that I should have been much more focused on my analysis strategy before I began the research. However, I was encouraged by Yin who states (p138) 'In the absence of such strategies you may have to 'play with the data' in a preliminary sense, as a prelude to developing a systematic sense of what is worth analysing and how it should be analysed'.

Yin (2003:147-149) cites two ways of tackling this issue. Firstly, he describes how a multiple case report may contain each case presented singly in separate chapters or sections, together with a section relating to the cross-case analysis. (He suggests that the individual case summaries be presented as an appendix as I have done, see Appendix IX.) Secondly, he suggests that it is possible to present the findings without using notes from the individual cases, but rather that the whole findings chapter consists of the cross-case analysis, with each section dealing with a separate cross-case issue, the information from the individual cases being dispersed throughout each section.

Yin gives, as an example for his rationale for the second of these approaches (p149), a book about six federal bureau chiefs by Herbert Kaufman (1981). The purpose of the book – although the author spent considerable time with each of the bureau chiefs – was not to portray any single one of these, but rather to synthesize the lessons from all of them. Under each topic, the author draws appropriate examples from the six cases, but none is presented as a single case study. It would seem that the author was here attempting to portray how the chiefs decide things and thus the lessons learned from cross –case synthesis were, in this case, more important than the personal input from the participants.

Having considered these two methods, I decided to proceed with the second because I felt my objective was to draw overall conclusions from my individual case studies, cross-referencing the cases, but synthesizing the information rather than drawing conclusions from individual cases. Thus, I have presented my findings by topic, but within each topic I have drawn examples from my individual cases.

I was interested in work carried out by Dennis Rosenbaum (1986) who brought together reviews of crime prevention interventions from eleven different communities. Although these were not case studies *per se*, they showed a similarity with my own work in that they almost all showed positive results (*cf* my own project whereby I have worked with successful people). Yin (1986) carried out a cross-case

analysis, treating each evaluation as if it were an individual ‘case’. He set out the data in a series of word tables and, by using what he describes as a ‘replication logic’ compared the individual results to form generalizations about community crime prevention.

In order to organize my data into meaningful information to consider my findings, I therefore chose a linear-analytic structure and used Yin’s cross-case analysis method. I created ‘word tables’ (Yin 2003:134) to display my data from each of my case study participants, using the questions I had covered in my conversations. This allowed me to have a consistent framework to compare their input like for like. I therefore had a whole set of issues laid out on a case-by-case basis and used this as a working document (see Appendix I). When it came to analysing my data, having completed my conversations with my participants, this word tables enabled me to seek for patterns of, for example, similarities, differences and shared experiences. This led to some insightful findings which are described further in Chapter six.

From an ethnographical viewpoint, my own experience and knowledge of both the leadership of change and the psychological background to personality theory did, in my opinion, help me with the analysis. Yin states (Yin, 2003:137) ‘You should use your own *prior, expert knowledge* in your case study. The strong preference here is for you to demonstrate awareness of current thinking and discourse about the case study topic. If you know your subject matter as a result of your own previous investigations and publications, so much the better’ (italics in the original).

Although it may be suggested that my own personal bias intervened in the results, as pointed out previously I consider a degree of personal reflexivity – rather than being detrimental to the project – is actually a positive attribute, provided one is aware of the vulnerability which subjectivity may bring. Etherington (2004:31) quotes Stiles (1993): ‘For some researchers, reflexive awareness may involve little more than a means of checking against possible sources of subjective bias creeping in...’ And Etherington further quotes Gergen and Gergen (1991:79) describing how a social

constructionist view ‘invites the investigator outward – into the fuller realm of shared language’.

4.7 Other research methods considered

I had originally considered using an Appreciative Inquiry approach to my project but having researched the method decided it did not fit with what I wanted to achieve in that my project was not an action research one and although I could see how my investigation could ‘fit’ with the first stage of Appreciative Inquiry (‘discovery’ – appreciate what is), and possibly the second stage (‘dream’ – imagine what might be), the scope of the project would not fulfil the third and fourth stages (‘design’ – determine what should be and ‘destiny’ – create what will be). However, I did use the approach to produce three guiding topics for our conversations:

- What are the features of change that attract you most and have you always had a positive attitude towards change in your own life?
- What are the best early memories of change in your life?
- Can you give me some examples of how your previous experiences of change have influenced the way you have managed change at work?

This helped to provide participants with something on which to focus their thinking prior to our meetings and all of them said that it had been helpful.

At the time of my project proposal I considered incorporating grounded theory into my methodology as it seemed relevant that the outcome of the inductive technique would lead me into this avenue of analysis. Gill & Johnson (2002) refer to Glaser and Strauss (1967) who, in their book *The Discovery of Grounded Theory*, argue ‘that in contrast to the speculative and *a priori* nature of deductive theory, theory that inductively develops out of systematic empirical research is more likely to fit the data and thus is more likely to be useful, plausible and accessible especially to practising managers’. Gill & Johnson state that ‘explanations of social phenomena are relatively worthless unless they are grounded in observation and experience’. Blaxter

et al (2001:211), in their chapter on analysing interviews, speak of applying grounded theory and describe how it involves coding the interview transcript in terms of concepts which are largely developed during the fieldwork itself. They state that as the research process unfolds, ‘winding on and around itself’, a clearer identification and understanding of the concepts of relevance are reached. They give an example of looking for significant statements and comparing what was said in different interviews.

However, although I did compose my own coding device to analyse my findings in order to provide a degree of consistency and objectivity (see Table 5 on page 83-85 and my working analysis sheets at Appendix I), I discarded strict adherence to the concept of grounded theory analysis as being too complex and difficult to align with the type of qualitative research I was undertaking. I also considered whether to use other techniques such as personality questionnaires as I felt it may be that such information could provide useful data in addition to the verbal narratives. I researched a plethora of techniques available including personality profiles, leadership style analysis (for example, the Tannenbaum and Schmidt continuum (1958, updated 1973) which may be related to McGregor’s theory x and theory y motivational theory (see Appendix IV)), learning styles (Honey and Mumford, 1992), the Leadership Dimension Questionnaire (Dulewicz and Higgs 2004), and so on, many of which I was familiar with and others which were new to me. However, I finally decided to use just two of these techniques as I felt that my participants were very senior people and did not have the time to complete a large number of questionnaires. In addition, the two I chose related closely to what I was trying to establish: the personality types and team role profiles gave me insight into the personality characteristics of these successful senior people. Thus, all my participants completed a Myers-Briggs personality profile (see Appendix II) and a Belbin Team Roles profile (see Appendix III). The reason I chose these two analysis tools was that the Myers-Briggs concentrates on the types of personality categories which related to my topic and the Belbin Team Roles provided an insight into whether my participants, as successful leaders, were team players and, if so, what their preferred

roles were in a team. It was also interesting to note whether they were limited to a few specific roles or carried the ability to slot into many, and whether they tended to be the producers or implementers of ideas.

Having considered all the above approaches and methodologies, therefore, I decided to carry out my research through a qualitative case study approach, using ethnographic and inductive methodologies and looking at auto-ethnographic and self-reflexive aspects. For my analysis, I used a set of word tables from which I used a cross case synthesis method to seek for correlations and other common factors.

4.8 Summary of research methods and tools used

- Qualitative
- In-depth case studies
- Ethnographic and auto-ethnographic
- Verstehen
- Self-reflexive
- Inductive
- Semi-structured interviews
- Cross case analysis by issue (as opposed to by case) through the use of word tables

4.9 Ethical issues

As with all research, there were a number of ethical considerations to be taken into account with this project. Judith Bell (1999:38) discusses ethical guidelines and protocols and reminds us that ‘Certain professional bodies and societies have their own guidelines, which may include issues such as deception concerning the purpose of investigations; encroachment on privacy; confidentiality; safety...’ She refers to Hart and Bond (1995:198-201), and how they ‘provide examples of different types of codes of practice or protocols which require researchers to ensure that participants are fully aware of the purpose of the research and understanding their rights’.

I drew up a Protocol as part of my preparation for fieldwork (see Appendix VIII), and this was sent to each participant prior to our first meeting so that they could read and digest the contents. I agreed with Hart and Bond (1995:199) that ‘it would be better to give the respondent time to read and re-read the protocol for himself or herself at his or her own pace, and to negotiate any additions or changes to it with the researcher.’ At the meeting we discussed the Protocol and asked if the participant would like any amendments. Having agreed the content the document was signed by the participant and by me and we both had a copy. (Hart and Bond also believe, as do I, that ‘the respondent should have a signed copy of the form as a record’. I saw this as safeguarding me as well as them.)

This process enabled me to fulfil what Judith Bell (1999:39) refers to as ‘informed consent’.

Blaxter *et al* (2001:158) summarize the principles of research ethics as follows:

‘Research ethics is about being clear about the nature of the agreement you have entered into with your research subjects or contact...Ethical research involves getting the informed consent of those you are going to interview, question, observe or take materials from. It involves reaching agreements about the uses of this data, and how its analysis will be reported and disseminated. And it is about keeping to such agreements when they have been reached.’ I, and all my participants adhered to the Protocol throughout the programme and continue to do so. Copies of all interview notes were sent to the participants for approval and the draft of this Critical Commentary was also approved by them (and also by my Stakeholders). At the time of writing, the Article is not yet complete, but the copy will be sent to all participants prior to any publication or submission to the University.

Particular note needs to be taken of ethics within the ethnographical approach. Gill and Johnson (2002:159) state that ‘Ethical issues in ethnography arise from the nature

of the relationship between...the researcher and the subjects he or she studies...’ They further point out the potential problems which can arise if ultimate findings are published and state ‘Clearly, it is crucially important to contract unambiguously with organisations in such matters and to fulfil the researcher’s side of the bargain, including offers to make presentations and provide reports to the host organisation’.

It seems to me that Gill and Johnson (2002:160) reach the heart of the matter when they quote Dingwall (1980:885) ‘ethical fieldwork turns on the moral sense and integrity of the researcher negotiating the social contract which leads his subjects to expose their lives’. It is the establishment of trust between researcher and participant that, in my opinion, is the key ethical issue, not least around issues of confidentiality and protection of identities and contexts. One of the gratifying outcomes of my project work has been the degree of trust which I feel has been established between my participants and myself. I have discussed and agreed many issues around, for example, confidentiality with them and am aware that I have established a degree of credibility and respect for my integrity.

I was aware that participants may have fears and misgivings at the beginning of the project, and in our first meeting I invited them to acknowledge these so that we could discuss them, thus ensuring that they felt comfortable with the situation and fully understood what was involved. In addition, as a psychotherapist I was all too well aware of the need to ensure that people have been ‘put back together’ or ‘grounded’ when they had been revealing sensitive issues, some of which they may have found painful. (An example of this was one participant whose son died between two of our conversations.)

The two main Codes which I sought to adhere to during this project were:

1. The British Association for Counselling and Psychotherapy, of which I am a member and which supports my work as a psychotherapist. The Code includes a number of issues mentioned above, including those appertaining to

'consent', the ownership of information, case notes, professional collaboration and so on.

2. The Code of Professional Conduct issued by the Chartered Institute of Personnel and Development, of which I am a Fellow.

I also hold Professional Indemnity Insurance for £1,000,000.

I began by describing in Chapter one of this report how I approached the project and my own credentials for so doing. In Chapter two I gave the aims and objectives for the project and in Chapter three I outlined my reasons for carrying out the project on this particular issue and gave a background of relevant supportive literature. In this chapter I have presented the research methods I used, together with how I chose my participants for the case studies. In Chapter five I shall discuss the way in which the project proceeded and the activities carried out. In Chapter six I will be presenting my findings and in Chapter seven I will be drawing conclusions and implications from these findings.

CHAPTER 5 – What happened during the project?

Project processes and progress

5.1 Project activity

I began the work by inviting potential participants to take part in my study. Bearing in mind the criteria I was using to determine ‘successful’ leaders of change I chose a number of people, some of whom I considered met the criteria from personal experience, others from reputation and/or recommendation, others from proven organisational results, and some from all of these. Most people I invited to participate were keen to do so. Some declined, stating that they were too busy. (As explained in Chapter three in the section on gender, the majority of these were women Chief Executives – only one man declined.) My letter of invitation and attached aims and objectives of the project may be seen in Appendix VII.

Having received confirmation from each of these participants that they were prepared to participate, I then prepared a Protocol document which was discussed with each participant and an opportunity provided for them to amend anything they were not happy with before we began working together. (For example, one person was not happy about the use of a tape recorder for confidentiality reasons.) The agreed Protocol was then signed by each of us, one copy being held by me and another given to the participant. (A copy of the Protocol document may be seen in Appendix VIII.)

We then agreed dates and venues for our first conversation at which I handed the participant a proposed outline of what might be discussed in each of our sessions, together with confirmation of the aims and objectives of the project, as at table 4.

NOTES FOR PARTICIPANTS AND OUTLINE OBJECTIVES FOR EACH MEETING (NB Meetings = one hour unless otherwise agreed)

Reminder of the objectives and main research questions for the Project

1. To review participants' own attitudes towards change and build up a profile of traits or characteristics which underpin positive behaviour in leading change
2. To examine the psychological background to these attitudes
3. To seek explanations of how these personality patterns were first acquired
4. To look for any correlation between these patterns and participants' choice of career, Organisation and sector
5. To analyse how executive directors' and chief executives' own attitudes to change have impacted on their management and leadership style and thus influence those who report to them *et al*
6. To examine whether these senior managers have been prepared and/or able to change their personal attitudes and patterns towards change.
7. To hypothesise what intervention might be needed to effect this change in those who are not so successful at leading change.

These objectives fall naturally into two parts, with objective 4 as a link between them:

- objectives 1-3 deal with your own personal feelings around change (traits, characteristics, attitudes – how they were acquired and psychological background etc)
- the linking objective 4 harnesses the personal to the work situation
- objectives 5-7 are concerned with the way in which your attitudes towards change have influenced how you lead successful change at work

Therefore the contents of the sessions will follow this pattern.

Contents of session one topics

- Go through project aims and objectives and clarify any points
- Clarify expectations of the end product
- Discuss your expectations/interest in the project (hopes and fears)
- Clarify my expectations
- Check details of the Protocol (already signed by you and me)
- Clarify the methodology to be used (eg interviews, transcription of notes, tape recording etc)
- Give future session agendas
- Fix date and venue for next session

Contents of sessions two and three

The first of the three topics above will provide you with the opportunity to talk about your attitudes towards change and give me some insight into your personality profile (my objective 1)

The second topic will provide further insight into your psychological background and how your attitudes towards change were acquired (my objectives 2 and 3)

Cont'd...

Contents of sessions four to six

The third topic will help us to start to think about:

- whether your personal attitudes had any correlation with your chosen career, and aspirations and ambitions within that career (my objective 4)
- whether, and if so how, you have taken your own attitudes towards change into leading successful change within your Organisation/s (my objective 5)
- whether you have needed to/been prepared to/attempted to change your personal attitudes towards change and what circumstances have enabled that to happen (my objective 6)

It will also provide an opportunity for you to contribute any insights you might have to help those less successful at leading change as far as personal attitudes are concerned (my objective 7).

Three guiding topics for thought

- What are the features of change that attract you most and have you always had a positive attitude towards change in your own life?
- What are the best early memories of change in your life?
- Can you give me some examples of how your previous experiences of change have influenced the way you have managed change at work?

Table 4 – Notes for participants and outline objectives for each meeting

This proved to be very useful in setting some kind of structure for the interviews and it so happened that the seven objectives fell neatly into two sections with objectives 4 as a link between them:

- Objectives 1-3 dealt with the participant's own personal feelings around change (traits, characteristics, attitudes – how they were acquired and psychological background...)
- Objective 4 linked this to
- Objectives 5-7 which were concerned with the way in which participants' attitudes towards change have influenced how they led successful change at work.

Although there was a degree of overlap between these three sections when it came to the interviews, nonetheless the structure did provide a sense of purpose and cohesion

to what otherwise could have been a very broad brushstroke approach which may well have produced somewhat vague data which lacked focus.

At the first meeting, I reiterated the aims and objectives of the project and ensured that participants were clear in their understanding about both parties' expectations of the other. I also discussed confidentiality issues and asked whether they had any fears around the work, and what they hoped to gain from it.

Having decided to carry out semi-structured interviews with my participants I needed to ensure that I gained sufficient data to meet the objectives for my project within the relatively short time I had with each person. Bearing in mind their seniority and respecting their willingness to give me precious time I agreed that gathering the research data would take a maximum of six one hour conversations. My tutor adviser was concerned as to whether this would be sufficient to gain enough data for me to analyse to provide information to produce findings to meet my objectives. In the event, several people preferred to have two hour interviews and fewer of them, and as I got more experienced and focused at drawing the information I wanted from my participants I found I was obtaining the stories in less time but without detrimentally affecting the information.

In order to justify how personality traits and patterns may be reached in just six sessions, I cite as an example the Berkeley Adult Attachment Interview. This is an interview devised by Carol George, Nancy Kaplan and Mary Main (1985) which forms part of Attachment Theory, first posited by John Bowlby over 50 years ago (1949). George *et al* had been attempting to assess the internal working models of parents and their six year old children and the interview structure they devised posed a series of probing questions about parents' own early relationships. The interview lasted between thirty and ninety minutes and sought not only to discover what the adult's early attachment experiences were like, but how he or she thought and felt about intimate attachments now: how they were represented in the mind, what the internal model was like, and whether the person could give themselves the freedom to

access painful memories and open them up for inspection or whether the whole experience was too distressing and needed to be avoided. To this end, transcripts of each adult responding to the questions about early and current attachments and what they meant to them now were analysed for such issues as coherency, quality of memory and anger. Ultimately it was these variables which were used to determine adult attachment status rather than what actually happened in the past. Robert Karen (1994:364) states: ‘More than an interview, it was a psychological assessment...’

This chapter is not a vehicle for discussion of Adult Attachment Theory, which was discussed more fully in Chapter three and to which I will refer again in Chapter six. Rather, I use the model as an example of how a researcher can probe deep issues in a relatively short space of time. Karen (1994:369) goes on to say: ‘...the AAI [Adult Attachment Interview] focuses on an individual, apparently assessing some aspect of his psychological structure. Some believe the AAI is strictly cognitive...Like others, I tend to believe that the AAI taps more deeply into the subject’s psychological dynamics, probably reflecting the cumulative history of the adult’s attachment-related experiences, or perhaps, for some, the aspects of that history that are most activated, most dominant when the interview is taking place.’

A further interesting phenomenon resulting from the investigation into Adult Attachment Interviews is that Main sees modes of speech as a ‘gateway into that invisible realm that both psychoanalysis and attachment theory have uniquely sought to understand – the internal representations, or models, we have of ourselves, of significant others, and of our relationships. Does the person speak in run-on sentences without taking a breath? Do his sentences run out of steam at the end...Does he speak in the first person (immediate), the second person (more removed), or the third person (detached)? Does he use certain vague phrases that are supposed to convey a lot of meaning? Is he prone to slips of the tongue? ... Main has attempted to understand how linguistic mannerisms and quirks fit into a person’s entire psychological profile.’ (Karen 1994:369). This excited me in that I could

explore and research this phenomenon in greater depth through my own interviews with my participants.

5.2 Topics covered in our conversations

In order to maximise the output from my conversations with my participants I produced a series of ‘topics’ and ‘sub topics’ which I covered with each person which formed the basis of my analysis and a summary of these follows at table 5:

TOPIC	Sub-topic
FAMILY BACKGROUND	Year of birth and gender Notes on birth Breastfed/bottle fed Background Class (participants’ definition): Upper (U); Upper middle (UM); Middle (M); Working (W) Changed Class later (in participants’ opinion): U UM M W Both parents during childhood? Early childhood fears (if any) Happy childhood? Parental expectations Occupation of father Occupation of mother Stable/unstable home financially Emotional relationship with parents in childhood: 1 distant 2 affectionate 3 warm 4 demonstrative Age of father at death Age of mother at death Siblings: Brother/s; Sister/s Older; younger Position in family (1 + eldest) Influence of maternal grandparents 1 (low) – 5 (high) Influence of paternal grandparents 1 (low) – 5 (high) Influence of extended family 1 (low) – 5 (high) Other notes re extended family: relevant occupations, interests, miscellaneous Any significant/influential friendships Significant role models (if any)
FRIENDS	Marriages/partners: How many Age at marriage Children Male/female
MARRIAGE AND FAMILY	Primary/prep Secondary: Public/State; Boarding/Day
EDUCATION	

HOBBIES AND PASTIMES

ATTITUDE TO DEATH

CAREER CHOICE AND EXPERIENCE OF CHANGE WITHIN CAREER

WORK MOTIVATORS (Very high, high, medium, low)

PARTICIPANTS' SELF-AWARENESS: PERCEPTION OF THEIR PERSONALITY, ATTITUDES TO CHANGE, LEADERSHIP QUALITIES AND MOST SATISFYING EXPERIENCES OF LEADING CHANGE

General attitude towards school
1 (low) – 5 (high)
Attitude towards academic achievement
Achieved/underachieved (participants' opinion)
Subjects good at
'O' levels
'A' levels
University
Achieved/underachieved at university
Degrees and other academic qualifications
Language proficiency
Professional qualifications
Other titles
Before aged 30
Current
Notes on thinking around participants' own death ('the final change')
Planned

Evolved
Chance
High risk/low risk attitude to career
Number of jobs in:
Public sector
Private sector
Not-for-profit sector
Number of industry sectors
Number of employers
Money

Promotion
Achievement
Recognition
Early expectations of:
Parents et al
Self
Perception of parental expectation now met (yes/no)
Father
Mother
'Pleasing' (to gain approval of family)
Security (including pension)
Freedom
Opportunities for change
Control over own destiny
Others' respect
Approval of:
Seniors
Peers
Subordinates
Confidence levels (1 (low) – 5 (high):
Childhood/teens
20-39
40-59
60+
Risk taker (1 (low) – 5 (high)
Childhood/teens
20-39
40-59
60+
Importance of career 'safety nets'
1 (low) – 5 (high)

GENDER

Shy/outgoing 'real me' (1 (low) – 5 (high))
Childhood/teens
20-39
0-59
60+
Current Shy/outgoing 'role me'
1 (low) – 5 (High)
Current attitudes towards change
Specific leadership qualities
Vision towards objectives
<u>Natural</u> leadership style
1 autocratic – 5 Democratic
Perception of 'toughness'
1 (low) – 5 (high)
Need to be
Actually are
Behaviour indicates in touch with
Anima (F)
Animus (M)
Have gender issues caused problems at work?

Table 5 – Topics and sub-topics covered during conversations with my participants

I covered all these issues with all my participants during our individual conversations in addition to a wealth of other information that they volunteered during the telling of their stories. At the end of my research I considered that I did, indeed, have sufficient data to make a realistic comparison and draw significant conclusions. In addition to the notes of every conversation, I kept detailed working word table sheets (Appendix I) referred to in the previous chapter. The analysis of my findings is provided in Chapter six.

5.3 Recording of our conversations

I initially considered the possibility of using the Narrative Enquiry research method. I was interested in exploring further this technique which I felt sat comfortably with the senior people with whom I was working and the concepts which I needed to probe in order to record their stories for later analysis. Bell (1999:16) describes how this approach entails hearing the subject's story and can involve 'reflective autobiography', part or all of which the researcher can use to illustrate a theme. It particularly interested me because, as Bell points out, 'it is most appropriate when the researcher is interested in intensely personal accounts of human experience' which is exactly what I *was* interested in.

Although the 'stories' share a basic structure, the value (or 'power' as Bell puts it) of the story is dependent upon the storyteller's use of language to present their interpretation of their personal experiences. There are therefore constraints on this methodology which may also include the subjectivity of the researcher in that the analysis and development of themes are dependent on the researcher's own perspective and interpretation. A further constraint, or risk, is the time the interviews take and the value of the data provided, because the storyteller, or participant, is allowed to structure the interview and may therefore go off in all directions. However, the data may provide very personal and valuable insight which may have been lost by a structured, or even a semi-structured interview, and can be used to enhance understanding within the case study and ethnographic approach.

Ultimately, I opted for semi-structured interviews, mainly in order to gain some kind of consistency in the assembled data in order to analyse findings more coherently. However, I avoided constraining my interviewees by allowing them to provide their responses in a way which naturally flowed for them, and in response I merely used the same kind of outline questions as prompts for their 'stories'.

Apart from one of my participants, all were willing that one-to-one interviews should be recorded. I also took written notes during the interviews, sometimes using shorthand and mostly verbatim [which I am very used to doing in my work and do so in such a way as to not encroach on the relationship between me and my interviewee]. However, there then came the problem of transcription of the tapes in that it was extremely time consuming and I had to make a decision as to whether a full narrative transcription was necessary. Etherington (2004:78) states 'Each individual researcher will make a decision about whether or not to tape all of the conversation, whether or not to transcribe, what to transcribe, and how to represent the transcription in their representation'. She goes on to quote her own previous work (Etherington 2000:292) in which she proposed that 'only by transcribing tapes personally could we remain close enough to the speakers' meanings'. However, she later challenged her previous

decision in that she used a professional transcriber to transcribe her tapes and then listened to the tape as she read through the transcription. I considered these issues carefully and was aware that Etherington was carrying out psychotherapeutic research in which issues such as nuances, hesitations in speech, pauses and emphasis and so on were essential in the information provided by the data. I did not feel that my own research necessarily warranted this kind of detail, although it was certainly interesting, particularly the kind of language my participants used, together with other communicators such as body language, and the pace and tone of their speech.

I therefore decided to summarily transcribe my handwritten notes, not necessarily verbatim, although much of the notes *were* transcribed word for word, using the tapes as a backup, which allowed me to include all-important quotes from my interviewees. I also noted their overt behaviour during the interviews (including body language), their relationship with me, the tone of voice and language used (thus also providing me with covert unexpressed communication including attitudes and feelings towards the study and also towards me), all of which would be useful in my analysis. I could, for example, discern when interviewees were particularly enthusiastic about what they were saying as the pace of speech speeded up, the tone of their voice lifted, and they leaned forward towards me with open hand gestures. I also perceived one of my participants, an MP, becoming somewhat irritated by what he called ‘psycho-babble’ during one of our conversations, not only by his words, but by his body language and pace and tone of speech. On one occasion, one person became quite emotional as they related a particularly painful episode in their lives. All of these things were noted because I felt them to be very important in providing information for my topic.

In order to validate the process, the written summaries of every conversation were sent to my participants, either by email or by hard copy (we discussed which they would prefer at our first meeting). As Yin (2003:159) points out, ‘Such review is more than a matter of professional courtesy. The procedure has been correctly identified – but only rarely – as a way of corroborating the essential facts and evidence’. My participants then agreed that the notes were a true record of our

conversation and sometimes made a few factual amendments or added what Etherington (2004:79) calls 'further layers'. She states: 'After checking the transcriptions myself I returned them to participants and asked them to censor anything they were not happy to have included and to verify *their* meanings had remained intact...my experience of allowing participants to read what I have written has enriched the stories in ways that would not otherwise be possible'. Yin (p159) says 'Often the opportunity to review the draft also produces further evidence, as the participants may remember new materials that they had forgotten during the initial data collection period'. He goes on, 'From a methodological viewpoint, the corrections made through this process will enhance the accuracy of the case study, hence increasing the *construct validity* of the study' (italics in the original text). However, although participants sometimes added or amended the summary notes I provided (although this was rare), I retained my own interpretation of the evidence. Yin states (p160) '...you need not respond to all the comments made about the draft...you are entitled to your interpretations of the evidence and should not automatically incorporate your informants' reinterpretations'. Several of my participants commented on the accuracy of my notes and the perceptions and observations I had drawn from them.

At the end of our conversations, I correlated and re-presented every person's summary notes into one file for each case study in a consistent way under a series of sub-headings. This was extremely time-consuming but very valuable as it gave me an opportunity to correlate my findings in a more focused way. Each person's summarised case notes were then presented to them to ensure they were happy with what was written and to discuss any possible confidentiality issues. Initially, having discussed and agreed the matter with my Academic Consultant, I had decided to present the full Summary notes file as an appendix to my Critical Commentary for examiners' eyes only (not to be included when the thesis goes into the public domain as many of my participants have confidentiality issues). However, my Tutor then advised me not to present the full case study notes at all. (I did feel very aggrieved about this at the time, having spent some three months working to bring all the

interview notes together for each case with consistent presentation.) I now therefore have in my archive files copies of each conversation with every participant as it happened, plus a full set of re-presented full sets of case study notes in a consistent format, should the examiners wish to peruse them.

As agreed in the Protocol, retained copies of all notes and tapes will ultimately be destroyed.

5.4 The relationship between the participants and me

As we built rapport, participants began to become very open and frank in what they told me, particularly with regard to their early childhoods and family life. We built good relationships based particularly on trust and I considered it an immense privilege to hear some of the very personal stories told to me. My participants all told me how much they had enjoyed our conversations and some of them found our meetings a cathartic experience as they, perhaps for the first time, were able to talk about things – especially from early childhood – they had never told anyone before. I was aware that I had to be careful that some of the conversations did not become counselling sessions.

My participants also became very supportive of me and of my project and felt that their contribution was a joint venture. All were keen to see the finished result and all offered any more help required.

When I began the project I felt more comfortable with some participants than others, mainly those from a similar working class background to my own. I felt slightly intimidated by some, but within a few sessions I had become quite comfortable with all the people I worked with and know that I was able to put them at ease so that they could open up to me and we enjoyed a good rapport. When the whole group met together (except one participant who was not able to be present) (see 5.5) there was a tremendous sense of *bonhomie* which in part no doubt came from a common sense of

purpose to support me in my doctorate and also because the participants knew they were all from similar backgrounds in terms of successful leaders of change, albeit totally different sectors and industries.

5.5 Group seminar

During the period of the research conversations with my participants (which were carried out over a period of eighteen months from the beginning of 2004) (the diary for which may be seen at Appendix XI) it became apparent to me that the enormous wealth of experience and knowledge within my overall group was something not to be missed. I had enjoyed around sixty hours of in-depth conversation with these very senior people on a one-to-one basis and realised that within the group there was a vast store of knowledge which would help me to meet my seventh objective for my project:

'To theorize what intervention might be needed to effect this change [that is, any change in my participants' attitudes which had helped them to bring about successful change within their Organisations] in those who are not so successful at leading change'

I felt that the synergy of the whole group together may stimulate exciting and innovative thinking which could provide material for my article (my 'product') and offer something to industry which would be born of the expertise of a group of very successful leaders of change, rather than just being words of mine. Therefore, with the agreement of all but one participant (who was unable to attend because of business commitments), we met together as a group for a two and a half hour session in February 2005 (when the one-to-one sessions were complete). This was a very worthwhile experience and one which everyone enjoyed a great deal and which produced further valuable data for my project. In order to capitalise on the experience of the group, I posed six questions for discussion (and also provided a

reminder copy of the aims and objectives of the project). This paper, together with the invitation to join the group meeting, may be seen at Appendix X.

I divided the group into four syndicate groups which spent the first hour considering specific points. This was followed by a plenary session which resulted in a lot of commonality of thought, which will be discussed further in Chapter six. I recorded the plenary session and fully transcribed the tape (which was sometimes difficult as several people spoke at once as they became more enthusiastic!) – see Appendix X.

This group seminar was something which I had not originally planned but which evolved as a result of the research conversations. I consider that it was immensely valuable and the findings from it will be discussed in Chapter six. Every participant wrote to me afterwards to say how much they had enjoyed the session and thought that a great deal of positive contributions had come from it. Comments included:

'That was a really great day'
'I certainly learned a lot'
'Well worthwhile'
'I enjoyed it! Made getting up early worth it! Do keep in touch'
'Glad it was helpful. I enjoyed it too, as I have our talks. Good luck with the next stages'
'Thank you for such a stimulating meeting. It was really interesting to meet your other people; the discussions were thought-provoking and good-humoured. My thinking was better informed from the morning debates.'

5.6 The writing up of my work

I began to write up my critical commentary very early in the proceedings on the advice of my tutor. Thus, I was able to include details which otherwise may have been lost. Because of this, I had to continually re-draft as I found new literature, discovered new data and generally 're-searched' my findings. To begin with, I found

this a tedious process as I am the kind of person that likes to achieve quickly and fairly spontaneously. However, I came to realise the value of re-writing and took to heart the warning given by Yin (2003:155): 'writing means rewriting...The more the rewriting, especially in response to others' comments, the better the report is likely to be'. I found the comments from my tutor and my consultant adviser very helpful but also irritating from time to time in that to continually re-draft meant the potential possibility of duplication, lack of clarity (in that I re-ordered material), and even omission of important points. However, now that the commentary is complete, I realise the wisdom of the help that has been given to me and the many hours spent in re-drafting. Having previously written five books, I was no stranger to re-writes, but this editing of manuscripts was, I found, quite different to re-drafting this commentary. Hopefully, Yin's comment (page 165) 'the clarity of writing also increases with rewriting' is in fact the case and, as he says, 'With the use of electronic writing tools, an investigator has no excuse for shortcutting the rewriting process'! As well as being an academic piece of work, I have tried to make this commentary an enjoyable read.

Chapter 6 – What did I find out?

The Project findings

In considering how best to write up my findings within this report, I needed to take into account the fact that I was presenting the results of multiple case studies. Brief pen sketches of each of my case study participants are provided in Appendix IX. As described in Chapter four, I also had working analysis tables in order to carry out cross-case synthesis (Appendix I).

In addition, I needed to ensure that I dealt with each of my original objectives and the way in which my findings meets these is presented at the end of this chapter.

As in the rest of this Commentary, pseudonyms have been used throughout, except in one case where the participant wished his own name to be used. All case study participants have seen and approved the content of their data. Words in quotation marks are participants' own words.

The topics and sub-topic headings correlate with my analysis sheets (Appendix I) and relate to the material covered in my semi-structured interviews.

6.1 Family background

6.1.1 Age and gender of participants

Table 6 shows the age ranges of my participants. It can be seen that the majority of participants fell within the age 50-60 age range which is probably a fair representation of senior leaders in industry.

Year of birth	Number of participants	Female/Male
1930s	1	F
1940s	5	3 M 2 F
1950s	4	4 M
1960s	1	F

Table 6– Age and gender of case study participants

6.1.2 Family class position

I did not pre-empt my participants' thinking by determining what *I* meant by working, middle, upper middle and upper class. These categories therefore represent participants' own definition of their class, both original and current. (*Note: One person came from a working class paternal family with an upper middle class maternal side, hence the original class column equals 12 rather than 11.*) It can be seen from table 7 that no-one defined their present class as 'upper' or 'working'; the majority defined their current class group as 'upper middle'. Eight of the eleven participants felt they had changed class groups since their original background.

Class	Original	Current
Upper (U)	1	0
Upper middle (UM)	2	9
Middle (M)	4	2
Working (W)	5	0

Table 7 – Family class position

Neil, Carol, Roy and Peter were all from working class backgrounds, with Lucy coming from a mixed working and upper middle class family. Sean originated from an upper middle class background.

6.1.3 Parents and occupations during childhood

All participants had both a mother and a father during childhood, and table 8 gives their occupations.

Case study	Occupation of father	Occupation of mother
Sean	Anglican Priest, theologian, Senior academic	Housewife
Theo	Pension fund manager	Sales distributor
Roy	Milkman; carpenter	Cleaner; junior civil servant
Keith	Methodist minister	Housewife
Neil	Shipyard worker	Shop assistant
Peter	Draughtsman engineer	Secretary
Grace	Teacher	Optician's receptionist
Carol	Grocer	Housewife
James	Church of Scotland Minister	Doctor
Sally	Civil servant	Civil servant; teacher
Lucy	Butcher; self-employed	Teacher; housewife

Table 8 – Parents' occupations during childhood

6.1.4 Details of birth

I asked my participants if they remembered any details of their birth: whether it was a natural birth, whether there were any particular difficulties, whether they were separated from their mother early after birth, whether they were breastfed. Interestingly, some of the men did not know very much about it, whereas the women tended to have a lot of detail. Men from an upper middle or upper class background had less detail; one person said 'It wasn't talked about'. Two of the men said they assumed that they were breastfed. Another said 'I don't know but I don't think so because there were bottles around when my brother was born'. Table 9 shows the correlation of the results of this sub-topic.

	Natural birth	Any details of birth process	Breastfed	Other
Sean	Yes	Very ill – hospitalised; baptised in incubator	<i>‘Don’t know, wouldn’t have been talked about’</i>	Nursing home birth
Theo	Yes		Yes	
Roy			Yes	
Keith	Yes	Month premature	No	First of twins
Neil	Yes		<i>‘Probably not’</i>	Nursing home birth
Peter	Yes	Late	<i>‘Almost certainly’</i>	Nursing home birth
Grace	Yes	Quick labour	Yes	Home birth: father present
Carol	Breech	Difficult; mother very ill, lost kidney and hearing (permanently)	Yes	Nursing home
James	Breech	Difficult	Yes	Hospital birth (<i>‘Black midwife’</i>)
Sally	Yes		Yes	Nursing home birth
Lucy	Yes		Yes (<i>‘for months’</i>)	

Table 9 – Details of participants’ birth

Note: Where no entry is made, participants did not know the answer. Words in italics within the table are participants’ own words.

I was particularly interested in this subject, bearing in mind Attachment Theory (see Chapter three). Sean, Keith, Carol and James all experienced either separation from their mother for a period of time immediately or shortly after birth and/or had difficult births. All these people reported exhibiting avoidant, ambivalent or disorganised behaviour at least for a time during their adult lives which may have resulted from problems with attachment.

6.1.5 Happy or unhappy childhood

We further explored the relationship with parents and ‘significant others’ and Table 10 indicates participants’ responses as to whether they had a happy childhood.

Happy Childhood?	Yes/No	Comments
Sean	No	Especially at boarding school
Theo	Yes	But streaks of frustration – wanted to do own thing
Roy	Yes	Very
Keith	No	Not parentally (close to twin)
Neil	Yes	
Peter	Yes	
Grace	Yes	
Carol	No	Not parentally but significant others influential
James	Yes	
Sally	Yes	
Lucy	No	

Table 10 – Happy or unhappy childhood

Theo said his childhood was happy ‘but with streaks of frustration because I wanted to do my own thing’.

Lucy said ‘I had a terribly unhappy childhood’, and Keith felt the same way, apart from his relationship with his twin.

Carol said ‘I had a very unhappy childhood – I never once received a cuddle or kiss from either of my parents until I was an adult, and I was very frightened of my father’.

Sean had a dismally unhappy childhood, but this was mainly because of his unhappiness at boarding school, details of which will be included in the next section.

Sally said that in spite of difficult experiences during school days (included in the next section), overall her memories of her childhood are happy, especially within her family.

Grace, James, Neil, Peter and Roy all said they had happy childhoods.

6.1.6 Emotional relationship with parents during childhood

In addition, I was interested in those who felt that they did not receive sufficient good attention from their parents, particularly mothers, during their childhood. This tended to correlate with those who were separated from their mothers at birth, with the exception of James. Lucy also had a great deal of emotional abuse and deprivation during her childhood. Table 11 indicates the quality of the emotional relationship perceived by the participants to have been received from their parents during childhood. (Participants were invited to choose between the categories distant, affectionate, warm, demonstrative.)

Emotional relationship with parents in childhood	Father	Mother
Distant	5	3
Affectionate	4	4
Warm	2	3
Demonstrative	0	1

Table 11 – Emotional relationship with parents during childhood

The histogram below clearly illustrates the reversal pattern between fathers and mothers in terms of displaying emotion. Fathers were more ‘distant’ than mothers; both were similarly ‘affectionate’; mothers became increasingly significant when ‘warm’ and only a mother was ‘demonstrative’. (However, it is accepted that the judgement was based on participants’ own perceptions of the meaning of the words distant, affectionate, warm and demonstrative.)

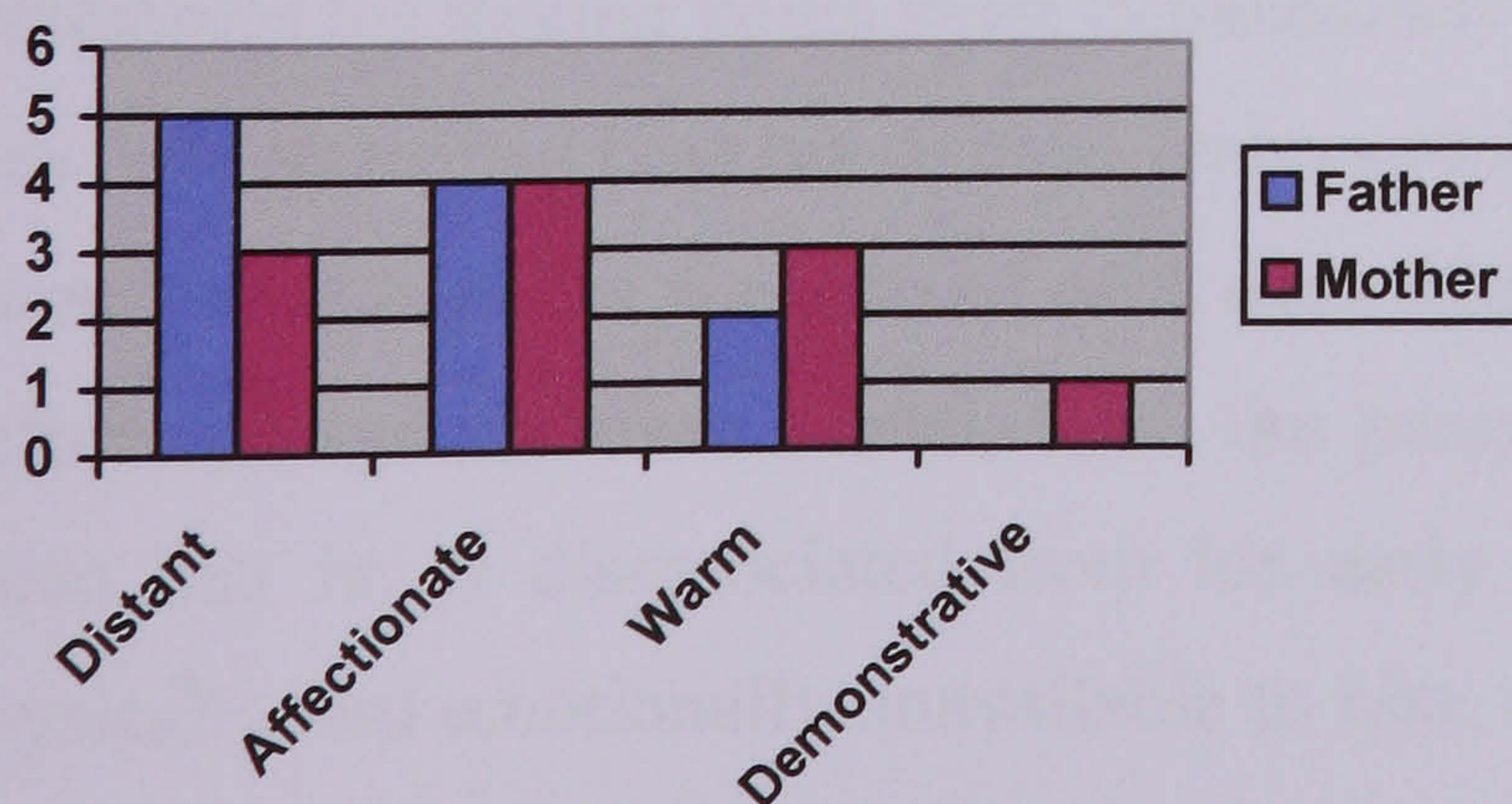


Fig 6 – Histogram to show reversal pattern between fathers and mothers display of emotion

Examples of what participants said about their childhood and the relationship with parents during early childhood are provided below in some depth because of the importance this study places on early years in the acquisition of attitudes, values, beliefs and so on:

Sean was the son of a clergyman, an Anglican priest and academic theologian who became an eminent senior academic, and whose memoirs and volumes of sermons have been published. He was 45 when Sean was born. Sean said 'My father was a wise, able and hugely respected man'. Sean was very ill within days of his birth and nearly died. (His father baptised him in the incubator.) Sean realises that this separation from his mother at such an early age may well have a bearing on his introverted personality and rather isolated behaviour later in life. Sean said his parents were 'fond' of him but were 'not demonstrative and were fairly distant emotionally'. (But his mother kept a 'baby book' which Sean now has.) Sean thus had a very traditional, upper middle class upbringing, with emotionally fairly remote parents.

Because of their financial situation, Theo's parents worked 'in order to keep the family in the upper middle class background they were used to'. Theo and his brother had nannies (Theo does not remember the first but said 'I can visually remember the second whom I had from the age of three'). Their upbringing was formal 'with not very much demonstration of emotion, either positive or negative', said Theo. He remembers his mother being more demonstrative than his father, but 'in a respectable way' and described how his mother, when a child herself, had been 'presented' to her parents after high tea was served each day. Theo found it difficult to recall anything before the age of seven which, from the perspective of Attachment Theory, could mean that he is disassociated from his early childhood. His parents were often physically and emotionally unavailable to him, and seemingly his only playmate was his brother who, in their play, was often quite cruel. Theo did have nannies, but

seems not to have formed an emotional bond with them. His behaviour as a child and teenager is symptomatic of a child who is 'Avoidantly attached' (see Chapter three).

Roy came from a working class background. His father was a milkman and later, having lost his hearing, worked for a timber firm. His mother was initially a cleaner, later a junior civil servant. Roy had a 'very happy' childhood with a 'warm' emotional relationship with both parents.

Keith's father was a Methodist minister: 'He was 'distant' and often in his study...He was quite dependent on my mother, being deaf and emotionally not robust'. Keith said his mother was 'strong and dominant - she controlled everything'. Neither of Keith's parents 'showed much affection' and Keith said his mother was 'tough and hard'. He remembered: 'cold austere bedrooms with nothing on the walls and everything in its place...We were given jobs to do to make sure it stayed that way'. Keith described an incident in his childhood where he fell over and had actually broken his leg, but his mother told him to 'get up' and it was some time before she called an ambulance. Keith said he still finds it difficult to give outward affection. He said 'I still find it difficult to 'hug', even my own children'. He said his in-laws hug him which makes him feel uncomfortable and makes him want to withdraw.

Neil's father came from a line of shipyard workers in Glasgow, work which in the 1950s was under pressure from Japan and Korea, making for unstable employment. His mother also worked – initially as a shop assistant, and later as manageress of a canteen. 'This was necessary', said Neil 'at the times when my father was laid off'. Neil has a significant memory which has influenced his life and career, that of his mother saying 'You need to get a steady job, son, with a good pension'. Neil did not say a lot about his early childhood except that it was a happy one and his relationship with his parents was a good one.

Peter described how he was 'three weeks late' and missed the slot booked in the local hospital. He described how his mother was therefore taken to a hospital in London for his birth, which was normally for 'very sick cases'. His birth was natural 'with no problems' but he thought he had probably been taken from his mother to the nursery which was common practice in those days. He did not say very much about his early childhood except that it was a happy one. Church played a major role in Peter's developing years. His father was 'low church' and his mother Catholic, but at this time they went to a local 'high-ish Church of England'.

Grace has very vivid memories of her childhood which was a happy one. She said her mother is 'an extrovert, competent home maker but she lacks confidence. She is bright and numerate and is into a lot of detail' (a phrase which Grace would use very frequently during our conversations). She said her mother was tactile and outwardly demonstrative). Grace said her father is 'very introverted, very reflective, and does not have a lot of friends...His family mean a great deal to him. Grace described how he used to be very 'hands on' when she was little and is kind and patient. However, she said he was not demonstrative and she does not remember him ever saying that he loves her.

Carol, the one 'only child' of the group, had a very unhappy childhood as far as her relationship with her parents was concerned. She was three when her father returned home from the second World war and was immediately made to feel 'in the way'. Her mother had been very ill when Carol was born and had been in bed for nine months after the birth. (She lost a kidney and became permanently deaf as a result of the difficult birth which Carol feels may explain some of her ambivalent feelings towards her daughter throughout her life.) Carol and her mother had stayed with Carol's maternal grandmother during this time and therefore Carol feels that bonding had probably taken place with her grandmother rather than her mother. Carol feels that this separation probably had a major effect on her formative years and she related how she continually sought a mother-substitute figure throughout her childhood and teens. Her relationship with her father was a remote and difficult one and

emotionally there was little affection shown by her parents to Carol, but a great deal of affection between her parents, which led Carol to feel very isolated, feelings which she said she still has to deal with in some situations even today.

James was born into an upper middle class family in Scotland. His father was a minister and his mother a doctor. He was born in hospital – a breech birth – and told me that ‘the midwife was black which was unusual in those times’. He said he had ‘a very happy childhood, with loving and affectionate parents, although not overly demonstrative’.

Sally was born in a nursing home. Her early memories are of ‘a great deal of warmth and love, especially from my mother’. She remembers her father as a little more distant, but ‘only because he was at work during the day and I saw less of him’. She remembers him telling her stories at bedtime. She said that her family ‘was very church-focused and were members of the Methodist church’ (her grandfather was a Methodist minister). Sally remembers her mother as being a role model for mothers: ‘She was a wonderful mother, loving and warm – always on your side’.

Lucy had, in her words, ‘a terribly unhappy childhood’ and had previously indicated that she ‘had been breastfed for months because [my mother] was told to by the doctors...my mother was as mad as a hatter’. She described how her mother had treated her badly and had abused her verbally: ‘She always deemed me to be a failure and I remember her saying ‘you are extraordinarily unattractive’’. Lucy’s mother had a difficult mother of her own. Lucy said her maternal grandmother was middle class, ‘bright and ambitious and was seen as a ‘saint’ and a perfectionist, so my mother got a bad deal’. Lucy’s father was an entrepreneur, having begun life in what Lucy called a ‘lower working class’ environment as a butcher. He set up his own business in New York in the Depression and by the time Lucy was born he was ‘very wealthy’. His business skills influenced Lucy in her own future career.

(Note, it is interesting that those who had happy childhoods were less inclined to expand on them than those who had had unhappy relationships with parents, tending to suggest that – as some agreed – it was a cathartic experience to be able to talk about it. It may have been, however, that they picked up on my interest in relationships which were less than positive.)

It can be seen from this section that there was a wide range of experience among the participants concerning their early relationship with parents and at this stage it was not possible to correlate any particular common factors to identify them as potentially successful leaders. Indeed, at this stage in the project it was interesting to conjecture what future experiences would lead participants to develop their own personalities and the type of career pattern which they would ultimately follow.

Where, however, there has been pain and loss in childhood, such as that experienced by Theo, Sean, Keith, Carol and Lucy, all of whom were quite open and aware of it, there would appear to be a period of adult maladjustment until, through various means, these people have become Self-accepting, either through talk therapy (such as that experienced by Lucy and Carol), and/or perhaps by the influence of other significant adults and role models.

The awareness of participants in assessing early relationships with parents was useful in establishing personality profiles to build up a set of traits and characteristics underpinning their positive attitudes towards change, which was the first of my objectives.

6.1.7 Siblings

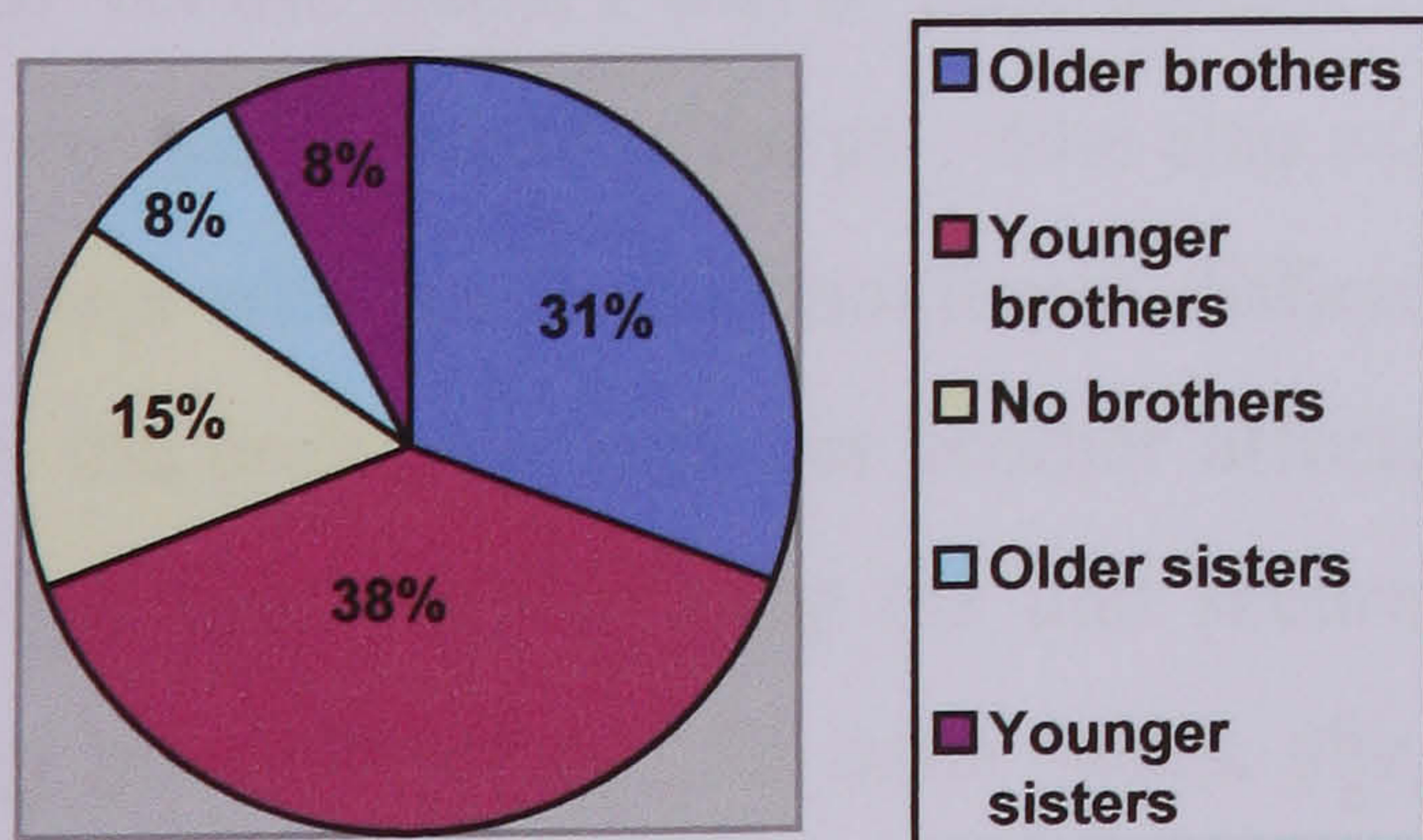
Table 12 illustrates sibling relationships and positions in the family of the case study participants.

Participant	Brothers	Sisters	Total in family	Position of participant in sibling group
Sean	1	0	2	2
Theo	1	0	2	2
Roy	1	0	2	1
Keith	2	0	3 (inc twins)	1 (of twins)
Neil	1	0	2	1
Peter	1	0	2	1
Grace	2	1	4	1
Carol	0	0	1	1
James	2	0		2
Sally	0	1	2	2
Lucy	1	0	2	2

Table 12 – Participants’ position in the family

Of the eleven participants, one was an only child; nine had brothers (four older, five younger); only one participant (excluding the only child) did not have a brother. Two (both females themselves) had sisters. Five participants were first born (excluding the only child) and five participants were second born. Of the ten participants with siblings, the prevalence of brothers (69 per cent: 31 per cent being older than the participant, 38 per cent younger) perhaps suggests an element of sibling rivalry leading to a sense of competition. Of the two participants who did not have brothers, one had a ‘rival’ in a jealous father who she felt she needed to ‘beat’ and the other had an older sister who led the way for her and protected her so that she ‘shut up and smiled’. The prevalence of brothers is illustrated in the following chart:

Fig 7 – Chart to show the prevalence of brothers



Several participants felt sibling rivalry may have had a bearing on their motivational drive later in life and others were prepared to admit that it was a strong possibility.

For example, Theo's brother is 18 months older than he. They were often alone as children (their parents working, see above) and played together, although Theo described some seemingly fairly cruel play such as his brother throwing darts at his feet running around the garden and shouting 'dance scum'. However, Theo says he did not see this as bullying, but rather as play. (Nevertheless, it is one of the few memories he retains from childhood.) As they grew older they grew apart and they are not close.

Lucy described how, until recently, she had a poor relationship with her brother ('we get on OK now'). 'At one time he seemed to blame me for the difficulties with my mother'.

Keith was close to his twin brother, sleeping in the same bed until the age of 14 and then continuing to share a room. They began to 'separate' while at grammar school, where for the first time they were in different forms, which Keith said was very difficult for them. They went to different universities and when Keith was about to get married his twin moved to Bermuda where he still lives a bachelor life. The twins had a younger brother and Keith said both his brothers were very important to him in dealing with all the changes in his early life: 'my parents less so'.

Grace is the eldest of four – two of whom are twins. (She later married a twin.) She said: 'As the eldest I was a 'little mother' – I used to push [my brother's] pram while my mother pushed the twins'. She also explained how she used to 'parent' one of her brothers who has had behavioural difficulties throughout his life. Grace described how the problems with her brother affected the whole family dynamic, and she has always been keen to keep the unit secure, particularly trying to protect her parents from his difficulties. In latter years, she has continually rescued her brother from financial difficulties. Thus, Grace has from childhood 'parented' her own parents and her siblings which may have led to her organising ability and developed her confessed need to control others. She said of her relationship with her brother: 'There was a lot of anger on both sides when we were younger, a lot of arguments and

sometimes violence’, but she feels this has now led to her choosing to avoid conflict on a personal level, as she said: ‘when I feel it is not worth having a row about’.

James had a theory about being one of three brothers. He is interested in Lord Denning’s analysis of the ‘Who’s Who’ (he himself being one of three brothers), from which James told me that Lord Denning concluded that a far higher success rate can be seen from this family combination than any other. James said although a total generalisation, he sees a three child family as:

Child one – responsible, staid and rather dull

Child two – revolutionary, lacking responsibility, an achiever, a bit naughty

Child three - spoiled

James, as the middle child, said he certainly fitted this picture, as did his two brothers, and he also sees the same patterns in his own three children. James said his traits did not always receive the approval as did his elder brother’s ‘who was much more staid’ and that he, James, was very independent. He gave examples such as having long hair, ‘flirting briefly with Marxism’, moving into lodgings at the end of his first university year (which he said was unusual in those days), and having lots of girlfriends. James said he has a good relationship with his two brothers, although he has not seen very much of them as both have been abroad for the past thirty years.

Sally, the only participant who does not have a brother (other than the only child) spoke fondly of her sister and said ‘when I was small she protected me and she trod the path for me to follow’.

6.1.8 Significant adults during childhood other than parents

We explored the significance of adults other than parents in the early lives of my participants, looking at the influence of grandparents (table 13) and others within the extended family (table 14).

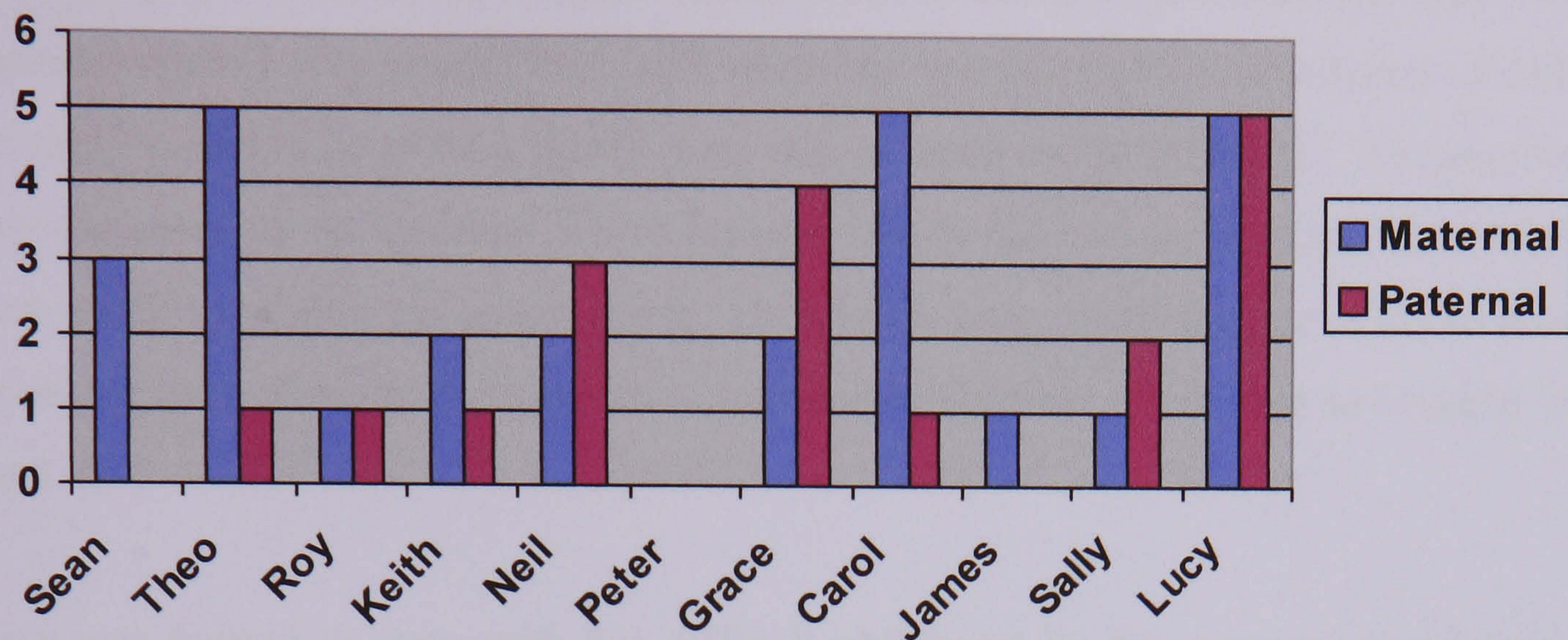


Table 13 – Influence of grandparents (1 low – 5 high)

Note: Where no bar occurs, the relevant grandparent was dead before the participant was born.



Table 14 – Influence of the extended family (1 low – 5 high)

Note: Peter was adamant there was no influence at all

An important finding here is that where there was emotional or physical deprivation from parents during early childhood, participants found surrogates from grandparents and/or other adults within the extended family (and sometimes close friends of the family). Thus, the ‘attachment’ which was formed was not always with the parents and in some cases this seemingly had an effect on the person’s development and future behaviour and drives.

For example, Sean has very happy memories of his maternal grandparents ‘who lived opposite when I was young’ and with whom he spent a significant amount of time. He said, ‘I used to go to their house every day to listen to The Archers.’ He described how they used to ‘sit together’ which his own family did not, and said he could talk to them much more than his own parents. He told me how, ‘from the age of six to about eleven or twelve’ his grandfather took him and his brother every year to London ‘on the 8.48’.

Lucy was helped to cope with her difficult childhood by her paternal grandparents ‘who were fabulous’. Her grandfather was a furniture salesman: ‘charming, a womaniser - he got gonorrhoea and gave it to his wife. She went blind and he went deaf’. Lucy said ‘I had a good relationship with my grandparents, but although it was warm there were few spontaneous hugs around the place’. (Lucy herself has found it difficult to be demonstrative, although she said she is more comfortable about it now.) Lucy also cited supportive adults, albeit somewhat later in her life, as her sister-in-law’s father who ‘became a great champion and significant supporter’ and a local minister in the Congregational church (with whom she later had an ‘affair’).

Carol spoke warmly about her maternal grandmother: ‘she looked after me for the first nine months as my mother was in bed following my difficult birth’. She is intellectually aware (although she has no memory as such) that the emotional separation which must have taken place when her mother returned home with her, leaving the grandmother with whom Carol had no doubt bonded, must have left a deep psychological wound. However, Carol’s parents had a flat and the ‘old couple who lived downstairs’ were a great comfort during Carol’s early childhood and provided demonstrative love which she never had from either of her parents. (She said they also introduced her to comfort eating as ‘they gave me treats when I went downstairs to say goodnight – spoonfuls of condensed milk...’ This was to start a relationship with food which has stayed with Carol throughout her life and which has not always been as helpful as it might be with regard to her weight!) Carol’s father was away at war for the first three years of her life and she said ‘our relationship was

a very difficult one throughout my childhood and teens'. However, her mother had three brothers, the youngest of whom was fourteen when Carol was born, and the family unit was very close. 'We used to all gather at my grandparents' [home] every Sunday and always at Christmas and birthdays'. The relationship with her three uncles provided something in Carol's life which she feels played a big part in her ability to mix in a man's world during her career. 'It also', she said 'introduced me to motor bikes and football!'

Theo, as mentioned above, had an amazing family history, with a murdered grandfather who had been an explorer and adventurer, a grandmother who was, in Theo's words, 'a high achiever', being a female High Sheriff of a county and ultimately deputy Lord Lieutenant; she also played lacrosse for England and introduced Theo to his love of horse racing. Theo told me wonderful stories about his family of pioneers which included Blackbeard the Pirate! Theo agreed that his personality would indicate that he has perhaps inherited some of the eccentric family genes!

Keith, who had unhappy experiences with his parents as a child, described his maternal grandparents' home as complementary to his own home: 'I looked forward to my visits at least once a year; I remember it as a place of stability, love and peace – a real buzz for me'. Unlike his own home situation, Keith said he received a lot of time and affection, not only from his grandparents but also from his mother's siblings (she had six).

Sally remembered happy times at Sunday lunch with her maternal grandmother, with the family singing hymns around the piano. Her maternal grandfather had died before she was born and her paternal grandfather (a Methodist minister) died when Sally was around six or seven. She said that both her grandmothers were 'Victorian ladies: doughty souls, but somewhat distant'. She used the words 'affection and respect' to describe her relationship with them. Sally and her family spent summer and Christmas holidays with one of her mother's sisters (who had two adopted children).

Her uncle was Head of a grammar school, another of her uncles was a Chief Education Officer, and a further uncle on her father's side was a schoolmaster. Thus, Sally said she saw education and the church as the two major factors in the extended family's life.

It can be seen from this section that most of the participants had highly influential grandparents or significant other adults, especially where parents were 'absent' (physically or emotionally), for example: Sean, Theo, Carol, Grace, Lucy and Neil.

6.2 Education

6.2.1 Types of school attended and academic achievement

Table 15 shows the types of school attended and the pie chart below the table illustrates the perception of participants concerning their academic achievement.

Type of school	Number of participants	Notes
Primary state	8	1 in New York
Primary prep	3	1 in France, then in England
Secondary state grammar by scholarship	4	
Secondary fee paying grammar	1	
Secondary direct grant	1	
Secondary comprehensive	2	1 began in state grammar, moved to comprehensive
Secondary state sixth form	1	Originally public boarding
State 'other'	1	In New Hampshire, USA
Secondary public boarding	3	

Table 15 – types of school attended

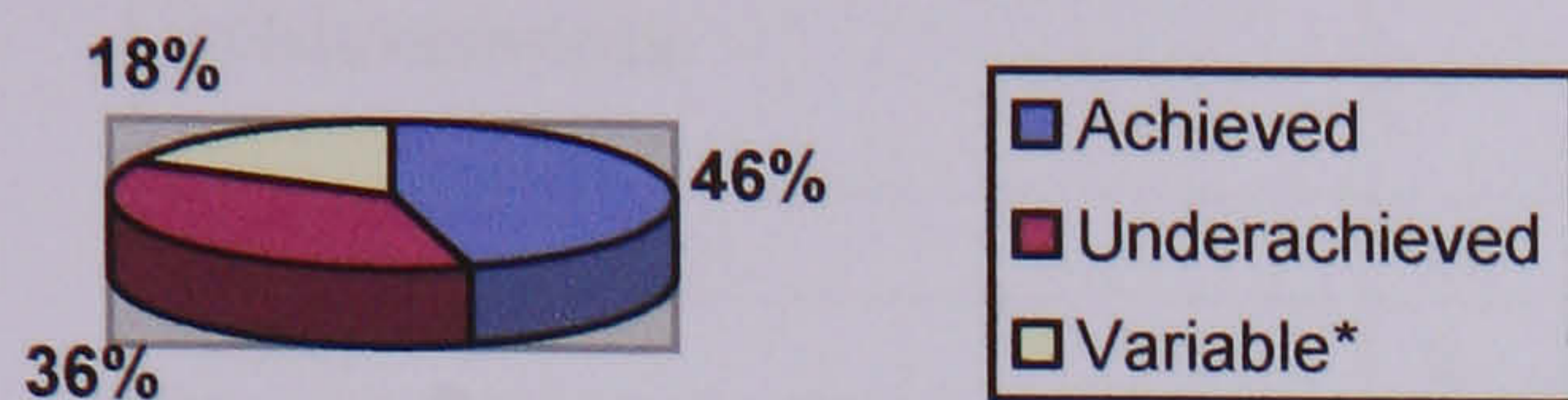


Fig 8 – Chart to show participants' perception of their achievements at school

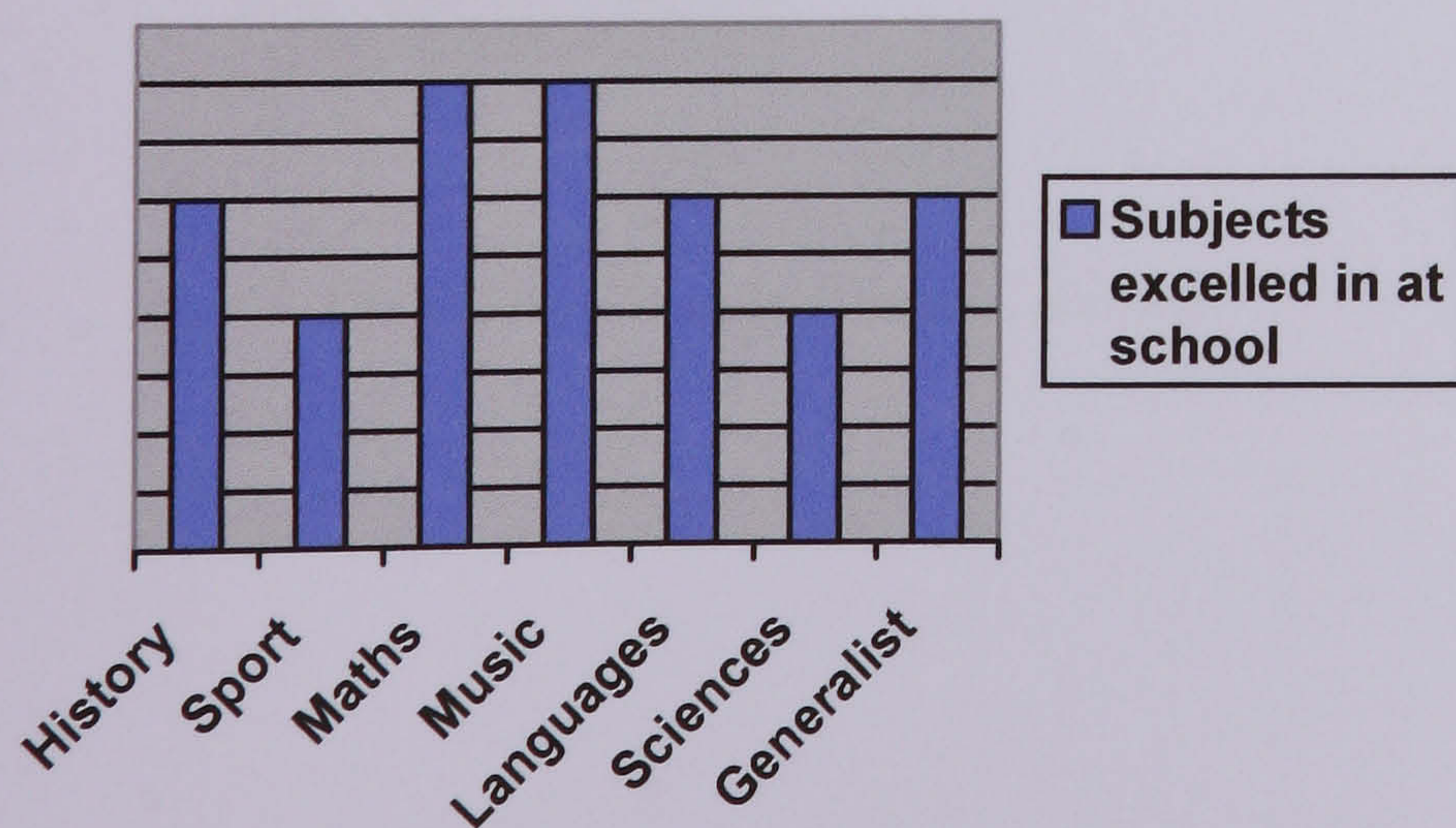
Of the 18% of people who came into the 'variable' category, one person said he underachieved at grammar school, achieved when he changed to comprehensive but underachieved again in the sixth form. Another perceived that he had achieved to age 15 but underachieved from 15 to 17.

Two of the people who perceived that they had achieved said they had done so academically but not emotionally.

6.2.2 Subjects excelled in at school and qualifications achieved

The following chart indicates subjects which participants felt they excelled in at school and table 16 provides details of secondary school qualifications achieved.

Fig 9 – Chart to show subjects excelled in at school



Secondary school achievements	'O' levels	'A' levels/ Scottish Highers	'Other'
Sean	10	3	
Theo	6	1	
Roy	5	1	
Keith	9	4	
Neil	7	3	
Peter	6	3	
Grace	11	4	
Carol	5	0	Secretarial
James	9	5	
Sally	8	3	
Lucy			USA high school diploma

Table 16 – Secondary school qualifications achieved

6.2.3 University degrees

The following chart shows University Degrees achieved. Of the eleven participants, three chose not to attend university. (Two of these were from working class and one from upper middle class.)

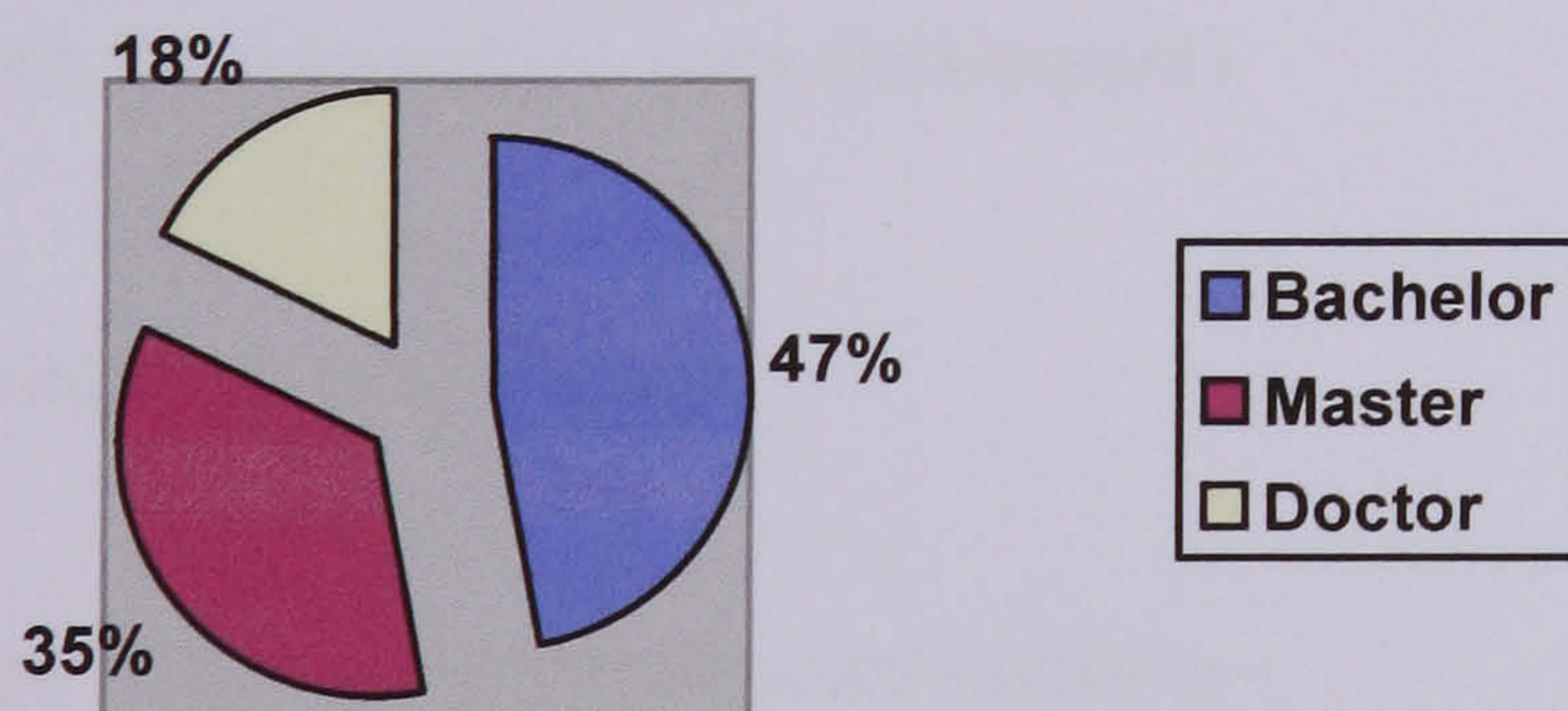


Fig 10 – Chart to show University Degrees achieved

6.2.4 Professional qualifications and other titles

Participants' professional qualifications include:

- Civil Service qualifications
- Fellow, Chartered Institute of Marketing
- Diploma in Public Administration
- Fellow, Chartered Institute of Secretaries and Administrators
- Fellow, Chartered Institute of Housing
- Chartered Fellow, Chartered Institute of Personnel and Development
(two participants)
- Honorary Fellow, City & Guilds (two participants)
- Member, Institute of Leadership and Management
- Honorary Fellow, British Veterinary Association
- Graduate of the Royal College of Defence Studies
- Seven honorary doctorates between two participants
- Gold medal and honorary Fellow, Market Research Society
- Member, MENSA
- Licentiate of the Royal Academy of Music (two participants)
- Associate of the Royal College of Music

Other titles include:

- CB (Order of the Bath)
- CBE
- OBE
- Freeman of the City of London (two)
- Lady of the Realm
- Member of the Court of World Traders Livery Company
- Member of Parliament
- Four Professorships (one participant)

6.2.5 Language proficiency

Participants' language proficiencies include:

- French (four good, seven limited or basic)
- Spanish (one)
- Modern Greek (one basic)

6.2.6 Parental expectation from education

Table 17 illustrates parents' expectations as perceived by participants:

	Academic expectation	Comments on parents' expectations
Sean	High	Expectations to meet similar university status to father and grandfather (Cambridge)
Theo	High	'Good' public school expected
Roy	High	Felt expectations not met. Work ethic was to do a good job, not to climb the scale
Keith	High	'Unrealistic – my parents had not experienced it themselves'
Neil	High	Pressure to 'better himself' and get a 'safe, steady job'
Peter	High	But tension as parents did not want to 'let go' re university departure
Grace	'Try hard and do your best'	Work ethic: 'busy' equals 'good'
Carol	'Do your best'	'But everyone knew hidden agenda of high expectation'
James	High	
Sally	High	'Father expected Cambridge; mother hoped, but delighted with any achievements'
Lucy	High	

Table 17 – Parents' expectations from education

6.2.7 Participants' comments on schooling experiences

Three examples from those at boarding school:

- Sean

Sean's earliest memory of change was when he went as a boarder to a public school at the age of 13. His previous prep school had been a happy experience; this was to be a devastating one. 'I found it very difficult, especially for the first two years.' He was a shy, withdrawn child and was bullied (we compared this with his later hatred of bullying managers). He could not handle the rough and tumble and was picked on by the other boys. There was pressure to achieve ('probably self-inflicted', he said) as both his father and grandfather had been to the school and he did not want to 'let them down'. His father (a school governor) and mother visited once a term; there

were no exeats. Sean described how he crossed the days off until the end of term on a calendar. Sean survived through focusing on academic achievement, and he finished with a University Scholarship Exhibition. The miserable experience at boarding school was a great influence on his personality and this, together with his traditional conservative home background, was to colour his life until he met his wife who was to provide the 'good mother' (Winnicott:1971) Sean had never had.

- Theo

Theo initially attended a fee-paying pre-prep school and at age seven went to a boarding prep. He said 'I had to cope with this huge change'. He was initially very homesick and said 'the first term and beginning of the second were very miserable'. However, he added: 'After that it clicked and I was aware that I had the freedom to play sport, have hobbies and friends...' He remained shy in the presence of adults (he had not had very much experience of being with them) but enjoyed the company of his friends and said that with them he 'stopped being shy after about eight'. He said 'I was not good academically because I was totally dedicated to sport'. He was told he would not pass the Common Entrance examination which made him determined to pass it: 'In the end I flew it'. (Theo has, throughout his life, cherished a challenge and produced an 'I will show them' spirit – perhaps inherited from his pioneering ancestors!) On arriving at his public boarding school, however, Theo said 'I took my foot off the gas again'. He found it difficult to make the change and said 'I discovered that not everyone was my friend'. He was bullied during his first year but said 'I built myself some muscles at the gym and gave as good as I got. After I hit another student I became a hero and the bullying stopped'. Theo had discipline problems during his secondary school years and feels that had he not left when he did (to go to State sixth form at his own choice – his father had wanted him to transfer to Millfield as he was so good at sport but Theo had rebelled because it had been arranged without consulting him) he would have been expelled. He agreed that there was a

great deal of anger and rebelliousness in his behaviour at that time. Theo did not achieve academically ('I passed one 'A' level and failed three – my results spelled my favourite thing: FOOD!') Theo chose not to go to university.

- Sally

Sally's parents worked abroad and she was sent to prep boarding school in England from the age of nine. She said 'the change from a warm, protected family environment to total isolation in a boarding school was extremely difficult'. It was a strong Church of England orientated school whereas Sally had been used to Methodism and was therefore 'different'. She said 'It was a lonely, bewildering and scary time and I felt totally disorientated'. She coped by behaving in a way she had learned as a second child: 'I just shut up and smiled'. Sally spoke fluent French (having lived in France) but said 'I was told off by my housemistress for bragging because I told people my parents lived in Paris [when they asked about her French ability]'. She said she couldn't talk about Paris for years afterwards. Sally then went to a public boarding school where her sister was already in residence. She described the school as a 'mixture of privilege and suppression...The ethos was that one mustn't complain as one was so lucky and privileged'. Sally described how her parents visited one weekend a term, staying in a local hotel (there were only day-time exeat) and the rather false situation as they had to meet in local tea shops. Academically Sally achieved at school, having sublimated her emotional loneliness by concentrating on her work. She left with a state scholarship to Oxford and her name on the school honours board. However, she said 'The school prepared me for academia but not for life'.

From these three examples, it is apparent that those who attended boarding school all found it difficult, at least initially, and all encountered some form of bullying. However, it is interesting to note how they coped. Sean disintegrated and became an introverted conformist, exhibiting shy and withdrawn behaviour and surviving by focusing on academia and 'lonely pursuits' (for example, he crossed Canada on his

own in a bus, bought a car on the west coast and drove it back to the east coast). Theo learned that if he became 'one of the boys' himself he would earn the respect of his peers. He excelled at sport, behaved badly, and failed academically. He displayed extrovert non-conformist behaviour. Sally learned to survive by keeping quiet, toeing the party line, and smiling. Like Sean, she focused her attention on academia, and here again her behaviour was that of an introverted conformist, although the introversion was perhaps less extreme than that of Sean, perhaps because Sally had a very demonstrative loving mother, whereas Sean had a remote, undemonstrative mother. Dorothy Rowe (1993) speculates that the worst fear of the extrovert is to be abandoned, whereas the introvert fears disintegrating and becoming crushed to the point of non-existence (Rowe refers to this as 'annihilation of the self', for example p25). Theo ensured, through his popularity and approval from peers, that he would not be abandoned, whereas Sean – in order to retain his existence – learned to 'parent' himself. In Transactional Analysis terms, as a 'natural child' he had been isolated in a degree of internal pain emotionally, but the 'adapted child' had learned to behave behind a mask in order to survive. His self-preservation techniques to retain his shyness in his 'hidden' area enabled him to pour himself into self-achievement which would, he hoped, be approved of by his seniors – initially his father and ultimately by his managers throughout his career.

There seemed to be much less difficulty encountered by those attending day school, although Roy had a stressful time at Grammar School and said he achieved much more when he went to a bi-lateral (pre-comprehensive) school following a family house move. Neil had attended the first comprehensive school in Scotland and said he achieved academically until he was fifteen, but that he had failed to achieve his potential in the final two years. (We explored the reasons for this but Neil did not perceive anything specific. There is perhaps a connection with his mother's expectation that he should 'get a good job' – perhaps Neil felt he was coming up to the age when that would need to happen and the pressure of this affected his academic performance – but this is merely my own interpretation.)

Peter had been encouraged by his parents throughout his school years, but although they were proud when he won a scholarship to University, he said ‘I had to face the trauma of them ‘letting go’’. He was quite comfortable with leaving home, but his parents found it very difficult. He said there was an ambivalence in their expectations of him in that they would have liked him to live locally and ‘have a trade’ (his father was an engineer in the navy) but they also realised that in order to climb the ladder of progression, university was inevitable. Peter said: ‘They had no real understanding of it and there was always the fear that I would not come back after university...which happened’. His father ultimately accepted the situation but his mother missed him.

This section on education would seem to reinforce an emerging pattern whereby participants had been either encouraged or forced by circumstances to take responsibility for themselves and develop an independence early in their lives. Expectation of academic achievement was generally high, either from participants themselves or from their parents and individuals tended to push themselves to high standards (except perhaps Theo, who ‘opted out’ to some extent).

6.3 Marriage and family

Table 18 illustrates marriages and/or partners and ages at marriage of my participants and table 19 gives details of children.

Marriages/partners	How many	Age at marriage
Sean	1 (current)	25
Theo	1 (current)	21
Roy	2 (1 divorce)	21
Keith	2 (1 divorce)	24, 45
Neil	1 (current)	23
Peter	1 (current)	24
Grace	1 (current)	25
Carol	0	
James	1 (current)	26
Sally	1 (current)	21
Lucy	2 (2 divorces)	30, 44

Table 18 – Marriage/partners

It may be conjectured from this table that the average first marriage took place at quite an early age (perhaps again relating to Attachment Theory in that individuals were looking for a ‘good mother’ or ‘good father’ respectively? In addition, there are fewer than society’s average number of divorces, which may in part be due to participants’ ages, but also perhaps to the fact that had indeed found their ‘good parent’.

Children	Total	Male	Female
Sean	2	1	1
Theo	3	1	2
Roy	2	1 (deceased)	1
Keith	2	1	1
Neil	2	2	0
Peter	2	1	1
Grace	0		
Carol	0		
James	3	2	1
Sally	2	0	2
Lucy	3	2	1

Table 19 – Children

Perhaps it goes without saying that partners have had a pretty major impact on the attitudes and behaviours of participants, some fairly profound. One of the most significant change in attitude and confidence levels is to be seen in Sean, who, it will be remembered, had coped with an emotionally remote family and a miserable experience at boarding school by withdrawing and becoming a ‘loner’. He met his wife when he was 24 and they married eighteen months later. He said this was to have a profound change on the way he viewed his life and himself. His parents were wary of the relationship and his mother never really accepted his wife. Sean accepted he found his ‘good mother’ in his wife and said for the first time he received emotional feedback – a first time of closeness, intimacy and preserved friendship. (He had previously indicated that he had very few lasting friendships.) Sean said ‘I became less selfish [from the point of view of self-centredness motivated by survival] and grew up through knowing [his wife]’. When Sean and his wife had children (two), Sean admitted he had not been ready for fatherhood and said ‘I was probably a great burden to my wife; she probably had three children rather than two’. But he

said he had eventually adjusted and said ‘I changed a lot – I became more outgoing and I enjoyed the children’ Sean said he had not been the distant parent that his parents had been and was conscious of the difference. ‘It has been a learning process’, he said. Sean was adamant that his children would not carry on the family tradition and suffer the agonies of being full boarders as he had.

Theo, in his usual non-conformist style, rebelled against his upper middle class upbringing and married the daughter of a lorry driver. He said ‘My father was marvellous about it, my mother was shocked and my brother rolled his eyes. My grandmother was totally supportive – she knew [his wife] was a real pearl’. Theo and his wife have had three children. As with Sean, Theo was careful to ensure that each child had the appropriate schooling at the right time, being aware of the loneliness he suffered on being sent to boarding school at age seven.

Roy had an unhappy first marriage and does not have an easy relationship with his daughter. He was very close to his son who, as explained above, very sadly died during our work together. Roy’s personal losses (his father committed suicide) have been eased by a happy relationship with his current partner.

Keith also had an unhappy first marriage but is now happily married to someone for whom he has a lot of respect, both personally and in business. Keith has two children from his first marriage, and like Roy, he has a somewhat stormy relationship with his daughter but gets on well with his son.

Peter has had a happy marriage although unfortunately his wife – also a scientist – suffers from a long term illness. They have two children. Peter said how much he loved being a father and, although Peter is committed to long hours of working and achieving perfectionism in everything he does at work, he said ‘For a month after [my son] was born I couldn’t engage with work’. Peter described how, when his son was small – and later his daughter too – he would prepare breakfast and ‘read for at least fifteen minutes, sometimes thirty. I began with Thomas the Tank Engine and later

read the Lord of the Rings, reading three pages a day over the course of a year'. (*I quote this because it is an example of Peter's rather pedantic and detailed speech.*)

Neil, James, Grace and Sally have all had happy marriages. Sally has needed to move around with her husband's career (twenty-four times in thirty years) and therefore her career has been sublimated. However, as will be seen in the next section, she has achieved great things in the work she has done.

Lucy feels that the emotional deprivation she suffered as a child and her resulting low self-worth had an impact on subsequent relationships. She described a number of 'affairs' and said 'I had lots of boyfriends'. She said 'I lived with three men for two years each'. She then married a man who had a similar career status to her own; Lucy said 'He was a working class boy who made success' which was a similar pattern to that of her own father. She said 'He looks good and is good at presentations but is obsessional and incapable of expressing what he feels'. The marriage lasted for ten years and three children were born from it. Lucy married again: 'He was Jewish and lower middle class'. However, he retired early (Lucy said 'He had no ambition') and expected Lucy to do the same. She was not prepared to do this (she is still working at 74) and ultimately her husband left. Although she was hurt, Lucy said she found a sense of freedom. I asked Lucy about the mothering of her own children, given the poor experiences of her own mother, and she replied 'I feel I have been a good mother; I am very close to my children. I thank God every night' (which was interesting given that she told me she was an agnostic – this will be covered in a later section).

As already indicated, I feel that the marriage/partnership and family situations are important in this study because most of the participants have settled into happy family relationships which provide a stability which some did not have in their own childhood families. This would seem to have provided an emotional 'safety net' which has supported risk within their careers. Where participants have not had this adult family situation – for example, Carol and Lucy – it is interesting to note that

they have themselves sought to provide a self-supporting ‘safety net’ through dealing with past hurts in counselling and psychotherapy.

6.4 Significant role models

Several participants spoke of people at various stages in their lives who had provided significant role models. Some of these were business orientated, others had influence on their formation or re-formation of attitudes, values, beliefs and so on. Most participants were aware of at least one person who had influenced them in some way and these are shown at Table 20.

Participant	Significant role model/s
Sean	William Whitelaw
Theo	Maternal grandmother; Margaret Thatcher
Roy	An executive for whom he worked in 1975; John Harvey-Jones
Keith	Two bosses during his career; an uncle
Neil	Two uncles
Peter	Head teacher at school; organ teacher; three specific people for whom he had worked
Grace	A music conductor; a boss at her first job; a colleague at her second job
Carol	A college lecturer; a music teacher; a client for whom she worked
James	None
Sally	Her mother (concerning motherhood); a university lecturer; a manager for whom she had worked
Lucy	Her sister-in-law’s father; a 98 year old lady

Table 20 – Role models

6.5 Notes on spiritual awareness

I had not initially thought to probe this area at all, but it became apparent as we progressed through our conversations that the majority of my participants had a spiritual faith and most were practising Christians. (Also many of them came from a family background where fathers and grandfathers were theologians.) I was aware that the sample may have been biased in this respect, as I did not have any ethnic

minority participants (although two had been invited to participate), nor those of any other religion other than Christian. Added to this, as described in Chapter three, I became more and more aware of the spiritual aspect of leadership as described by writers such as Hatch *et al* and thus I feel this subject should be included in my analysis. I consider this spiritual aspect of leadership to be an interesting phenomenon, in that such attitudes may have a bearing on work ethic and also possibly the nurturing aspects of leadership, and it would be interesting to pursue the potentially important aspects of such thinking following the completion project (see Chapter seven), particularly with a view to researching influences within other faiths and sects.

I asked people to describe to me their attitudes towards their own death (it being the ultimate change in life and the polarity to my questions about their birth process) and Table 21 details their responses (parents are still alive where no entry).

Participant	Attitude towards own death (the ultimate change)	Age of parents at death	
		F	M
Sean	Believes that death is the end – no after life. Not fearful of death but hopes the process is not difficult	90	Late 80s
Theo	Agnostic		
Roy	Not thought much about it until my son died; not religious; not sure if soul lives on	64	61
Keith	Practising Christian; believer in after life and resurrection of the soul.	95	
Neil	‘Complete equanimity about it – it is a developing thing’ (he has some thinking around reincarnation. Practising Christian; believer in after life and resurrection of the soul. Possible fears around process of dying ‘if it is difficult’.	62	80
Peter	‘Fine when it comes – I am looking forward to it’. Practising Christian; believer in after life and resurrection of the soul.	72	84
Grace	Practising Christian; believer in after life and resurrection of the soul.		
Carol	‘I’m looking forward to it’ Practising Christian; believer in after life and resurrection of the soul. Possible fears around the process of dying	68	85
James	Practising Christian; believer in after life ‘in a simple way’ and resurrection of the soul. Looking forward to seeing other members of his family.	71	
Sally	‘Death is not the worst thing that can happen’ Practising Christian; believes in after life although not sure what form it will take: ‘All good things cannot possibly be lost’		58
Lucy	Humanist; no belief in after life. Feels that ‘something’ of us lives on but not in ‘the traditional way’	72	89

Table 21 – Participants’ attitude towards their own death

The reason I asked about participants' parents' death was to gather data about their feelings concerning the loss, especially those who had faced deprivation of one kind or another at birth and during childhood. Again, I wanted to know how participants had dealt with their loss, and whether and how they had worked through emotions such as grief and guilt. I wondered whether, for some people, this may have led to a sublimation of negative emotion in a creative professional capacity (for example, leadership) and I was intrigued to know how loss had influenced them. Some peoples' comments were interesting:

From a participant who had little demonstration of emotion from his mother: 'I was not particularly upset when [his mother] died, unlike my father, when I was extremely upset'. He went on to say that he had found visits to his mother towards the end of her life 'an intrusion into my own time at weekends – it was a duty rather than a joy'.

Another participant with similar lack of affection in childhood felt similarly, although had been more upset over the mother's death than had been expected.

Two people from working class backgrounds were disappointed at their parents' early deaths. One said 'She worked all her life and never got to retirement'. This has had quite an impact on him and his own views about the 'right time to retire'.

One person, on speaking of the future, said 'I would like to see my grandchildren [before I die], write a brief autobiography, clear any debts, and put right any disagreements'.

6.6 Career choice

We discussed whether participants had planned their careers, or whether they had evolved or happened by chance. Figure 11 shows the responses:

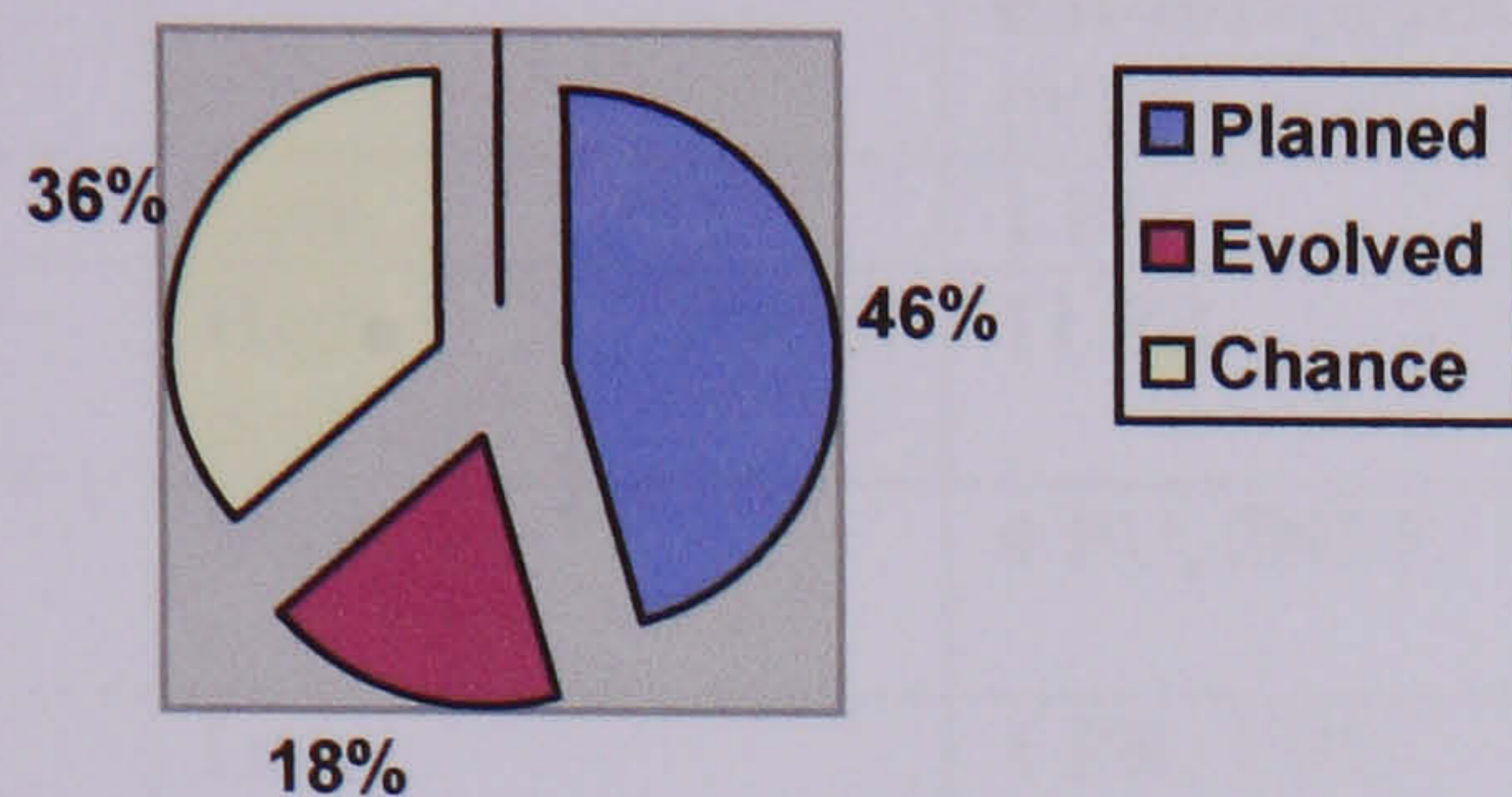


Fig 11 – Career choices

The group discussed the issue of career choice at their full group meeting and felt that a lot of it came about by chance or because of family background. Those from working class backgrounds, for example, were not always encouraged to plan careers but were often persuaded to get jobs which provided financial security. They agreed that education was not necessarily a precursor to doing well (Appendix X) and some who had not done well at school had nonetheless ‘made it’ to the top. There was agreement that whatever career they had gone into, participants would have carved out a path which gave them equal fulfilment and enjoyment.

6.7 Attitude towards risk within career

It was apparent that some participants had chosen occupations with a fairly low degree of risk (such as the Civil Service), whereas others who welcomed risk had chosen careers in other types of occupations. Table 22 shows the degree of risk welcomed by participants and the type of career chosen.

Participant	Attitude towards risk within career	Number of jobs in private (PR), public (PU) and not-for-profit (NFP) sectors	Number and type of industry sectors worked in	Number of employers
Sean	Low	1 PU	1 Civil Service	1
Theo	High ('with cushion!')	11 PR	4 Marketing and Financial Services	9 + 2 self employed
Roy	Medium	4 PU, 2NFP	2 Housing and Local Authority	6
Keith	Low	1 PR, 1 PU	2 Personnel and Health Service	2
Neil	Low	1 PU	1 Civil Service	1
Peter	High	1 PU, 1 PR (briefly)	2 Civil Service, Manufacturing	2
Grace	High	2 PR	1 Retail	2
Carol	High	2 PU, 7 PR, 1 NFP	4 Education, Charity, Manufacturing, Service industry	9 + 1 self employed
James	High	1 PU, 5 PR	2 Trading, Politics	5 + 1 self employed
Sally	Low	1 NFP	1 Education	1 + a number of short teaching posts
Lucy	High	2 PU, 5 PR, 3 NFP	3 Banking, Marketing Research, communications	10

Table 22 – Degree of risk and career choices

It is interesting to note that those who took a fairly low degree of risk towards their careers tended to enter sectors which were 'safe' such as the Civil Service and three of these (albeit Peter had a short term job in the private sector) have been in the Civil Service all their lives. They all pointed out, however, that they have had a wide variety of jobs, but it seems – particularly with Sean and Neil – that they were pleased to have a 'safety net' – an analogy used by Neil with regard to his mountaineering hobby.

Theo, who has taken a high risk view towards his career and has undertaken some rather risky self-employed roles from time to time, stressed throughout that he had to have a 'cushion' to his risk. He compared this to his motorcycling adventures which he still has, but said that whereas his friends would lean the bike right over so that it was almost touching the road going around bends, he would not take so great a risk.

When the whole group met together, there was some discussion about whether men took more career risks than women (Appendix X), including debate about whether men's brains developed later than women's and the research which has shown that the last piece which develops is the area of risk-taking. Sally had a view that 'by and large women don't get the same satisfaction from taking, if I may say so, rather pointless risk...It is unusual for a woman to do something which does not have some knock-on positive effect and outcome and which is risk to life, limb and other people, whereas I think that men to still have a gene somewhere...' This led to discussion about child rearing being part of a woman's career and needing to be built in to the decision-making process when speaking of career risk. Theo said 'If I get bored and want to make a decision to go to another job I will do it because I am bloody-minded and that's what I want to do, but I've got the confidence that actually it will be all right in the end, I'll get enough money and the family will be OK. Early in the career when a woman is going through the process, it isn't just actually whether the money will be OK, it's whether the woman will have the ability to rear children. I mean, that's a *really* big, fundamental [risk] question and the blokes round here can only *guess* at what it must feel like to have to question that' (Theo's emphasis). There was a great deal of agreement with this around the table, together with discussion about the risk of becoming re-employed following a career break.

6.8 Work motivators

I drew up a list of motivators which I judged to be pertinent to this study and asked my participants to make a judgement about how these have driven their careers, stating whether, for them, they were low (L), medium (M), high (H) or very high (VH). Table 23 illustrates their responses.

Motivator	Sean	Theo	Roy	Keith	Neil	Peter	Grace	Carol	James	Sally	Lucy
Expectations of parents	H	M	M	VH	VH	L	M	H	L	H	VH
(Met or not met: father/mother)	fY mY	fY mY	fY mY	fY mY	fN mY	fY mY	fY mY	fY mY	fY mY	fY mY	fY mY
Expectations of self	L	VH	VH	L	M	VH	H	VH	H	H	M
'Pleasing' (to gain approval of family)	M	L	L	VH	M	L	H	M	L	H	VH
Money	L	H	H	H	M	L	M	H	L	L	M
Promotion	H	H	H	H	M	L	H	VH	M	M	VH
Achievement	VH	VH	VH	H	VH	VH	VH	VH	H	H	VH
Recognition	VH	VH	M	H	VH	H	H	VH	M	M	VH
Security (inc pension)	VH	L	H	H	VH	L	L	H	L	H	H
Freedom	L	VH	VH	L	H	H	L	VH	H	M	VH
Control over own destiny	L	VH	VH	VH	H	VH	VH	VH	H	H	VH
Opportunities for change	VH	H	H	M	H	VH	H	H	H	H	VH
Others' respect	VH	H	H	M	H	L	H	H	M	M	VH
Approval of seniors	VH	M	M	H	L	M	M	H	L	M	VH
Approval of peers	VH	H	N	M	M	L	H	M	M	M	
Approval of subordinates	VH	M	H	L	H	L	H	M	H	H	

Table 23 – Work motivators

From this analysis we can determine the main motivators for the group overall. Table 24 sorts the above criteria into numerated categories.

Motivator	Low	Medium	High	Very high	Yes/No
Expectations of parents	2	3	3	3	
Met or not met: Father Mother					10 Yes, 1 No 11 Yes
Expectations of self	2	2	3	4	
'Pleasing' (to gain approval of family)	4	3	2	2	
Money	4	3	4	0	
Promotion	1	3	5	2	
Achievement	0	0	3	8	
Recognition	0	3	3	5	
Security (inc pension)	4	0	5	2	
Freedom	3	1	3	4	
Control over own destiny	1	0	3	7	
Opportunities for change	0	1	7	3	
Others' respect	1	3	5	2	
Approval of seniors	2	5	2	2	
Approval of peers	1	5	2	1	
Approval of subordinates	2	2	5	1	

Table 24 – Motivators categorised numerically

From this analysis, it can be seen that the most important motivator perceived by participants was achievement, followed by control over their own destiny. These were followed, although not particularly closely, by the need for recognition and the wish for freedom.

These results follow a pattern perhaps expected of people holding the types of roles my participants have, but it is interesting that their personality profiles also would suggest that the motivators which are most important to them meet criteria set either by themselves or by their original family influence: the need to achieve, to control their own lives, the need to be seen to be achieving and the desire for freedom.

Approval of subordinates was seen to be important by a number of participants, as were opportunities for change and the command of others' respect.

The two Civil servants who consistently presented with a pattern of the need for a 'safety net' in their careers both indicated that the need for security was 'very high', while all the Civil servants said that money as a motivator was 'low' or 'medium'.

Those who placed 'high' importance on money all worked in the private sector apart from one, whose role – although strictly in the not-for-profit sector – is in the type of industry which could almost be classed as private sector.

The responses to this section of the analysis is, I feel, significant in drawing conclusions concerning successful leadership of change. At the group meeting held in February (see appendix X), all participants emphasised the fact that they had always felt 'driven', and just what those drivers have been for each person can be realised, to some extent, in the responses at Table 23. It should be noted, however, that the level of response are those of the participants and what one person may perceive as 'high', another may perceive as 'very high' or even 'medium' – thus the findings have to be received in the light of subjective perception rather than objective fact.

When the group were discussing together the issue as to whether negative experiences could lead to positive ones and what it would take to do it: I asked why some people seemed more able to do it than others. Lucy felt that the person who could do this 'is usually a driven person'. Sean added that 'In some way you grit your teeth during the painful and say 'I am going to come through this' and you gain self-confidence as part of that process'. Theo said 'We sort of agreed...but we didn't know quite where that drive came from' and the group discussed whether it was genetic or conditioning or some of both. They also discussed the possible influence a 'driven mother' had on a child and whether the child then him/herself became driven. The group were in agreement that a driven person needed a mother's encouragement in formative years, or at least that of a significant adult. However, they also felt that there was a degree of genetic 'bloody-mindedness' involved. Lucy also cited the example of bad relationships with siblings, such as a bullying older brother, who caused her to become driven in her determination to overcome difficulties and succeed.

Keith seemed to sum up the thinking of the group: 'If you haven't got that drive in your soul, if you're not driven, then you can't have it put into you'.

Thus, a major factor would appear to be something or someone who has caused these people to feel 'driven': driven to achieve, driven to meet a standard (set by themselves or A N Other), driven to aspire to greater things not yet achieved and so on. Participants agreed that the 'driven' feeling had largely come about because they felt they had not met the pinnacle to which they (or others on their behalf) aspired and therefore they were constantly striving. One person said they felt they had not really met their parents' expectations of them because the goals and aspirations the parents had for them were not the same as those the individual set for themselves and however successful this person had been in their own field, they felt they had failed to gain parental approval. Several said they had never been aware of having received their parents' approval and they continued to strive towards ever higher goals, their

inner drive unconsciously trying to gain parental approval even though their parents may well be dead.

6.9 Attitudes to change

Some of the comments made by participants during our conversations around their attitude to change are provided in Appendix XII. They are not recorded in this text because of wordage, but their importance is significant. Most see change as challenging, exciting and fun. Most emphasise the need for clear long term objectives (Peter uses the wonderful expression ‘big, hairy, audacious goals’), systematic planning, good communication with staff to get them on-side, and the confidence to plough on to see the change through. Appendix XII provides a wealth of experience and expertise from successful leaders of change.

6.10 Natural leadership styles

I asked my participants to make a judgement as to their perception of how ‘tough’ a leader of change needs to be, with 1 low and 5 high. I then asked them their perception of where they fitted into this category themselves, and, further, where they felt their natural leadership style sat on the continuum ‘autocratic’ (1) to ‘democratic’ (5). Table 25 presents their responses:

	Perception of ‘toughness’ required (1 low, 5 high)	Perception of self against perception of ‘toughness’ required (1 low, 5 high)	Position of self on autocratic (1) to democratic (5) continuum
Sean	5	2	4
Theo	4	4	3
Roy	5	4	2
Keith	5	4	3
Neil	4	3	4
Peter	5	5	2
Grace	4	3	5
Carol	4	3	3
James	5	5	1
Sally	5	3-4	4
Lucy	5	4	3

Table 25 – ‘Toughness’ required of leaders

It can be seen that the majority of participants felt that they were not as tough as they needed to be. In fact only Theo, Peter and James said they were – which probably fits their personality types in that they are all high on Shaper (see Appendix III) and can be fairly aggressive and ruthless in their manner. M V Weyer, writing in The Daily Telegraph and quoted in the The Week (11 September 2004) states: ‘Business leaders aren’t meant to be cuddly. The best of them tend to be driven and abrasive, with exceptional stamina and judgement and huge egos’. Perhaps the inner drive discussed in the previous section enables a degree of ‘toughness’.

James was the only participant to place himself on the leadership continuum as completely autocratic, with Roy and Peter seeing their natural style more towards the autocratic end of the continuum than the democratic end. Grace saw herself as completely democratic, with Sally, Neil and Sean leaning towards that style. However, participants were asked to give their perception of their *natural* leadership style rather than their actual behavioural style and from their comments on the leadership of change (see Appendix XII) and other quotes within this chapter, it can be seen that in some cases the natural style is consciously moderated to achieve required results.

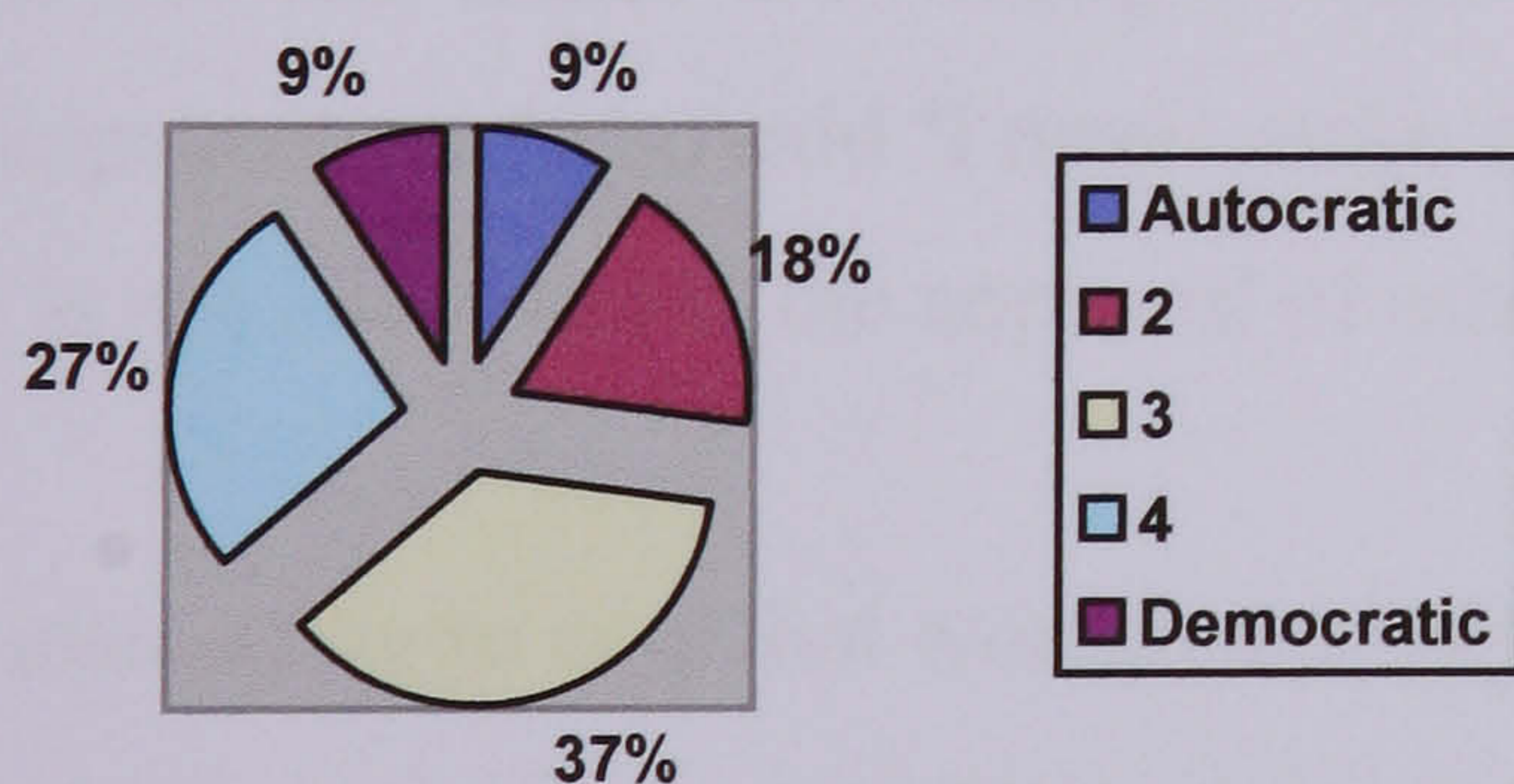


Fig 12 – Placements on the ‘autocratic-democratic’ scale by percentage

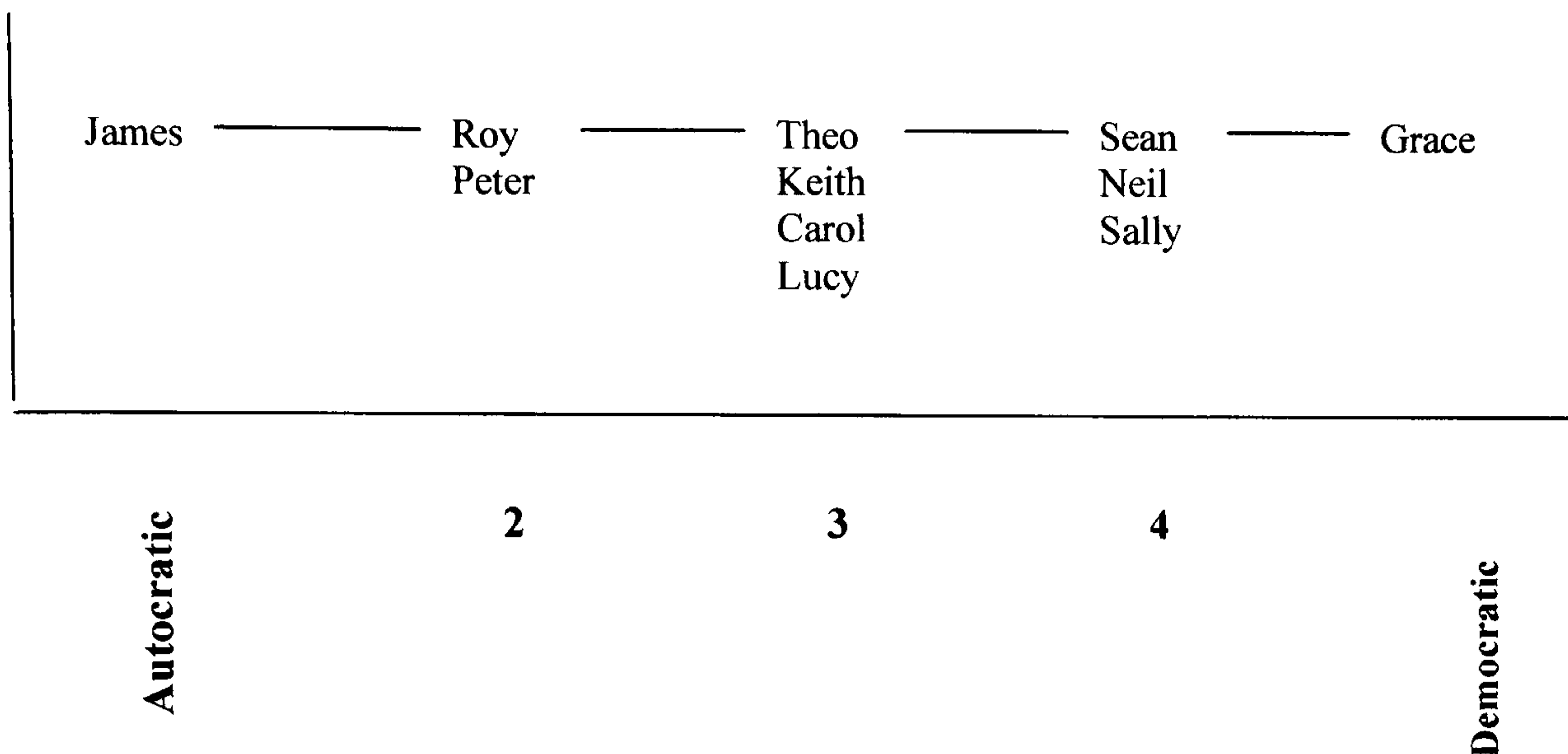


Fig 13 – Where participants see themselves on the ‘autocratic-democratic’ scale

It would seem that there may be a correlation here in that the more introverted person tends to be seen towards the democratic end of the continuum, whereas the stronger extrovert places themselves towards the autocratic end. It is true, however, that Peter’s Myers-Briggs Type Index revealed him as an introvert (see table 26), although he was borderline introvert/extrovert. Dorothy Rowe, writing on leadership (1993:97) posits that ‘introverts prefer to pursue their own goals and to act in their own idiosyncratic ways’ She cites Mrs Thatcher as ‘an introvert and supremely indifferent to whether people like her, forcefully [stating and repeating] that she is Right and her critics are Wrong’. This fits exactly the pattern of my case study participant Peter (who said ‘I never make mistakes’ and who – as can be seen at Table 23 – is not interested in the approval of others.

It is interesting to note that women tended to place themselves towards the democratic end of the continuum and men towards the autocratic. This leads us on to the next section where we need to consider the relevance of gender.

6.11 Gender

There are so many aspects of gender and related issues which could be considered and space does not allow for more than a brief overview. I have concentrated in this section on two specific aspects which were discussed during our conversations:

Participants were asked if gender issues had ever caused them problems or issues at work. Only three of the eleven participants said it had: two of these were women and one was a man.

The latter is a 'thinker' rather than a 'feeler'. He finds it very difficult to deal with mood swings (he said he does not personally have them) and added '90% are found in women'! We agreed that he is not particularly in touch with his feminine side (anima) and his behaviour is very much from a masculine (animus) perspective. He mentioned a specific experience of a female senior manager who manipulated situations in a political, cynical and aggressive way by using her 'femaleness'. He said he has no time for this kind of behaviour, although he accepts that sexual manipulation is 'just life', as he put it.

One of the women who had had gender issues at work spoke of the chauvinistic culture in her first organisation where a female had to 'behave like the boys or be different'. She described how she took the latter tack and was her own person but added that she had to 'fit in' with men and fight her corner. (She described how the men would leave a meeting and continue discussing issues in the men's lavatory which naturally excluded her!) She said 'In my experience men tend to be very focused whereas women are working with many aspects at one time'. She thought this should probably mean that women are good leaders, but pointed out that it is rare for them to be followed as much as men. She therefore questioned whether a woman has to behave like a man to get the respect of (particularly male) staff? Did women have to have a developed animus as well as anima, and did men need to have a developed [feminine side] anima? She believes that men 'struggle with clever women' and she said 'I am aware of how men prefer me to operate'.

The other woman who said she had experienced gender issues said 'My goodness yes. When I was pregnant and Managing Director of the advertising agency subsidiary I

was told that I could come back to work but would have to take a 10% cut in salary and that they would bring in a Managing Director over me’.

A man who said he had not had any problems with gender but who felt that women often had a more positive approach said: ‘There’s a kind of Masonic order with women – they genuinely co-operate with each other and they listen to each other. Men don’t.’ Deborah Rees (in *People Management* 14 October 2004: pp 40-42) supports this view: ‘Males put so much time and energy into internal politics...’

I was also interested to know whether participants felt that their leadership behaviour indicated that they were in touch with both their anima (feminine side) and their animus (masculine side). (I was interested to know whether they were aware of both aspects of themselves and whether it had any impact on their leadership behaviour.) Nine of the eleven said they perceived that they were in touch with both anima and animus, one man admitted to not being in touch with the feminine side of his Self (see above), and a further (man) said (rather too vehemently perhaps): ‘That’s a load of psychobabble...junk!’

The topic of gender arose during the full group meeting (Appendix X) and Sally pointed out (page lxx) that women do not always get the same opportunities of career choice as men. (She has supported her husband’s career in the forces which has meant living in many different parts of the world and it is only latterly since his retirement that she has been able to concentrate on her own leadership career.) Keith suggested that ‘females would be more likely [than men] to look for process in social relationships, and process of how to do things and what to do to make things happen in a way that men perhaps don’t immediately’. Lucy pointed out that ‘it is more important to women that they have somebody who will listen to them’. She added ‘I think that many women need to be listened to and overtly valued before they develop the self-awareness – it’s because of a lack of confidence. Men very often do it themselves through self-analysis...They actually can look at other people and can

analyse those other people. That, I don't think is how women do it in the main.' It was interesting that the other women present did not agree.

The aim of this study is not specifically honed towards gender issues. Nevertheless, although it is a subject upon which much research has been focused, it would seem that gender issues are very relevant as has been seen throughout this project and worthy of further developmental research.

6.12 Myers-Briggs Type Index

As stated previously, one of the questionnaires I chose to use with my participants was the Myers Briggs Type Index (described at Appendix II). Table 26 gives an overview of results:

Sean	Theo	Roy	Keith	Neil	Peter	Grace	Carol	James	Sally	Lucy
INTJ	ESTJ	ENTJ	ENFJ	ENTP	INTJ	ENTJ	ESFJ	ESTJ	ENFJ	ENFJ

Table 26 – Myers Briggs Type Index results

Fuller details concerning each participants' type are given in the case study summaries at Appendix IX. However, it is perhaps interesting to note that two participants are typed as introverts (and Peter is borderline) with nine extraverts. Eight are typed as intuitive in terms of attending to and taking in information, with three as sensing. Seven process information and make decisions through thinking and four through feeling. Ten of the eleven order their life through judgment, with only Neil doing so through perception.

The following figure displays the results diagrammatically:

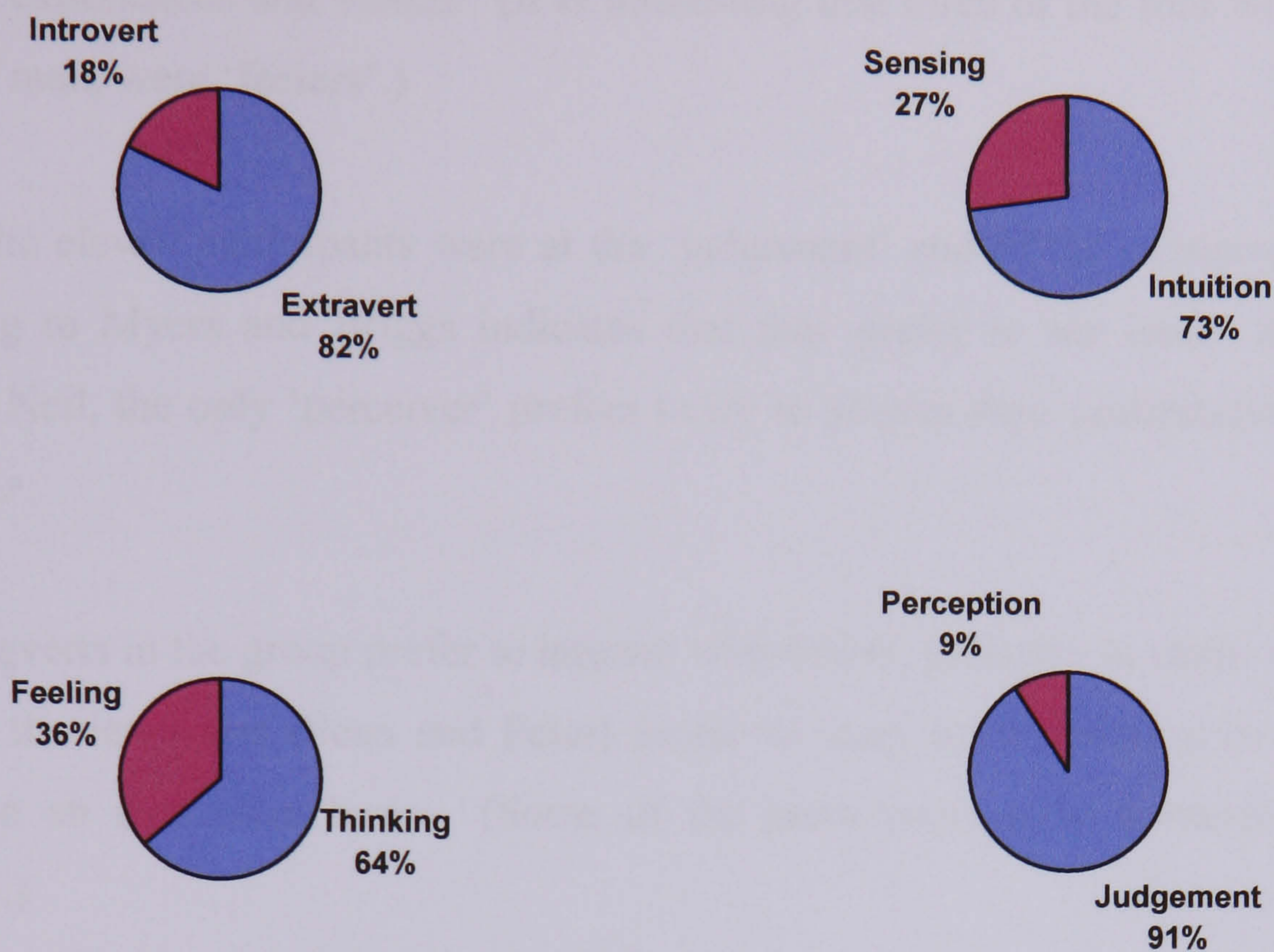


Fig 14 – Myers-Briggs Type Index scores by percentage

Myers' and Briggs' approach is based on the fact that people acquire characteristics (or traits) through positive experiences which are reinforced by successful actions. In other words, people continue to use the methods that work for them. This is further reinforced if they try new ways of doing things which do not seem to be effective (possibly because they are less practised, but nevertheless supporting the notion that the original 'type' worked better for that individual). The traits which the findings for my participants showed may perhaps be interpreted as follows:

The 'sensing' end of the continuum suggests that a person prefers to use information from within their own environment whereas the intuitive person looks outside their environment to the external world. It can be seen from figure 14 that the majority of my participants fell into the latter category.

The 'feeling' and 'thinking' categories could be said to be largely involved with decision-making, with the thinking-type using logic and analysis (such as I have

described in the case of Grace, Peter *et al*) and the feeling-type depending more on personal experiences and values. (It is interesting that three of the four women, and only one man, were ‘feelers’.)

Ten of the eleven participants were at the ‘judgement’ end of the continuum, which according to Myers and Briggs indicates that they prefer to see issues dealt with, whereas Neil, the only ‘perceiver’ prefers to try to deepen their understanding of the situation.

The extraverts in the group prefer to interact with others, probably in teams or groups, whereas the introverts (Sean and Peter) prefer to work by themselves or deal with others on an individual basis. (Some of the participants were borderline in this category.)

There has been criticism of trait and type concepts such as this, partly in that the questionnaire is one of self-report and as Sanford states (1970:67) ‘whereas people would normally be accepted as authoritative about their own attitudes and emotions, they would often be regarded as poor judges of their own personality or traits’. Nonetheless, the MBTI has been found very helpful in organisations particularly when identifying development needs for leaders and managers.

Belbin Team Role Scores

Results of the Belbin Team Roles (see Appendix III for details) provided the following significant results at Table 27 (roles with very low scores are not included, nor was ‘Specialist’ measured). Results for each participant are placed in priority order from the top within the vertical columns.

Sean	Theo	Roy	Keith	Neil	Peter	Grace	Carol	James	Sally	Lucy
I	S	S	P	ME	S	I	S	S	RI	S
ME	RI	I	S	I	ME	RI	I	RI	I	RI
C	P	CF	I	TW	I	ME	CF		TW	TW
						C	P		S	I

Key:

I Implementer; ME Monitor evaluator; C Co-ordinator; S Shaper; RI Resource investigator; P Plant; CF Completer finisher; TW Team worker.

Table 27 – Belbin Team Roles at Work results

It is evident that the more democratic, nurturing type of leaders such as Sean, Grace and Neil do not display the tendencies of the Shaper. However, those who are leaning more towards the autocratic, dominant personality styles such as Theo, Peter, Carol, James, Lucy and Roy have Shaper as their preferred team role. (Appendix III gives strengths and ‘allowable weaknesses’ – to use Belbin’s phrase – of these styles.)

As one might expect, there are a significant number of Resource investigators and Monitor evaluators, although surprisingly few Plants (given that these are the ‘ideas people’). Apart from Theo and James (both with a rather ‘gung ho’ style of leadership), all participants display tendencies to the role of Implementer, and Sean and Grace see themselves as Co-ordinators.

The following figure shows these results by percentage:

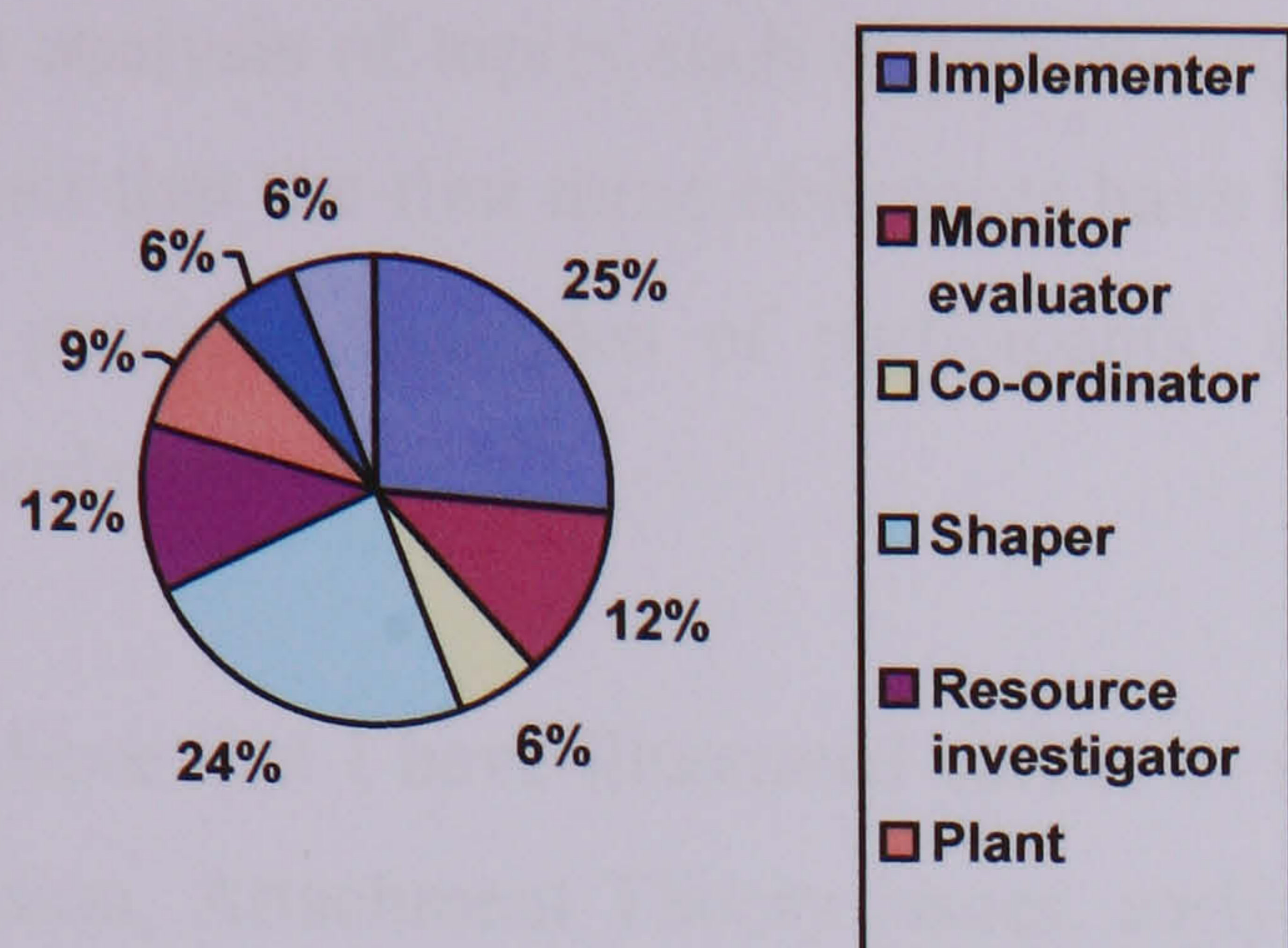


Fig 15 – Belbin Team Roles results by percentage

In conclusion to this chapter, it can be evidenced that the analysis of collected data resulted in findings which meet the first six of my project objectives, *viz*:

- To review participants' own attitudes towards change and build up a profile of traits or characteristics which underpin positive behaviour in leading change
- To examine the psychological background to these attitudes
- To seek explanations of how these personality patterns were first acquired
- To look for any correlation between these patterns and participants' choice of career, organisation and sector
- To analyse how executive directors' and chief executives' own attitudes to change have impacted on their management and leadership style and thus influence those who report to them *et al.*
- To examine whether these senior managers have been prepared and/or able to change their personal attitudes and patterns towards change.

I attempted to meet the first three of my objectives by looking in-depth into my participants' family backgrounds, their attitudes towards change and how these had originally been acquired and subsequently adapted. In this way I have been able to build up a profile of their traits and characteristics, examined psychological backgrounds to their current attitudes and sought explanations for their personality patterns. The summary of participants' personalities given in Appendix X, together

with analysis of topics such as Myers-Briggs and Belbin have enabled me to satisfy myself that the first three objectives have been met satisfactorily. Further, Appendix XII provides examples of participants' own comments concerning their attitudes towards change.

I believe that I have illustrated earlier in this chapter how influences such as family position, Attachment Theory issues, early relationships with parents and significant others, family culture, education and so on have all provided an explanation regarding attitude formation and acquisition of original patterns of thought around change. I have also illustrated how life's experiences have impacted on current attitudes and how and why these have enabled my participants to develop and grow in their thinking around change. An example would be Lucy whose early life was one of economic security from her father but who experienced emotional deprivation, particularly from her mother, and whose professional life was patterned very much on the influence of her father whose success resulted from an entrepreneurial personality later emulated by Lucy as she saw this a way to achieve something positive in life. Theo, too is an example of a person who, throughout his early life, had to fend for himself and thus became somewhat of a rebel in his teenage years and later (and still) thrives on risk-taking and self-drive to success. Carol, although displaying a confident professional persona, is an example of a person whose confidence arrived from conflict in that she either survived or folded – and she chose to survive. (This leads me to think there is probably more research to be done to discover why some people thrive and some people disintegrate given similar backgrounds – looking, perhaps, for a genetic element?) Conversely, participants Sally and Grace had a good background in terms of emotional security: were well nurtured and admired and perhaps the explanation for their confident personalities as leaders comes from a different route to that described for Lucy, Theo and Carol. It would seem that Roy, on the other hand, did not seem to present an explanation in terms of early childhood influencing his entrepreneurship as his childhood was one of support and love, but even here one can see some explanation as he came from an extremely working class background and soon saw the value of making money: as a young lad with a paper

round he very soon realized that he could increase his income by delivering papers for the others and charging them for it!

Thus, in all these examples I conclude that the explanation for the adult personality profiles of my participants *does* lie in the past.

In terms of my fourth objective: 'To look for any correlation between these patterns and participants' choice of career, organization and sector', the findings in this chapter clearly demonstrate such correlations. Participants who chose a low risk, safe and secure career such as the Civil Service or pseudo-public sectors such as Housing were those who were influenced by family economic backgrounds and/or parents who encouraged them to try for 'safe' careers which would provide 'a steady income and a good pension' (as in Neil's case), or where participants followed in the footsteps of parents and grandparents in terms of expectations of academic excellence (such as Sean's case study). Conversely, those who had high risk family backgrounds, particularly in terms of 'difficult' parental relationships such as Theo, Keith, Carol and Lucy, tended to opt for higher risk careers and for the private sector. Alongside this environmental influence, however, must go personality factors such as those found within the Myers-Briggs Type Indicator (for explanation see Appendix II). The two senior Civil Servants were both introverts, while those with careers in the private sector were all extraverts. The three people whose careers have perhaps followed the highest 'risk' factor were sensors – practical, hands-on, task oriented people (who interestingly are or have been self-employed), whereas the remaining eight were intuitives – those seeking inspiration as to what might be, providing vision, taking leaps and strides and skirting the detail. It could perhaps be said that intuitives are those who make the best leaders in terms of those who inspire and motivate others, whereas sensors are inclined to think they can do it best themselves! Seven of the participants were thinkers – remaining detached, analytical problem solvers – cool, principled, focusing their decision making on things rather than people, whereas four were feelers – those who make decisions based on human values and needs, who are democratic and caring, who tend to seek harmony through

collective agreement. Looking at the 'autocratic-democratic' leadership scale at figure 12 on page 132 it is evident that there is correlation between the Myers-Briggs Type Index and the placing on the leadership scale, with James (high on thinker) at the autocratic end of the scale, followed by other thinkers Roy and Peter. The exceptions to this seem to be Grace and Neil who are also thinkers but placed themselves towards the democratic polarity. In Neil's case this could be explained by the fact that he was the only perceiver in the group whose spontaneous flexible attitude, together with his interest in the process of getting to a target rather than achieving the deadline itself, leads more towards a democratic leadership style. The remaining ten participants were all judgers, preferring to live in a planned and orderly manner: decisive people who tend to be self-disciplined and in control.

This analysis, together with other factors in this chapter such as the Belbin Team Role preference and the summary of participants' personality profiles at Appendix X evidences the fact that my objective four has been met.

In order to evidence my objective five: 'To analyse how executive directors' and chief executives' own attitudes to change have impacted on their management and leadership style and thus influence those who report to them *et al*', I looked to participants' own comments on change (see Appendix XII), together with factors which had motivated them in terms of their own careers and their thinking on what comprises successful leadership. In addition, other topics such as Gender, Role models, and perceived toughness required by leaders all played their part in evidencing this objective. Participants all felt that their attitudes towards change and other leadership qualities such as flexibility, adaptability, risk, excitement and enthusiasm, influence and so on, had a direct impact on their management and leadership styles. Peter, for example, constantly described how his style was one of 'giving people their heads' and letting them get on with the job, but at the same time being very aware of which of his subordinates needed more nurturing from him than others and also setting staff very clear objectives and expectations. Peter's natural leadership style is fairly autocratic, but his own attitudes and experience cause him to

realize that he gets the most from his staff by allowing them to take ownership and responsibility for their actions. He does set very high standards for both himself and his staff, however, and his staff are well aware of that and know that his expectations not met can meet with a severe 'managerial discussion'! Neil, on the other hand, is an example of a gentle, nurturing leader who approaches the task with a totally different style to Peter. He is a placid man with a 'fatherly' attitude and his staff respond to this very positively.

Objective six concerned how my participants' own attitudes and patterns towards change might in themselves have changed. It was interesting that, even though all of them had positive attitudes towards change, in their specific context and personality patterns there have been times when they did not welcome change. For example, Neil admitted that he would feel threatened were he to let go of his career safety net of the Civil Service even though he was prepared for change within it, which appeared to be based on early conditioned patterns of the need for security. Keith is another example of a very successful leader of change but who has spent the majority of his working life in one organization even though he has experienced a deal of change within it. His childhood pattern was one of hating the change which his Methodist minister father brought as they moved location every three years, and Keith found it difficult to adapt to different environments, particularly school. A further example here is Sean who, at his own admission, remained a 'child' in terms of maturity in many ways until he met his wife who enabled and facilitated him to 'become a man', probably as she played the role of the 'good mother' he had never previously experienced.

I have thus attempted to show how my findings have evidenced the first six of my seven objectives. The seventh and final objective will be discussed in the following chapter as it concerns possible interventions for the future and thus is included within conclusions and recommendations resulting from the project.

Chapter 7 – So what?

Conclusions from the project and resulting recommendations

At the beginning of this concluding chapter, it may be helpful to reiterate what I have tried to achieve during this project.

The aim of the project was to make a contribution to current practice in the leadership of change in order to provide knowledge and practices which would help change leaders to be more successful by:

- ascertaining whether senior executives' personal attitudes towards change have impacted on change within their organisations through their leadership style and behaviour and if so, to assess what are the personal qualities that contribute towards their own feelings of positivity towards change;
- examining the personality profiles of 'successful' executives to look at attitude formation and development within their own psyche with regard to change.

In order to carry out this exploration, I posed seven objectives for the work with my participants:

- To review participants' own attitudes towards change and build up a profile of traits or characteristics which underpin positive behaviour in leading change
- To examine the psychological background to these attitudes
- To seek explanations of how these personality patterns were first acquired
- To look for any correlation between these patterns and participants' choice of career, organisation and sector

- To analyse how executive directors' and chief executives' own attitudes to change have impacted on their management and leadership style and thus influence those who report to them *et al*
- To examine whether these senior managers have been prepared and/or able to change their personal attitudes and patterns towards change.
- To theorise what intervention might be needed to effect this change in those who are not so successful at leading change.

The results of the first six of these objectives were summarised at the end of Chapter six. Thus, this chapter will concentrate on the final objective in order to draw conclusions from the research and make recommendations as to what interventions, if any, could influence the leadership profession in order to enable senior people to perhaps be more effective in their leadership of change. Firstly, however, there are a number of themes which have emerged from the findings which are summarised here because they are pertinent to what follows:

7.1 Emerging themes

- The case study participants, all successful leaders of change, each had a fairly deep knowledge and understanding of their own Self and what made them tick. The majority felt this was a necessary requirement in order to lead others, although there was a degree of dissonance about how it was acquired. Some felt that conscious self-analysis is essential, while others felt that self-awareness comes about as an unconscious process resulting from experience and an awareness of others. One participant spoke of the ripple effect whereby senior influential people could have a kind of 'positive tsunami effect' on the organisation, particularly if they were self-aware and understood how to lead change.
- There was a clear thread which ran through all of them in that they were 'driven' people and they acknowledged that this seed was probably planted in their

formative years and was also possibly partly genetic. This 'drive' may have been stimulated in some cases by the high correlation of influence on participants' early lives by some kind of dysfunction or deprivation. This may have resulted either from the family background (emotional or practical), or position in the family, or through the type of education participants received.

- All had a clear sense of vision and a desire for achievement (and often recognition) through excellence.
- All had a high degree of purpose, values and ethics, with the majority (although perhaps coincidentally) having a spiritual faith, and although predominantly Christian, this was probably due to the sampling of participants. If, for example, ethnic minority participants had taken part there may well have been a divergence of faiths. However, the significant theme would appear to be the spiritual element as a common factor, rather than the specific religion or belief. I do not, however, suggest that leaders who do not possess spiritual awareness do not bear ethical values, but rather that those who do seem to have a particular aptitude to the role of 'priest' within the leadership domain, described earlier in Chapter three as cited by Hatch *et al.* Aspects such as integrity, honesty, fairness, and the 'parenting' role of the successful leader also would appear in the role of 'priest' in this sense.
- Included within this aspect of leadership must be the concept of respect – both in terms of respect for others and for others' respect for the leader. Participants were clear that respect was very important and probably essential, particularly from subordinates, and emphasised the need to carry people with them through the implementation of change.
- Other common factors to emerge from the findings were the need to control their own destiny and all were personally motivated by opportunities for change. A significant number were excited by risk.

7.2 Conclusions to be drawn

The ‘hunch’ with which I began this project was that successful executive directors and chief executives deal well with organisational change because of positive personal experiences of managing change in the past, whereas those who are less successful have painful personal experiences of change which may not have been dealt with.

It is not, of course, possible to answer the final part of this ‘hunch’ because I have worked only with successful leaders of change. However, as far as the first half of the ‘hunch’ is concerned, my own conclusions from the project deduce that my ‘hunch’ was right, at least inasmuch as all my participants have either had positive experiences of change in the past, or have in some way dealt with reactions they have had to negative experiences and are now free from their impact on their lives. I appreciate that I have worked only with eleven participants and cannot necessarily conclude that the findings would apply to all successful leaders of change. There is perhaps room for further research on a wider numerical basis to ascertain broader results. However, from the results of this particular project it could be posited that those who are less successful at leading change and whose behaviour is in some way influenced by past negative experience, albeit they may not be aware of it, could be helped. Through some kind of cathartic experience, such folk could be encouraged to face (or bring to the conscious state) some of their demons, enabling them to improve their interpersonal relationships and hence have a positive impact on their leadership skills. In other words, if their *own* patterns and areas of re-stimulation of past negative experiences could be identified where they impact negatively on their leadership capabilities, then their greater level of understanding of themselves (their Self Concept – see Appendix V) could well enable them to become more understanding of others and hence to lead them in a more effective manner.

A strong conclusion which I have deduced from my findings is that levels of attachment formed in childhood have had significant influence on current behaviour,

a concept which draws heavily on Attachment Theory. My participants' experiences would seem to confirm my own belief that such behaviour has a major part to play in leadership skills which I have defined previously, such as the 'priest' aspect of leadership. For example, it is difficult to carry out the duties of the 'good parent' in nurturing, motivating, encouraging and guiding staff if one is not mature in the concept of oneself. Leaders who, from time to time, work in 'child' mode (having tantrums, and metaphorically stamping their feet, for example) confuse staff and shake their confidence in the person they look to lead them. (I remember once working for a very eminent man who had founded several of the major international charities and was amazed at his behaviour in that, on occasion, he would literally stamp his feet in meetings and fly into a rage over something which seemed trivial. I was terrified of him (I am aware that his behaviour was similar to that of my father's) and although his legacy in terms of the charities has been huge, his personality and leadership skills were dire). I do believe, therefore, that successful leaders' behaviour is extremely important, and this includes ethical issues leading to integrity, honesty, sincerity and so on, which are so vital for people to follow and respect their leader. Since the original work carried out by Bowlby on Attachment Theory (1949 and 1951), there has continued to be a considerable amount of research to support the concept, including recent work by Main (1995) and Fogarty (2001). However, conversely, there could be a body of opinion that Attachment Theory has no bearing on this issue at all and that the findings from this project are totally coincidental. There may well now be an opportunity for further research to be carried out to explore this issue at a deeper level. My own thinking, however, based on my findings and some seventy hours of conversation with my participants, is that there is indeed a relationship between early attachment and adult behaviour. It is this relationship which causes me to make the recommendations below.

7.3 Recommendations as a result of the project

Here we need to consider the seventh and final objective of the project:

‘To theorise what intervention might be needed to effect this change [relating to the previous objective concerning whether participants had been prepared and/or able to change their personal attitudes and patterns towards change] in those who are not so successful at leading change’

The objective is to determine whether it is possible to recommend knowledge and practices which will help to improve change leaders who are less successful than the participants involved in the project through the examination of their own attitude formation and self-development. What could be done to improve change leaders who are less than successful, and – perhaps even more importantly – how can potential effective change leaders be identified?

As indicated above, my own thinking, based on many years’ experience as a leadership development practitioner and on the research carried out for this study, is that senior leaders who are not particularly successful at leading change could improve their capability by spending time examining their self-concept, determining what makes them tick and being mature enough and adaptable enough to recognise where they themselves need to change their attitudes and motivators. Perhaps this would enable them to achieve lasting change in their own behaviour, not only towards the implementation of the change itself, but towards the nurturing and motivating of their people. I believe that those at this very senior level could greatly benefit from personal coaching which would enable them to explore their behaviour and interpersonal relationships at work in terms of addressing their own patterns, attitudes, values, beliefs, feelings and so on in order to become more knowing of their self-concept. This, as I have shown earlier, comprises not only self-awareness and self-knowledge, but also self-acceptance, self-actualisation and self-revelation.

However, as with all forms of self-examination, this will only be beneficial if the person themselves is prepared to undertake an honest and frank analysis of themselves. In other words, they have got to *want* to change their behaviour. For I believe that one cannot effect *lasting* behavioural change unless the underpinning issues are also addressed. I am aware that many of these attitudes, values, beliefs, feelings and so on are not within the conscious state. Therefore, in order to effect lasting behavioural change, a person needs to undertake a cathartic approach to self-examination, possibly benefiting from some kind of professional help to enable them to bring to the conscious mind that which may be currently hidden to them (*cf* the Johari window, Appendix VI).

Several of my participants described the opportunity they had had to reveal their inner self and details of their past lives to me during the course of our conversations together as being a cathartic experience and more than one person told me that they were telling me things they had never told anyone, not even their nearest and dearest. Several became quite emotional as they described previous painful situations and experiences, but said they felt better about themselves, having re-experienced and disclosed details about themselves which were often intimate, some which had re-entered their conscious mind for the first time for many years, and some which they had never confronted ever before.

This suggests to me that executive coaching may need to incorporate a dimension which is not currently practised as the norm. It would suggest that there may be a need for a new breed of coach: one who is not only qualified and capable in terms of business coaching, but who at the very least *understands* how past experiences can influence current behaviour as well as how and why people respond to difficult situations. I am aware that some in the organisational field may be fearful of any suggestion that they become involved in the psychotherapeutic field and I am not necessarily suggesting that a lengthy programme of psychotherapy training be undertaken. (I should perhaps add that it would be disastrous for a coach, however, able and successful, to dabble in matters of the psyche *without* sufficient training and

experience.) I personally believe, however, that if the coach should happen to be also a qualified therapist, that to my mind can only serve the client still further and it may be that 'short-term' approaches might be beneficial. Examples of theories which might be considered on this basis may include Transactional Analysis, which illuminates what happens between people's ego states which can be 'transacted' in a parent, adult or child way and highlights how an individual operates in terms of interpersonal behaviour and relationships, or Cognitive Behavioural Therapy. Within this method might be considered Schema Therapy, for example, where the importance of exploring the childhood and adolescent origins of self-defeating life patterns is emphasised. Young *et al* (2003:summary) explain how it is possible to help clients:

- 'Access early feelings of abandonment or defectiveness
- Understand the links between maladaptive schemas and current difficulties
- Use cognitive techniques to defuse deep-rooted negative beliefs about the self
- Fight schemas on an experiential level, using imagery and role-playing
- Develop healthier relationships and a more positive self-image'

Or, the work of Gerard Egan might be useful for a coach to understand through fairly short term training: how people think and construct their worlds and how that leads them to develop or create their lives (1998:15).

Bruce Peltier (2001) discusses the issue of psychotherapists diversifying into coaching, although I suppose it could be said that they are looking for ways to augment their income or, as Peltier says (page xvi) 'seeking alternative ways to apply their hard-earned skills'. I acknowledge that, as a psychotherapist myself, I may be biased on this issue. Nonetheless, as an executive coach who finds that her therapy skills have almost merged with her coaching skills, I personally cannot recommend highly enough the ability to be able to apply either discipline at the appropriate time, providing I am aware of the difference between them and do not confuse the two sets of skills. This cannot be emphasized sufficiently: differences, for example, such as therapy focusing on the past whereas coaching focuses on the present and future; the

fact that in therapy the client is the person with whom you are working whereas in coaching the client may be the organisation itself; likewise, in therapy the aim is to ‘enrich’ (to use Peltier’s term) the client, whereas in coaching the aim is to enhance the organisation by optimizing the coachee’s performance; in therapy the boundaries are firm whereas in coaching they are more flexible; in therapy confidentiality is absolute whereas in coaching there may be times when material is discussed with others (with the coachee’s consent); in therapy one works with the individual’s personality and personal issues whereas in coaching one can work around the coachee’s personal issues.

Peltier (2001:xxviii) speaks of what therapists can offer to the business world and offers things such as:

- ‘Insight ... The executive who knows how to study the undertow of psychological currents and patterns in a work environment will have a significant advantage. This includes insight into self and insight into the dynamics and motivations of others. An executive who cannot read and understand other people does not stand much of a chance in the long run. And one who is ignorant of self is at a real disadvantage.’
- ‘Adult development...to behave like a thirty-year old when you are fifty is to ask for trouble...Developmental changes and urges are important motivators, and they must be considered when making significant corporate decisions. Executives must develop as well. Many exceptional young executives are promoted ahead of their contemporaries, only to find themselves in a new cultural milieu...Such leaders may need help to move through this developmental phase within their career.’
- ‘Modelling effective listening skills’ ...Peltier points out that therapists have had an immense amount of training and experience in listening and at the least can service as models of such skills for executives.
- ‘Resistance’...Peltier states that although people decide to change or grow or develop, they don’t always do it when they say they will. ‘Therapists are used to

resistance and they come to expect it. It doesn't throw them; they don't find it discouraging or annoying...It is actually useful in some ways.'

- 'Co-operation...The therapist-coach is not competitive in any way with the executive client...Therapists bring this rather unique slant to the business world, and it is rare and valuable in that context.'

He does, however, caution that some aspects of psychotherapy, such as focusing on feelings, or the encouragement of transference and reliance on the coach, 'must be left behind if the coach is to be perceived as useful and relevant in the corporate world'. He believes that this is particularly true at the beginning of the coach/coachee relationship but suggests that 'once trust and effectiveness have been demonstrated a coach can be less wary about being confused with a psychotherapist, although this issue never completely goes away'.

A current example of this approach in my own work as I write this dissertation is a company I am working with to – in their terms – 'up the game' of their Board of Directors in order to double their turnover in five years. There are fifteen directors and although they initially asked me to provide a 'training programme' – by which they meant a standard list of management development subjects – I have actually carried out a fairly in-depth analysis of what these leaders actually need. What has resulted is not a list of standard subject courses, although some of these may be useful, but rather a knitting together of fifteen disparate personalities who are failing to work together as a directive strategic body to lead the organisation, but rather are exhibiting behaviour which indicates competitiveness, personal agendas, silo working (that is, working in their own domain with little or no thought for other departments within the organisation and how the actions of their team may impact on others), and in some cases conflicting interpersonal relationships with colleagues. I see the intervention on my part as being one which needs to address effective team working of these very senior leaders, but perhaps more importantly, to enable individuals to address their own fears, anxieties, and so on which lead them to behave as they do. This will only work, however, if all fifteen of the people involved are willing to

undertake what may be a sometimes painful and certainly rigorous process, and one which may take them outside their current roles in order to address the way in which they, as individual personalities, are working. In other words they need to examine their lives in order to become more self-aware and hence be more comfortable with themselves in terms of self-acceptance. Thus, they will hopefully be more able to apply their undoubted business acumen to leading this company through to the successful change it desires.

Before I leave the subject of coaching, I want to reiterate that I am *not* suggesting that clients will necessarily desire in-depth analysis or therapy (although they may choose to do so), but rather that an executive coaching relationship may provide an opportunity for the client to become aware of, and recognise introjects from the past which are influencing present attitudes and behaviour towards change patterns which may have established over the years. It would, however, seem to be essential that coach, coachee and any sponsoring organisation understand when ‘therapeutic coaching’ (as I choose to call it) takes place. In the context of the recommendations from this project, I am referring only to those situations where senior executives are taking part in individual coaching as a means of improving their leadership effectiveness. If the coach concerned works with incidences where past experience impacts on present behaviour and performance (and therefore probably influences the future) it presumably should be made clear to the client before beginning the coach/coachee relationship to give them the opportunity to decide whether this route is acceptable to him/her.

If we are to consider ‘therapeutic coaching’ in this way, there is obviously a need to consider questions around quality standards and the ethics involved in different kinds of coaching and the training and qualifications required for each. It may be that registration would be a way forward for the coaching field in a similar way to that soon to be required of psychotherapists and counsellors.

Turning now to the identification of potential leaders within an organisation, there are several factors to be considered, not least whether the organisation has actually identified what it requires of its leaders in terms of knowledge, skills and behaviour. As part of my Investors in People (see Appendix V) consultancy role, I meet with many companies who just assume that leaders will understand what is expected of them - perhaps by some form of osmosis. The Investors in People Leadership and Management Model provides an excellent format for an organisation to identify what is required by considering its aims and objectives and *within its own culture*, identifying what capabilities (knowledge, skills and behaviours) it requires of its leaders and managers in order to achieve those aims and objectives. This then leads to their approach towards recruitment, selection and development of suitably identified people. (The Investors in People Recruitment and Selection Model also provides excellent indicators towards appointing the right staff to the right leadership posts, perhaps including relevant psychometric testing where appropriate.) If the identification of potential leaders is carried out in an informed way, therefore, the relevant learning and development can take place to meet any shortfall in knowledge and skills, and the individual developed over time to maximize their potential. Many companies still seem to have a leadership recruitment process of appointing people with long service, or those who are 'next in line' for promotion, or those who have carried out a specific skill to a high level and therefore are 'made up' (how often has the teaching profession lost an excellent teacher and gained a less than successful leader as they have been 'made up' to head teacher – a totally different role with totally different leadership and management requirements to those of a class teacher). No wonder we have so many square pegs in round holes!

Many organisations experience conflict between the appointed leader and the natural leader. Many managers (however able) will never have the requisite capabilities required of a good leader, and many potential leaders – some of whom are no doubt working for these managers – will not make good managers. Earlier in this dissertation, I discussed the difference between leadership and management and the qualities and capabilities required from each. A key intervention towards good

leaders being available to industry in the future, therefore, is to identify employees' potential for leadership at an early stage and thus enable their development over time: encouraging, motivating, training, enabling and coaching. I would recommend that part of this exercise should perhaps include what I have described above for existing leaders: that of enabling the individual to explore and analyse his or her own attitudes, values, feelings, beliefs and so on which support their behaviour, encouraging them to meet with, and deal with any ghosts from the past which may impact on their leadership behaviour later.

I have not discussed leadership training and development in this section, because so much is already available and it is not part of my project. However, of course there is a great deal that can be done to develop potential (and indeed current) leaders. There is a further debate to be had about whether leaders are 'born or made' – but again, that is for another arena. I personally believe that a successful leader must have some kind of spark within him or her – perhaps generated on the kindling of self-awareness and self-motivation – which can be fanned into flame by careful nurturing and development, but I do not believe that if that spark is not there a flame can be ignited. This is a controversial statement and one which some of my readers will, I know, disagree with.

A further aspect of leadership development and one which is often overlooked is that of the ethical principles to be borne in mind at times of decision-making – the balancing of aspects of the dilemma in question. Principles such as those adopted by the British Association for Counselling and Psychotherapy (BACP) in 2002:

- Fidelity
- Autonomy
- Beneficence
- Non-maleficence
- Justice
- Self-respect

The BACP also provide a list of personal moral qualities which are required of counsellors; I believe all of them also apply to leaders and most of them were cited by my case study participants during the course of our conversations as being important qualities of leadership:

- Empathy
- Sincerity
- Integrity
- Resilience
- Respect
- Humility
- Competence
- Fairness
- Wisdom
- Courage

Qualities which my participants highlighted as extremely important are found in these categories, such as ‘sincerity, integrity, respect, fairness’ and so on.

I have sometimes despaired at the lack of leadership and management training in organisations where I have been consulting and even when it is there, I have rarely found subjects discussed such as these ethical principles and moral qualities required. I believe that if such issues could be included in leadership training, preferably at a time when potential leaders are being identified and developed, it could lead to our leaders being aware of a wider and deeper requirement of them than perhaps some leaders currently are.

7.4 A critique of the project

Overall, I feel that the project has gone well. I enjoyed the interaction with my case study participants very much indeed and I believe that they, too, enjoyed the experience. I am aware that the majority of them have not had therapy in the past (although some have) and some may not even have received coaching. Therefore, I realize that a criticism could be made of my work in that if these people are examples of successful leaders without necessarily having experienced therapy or coaching, why do I now recommend it in order for those less able to become successful at leadership? However, every one of my participants agreed that in some way they

have developed self-knowledge and self-awareness and, perhaps more importantly, have recognised the *need* to develop in this way and feel it essential to carry out their executive roles. Particularly thinking of the leadership role of ‘priest’, for example, it could be said that self-knowledge is necessary to effectively employ such skills such as nurturing, encouraging, motivating, developing as well as giving constructive criticism, disciplining and so on. A great deal of emphasis was placed by my participants on the ethics of leadership, with words such as ‘respect’, ‘integrity’, ‘honesty’ and so on well to the fore in their thinking on what constitutes successful leadership. I am not, of course, saying that less successful leaders do not have, or command such qualities, but that they could be *more* effective if they became aware (or conscious) of the impact they have on others. My recommended intervention of what I term ‘therapeutic coaching’ for less successful leaders who *want* to develop and improve is to suggest that they could be enabled to analyse their behaviour – that which is effective and that which is less than effective, looking to see why they behave as they do in given situations and with certain people (that is, examining their attitudes, prejudices, beliefs, values, feelings and so on) with a purpose of becoming much more aware of what makes them tick and how this influences others. No doubt this will sometimes mean bringing back to the conscious past events and experiences which may have been repressed in order to see how they impact on present behaviour. This is where the therapy aspect of coaching comes in. Although I agree that coaching is relevant to present and future behaviour, I cannot go along with a theory which deems that the past has no influence on this. (An example is that which I gave above about the terror I felt while working with the founder of the charity in that I was aware that his temper tantrums reminded me of my father and I again felt the ‘childlike’ terror as I was re-stimulated in this way.)

Turning now to the writing up of this dissertation, I have found it to be somewhat onerous and lengthy. Some of it I have found enjoyable, particularly the academic theoretical research such as Chapter three; some of it has been less than enjoyable and I have suffered painful days of writer’s block, which is interesting because it has not happened when I have written books. In trying to analyse the reasons for this I think

it is because when writing books one is in control of the content, the structure and where the text is leading, whereas here I have been required - to some extent anyway – to conform to set patterns of research criteria. I am a spontaneous person, working very quickly and producing and achieving results to a high standard in a short space of time. I have not found it easy to re-write to the extent that has been necessary, but at the same time I have understood the need to re-search my data, as I commented in Chapter five (section 5.6).

I feel that I achieved all my objectives, although in hindsight, I feel I could have done more with objective five. However, without actually referring to the participants' subordinates it was difficult to make a judgment other than that given by the participants themselves.

The main thrust of the work was to endeavour to identify any interventions which could be made to help change leaders who were not as successful as others, particularly in terms of providing knowledge and practices which would help them to be more successful. I was a little disappointed that my case study participants felt that such interventions were difficult to recommend, although I do see that unless people are willing to address their own issues one cannot force them to do so. However, one could perhaps say that if a person *is* prepared to become more self-aware with a view to becoming a more successful leader of others, having first realised that such work would enable them to improve, then the intervention which caused the realisation in the first place has been successful.

I would perhaps have wished to reach more concrete conclusions as a result of the project, although I consider that my recommendation concerning coaching needing to sometimes embrace a counselling-type approach – with the requisite capabilities held by the coach – is pertinent at this time, although no doubt somewhat controversial, particularly to the coaching world. My case study participants, however, endorsed this view completely as the result of our conversations together.

There was little which took place in my conversations with my participants which was not fruitful. In hindsight, some of the sub-topics I discussed with them did not perhaps produce very meaningful data, such as their feelings about death (which I included as the final change in their lives, having discussed their births and changes in their lives thereafter). However, what did come out of this discussion was the extremely interesting (to my mind) and unexpected finding of the spiritual element (not necessarily religious) of my participants approach to leadership which I was able to tie in with the work of Hatch *et al* (2005). This certainly correlated with all my participants' views on concepts such as the ethical and moral aspects of leadership and with their common values and feelings concerning issues such as respect and the rights of the individual.

I could perhaps have used alternative topics during my conversations, but I feel that I covered most of the ground I wished to. It may have been useful to explore personality types because it would have been a useful tool in looking at the driven personality style common to all my participants. Dr Thomas Stuttaford, writing in the Times on 23 January 2006, stated 'Industry and commerce would crumble were there not people at the top who were addicted to stress. They have type A personalities and are goal-orientated, single-minded, impatient, sexually dominant, ambitious and even ruthless'. It would have been interesting to know whether all my participants are type As; I have my suspicions that they are not and therefore I am not sure that I agree that 'Industry would crumble' without them at the top!

The most valuable aspect of the work for me has been the very real privilege of hearing the life stories and deep feelings of some of the most successful and eminent leaders in industry and commerce, and the trust they had for my integrity and credibility. With every one of my participants I built up a mutual regard and admiration which I – and I think they – will never forget. Some lasting friendships have been formed which has been a totally unexpected outcome of the project and one for which I am most thankful.

7.5 Possible Future work to be done

Several of my case study participants and a stakeholder who gave feedback on my work suggested that this project has initiated the need for further research. Comments have been such as:

- A participant: ‘It’s terrific stuff...I think you might indicate loud and clear the need for follow up research...the subjects were all white (I believe) and having been working with Indians closely now for two years, I suspect that the results would be very similar.’
- A stakeholder: ‘The central theme is one we would agree with, to the extent that self-evaluation and understanding are a key element of development planning for high potential people. You make the case well...Interested in being versus doing: I guess you would come up with different conclusions outside Western culture?’

It may well be that I continue the research as a post-doctorate project, in which case I would like to explore in greater depth the relationship (if any) between attachment and successful leadership. I would also be interested in looking outside Western culture as suggested above, including an investigation into the spiritual aspects of leadership from the viewpoint of a variety of faiths and sects. Ultimately, I feel that a book needs to be written covering some of these issues, for I feel there is a real contribution to be made here to at least provoke thought and discussion among those who lead, who seek to lead and who develop those who lead.

And finally...

‘An Examined Life – a tool for leading change?’

I posit the following question for the reader to ponder:

‘Can leaders be effective leaders of change *unless* they have addressed their own personal psychological processes in some way?’

My own view is that they cannot, but the reader must make up their own mind...

APPENDIX I

Working analysis 'word table' sheets

Topic	1 - Sean	2 - Theo	3 - Roy	4 - Keith	5 - Neil	6 - Peter	7 - Grace	8 - Carol	9 - James	10 - Sally	11 - Lucy
Topic 1 - Family and friends											
Year of birth	1946	1956	1950	1942	1946	1953	1962	1943	1954	1944	1931
Male/female	M	M	M	M	M	M	F	F	M	F	F
Background Class: U UM M W	UM	UM (Originally U)	W	M	W	W	M	W	M	M	(W) UM
Changed class later: U UM M W	No	No	Yes M	Yes UM	Yes UM	Yes UM	Yes UM	Yes M	Yes UM	Yes UM	No UM
Both parents during childhood	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Occupation of father	Anglican priest & senior academic	Pension fund manager	1 Milkman 2 Carpenter	Methodist minister	Shipyard worker	Draughts-man Engineer, Navy	Teacher	Grocer	Minister, Church of Scotland	Civil servant	Butcher Then own business: type recapping
Occupation of mother	Housewife	Sales (Distributor)	1 Cleaner 2 Junior civil servant	Housewife	Shop asst. Canteen worker (became manageress)	Secretary	Optician's receptionist	Housewife	Doctor	Civil servant; teacher	Teacher House-wife
Stable/unstable home financially	Stable	Stable	Stable	Stable	Unstable	Stable	Stable but tight	Stable	Stable	Stable	Stable
Emotional relationship with parents in childhood: 1 distant 2 affectionate 3 warm 4 demonstrative	2	1 F 2 M	3	1	2	1 F 3 M	2 F 4 M	1	3	2 F 2 M	1 F 1 M
Age of father at death	90	N/A	64 (suicide)	95	62 (asbestos, dangerous conditions in shipyard etc)	72	N/A	68	71	N/A	72
Age of mother at death	Late 80s	N/A	61 (cancer)	N/A	80	84	N/A	85	N/A	58	89
Siblings: older/younger	Brother older	Brother older	Brother younger	2 Brothers: 1 twin 1 younger	Brother younger	Brother younger	2 Brothers younger 1 Sister younger	Only child	2 Brothers: 1 older 1 younger	1 older sister	1 older brother

Topic	1 - Sean	2 - Theo	3 - Roy	4 - Keith	5 - Neil	6 - Peter	7 - Grace	8 - Carol	9 - James	10 - Sally	11 - Lucy
Position in family (1=eldest)	2 of 2	2 of 2	1 of 2	1(a) of 3	1 of 2	1 of 2	1 of 4	1 of 1	2 of 3	2 of 2	2 of 2
Influence of maternal grandparents (low) - 5(high)	3	5	1	2	2 (<i>Grandfather warm</i>)	0	2	5	1	1	5
Influence of paternal grandparents (low) - 5(high)	0 (grandfather died before Sean was born)	1	1	1	3	0		1	Died before born	1	5
Influence of extended family (low) - 5(high)	1	1	1	3	4 (<i>maternal side</i>)	0	1 (<i>maternal side</i>) 4 (<i>paternal side</i>)	4 (<i>maternal side</i>)	1	2	3 (<i>mat uncles</i>) 5 (<i>mat gt aunt</i>) 2 (<i>pat aunt/cousins</i>)
Other notes re extended family: relevant occupations, interests, miscellaneous	Maternal grandfather worked up to bank mgr. Uncle was bishop. Paternal aunt teacher & went to India. Uncle war service: 2 DSUs, DFC	Maternal grandmother high profile; paternal grandfather murdered; mother in selling; father in finance	Uncle (pat) in navy Uncle (pat) school teacher Uncle (mat) gay (and accepted with partner throughout Roy's childhood)	Farmers & retailers; staunch country middle class. Provided model, but K wanted to move beyond them (and father)	Paternal uncle RAF officer; maternal uncle 'safe, secure job' in Min of Labour; church family background; mother's bros very pro-education	-	Grandmothers both musical; paternal grandmother confident, competent manager of mill	Mother's family: working class, motobikes, no academic success; Mother, father, 1 mat uncle, 1 pat uncle all in J Sainsbury.	Very interesting ext family: brother ambas-sador; French marquis etc	Pat Grdfather Methodist minister; Mat Grdfather butcher; lot of education orientation in ext family	3 maternal uncles highly successful bankers; 4 th maternal uncle musical
Any significant/influential friendships	None	Grammar school friends still in touch	Couple who lived next door 23 years ago when marriage broke up, father committed suicide etc.	Twin to age 20 Best friend at school still in touch	Mountaineering friends church friends	None	Friend met at age 3 and still best friend	2 rival school friends 1 older friend (mother sub) 2 close adult friends (F)	'Dozens'	Moved around so much, handful of close friends, no single person	Sister-in-law's father
Significant role models	William Whitelaw (see notes)	Maternal grandmother Margaret Thatcher	Chief Housing Officer 1975 John Harvey-Jones	Two bosses An uncle	2 uncles (see above)	(Head teacher Organ teacher) D, R and MPHD	Music conductor Boss at first job Colleague at second job	College lecturer Singing teacher	None	Mother (re motherhood) Uni French teacher; CAB manager	Sister-in-law's father; 98 yr old lady (see role models in text)

Topic	1 - Sean	2 - Theo	3 - Roy	4 - Keith	5 - Neil	6 - Peter	7 - Grace	8 - Carol	9 - James	10 - Sally	11 - Lucy
Marriages/partners How many Age at marriage	1M (current) 25 1 x F 1 x M	1M (current) 21 2 x F 1 x M	1M/Div 21 IP (current) 1 x F 1 x M (deceased 2004)	2M, 1 div 24 (1 current) 45 1 x F 1 x M	1M (current) 23 2 x M	1M (current) 24 1 x F 1 x M	1M (current) 25 None	Single	1M (current) 26 1 x F 2 x M	1M (current) 21 2 x F	2M (neither current) 30 & 44 1 x F 2 x M
Children M/F	1 x F 1 x M	2 x F 1 x M	1 x F 1 x M (deceased 2004)	1 x F 1 x M	2 x M	1 x F 1 x M	None	None	1 x F 2 x M	2 x F	1 x F 2 x M
Notes on birth	Natural in nursing home but very ill & transferred to hospital. Christened in incubator	Natural birth Breastfed	Not known, but strong healthy baby. Probably breastfed.	First twin Natural birth Month premature Not breastfed	Natural birth in nursing home; probably not breastfed once home	Late but natural in nursing home; almost certainly breastfed	Quick labour, at home, father present, breastfed	Difficult birth in nursing home; breastfed	Hospital, breastfed (black midwife)	Nursing home; breastfed	Natural birth; breastfed ('for months')
Early childhood fears	Teasing and bullying at prep school	Rural machinery noise aged around 4 or 5	Dogs Bullied at primary school (aged 8/9)	Aged 7 or 8, memory of father hitting mother	Attacked by chickens in pushchair aged 18 months (remembers feeling of fear, not incident)	Father heart attack when Peter 7 - anxiety for years re future of father. Cannot remember pre-school	Birds (playing piano at age 4 or 5, robin flew in at her) Fell off bike and broke arm	Father - home from war - terrified her;	None	Fell backwards from chair aged 5, cracked head on fender -remembers bandages, blood, panic; afraid of night time on own at home (after dorm at school) aged 10-12	Terrified of mother throughout childhood (see text)
Happy childhood	No but not conscious of it at the time (especially boarding school) High	Yes but streaks of frustration (wanted to do own thing)	Yes (very)	Not parentally, Twin close when little	Yes	Yes	Yes	Not parentally, but significant others influential	Yes	Yes	No
Parental expectation	High	Academically high. ('Good') public school expected	Academically high (felt did not meet). Work ethic to do good job (not to climb scale)	High, unrealistic (parents had not experienced themselves)	Pressure to 'better himself'; safe, steady job	High but tension as 'did not want to let go' re university departure 'ambiguous, never resolved', but huge pride in what Peter has achieved	Try hard and do your best. Work ethic ('busy' = good)	'Do your best' but everyone knew hidden agenda of wanting to succeed.	Generally high expectations academically but no pressure	F - expected uni - Cambridge Focused M - hoped, but delighted with any achievements	To do well at school M - to have masses of friends and be popular

Topic	1 - Sean	2 - Theo	3 - Roy	4 - Keith	5 - Neil	6 - Peter	7 - Grace	8 - Carol	9 - James	10 - Sally	11 - Lucy
Topic 2 - Education											
Primary/Prep	Prep	Prep	Primary	Primary	Primary	Primary	Primary	Primary	Primary	French then English prep (boarding)	Primary in New York
Secondary: Boarding/State	B	B/state 6 th form (grammar)	S	S (grammar) (moved every 3 years)	S (comprehensive)	S (grammar)	S (direct grant)	S (grammar)	S (grammar) (fee paying)	B	State 1) NY 2) New Hampshire
Attitude towards school generally (low) - 5(high)	5 (got stuck in to get out of it what he could)	3	1 Grammar 4 Comp	5	4	5	5	5	5	5	5
Attitude towards academic achievement	Keen to succeed to please father, but also for self achievement - very important	Not interested academically; excelled at sport	Not very interested in academic things at school	Totally committed, worked hard	Committed, studied hard	Concentrated on music initially (organ), did not work at O level. Worked hard for A levels	Worked quite hard; not passionate about being top	Did not reach academic potential at school; excelled at music and sport	Keen to move on to next thing 'crack on'	Loved lessons, good teaching; loved music; hated sport	Loved school and enjoyed academia (took place of poor homelife)
Achieved/underachieved at school (their opinion)	A	U	U grammar A comp to 5 th U in 6 th form	A	A to age 15 U aged 15-17	U 'I wish I had done more'	U	U		A academically but not emotionally	A Academically but not emotion-ally
Good at	History (French, English)	Sport	Maths	Everything except science	Maths History	Music, physics, maths	All rounder (not languages)	Sport, music	Academics	Languages Music Maths	Languages Music Science History
'O' levels	10	6	5	9	7	6	11	5	9	8	High School Diploma (USA)
'A' levels	3	1	1	4	3 (Scot highers)	3	4	---	5 Scot high	3	
University	Yes (exhibition)	No	No	Yes	No ('fed up with studying')	Yes - scholarship	Yes	Yes (late)	Yes	Yes - state scholarship	Yes - in States

Topic	1 - Sean	2 - Theo	3 - Roy	4 - Keith	5 - Neil	6 - Peter	7 - Grace	8 - Carol	9 - James	10 - Sally	11 - Lucy
Achieved/underachieved at university (their opinion)	A	N/A	N/A	U	N/A	A	U	A	A	A	A
Degrees and other academic qualifications	MA (Cantab) (2:1) MA	No	No	BSocSci (3 rd) MA	No	BSc (First) PhD	BMus (2:2) MA	BEd MSc	MA (2:1) BPhil	BA (hons) (2) MA	BA (top 3% in States)
Language proficiency	French Some modern Greek	Bad French	Bad French	French	Limited French	'Smattering of French'	Basic French	Some French	French	Fluent French; Spanish	Reads French well, orally lacks confidence
Professional qualifications	Civil Service qualifications	Fellow, Chartered Institute of Marketing	Diploma in public admin Fellow Chartered Institute of Secretaries and Administrators Chartered Institute of Housing Member of MENSA	Chartered Fellow, Chartered Institute of Personnel & Development Fellow, City & Guilds	-	-	LRAM	Chartered Fellow Chartered Institute of Personnel & Development; Member Inst Leadership & Mgt; Member BACP LRAM; ARCM	Hon Fellow BVet Assn; Grad. Royal College Defence Studies (prize for thesis)		Three honorary doctorates Gold medal and honorary Fellowship-ship, Market Research Society Honorary Fellowship, City & Guilds
Other titles	CB (Order of the Bath)			4 Honorary Doctorates 4 Professorships	CBE			Freeman of the City of London	MP	Lady; Freeman of the City of London; Member of Court of World Traders Livery Company;	OBE

Topic	1 - Sean	2 - Theo	3 - Roy	4 - Keith	5 - Neil	6 - Peter	7 - Grace	8 - Carol	9 - James	10 - Sally	11 - Lucy
Topic 3 - Hobbies and pastimes											
Before aged 30	Reading Military pursuits	Cricket Athletics bikes	Football Cricket Badminton Theatre, cinema Reading	Music Church activities Squash Running	Sailing, Squash Mountaineering, Boys' Brigade	Music (organ), Walking	Guides Church activities Music	Church activities, classical music, theatre	Stamps; ancestral research Rugby	Piano Singing Reading Bridge	Music (singing) Sport Mountain climbing
Current	Gardening Greek Researching Aspiring author Keep fit	Sport Horse racing Motorbikes Antiquarian books; heavy rock music	Sailing Cycling Gardening DIY	Church activities Music Gardening Community leadership activities	Church activities Sailing Hill walking Photography Good food and wine	Church activities; Classical music	Church activities Music Theatre Art Good food	As above, plus sculpture, art, good food and wine	Gardening Hunting Horses	Music; Church activities; Voluntary activities; Political activities Reading Bridge	Singing Theatre Concerts Bridge

Topic 4 - Notes on thinking around own death ('the final change')	1 - Sean	2 - Theo	3 - Roy	4 - Keith	5 - Neil	6 - Peter	7 - Grace	8 - Carol	9 - James	10 - Sally	11 - Lucy
	Believes that death is the end - no after life. Not fearful of death but hopes the process is not difficult	Agnostic; probably no after-life, not sure.	Not thought about it much until son died. Not religious. Doesn't know if soul lives on	Practising Christian, Believer in after-life, resurrection of the soul.	Practising Christian, Believer in after-life, resurrection of the soul. Possible fears around process of dying	Practising Christian, Believer in after-life, resurrection of the soul	Practising Christian, Believer in after-life, resurrection of the soul	Practising Christian, Believer in after-life, resurrection of the soul. Possible fears around process of dying	Practising Christian, Believer in after-life, resurrection of the soul	Practising Christian; Believes in after life	Humanist; no belief in after-life. Feels that 'some-thing' of us lives on but not in traditional way

Topic	1 - Sean	2 - Theo	3 - Roy	4 - Keith	5 - Neil	6 - Peter	7 - Grace	8 - Carol	9 - James	10 - Sally	11 - Lucy
Topic 5 - Career choice											
Planned	Yes	Secondarily		Yes	Yes		Yes		'Planned		
Evolved			Yes					Secondarily	Yes but:		
Chance		Initially				Yes		Initially	degree of chance'	'Definitely'	Yes
High risk/low risk attitude to career	Low risk	High risk (with cushion!)	Medium risk	Low risk	Low risk	High risk	High risk	High risk	High risk	Low risk (own career secondary to husband)	High risk
Number of jobs in:											
Public sector	1		4	1	1	1 (main)		2	1		2
Private sector		11		1		1 (briefly)	2	7	5		5
Not-for-profit sector			2					1		1	3
Number of industry sectors	1	4	2	2	1	3	1	4 (education, charity, manufg, service)	2	1	3 (banking market-research communications)
Number of employers	1 (but very wide range of locations and jobs)	9 + 2 self-employed period	6	2	1 (but very wide range of locations and jobs)	2	2	9 + 1 self-emp	5 in City but self-emp now (MP)	1 (plus various short teaching posts)	10

Topic	1 - Sean	2 - Theo	3 - Ray	4 - Keith	5 - Neil	6 - Peter	7 - Grace	8 - Carol	9 - James	10 - Sally	11 - Lucy
Topic 6 - Work Motivators (V high, High, Medium, Low)											
Money	Low	High	High	High	Medium	Low	Medium	High	Low	Low	Medium
Promotion	High	High	High	High	Medium	Low	High	V high	Medium	Medium	Very high
Achievement	Very high	V high	V high	High	V high	V high	Very high	V high	High	High	Very high
Recognition	Very high	V high	Medium	High	V high	High	High	V high	Medium	Medium	Very high
Early expectations of Parents et al											
Self	High	Medium	Medium	V high	V high	Low	Medium	High	Low	High	Very high
	Low (set low to get high)	V high	V high	Low	Medium	V high	High	V high	High	High	Medium
Parental expectation perceived as met now											
Y/N:											
Father	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Mother	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
'Pleasing' (to gain approval of family)	Medium	Low	Low	V high	Medium	Low	High	Medium	Low	High	Very high
Security (inc pension)	Very high	Low (but cushion)	High	High	V high	Low	Low	High	Low	High	High
Freedom	Low	V high	V high	Low	High	High	Low	V high	High	Medium	Very high
Change (apps for)	Very high	High	High	Medium	High	V High	High	High	High (ie achieving)	High	Very high
Control over own destiny	Low	V high (vital!)	V high	V high	High	V High	V high	V high	High	High	Very high
Other's respect	V high	High	High	Medium	High	Low	High	High	Medium	Medium	Very high
Approval of seniors	V high	Medium	Medium	High	Low	Medium	Medium	High	Low	Medium	Very high
Approval of peers	V high	High	Medium	Medium	Medium	Low	High	Medium	Medium	Medium	Very high
Approval of subordinates	V high	Medium	High	Low	High	Low	High	Medium	High	High	Very high

Topic	1 - Sean	2 - Theo	3 - Roy	4 - Keith	5 - Neil	6 - Peter	7 - Grace	8 - Carol	9 - James	10 - Sally	11 - Lucy
Topic 7 - Participants' perception of personality, attitudes to change and leadership qualities											
Confidence levels 1 (low) - 5 (high): Childhood/teens 20-39 40-59 60+	1 1-4 4 N/A	2/4 5 5 N/A	4 4 4 N/A	2 3 4 4	2 4 5 N/A	4 5 5 N/A	3 4 5 N/A	1 3 4 4	5 5 5 N/A	2 3 4 4	1 3 5 5
Risk taker 1 (low) - 5 (high) Childhood/teens 20-39 40-59 60+	1 1 1 N/A	2/3 4 4 N/A	4 3 3 N/A	2 2 4 3	2 3 3 N/A	3 4 5 N/A	2 3 4 N/A	1 2 3 3	5 5 5 N/A	2 3 4 4	2 5 4 5
Importance of career 'safety nets' 1 (low) 5 (high)	5 Civil service	2 a) marketing industry b) the financial contract	4 (housing industry, especially given personal losses etc)	2	5 Civil service	1	1 (but childhood home and husband 5)	5 (in terms of career providing sublimation of self)	1	1 (but marriage and family 5)	5 (whole career is safety net emotionally)
Shy/Outgoing 'real me' 1 (low) - 5 (high) Childhood/teens 20-39 40-59 60+	1 1 1 N/A	2 5 5 N/A	3 3 4 N/A	2 3 3 3	1 2 3 N/A	2 3 4 N/A	2 2 3 N/A	1 1 2 3	5 5 5 N/A	2 3 4 4	

Topic	1 - Sean	2 - Theo	3 - Roy	4 - Keith	5 - Neil	6 - Peter	7 - Grace	8 - Carol	9 - James	10 - Sally	11 - Lucy
Current Shy/Outgoing 'role me' 1 (low) 5 (high)	3	5	4	4	4	5	4	4	5	5	4
Attitude to change	Change does not worry him; radical approach to change	Needs change, sees it as stimulating (mind, body, wallet); 'rut prevention'	Exciting, challenging, gives feeling you are moving forward	Change inevitable so may as well embrace it and lead it in the direction you want it to go	Positive - sees lots of benefits	Work hard to exceed expectations and reach excellence; then 'done that, move on to next thing'	Relishes going to work not knowing what she is going to do. Can tackle whatever the world throws at her	Does not like change; takes long time to adjust	'No such thing as change'	Inevitable; intrinsic part of life so important it is positive and for the best; accepts it and in some contexts welcomes it - ie opportunity to move forward, exciting; but 24 moves in 32 years not good 'tended to dread the brute upheaval and resented the chunks of time'	'Selfishly I love change if it means I can extend myself and others'
Specific Leadership qualities	Determination, Respect and appreciation for staff, Ability to command respect and loyalty from staff Link to radical approach above; Think fresh; Break new ground; Decision taker	Inspiring Passionate Likeable person ('nutter') Takes people with him Preparedness to understand individual problems and address them Drive Determination Creativity	People person High standards Respect from People but not Subservience Sees most of what is coming Financial skills Gets the best out of people Organised Cares that staff enjoy what they're doing Achiever	Innovative Creative Makes things happen Pushes for new things No reservations about new ideas which may hold others back	Keen to encourage subordinates in decision-making Good communicator Conveys the vision High empathy	Inspiring Keen to encourage subordinates in decision-making Gives people freedom to get on with the job Shares the vision Takes on and sorts out big problems at whatever level Frequent feedback process Encouragement	Team player Leader Good brain Adapts quickly Has fun and makes others have fun Gets things done on time Can develop people Good communicator People trust her Leads from the front	Sets clear objectives Organised Good communicator High standards Inspires and motivates others	Clarity of thought Systematic planning Ability to delegate Determination to lead by example Relaxed yet demanding Good communicator	Wide ranging experience (access from bottom to decision-makers and people of influence) Hopes that world could be better place Good communicator and relates well to all levels of team	Flexibility Latches on to ideas quickly Good communicator Persuasive Relies on do-as-I-do Always backs up with facts Encourages people to express emotion

Topic	1 - Sean	2 - Theo	3 - Roy	4 - Keith	5 - Neil	6 - Peter	7 - Grace	8 - Carol	9 - James	10 - Sally	11 - Lucy
Vision towards Objective	Looks beyond objective Likes to take his people beyond so they understand why they are doing it	Keeps bigger picture to self, gives short term objectives to others Always goes beyond the goal himself - always two games ahead 'The bigger it is the more fun it is'	Aims beyond immediately specified objectives and goals 'looking for the next thing'	Sees whole picture first and end point, then takes steps to get there Does not look beyond end goal	'You have got to have an unattainable goal in the sense of forward vision; you may be wrong but you have got to believe in it yourself; something just <i>over-challenging</i> to get people to shift'	'One needs big hairy, audacious goals - you need to aim at factor two beyond where you are'	Questions end goal first, then (and only then) looks beyond the goal - always looks ahead	Likes to see the next objective in the light of the bigger picture; has long term future always in mind	'Chess player - objective is means to more distant end' Leads team beyond objective unless very daunting	Always looks further than the next objective	Works to the objective
Natural leadership style: Autocratic (1) to Democratic (5)	4	3	2	3	4	2	5	3	1	4	3
Perception of 'toughness': 1 (low) - 5 (high) Need to be Actually are	5 2	4 4	5 4	5 4	4 3	5 5	4 3	4 3	5 5	5 3-4	5 4

<p>Topic 8 Most satisfying experiences of leading change</p>	<p>LGDIV – high level of responsibility and high leadership profile, but very difficult situation 'I didn't know what I was letting myself in for'</p>	<p>Creating a revolutionary test marketing facility when in his twenties, and the successful merger of the two major leisure companies: 'It was like running a battlefield – I loved it, it was fun and it was huge change'</p>	<p>As Director with C3: 'I had to impose my style in a new environment – it was a bigger achievement than my previous or present posts'. Also a post in what he called a 'sharp city with a huge history – a goldfish bowl with lots of political input'.</p>	<p>The introduction of an employee assistance programme which has been held up as a strategic example of good practice throughout British industry. Improving the quality of education for staff.</p>	<p>Implementation of radical change, leading the conversion of a manual pay system to computer: 'When it's something big you have to tackle it by making sure people know what's happening'. 'D' was a 'front position – everyone was watching to see how it went'.</p>	<p>When he led his team to achieve almost impossible odds: 'It was really good fun and we achieved exactly what was needed... in beauty terms, that was the most satisfying...it was the elegance of the solution...the changes were huge and the problem statistics were reduced by 50%. People said 'You can't do it''</p>	<p>When managing an office a hundred miles from Head Office, she made a big impact on sales and profit – her department was a quarter up on sales of the previous year. Secondly, a costing exercise: 'I took £25 million of costs out of the business - a quarter of the business profit in a year'.</p>	<p>Founder general secretary of what is now a major international charity, she set up and introduced the organisation onto the public scene. Secondly, computerising a lawyers' firm, reducing the number of secretaries from 85 to 65 in eighteen months</p>	<p>Turning around a failing organisation through: 'knowledge and expertise in the area; clear thinking analysis, with a game plan with clear objectives and a list of target companies; team bonding with the staff'</p>		
<p>Topic 9 - Gender: Behaviour indicates in touch with: Anima (F) and animus (M)</p>	<p>Yes Yes</p>	<p>No Yes</p>	<p>Yes Yes</p>	<p>Yes Yes</p>	<p>Yes Yes</p>	<p>Yes Yes</p>	<p>Yes Yes</p>	<p>Yes Yes</p>	<p>Yes Yes</p>	<p>Yes Yes</p>	<p>Yes Yes</p>
<p>Have gender issues ever caused problems at work?</p>	<p>No</p>	<p>Yes</p>	<p>No</p>	<p>Yes</p>	<p>No</p>	<p>No</p>	<p>No</p>	<p>No</p>	<p>No</p>	<p>No</p>	<p>No</p>
<p>Myers-Briggs score</p>	<p>INTJ</p>	<p>ESTJ</p>	<p>ENTJ</p>	<p>ENTJ</p>	<p>ENTJ</p>	<p>INTJ</p>	<p>ENTJ</p>	<p>ESFJ</p>	<p>ESTJ</p>	<p>ENFJ</p>	<p>ENFJ</p>
<p>Significant Belbin scores</p>	<p>Imp,ME,Co-ord</p>	<p>Sh, RI, PI</p>	<p>Sh,Imp,CF</p>	<p>Pl, Sh, Imp</p>	<p>ME, I, TW</p>	<p>Sh, ME, Imp</p>	<p>Imp, RI, ME, C</p>	<p>Sh, Imp, CF, PI</p>	<p>Sh, RI</p>	<p>RI, Imp, TW, Sh</p>	<p>Sh, RI, TW, Imp</p>

APPENDIX II

Myers-Briggs Type Indicator

Myers-Briggs Type Indicator

Background

Myers Briggs is a framework that helps an organisation gain insight into the way people interact with others and enables staff to see ways of valuing the differences in others. These differences arise through people's distinct preferences in where they like to focus their attention, the way they like to take in information, the way they like to decide and the kind of lifestyle they adopt.

The framework has been extensively researched and developed by Isabel Myers and Katherine Briggs and is based on Carl Jung's theory of psychological types.

The framework

The framework suggests that:

- The way we interact with the outer world is primarily either 'outward looking' (extraverted) or 'inward looking' (introverted).
- In terms of our mental processes each person relies primarily on one rational function which can be directed at will (thinking or feeling) and one irrational function (sensing or intuiting).
- The way we prefer to live our life in the outer world is either wanting to structure and order most events or wanting to go with the flow of events as they happen.

The Myers Briggs model

The model can be simply portrayed as follows:

People have attitudes towards others and seem to be energised by:
EXTRAVERSION (E) OR INTROVERSION (I)

People attend to and take in information either through:
SENSING (S) OR INTUITION (N)

People process information and make decisions through
THINKING (T) OR FEELING (F)

People have ways of meeting the world and ordering their life through:
JUDGEMENT (J) OR PERCEPTION (P)

About our preferences

In depicting this, Myers and Briggs do not suggest that a person is purely one way or the other, but that there is a preference, that is a person chooses fairly consistently one way of doing things over another. An example would be that one automatically uses the right or left hand to write and does it without thinking. This choice is based on a natural inclination. If the person is asked to write with the non-preferred hand they could still do it, but it would require more concentration, effort and energy to do so. So, too, can one use all the eight processes described above, but one is often more naturally inclined to do one of each pair than the other. We a person is using their non-preferred function or attitude, it takes more energy, effort and concentration.

An explanation of the types

Extraversion and introversion

Extraverts draw their energy from, and direct it to, the outer world of people and things. Their natural preference will be to ‘talk out’ problems and difficulties, learn by discussion or ‘doing it’ until they understand it. They may appear to be more confident and relaxed than their introvert colleagues but this is often because extraverts ‘think aloud’ making them more easily understood. Extraverts speak, do and jump first and then think about what they have said or done. They can be funny, witty and impulsive but it would be a mistake to assume they are shallow or insensitive. Extraverts seek variety and action in their work and are usually happy to be team-players.

Introverts draw their energy from their internal world of thought and reflection. They ‘think through’ problems, reflecting, meditating and mentally practising before expressing an idea. They prefer to think first and speak second – sometimes they never say or do, but just think! They may appear reserved and extraverts sometimes find them subtle to the point of impenetrability. Sometimes, introverts are so focused on finding the solution that communication difficulties can arise. They may appear deep and sensitive, but they often have a sense of humour and can be outrageously spontaneous in the right environment.

Sensing and intuition

People with a Sensing preference take in information via their five senses (sight, touch, sound, taste and smell). They focus on reality – experience, history, data, facts and details – what actually ‘is’ in the present. This makes them practical, ‘hands on’ people who enjoy the present moment, happy to preserve or conserve, who are an essential part of any task-orientated team.

The Intuitive takes in information via their ‘sixth sense’. Their hunch, or intuition, their seeking of possibilities or underlying inspiration looks forward to what might be in the future. They are equally essential to the team by providing vision, by taking leaps and strides, and by skirting detail.

Thinking and feeling

Thinking and Feeling are judging functions, rivals in the decision-making process. The thinker remains detached, engaging in analytical problem solving, able to make decisions based on the logic of a situation. They may be perceived as cool, principled and sometimes impersonal, making decisions focused on things rather than people. They seek objective truth in an impartial way. Their emotional response is tempered and balanced by their preference for measuring issues before arriving at a decision.

Feelers make their decisions based on human values and needs, preferring to engage in situations in a democratic, personal and caring way, seeking harmony in decision making. They are often facilitative, helping the whole team to keep engaged in the process. This focus on people involves the Feeler's own emotional responses before they have even begun to weigh any situation. Their awareness of others' feelings means they will proceed with tact and discernment, seeking collective agreement for any decision.

Judgement and perception

Judgers prefer to live their lives in a planned and orderly manner. They believe that life should be willed and understood so will usually stick to arrangements which they have made. When planning a day out, they will know their destination, time of arrival and when they will get home. When planning projects, they will have all the necessary information to hand before they start, and reach their goal with time to spare. They are decisive people who have settled opinions and who enjoy pushing for closure in an organised and structured manner. They will usually be quite self-disciplined, able to handle deadlines, their lives under control with clear limits and categories.

To the Perceiver, planning is an anathema. They are spontaneous and flexible. Their day out will consist of a vague destination, and they may never get there, preferring to stop on the way for something more interesting. Curiosity, flexibility and adaptability are the hallmarks of a Perceiver. Whilst meeting deadlines is possible, it will not be their focus as they enjoy the process of getting there, accommodating change and postponing decisions if necessary.

Uses of the framework

Since people differ in what they perceive and the way they use those perceptions, it is reasonable to conclude that they will differ correspondingly in their values, motivators, interests, reactions and strengths. The Myers Briggs framework therefore has many practical uses in the organisational setting including improving teamwork, communicating more effectively, and understanding and adapting to differences in management style.

(Part of this Myers-Briggs explanation is taken from a paper (un-named) written by Linsi Simmons, in a local counselling pamphlet, October 2004)

APPENDIX III

Belbin Team Roles

Belbin Team Roles at Work

Dr Meredith Belbin devised an approach to defining work roles within a team and categorised them into nine types. He believes (1993, p vi) that team role theory has a 'special part to play in self-management, in the management of others and in the resolution of conflict'.

Belbin points out that people are inclined to be judged by their gender, their physical appearance, their age and so on. Role is also indicated by factors such as uniforms, either conformist such as nurses in a hospital, or non-conformist but nonetheless still a uniform, such as may be seen in young people on a university campus. The roles that people play in teams, however, are probably not evident from their outward appearance. Hence, for example, at the 'forming' team stage (Tuckman:1965) when people first come together, they tend to weigh each other up before committing themselves or establishing themselves in a specific role within the team. Belbin's 'team role' versus 'functional role' (p 25) looks to establish ways in which people prefer to work within a team, as opposed to the actual skills and knowledge they use to do their job.

Belbin's analysis questionnaire enables a person to define their preferred role within the team. Each role carries certain strengths which the person can bring to the team, but Belbin also highlights what he calls 'allowable weaknesses', that is 'A weakness which facilitates the strength associated with a given team role' (p 53). The ideal team will comprise people with preferred styles, or those which can easily be developed, to provide all roles required by the team to be effective. One person's 'allowable weakness' will be balanced by another's strength and so on. (However, Belbin does also say that each role carries weaknesses which are 'not allowable' and may lead to unacceptable behaviour.)

The nine roles with their strengths, ‘allowable weaknesses’ and weaknesses which are ‘not allowable’ (p53)

<i>Team role</i>	<i>Strengths</i>	<i>Weaknesses</i>	
		<i>Allowable</i>	<i>Not allowable</i>
Plant	Creative, imaginative, unorthodox Solves difficult problems	Pre-occupation with ideas and neglect of ideas and neglect of practical matters	Strong ‘ownership’ of when co-operation with others would yield better results
Resource investigator	Extravert, enthusiastic, communicative. Explores opportunities. Develops.	Loss of enthusiasm once initial excitement has passed	Letting clients down by neglecting to make follow-up arrangements
Co-ordinator	Mature, confident and trusting. A good chairman. Clarifies Goals, promotes.	An inclination to be lazy if someone else can be found to do the work	Taking credit for the effort of a team
Shaper	Dynamic, outgoing, highly strung. Challenges, pressurises, finds ways round obstacles.	A proneness to frustration, and irritation	Inability to recover situation with good humour or apology
Monitor Evaluator	Sober, strategic, discerning. Sees all options. Judges accurately.	Scepticism with logic	Cynicism without logic
Team worker	Social, mild, perceptive, accommodating. Listens, builds, averts friction	Indecision on crucial Issues	Avoiding situations that may entail pressure
Implementer	Disciplined, reliable, conservative, Efficient. Turns ideas into practical Action.	Adherence to the orthodox and proven	Obstructing change
Completer Finisher	Painstaking, conscientious, anxious. Searches out errors and omissions. Delivers on time.	Perfectionism	Obsessional behaviour

Having established eight team roles through his original research, Dr Belbin then proposed a ninth :

<i>Team role</i>	<i>Strengths</i>	<i>Weaknesses</i>	
		<i>Allowable</i>	<i>Not allowable</i>
Specialist	Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply.	Acquiring knowledge for its own sake	Ignoring factors outside own area of competence

Some roles have qualities which combine well, others not so well. For example, four separate teams of Social Services receptionists were asked to come up with a name to describe their role other than ‘receptionist’ because it was felt that their job contained more specific requirements than their title suggested. Three teams put forward several ideas and were very constructive in their thinking. The fourth team seemed unable to suggest anything at all, although they were keen that the name should be

changed. One of this team was frustrated by the lack of suggestions from her peers, but she could not suggest anything herself. When, later, a Belbin team role questionnaire was used, the first three teams had a good mixture of team role preferences, including several 'ideas people' (plants), whereas the fourth team was comprised solely of team workers, except for the woman who was frustrated who had a preferred style for 'resource investigator' but was not an 'ideas person' either. Thus it was apparent why the fourth group was unable to suggest creative ideas.

An example of preferred team role styles clashing in a working environment is that of a librarian who was a 'monitor-evaluator' who had a boss who was strongly 'shaper' and 'plant'. The manager continually rode rough-shod over the librarian's thinking and fears about new ideas which he introduced and pushed through without what she considered to be 'thinking through the implications'. The librarian became so stressed that she had to have six months sick leave, at the end of which she retired through ill-health.

APPENDIX IV

McGregor Theory 'x' and Theory 'Y' Motivational Theory

Notes on Theory 'x' and Theory 'y'

Douglas McGregor (1960) developed a motivational model that shows the conventional managerial assumptions about people. He noticed that one type of managers appeared to believe that:

1. The average human being has an inherent dislike of work and will avoid it if possible
2. Because they dislike work, most people must be coerced, controlled, directed, or threatened with punishment to get them to put forth adequate effort toward the achievement of organisational objectives.
3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all.
4. People are inherently self-centred and indifferent to organisational needs.
5. People are by nature resistant to change.
6. People are gullible, not very bright and are ready dupes of the charlatan and the demagogue.

McGregor called these assumptions Theory 'x'.

Another set of managers displayed assumptions that were fundamentally different and which McGregor called Theory 'y'. These managers appeared to believe that:

1. The expenditure of physical and mental effort in work is as natural for people as play or rest.
2. External control and threat of punishment are not the only means of inducing effort toward organisational objectives. A person will exercise self-control in the service of objectives to which he is committed.
3. The individual's commitment to objectives is a function of the rewards associated with their achievement. Rewards that satisfy ego needs and aid in self-actualisation are most significant, and these can result from efforts directed toward organisational objectives.
4. Under proper conditions, the average human being learns not only to accept responsibility but to seek it. Avoidance of responsibility etc, generally is a consequence of experience, not an inherent human characteristic.
5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in solving organisational problems is widely distributed in the population.
6. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially used.

McGregor suggested that in many situations managers who use the Theory 'y' assumptions will consistently obtain better and more profitable results; that their departments will have higher output and less waste; that their people will show more creativity and innovation and that they will have fewer labour problems and lower turnover. One reason for this is that although the supply of money in an organisation may be limited, the number of opportunities for people to obtain personal satisfaction through their work can be unlimited.

APPENDIX V

Investors in People

Investors in People

Investors in People is a quality Standard and business development tool which was introduced in Britain in 1991, primarily to encourage British industry to develop their workforce so that they perform to optimum knowledge and skill levels in order to meet business objectives. Such development is not all about learning or training, however, but also about effective communication, about clarity of vision, objectives and goals, about valuing staff and providing effective feedback, about equality of opportunity for development and, perhaps most importantly, about good leadership and management.

Organisations of any size, structure or sector may be assessed to become recognised as an Investor in People organisation. Benefits reported by participating organisations include:

- Increased competitiveness, productivity and profitability
- Improved reputation, motivation and morale
- Reductions in staff turnover and lost time
- Improved results such as sales figures, cost control
- Better employee relations
- More effective communications and networking
- Greater customer satisfaction
- Improved skills, multi-skilling and team working
- Smoother organisational change

APPENDIX VI

Self concept

Notes on Self-concept

Self-concept is an important bridge between the implications of how we see ourselves and the impact of that on the way we see others. There is no right or wrong way of perceiving oneself or others – it is the implications of the choices that are important. The words we use to describe the perception we have of our Self - for example shy, confident, exciting, professional... - are important because they tell us something about the way we see our Self in relation to others and therefore the way we behave.

A person's career, success in life, and so on may depend more on how they feel about themselves than their talents. It certainly affects their relationships with others. For example, a person may see themselves as a warm, friendly person, yet people around them may perceive them as a loud offensive bore! (See Johari Window below.) To be effective, interpersonal communication demands a realistic perception of the Self.

There are four processes involved in building self-concept:

- 1 self awareness
- 2 self-acceptance
- 3 self-actualization
- 4 self-disclosure

1 Self awareness

Most adults already have a certain understanding about their Self which has been derived from previous experience and interaction with others. Not all beliefs about the Self are realistic; some are more about what a person would *like* to be like. For example, a woman may think of herself as fragile, elegant and sophisticated; she may avoid physical efforts because such activities may compromise her 'Ideal self' (Rogers:1961). She will, however, accept experiences which are consistent with how she sees her Self.

Some interesting results emanate from this thinking:

1.1 Self-fulfilling prophecy

If the woman *behaves* as fragile, elegant and sophisticated, others usually respond to her as if she is (she may genuinely be so, but may not). But if others respond to the woman in another way, for example as if she is loud and vulgar, her self-image will be threatened or compromised and she may choose to react in several ways:

- She may change her self image (giving up on her fragile, elegant and sophisticated aspirations)
- She may reject the people who provide her with what she sees as negative feedback

- She may seek out people (friends and acquaintances, for example) who provide her with positive reinforcement of the image she has of herself.

1.2 Positive self-concept

People who are confident about their ability to deal with problems feel equal to others and have respect for themselves, or, as Maslow would say (Maslow:1954) esteem themselves. They can admit to a wide range of feelings, behaviours, needs and so on, whether or not these are socially acceptable. In other words, such people are realistic in their assessment of their Self.

1.3 Negative self-concept

If people see themselves as a failure they will probably begin to act the part. Negative feelings feed on themselves and produce a vicious downward spiral which gradually encompasses all their thoughts, actions and relationships. People such as this tend to complain constantly and find it difficult to accept criticism.

Few people have entirely negative or positive self-awareness. In my opinion, it is critical that we have a realistic knowledge of our Self and what makes us tick because it affects how:

- We view life (Is the world friendly, unfriendly, threatening...?)
- We want to be viewed (Do we see ourselves as born leaders? If so, we will want that image confirmed by others and will try to live up to the 'label')
- We view others (We tend to view others in comparison with our own values and beliefs. For example, if we view ourselves as 'reliable' we will tend to judge others according to how reliable we perceive them to be.)
- We interpret messages (We are likely to see people around us in terms of how they respond to our 'labels'. Positive messages may be accepted; messages which do not confirm our 'labels' may be distorted, misinterpreted or ignored!

It can be seen that the key to effective communication (that is, the same message is interpreted and understood by both the sender and the receiver) is getting to grips with a more realistic view of our Self.

2 Self-acceptance

Once a person becomes self-aware, the next step in the self-concept formation is to accept one's Self. This does not mean being smug, complacent, or uncritical. Rather, it means building on the qualities a person is satisfied with and working to change the ones they are unhappy with. This is sometimes particularly difficult when the person is constantly evaluated by others and their own image challenged by people such as parents, husband, children, work colleagues *et al.*

2.1 Living up to an image

If a person is always trying to be perfect it is likely they may have difficulty with their self-concept. If a person sets too high a goal and standards which are impossible for their Self to achieve they are likely to fail and thus reinforce their negative self-concept. Or, it may be that they are continually trying to meet other people's standards (for example, parental expectations), perhaps to gain approval of their Self from others, which they fail to do. Again, this makes it difficult for the person to accept the Self they know to be 'real'.

2.2 Living with constant change

In addition to all this, society is continually and rapidly changing. This has a bearing on a person who is trying to accept their Self when their own standards, values, beliefs and so on, and those of society, are constantly changing.

2.3 Putting it together

The more realistic a person's self-concept is, the more value it will have for them. As mentioned above, the part of a person's self-concept which continually evaluates itself is Self-esteem. In Roger's parlance the closer the 'real Self' is to the 'ideal Self' the higher the level of Self-esteem. Where the ideal Self is an unrealistic distance away from the real Self (that is, the person perceives their Self quite differently to the norms of the rest of the world, such as can be found, for example, in anorexia where a person perceives themselves to be 'fat' even though they perhaps are very under weight) then the Self-esteem levels are likely to be very low. The person deems themselves as 'worthless' and probably displays a very negative Self-image.

3 Self-actualization

The third step on the road towards a knowledge of Self through Self-concept is what Maslow terms 'Self-actualization' which largely comprises intrinsic growth, or growth motivated from within. Edwards Demming (1986) states that one person cannot motivate another, but can merely create an environment where the person can motivate themselves. Self-actualization is about a willingness to pursue one's ideal

Self on one's own – for one's Self – to grow and change because *they* think it is important.

To do this, one has to take steps to make things happen. It is about knowing one's own potential and actively striving for it. It is also about setting realistic standards for one's Self and at the same time being open to new experiences. To achieve this, one needs to be:

- Willing to stand on one's own feet, capitalising on strengths and weaknesses (which presumes one knows what they are through the self-awareness stage) and taking responsibility for one's life
- Trusting one's Self and believing that one can make the right decisions
- Flexible and willing to broaden interests horizons by experiencing as much as possible, and not being afraid to change when one perceives that certain decisions in life have been wrong.

4 Self-disclosure

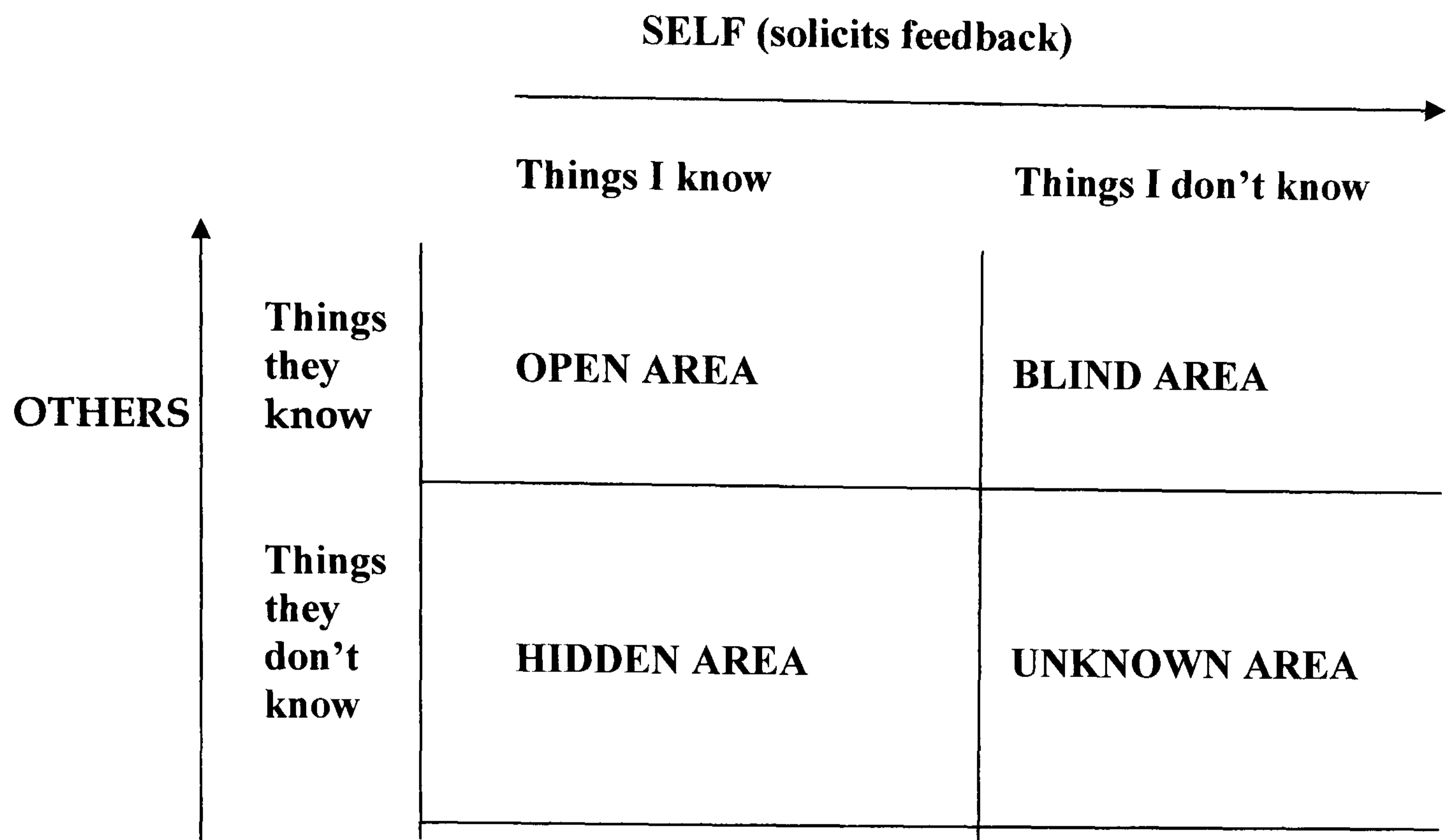
A person who has reached this stage of Self-knowledge (and many never get this far) completes the Self-concept journey by being aware of the appropriateness and level of Self-disclosure or revelation. It is not possible unless the road through the first three stages above has been travelled. Revelation involves risk and therefore until trust has been established with the person to whom you are revealing it can be a dangerous process. Yet, it is disclosing about one's Self that creates trust...

It has been said that the more one reveals about one's Self to others, the more one learns about one's Self. The more truth about one's Self one is able to accept from others, the more accurate will be the Self-concept.

Many people spend a great deal of energy trying to avoid becoming known by others, perhaps through fear of rejection, failure to gain reinforcement of their own Self-image, hurting others, or perhaps that no-one else is interested in them: their thoughts, feelings, needs and hurts.

Johari Window

Two American psychologists, Joseph and Harrington, produced a model known as the Johari Window (named after the authors, Joseph Luft and Harry Ingham) (Luft:1970). This model compares behaviour to window panes and hypothesizes that there are four 'windows' which exist in our relationship with others.



The horizontal axis refers to information which we know about ourselves. The vertical axis refers to what is known about us by others. Each 'window' represents information about us.

- The Open Area (sometimes called the Arena) represents that which we know about ourselves and others also know about us. This includes behaviour, feelings, values, beliefs and so on. It is the part of us that is in the public domain.
- The Blind Area represents that which we have no knowledge of about ourselves but which others know about us. It is the part of us which produces unconscious behaviour such as body language or habits of which we are unaware, but others can see in us.
- The Hidden Area (sometimes called the Façade) represents knowledge which we have about ourselves but which we choose not to share with others. We adopt certain behaviour patterns in order to retain 'secret' information and prevent others becoming aware of it.
- The Unknown Area is the part of us that neither we, nor others have any knowledge of. This window often represents characteristics or behaviours which we have not yet experienced and therefore are not in our conscious awareness. For example, we may meet a new situation in life such as an emergency and react in a way which we have not previously experienced, thus learning something new about ourselves. Much of the information in the Unknown Area is buried deep within our unconscious.

Which 'window' we choose to behave in at any one time tends to depend on our own personality patterns and also, of course, the situation in which we find ourselves. One is more likely to retain information in one's Hidden Area in a working situation than with one's close friends and relatives, for example.

Self-disclosure happens within the Open Area window and the more a person matures in terms of Self-concept, the 'larger' this window pane is likely to become. In a working situation, true development encourages the expansion of the Open Area in order to motivate effective communication and interpersonal relationships.

APPENDIX VII

Letter of invitation to participate in the study

Sample of the letter of invitation to participate in the study

Dear

[Introductory sentence re how I came to know about them]

I am wondering if you would be prepared to participate in some work-based Doctoral research I am carrying out through the National Centre for Work Based Learning at Middlesex University, which is looking at executives' attitudes to the leadership of change

The organisations supporting the project are The Home Office (representing the public sector), Nationwide Building Society (for the private sector) and The National Trust (for the not-for-profit sector). As a psychotherapist working in organisations, I am carrying out field-based, case study research among chief executives, director generals, and others at director level in large service sector organisations (over 500 staff).

I am working with executives who already have a proven track record of successfully leading change (the criteria which I have adopted for this are attached) and I wondered if you would be prepared, on a totally personal basis, to be one of my participants. It would mean us meeting for between four to six (a maximum of six) one hour sessions, ideally before July this year. During these sessions we would work together to build up a profile of traits or characteristics which underpin your own attitudes towards change, examining the psychological background to these attitudes, and seeking explanations of how these personality patterns were first acquired. It will be interesting to see whether there is any correlation between these patterns and your choice of career, and to analyse how and whether your own perception of change impacts on your leadership and management style and has influenced successful change within your organisation.

It perhaps goes without saying that anything you revealed to me would be strictly confidential and indeed would be bound by a strict written Protocol/Agreement which would be agreed and signed between us before we began the work. I am looking to publish an article including the results of my research (the Chartered Institute of Personnel and Development is interested in publishing), but none of my case study participants would be identified, nothing would be attributable, and you would be consulted about the copy before publication. I would take handwritten notes during our conversations and would, if you were agreeable, tape the conversations as a back up so that I may clarify and expand my notes (if you would rather I did not use tapes I am quite happy with that). If you wished, I would be happy to send you transcriptions of my notes for your agreement as a true record of what took place. No-one would have access to the tapes or notes except me and they would be destroyed at the end of the project. (All this detail would be contained in the Protocol, the content of which would be agreed between us.)

I am undertaking around eight case studies for this project, all at a very senior level, and I have already begun the work with six participants. I should be delighted if you would agree and, as I live in Chippenham, we would be able to hold our conversations at your office if that is most convenient for you.

Yours sincerely

Chris Simons

AIM OF THE PROJECT

The aim of the project is to make a contribution to current practice in the leadership of change by:

- ascertaining whether senior executives' personal attitudes towards change have impacted on change within their organisations through their leadership style and behaviour and if so, to assess what are the personal qualities that contribute towards their own feelings of positivity towards change
- examining the personality profiles of 'successful' executives to look at attitude formation and development within their own psyche with regard to change

CRITERIA FOR RESEARCH PARTICIPANTS

There is perhaps a need to define what I mean by 'successful' executives. In terms of this research project the benchmark I am taking is those senior executives who have made a major impact on moving change forward within their organisation, or those who have, by their own charisma and leadership style, influenced the cascade through line management to achieve positive change. Thus:

- those who have led failing organisations through to success (measured by elements such as bottom line profitability, or aims and objectives met which were previously not met, or markedly increased customer base, or increase in positive staff feedback)
- those who have moved an organisation culturally to a significant degree, or who are in the process of doing so
- those who have 'made a difference' by visionary leadership, either within their own organisations and/or to their industry as a whole.

APPENDIX VIII

Example of Protocol document

Example of Protocol document

**NATIONAL CENTRE FOR WORK BASED LEARNING
MIDDLESEX UNIVERSITY**

DOCTORATE IN PROFESSIONAL STUDIES

**EXECUTIVES' ATTITUDES TO THE LEADERSHIP OF
CHANGE**

An examined life – a tool for leading change?

PROTOCOL PROVIDING AN AGREEMENT BETWEEN

CHRIS SIMONS (the Researcher)

and

.....(the Participant)

AIM OF THE PROJECT

The aim of the project is to make a contribution to current practice in the leadership of change by:

- Ascertaining whether senior executives' personal attitudes towards change have impacted on change within their organisations through their leadership style and behaviour and if so, to assess what are the personal qualities that contribute towards their own feelings of positivity towards change
- examining the personality profiles of 'successful' executives to look at attitude formation and development within their own psyche with regard to change.

OBJECTIVES OF THE PROJECT

- To review participants' own attitudes towards change and build up a profile of traits or characteristics which underpin positive behaviour in leading change
- To examine the psychological background to these attitudes
- To seek explanations of how these personality patterns were first acquired
- To look for any correlation between these patterns and participants' choice of career, organisation and sector
- To analyse how participants' own attitudes to change have impacted on their management and leadership style and thus influence those who report to them *et al*
- To examine whether participants have been prepared and/or able to change their personal attitudes and patterns towards change
- To hypothesise what intervention might be needed to effect this change in those who are not so successful at leading change.

THE RESEARCHER'S EXPECTATIONS OF THE PARTICIPANT

- To provide informed consent to participate in the research by the signing and dating of this Protocol
- To abide by this Protocol for the duration of the participant's time with the Project, but with the option of leaving it should the participant wish to do so
- To agree to take part in two one hour interview sessions with the researcher
- To be as open, honest and frank as possible throughout the Project
- Not to consciously 'hide' any processes (eg ideas, thoughts, feelings) which may be taking place during the Project
- To agree to interview sessions being audio taped (subject to the confidentiality clauses below).

THE PARTICIPANT'S EXPECTATIONS OF THE RESEARCHER

- To abide by this Protocol for all time
- To maintain an ethical professionalism and to work within the boundaries of the British Association for Counselling and Psychotherapy Ethical Guidelines (attached)
- To be mindful of the participant's possible fear of exposure
- To be sensitive to possible distress which may arise from the exploration of attitudes and the way in which they were acquired.

BOUNDARIES OF THE RESEARCH

- It is likely that the Project will involve some discussion of personal development issues (past and/or present). However, the main focus of the research will be upon the Participant's management of change. Personal issues will not be pursued outside the context of change.

CONFIDENTIALITY

- Protection of identity and context will be adhered to at all times, including in any Doctoral submission to Middlesex University or in any published material
- Notes and tape recordings made during conversations, together with any transcriptions will be securely held by the Researcher and destroyed at the end of the Project.

TRANSCRIPTS

- Handwritten notes made during conversations will be transcribed by the Researcher
- The Participant will have the right to peruse these transcriptions and agree them as a correct interpretation of what was said before any analysis takes place
- Tape recordings of conversations will not be transcribed verbatim but may be used to back up or clarify handwritten notes.

PUBLICATION OF RESULTS

- The Participant will be consulted on the wording and content of any draft copy concerning research results prior to publication.

RESEARCHER BIAS

- The Participant has the right to challenge any perceived personal bias on the part of the Researcher which may encroach on the understanding of the research.

This Protocol is agreed between the Researcher and the Participant.

Signed

Participant

Date

Signed

Researcher

Date

APPENDIX IX

Case Study Summaries

Case study summaries

Sean

Because Sean had had to cope to survive as a young person and had largely done this through immersing himself in academia, he had not perhaps matured in his ego state to the same degree as his chronological age at the point when he met his wife and had children. Thus, through the 'good mother' relationship with Louise, he 'grew up' – to use his own term – and began to look outwards beyond himself, perhaps looking above the parapet and finding that he was no longer going to be shot down or humiliated. His wife and family, together with his 'nest' which was his home became to him what he had never had. Thus the introverted, withdrawn and shy child was able to emerge into adulthood as a father and husband and take his place in a world in which he was able to go on achieving (important to him). He still, however, needed the approval of peers and superiors, perhaps because he never really had the feedback from his own father in spite of excellent academic achievement. Well, at least, he may have had such approval, but he was never really sure about it because he was never told. Thus, in our conversations, he very often referred to the way in which he had received praise (either verbally or practically) from those senior to him and the importance of whether he is 'respected'. He referred to the fact that his father was 'hugely respected'. Has Sean, not wanting to 'let his father down', sought to emulate his father in gaining such respect? Sean said he knew he could never equal his father academically, but he was quite proud when he began to feel better educated and academically more able than his mother and was thus able to find some affinity with his father which had hitherto been absent.

Basically a shy, withdrawn, under-confident personality, Sean has learned behaviour which allows him to cope within his world, although he is still fundamentally a shy person. He described how he survived and found a niche through hard work and academic achievement, together with the influence of others whom he respected and respected him, not least his wife. During our conversations, Sean continually spoke of his intellectual ability rather than his feelings. His upper middle class, British background provided a combination of the interpersonal and intellectual, with little expression of emotion or feelings. Sean did, however, say he 'felt' under pressure to meet the standards set by his father (who he described as a 'wise, able and hugely respected man') and whose approval was desperately important to Sean (but which he does not remember ever receiving). Particularly early in his life, Sean could not bear to fail and would set his expectations low and then exceed them which 'stroked' his ego and gave him confidence.

The need for the respect and approval of his father has been carried forward into Sean's working life and many times during our conversations he spoke of job success associated with times when he got on well with his boss, where he was respected and where his worth was recognized. It is very important to Sean that he has this respect and recognition and he is proud of his reputation in specific areas of service and with

senior politicians. Conversely, there were occasions where he feels he did not succeed and these times do seem to correlate with occasions when he did not get on well with his boss. There has been tremendous hurt and frustration in recent years with politicians who have been ruthless and bullying to the extent that Sean found it very difficult to work with them and ultimately left his post.

It is also vital to Sean that he has the respect and loyalty of his staff and ‘carries them with him’. His leadership style is one of consideration and caring and he is a ‘gentleman’ in the true sense of the word.

Sean sees himself as tough when necessary but ‘not tough enough for some’ [some politicians] and certainly not an autocratic leader, a disciplinarian or a bully. He sees it as a weakness within him that he finds it difficult to act the tough guy when necessary. Sean sees his strengths lying in policy, administration and solving problems (‘I solve crosswords’). His skills lie in interpersonal skills, negotiating, influencing and as a diplomat.

Sean’s Myers-Briggs and Belbin results were predictable, the former showing an introverted, intuitive and thoughtful personality style, and the latter indicating preferred roles as Implementer and Monitor Evaluator, and also Co-ordinator.

Key quotes from Sean included:

- ‘Change is not necessarily a means to an end – that implies you know where you’ll end up – but to a different state’
- ‘[Change] is a process: about surrounding circumstances, moving on and concerning you’.
- ‘[Leadership] is a combination of knowing where it, or we, are going and inspiring and motivating people to go there with you’
- ‘The difference between management and leadership is they are overlapping circles and the bit of the management circle which is not in the leadership circle is about working out what’s to be done, a managing process, keeping an orderly ship’. ... ‘You can be a good leader without those [management skills]’ ... ‘You can be a manager in certain aspects and valuable in an organisation without being a leader – a good administrator, head down. You can be a leader if well supported without having managerial skills.’
- ‘The ability to carry people with me – it is very important that people want to work for me’ [re the importance of people who return his leadership with loyalty and support]

Theo

Historically, Theo’s family were from an upper class background, and Theo himself comes from an upper middle class formal family with parents who were often absent through long working hours and, although kindly, showed little emotion when they were present. Theo began life as a somewhat shy child who soon learned to be self-

reliant, independent and take control of his own life. With strong influence from his high-achieving and pioneering maternal grandmother, he became somewhat of a maverick with a larger-than-life personality and 'presence' (including his physical appearance, voice, car and hobbies). A rebellious teenager, who was determined to control his own destiny, he used his natural intelligence and creativity to make something of himself. Theo is proud of the fact that he is a self-made man who has been, and is financially self-reliant, funding his children's schooling, his hobby of owning racehorses, and a good lifestyle. From having no financial resources when he began his career, he has risen through his career relatively quickly to become a highly successful, affluent businessman.

Influenced by a family who showed little emotion, Theo has little time for emotion and feelings, preferring to deal in facts, knowledge and outcome. He acknowledges he is a risk-taker, but says 'they have to be calculated risks and there has got to be a cushion'.

Theo does not bear fools gladly and he is a person who likes to take control, 'make things happen' and turn things around, becoming especially excited when he can turn something which is failing into a success. He needs a challenge and needs to be stimulated. He enjoys visionary leadership but does not particularly enjoy management and administration. I believe that Theo quite likes to shock and can be ruthless when he feels he needs to be. He is very charming and enjoys being 'a star', which he often has been, given the successful peaks in his career, and he often chooses the non-conformist way. He is an individualist and although a team leader is not particularly a team player.

Theo's Myers Briggs personality score indicated an extrovert with strong sensing and thinking preferences (he scored zero for 'feelings'!). His Belbin preferred team role scores indicated a Shaper (very high), Resources Investigator and a Plant.

Key quotes from Theo included:

- 'Am I comfortable being uncomfortable in terms of change or is that an excuse because I am actually rather guilty that I am a bit lazy? One gets too comfortable and starts to become lazy if one is not challenged with change. When one *is* challenged with change you get so engrossed with enjoying yourself... '
- 'Strengths which have enabled me to achieve have been drive, determination and creativity'
- 'It is important to look with vision beyond the initial objective – the bigger it is the more fun it is'
- 'I am a risk-taker, but they have to be calculated risks and there has got to be a cushion'

Roy

Throughout our conversations the strong thread coming through to me was Roy's sense of intrinsic motivation which seems to drive him towards highly professional standards of service, perhaps even perfectionism, running parallel with the need to aspire to a 'qualified self'. His entrepreneurial approach to his career advancement and professional qualifications suggests a grit and determination to achieve, which contrasts with his feelings about school. This may be due to the fact that he has been in control of his career, whereas at school he was 'done to', particularly at the grammar school where he felt he was a failure academically. Perhaps because of his working class, low earning family background, it seems important that he move out of a static insecure state, taking control of his life. He has not been afraid to move jobs on a fairly frequent basis, at least initially, and he continually mentioned the fact that each job move led to a higher grade and higher pay suggesting that his security needs - to the point in his career we reached in this conversation - were high, not least because he had his family when he was still young. Therefore, career change for Roy has led to increased responsibility and reward.

Roy agreed with my identification of one particular characteristic which came across to me: that of determination. He said he didn't think there was a need to 'win every time' but rather that he 'had to have a good go at it' if he was responsible for a service then 'it needs to be the best'. (This phrase has come to the fore many times during our conversations – quality standards are obviously enormously important for Roy.)

Roy has had a tremendous amount of personal loss in his life, including – during our work together – the death of his son. Roy said recent months have shown again his 'gritty determination to get through things...not to collapse during the process...to keep going'. He said '[My son] was my best mate' and there is a sense of helplessness that Roy could not 'change things' around his death as he can in his organisation. The loss and lack of control to 'make things better' in his personal life as he can at work is acute.

Roy's Myers-Briggs and Belbin scores indicated that he is a fairly extrovert, intuitive character; a Shaper and Implementer with a reasonably high score for Completer Finisher which would appear to align with his tendencies towards perfectionism and high quality standards.

Roy's key quotes included:

- 'A gritty determination to get through things...not to collapse during the process...to keep going'
- 'I want to be in charge...I definitely want to lead the organisation...I want to be in control'
- 'The right blend of anchor people is essential in management teams – it's back to Belbin...Down the line I see people tending to recruit clones of themselves'

or those who will blend in with the existing team...Appointments are the biggest investment you make in an organisation' (Roy is unusual in the current recruitment climate in that he does not necessarily appoint a 'team fit' but sometimes deliberately appoints someone who will change the team and therefore stimulate it)

- 'The important thing in leading change is an open, honest approach ... it's about people knowing there is no hidden agenda ... if you can't talk about it because it's confidential, tell them that'
- 'I see my job as anticipating what is going to happen in five years' time – of aiming *beyond* the immediately specified objectives and goals, looking for the next thing'

Keith

Keith has overcome a difficult childhood and early adult relationships by immersing himself in hard work and achieving enormous success in his career. From a needy child he has matured to become a confident person who is self-aware and self-accepting. He speaks with authority and is not afraid to stand up and be counted, being confident in his own ability. There is, however, an element within his 'hidden area' which still nags at him as to whether he is doing the right thing. Keith has a lot of time for people who match his standards, but can be rather dismissive of others (especially short women!).

Much of Keith's behaviour at work is learned behaviour through the 'adapted child', the 'natural child' having experienced a lot of painful experiences early in life. Thus, he is seen to be an extrovert at work. He said 'I played an extrovert game in my job'. He is not sure it is his natural style, and says he has certainly lately become more reflective. His Myers Briggs score indicates that Keith is an extrovert, however, but also that he is intuitive and feeling. His preferred Belbin team role scores indicate a Plant, Shaper and Implementer.

Keith's key quotes include:

- 'I am happy out of my comfort zone'
- 'I am the product of enthusiasm'
- 'Do your homework'
- 'Be prepared to lead, where others hold back'
- 'Be prepared to take calculated risks'
- 'Make new relationships'
- 'Establish trust from those who traditionally haven't trusted your position'
- 'Admit your vulnerabilities and empathise and listen – take advice and if necessary scrap your own views'

Neil

It feels that it has been important for Neil to take control of his own choices, and that the challenges he has set himself and overcome throughout his life have been underpinned by a 'safety net' of security as 'prescribed' by his mother's wisdom when he left school: 'You need to get a steady job son, with a good pension'. Thus, he had a secure and safe home environment (despite his father's initially unstable job security), followed by the safety and security of working in the Civil Service. Thus, *within a secure base*, Neil has, from a young man, set himself 'mountains' to climb which he has not necessarily found easy, but which he has enjoyed tackling and found immense satisfaction from overcoming. A clear analogy here is his love of rock climbing, taking risks but inching his way step by step to the top (but presumably with a safety rope attached!).

Our conversations all confirmed that Neil loves to 'fly free' and experience risk and adventure – from mountaineering to working abroad in new surroundings, but this within the secure base of a 'family'. Neil has had three families: his own extended family as a child, that of his wife and children, and that of the Civil Service. Thus, for Neil change can be positive and exciting provided that it is based on a safe ground.

Neil's Myers Briggs score indicated that he is 'just' an Extrovert, is intuitive, thoughtful and perceptive. (He was the only one of my participants who showed Perception rather than Judgement in their way of viewing the world.) Neil's Belbin preferred team role scores supported his somewhat 'gentle' approach to leadership. (He was among the minority of my participants who had very low scores for 'shaper'). Neil's scores were fairly balanced, with primary roles as Monitor evaluator, Implementer and Team Worker.

Neil's key quotes include:

- 'I have had nothing but benefit from change'
- 'Individuals matter, people put their life into these jobs'
- 'You must communicate the vision and keep on doing so in terms that people can understand'
- 'You have got to have an unattainable goal in the sense of forward vision: you may be wrong but you have got to believe in it yourself'
- 'People's vision of the benefits of change has got to be meaningful: it is no good talking 20 years time – it's got to be 1 to 2 years; too far over the horizon means that it is not meaningful'.
- [Concerning written communications to staff] 'It is important to imagine [how] the recipient [will feel]: I think about 'talking to my granny'
- 'Planning and preparation are essential for the successful introduction of change'
- 'A useful method of selling the change to staff is to find the King Pins – the influential people in the organisation who will promote the change at shop floor level'

- ‘I have always liked to challenge myself; to scale new heights which are scary, but to overcome my fears and succeed, having faced up to the challenge and moved up a few steps by overcoming the problem’
- ‘When it’s something big you have to tackle it by making sure people know what’s happening’
- ‘You have to believe you can overcome obstacles in really big things (such as the merging of organizations, cultures and so on) but you have to ride roughshod and be ruthless [to achieve objectives]. In such cases there is more to it than just being nice and taking people with you’
- ‘There’s a kind of Masonic order with women – they genuinely co-operate with each other and they listen to each other. Men don’t.’

Peter

It would appear that, as a young person, Peter needed to achieve at a high level (for example, his organ playing and academic achievement) and although he feels it did not come naturally, he did achieve his goal of excellence, but feels he had to really work hard to do so. He needed to exceed expectations at something but once achieved was inclined to say ‘Done that, now let’s move on to the next thing’. He was ‘pretty single minded’ about focussing on the specific route to achievement at that time.

Peter has learned a great deal from role models in his life, each of whom has encouraged and supported Peter towards his perfectionist standards. Although Peter is an immensely successful leader, he has achieved everything he has done by hard work, problem solving and, in his precise scientific manner, converting proven solutions and ideas to other situations. Things which have been really hard work and crisis situations to be resolved, Peter considers as ‘really good fun’ – a phrase used frequently during our conversations.

Peter has never forgotten his roots and the encouragement he himself has received during his life and one of his prime leadership skills is that of valuing staff, developing them and providing feedback, praise and thanks. He is frequently to be seen writing personally handwritten notes to a member of staff who has done a good job. On the other hand, he is not afraid to be ruthless when the occasion demands. He is a very ‘situational leadership’ orientated person, who finds change exciting and is prepared to support his staff, leading from the front to achieve sometimes seemingly impossible goals.

Peter’s personality reflects his science discipline in his precise, sometimes almost pedantic speech and detailed communications, and the logical, methodical way in which he approaches and analyses a task. He has the gift of being able to see the whole situation, including the desired result, while at the same time being able to break down what has to be done in small, manageable tasks.

Peter is prepared to agree that he is good at what he does and is, in some ways, fairly egocentric. He does not hide his achievements, nor his ability. Not achieving what he sets out to do is unthinkable for Peter. He is all about achievement, precision and perfection.

Peter's Myers Briggs type indicator results are fairly predictable, showing that he is quite highly introverted, intuitive, with high scores for thinking and judgement. These results reinforce Peter as a loner. He said 'I am a team player but I also stand alone, which can be difficult for some people, especially in a new situation where one 'has to create understanding'. His high 'thinking' result correlates with the fact that he does not allow emotion or feelings to interfere with purpose.

Perhaps as one might expect, Peter's Belbin preferred team role was Shaper (very high), with fairly high scores for Monitor evaluator and Implementer. (I was surprised that Peter did not score higher on Plant.)

Key quotes from Peter include:

- 'I enjoy taking an idea from one place and applying it to another...taking a solution from one frame and applying it to another problem...a sense of relevance and value'
- 'How important it is to tell people when they have got it right'
- 'Leadership [of change] needs to give clear direction and challenge people to do things differently to get there; therefore you have to create change. Leadership is about using skills to motivate people to make it happen'.
- 'To get people all going in the same way may be difficult, therefore there may be a need to do things significantly differently'.
- 'Change is a vehicle for enabling direction, it is not an end state'
- 'One needs 'big hairy, audacious goals – you need to aim at factor two beyond where you are'.
- [On having achieved a required objective against almost impossible odds]: 'In beauty terms that was the most satisfying...it was the *elegance* of the solution...'
- 'It is really important to learn from the last 'thing' by either rapid and/or significant evaluation'
- 'To change an organisation requires understanding of it from top to bottom and left to right. The greatest effectiveness comes from having headroom to do that personally as opposed to having people tell you how it works and you spend all your time administering it from a desk.'

Grace

Grace spoke very rapidly and fluently throughout our conversations, often digressing, but coming easily coming back to the initial issue, albeit it with some prompting from time to time. Her body movements, her speech and her tone all communicated an

assertive, assured and confident person who, I suspect, could easily become irritated and frustrated if people did not 'keep up' with her.

As a small child, Grace was compliant and anxious to please. As a result of helping with her sister's dyslexia and 'managing' her brother's behaviour problems and resulting parental angst, Grace learned behaviour which gained approval, thus becoming more confident and risk-taking. However, her Myers-Briggs analysis is only borderline extravert/introvert.

In addition, she would prefer to be 'number two rather than number one' and feels she is not always as 'tough enough' as she needs to be in order to really be a good leader. I also noted that she reads very quickly, (she reads up to 25 books on holiday), and enjoys more introverted pursuits at home, all of which suggest that there is a degree of solitariness which she enjoys. It would seem therefore that Grace still retains some of her natural somewhat introverted personality, but is at peace with a learned, more extrovert role at work, knowing that her attention to detail has enabled her success, not only in her career, but also in knowing that she has held her family unit together – something which is of vital importance to her. She has chosen to work in retail perishables in both major organisations in her working life, which has reinforced the need for detailed analysis and operational as well as strategic management. Grace enjoys running her own ship and gets tremendous satisfaction from producing successful results, because by being in control and leading her enterprise she can ensure successful results and gain approval from her seniors (including her husband and her father).

Grace's Belbin team role preferences are typical of her personality, her approach to management and of the work she does. She is primarily an Implementer and a Resource Investigator, with additionally high scores on Monitor Evaluator and Coordinator. (It is interesting to note that her implementer score is 13, whereas her Team Worker score is only 3.)

In Grace's family situation, we have a fairly extroverted, demonstrative mother and two daughters, and an introverted, reticent father and two sons who cannot express feelings. The 'strong women in the family' were originally headed up by Grace's grandmother who ran the mill for her father who was an alcoholic. Of the mother and two daughters, as Grace outlined, her mother and sister are under-confident but good home makers. Grace, herself, is a leader: assertive, confident, having always taken responsibility for the whole family unit – protecting her parents, helping her siblings and very motivated by 'rescuing' situations, and achieving detailed objectives and targets. The 'little mother' of her childhood has become the nurturing parent in a work situation. Grace is disappointed that she has not had children of her own and sublimates this with nurturing activities at work and also in Sunday School teaching, conducting a local choral society and other related activities, together with emotional sublimation through music and other creative pursuits. As we finished our work on this project, Grace had relinquished her leadership position in order to spend more time with her retired husband, working part time as a project manager, and she was

finding it difficult to adjust to being out of control of a large team and a large budget. Key quotes from Grace included:

- ‘I am not good on feel – I will analyse my way round it!’
- ‘People are the most important thing I do – they can do things for me and get things done’
- ‘I am good on the details of the organisation – I’m good at making the bricks fit’
- ‘I have massive drive to do a good job’.
- ‘I am cool about change ... I relish going to work and not knowing what I am going to do. I can tackle whatever the world throws at me’.
- ‘A leader is someone you can look up to for the right reasons, who is worthy ... not just status alone’

Carol

Carol was originally highly introverted but it would seem that her learned behaviour and high degree of success in her career has enabled her to have more confidence and her Myers-Briggs type index suggests that she is now just into the extravert end of the continuum. Jung suggested that we are all born with pre-destined personalities and that our environment encourages or discourages the child to realise the full potential of this personality. Thus a pre-destined extravert child who is constantly told to be quiet may not fulfil extravert potential until it leaves home. Thus, it may be that Carol was actually re-destined to be an extravert but her early circumstances caused this personality trait to be suppressed until she began to take control of her own life. In her private life, however, she acknowledged that she continues to be shy and introverted and has largely sublimated this lack of confidence, probably stemming largely from her early childhood, into her career. She is unmarried and has just a few close friends. She still finds certain social occasions, such as parties, daunting and would prefer to socialise with just a few people at a time. She is seen by work colleagues as gregarious and confident and feels therefore that she is successful in retaining some aspects about herself in her hidden area. She does not find change particularly comfortable and said it takes her a long time to adjust; there is a degree of fear around change for her. In leading organisational change, therefore, she has to remain objective and toe the party line to some degree. However, she is very aware of the psychological perspectives involved in change and hence has been successful in advising senior executives on a consultancy basis concerning introducing change into their own organisations.

Carol’s Myers-Briggs type indicator shows that she is *just* entering the extrovert end of the scale (preference is just one point) and is fairly high on feelings and judgement. She has a slight preference towards sensing rather than intuition. Her Belbin team role preferences are Shaper, Implementer, Completer finisher and Plant. (She feels that this mix tends to cause her a certain amount of intra-conflict as the Shaper and Plant tend to argue with the Completer finisher!)

Key quotes from Carol include:

- ‘When my father said ‘You’ll never be good enough’ I knew that I would be!’
- ‘Anyone can do anything providing they have sufficient vision and enough get up and go for it’
- ‘Leadership is about listening, learning and lifting people high’
- ‘My parents are both dead but I am still trying [to win their approval]’
- ‘I know that I have sublimated my personal pain through professional achievement and recognition’

James

James is a tall, handsome man who is an extremely successful, popular MP. He is pragmatic and comes across as a person who has his feet firmly on the ground and knows his own mind. He shows little emotion but is obviously someone who cares a great deal about others and their rights. A man of integrity, sincerity and total commitment to his work as an MP, James works extremely hard and is unassuming and ‘un-pompous’. James reminds me of the phrase ‘a man for all seasons’ in that he seems to be able to ‘fit in’ wherever he goes, be it a county occasion of great ceremony, or visiting an old people’s nursing home and chatting to the residents. He is very much a ‘fighter for the cause’ of those he considers vulnerable and is not afraid to say what he thinks, probably regardless of the outcome to himself or his own career (*viz* his stance on the Iraq war within his own Party). He does enjoy being well thought of and is pleased when he receives a good press (which he almost always does).

I asked James if he ever felt frustrated and he answered that he did not know what frustration felt like. We then had a somewhat philosophical debate around the words ‘frustration’ and ‘disappointment’, discussing my precept that one cannot have ‘disappointment’ unless one first has ‘expectations’. James stated: ‘I’ve always achieved everything I’ve set out to achieve, although I may have altered the targets. Therefore I do not accept the condition of disappointment.’

(When we were later speaking about James’s attitude to his own death, he said he has no fears of the change from life to death, although ‘unfinished business would irritate’. I teased James that maybe this feeling might be akin to frustration, which he said he has not experienced!)

James’s Myers-Briggs Type indicator showed very distinctive patterns with high scores for all four preferences: extrovert, sensing, thinking and judging. His Belbin preferred team roles were, predictably, Shaper and Resource investigator. Other roles were insignificant.

Key quotes from James include:

- ‘We must crack on’
- [As a reason for his success at a particular time of change] ‘knowledge and expertise in the area...clear thinking analysis, with a game plan with clear objectives’
- James emphasised how important it is that one is in synchronisation with the environment to lead well... to be successful in leading change, one must be ‘in the right group’.
- He spoke of the need to ‘persuade [the people one is leading through change] that the way we are going is the right one’.
- It is important to ‘champion what is right’
- ‘I am a chess player – an objective is a means to a more distant end.’
- ‘There is no such thing as change’
- ‘My leadership qualities include:
 - Clarity of thought;
 - Systematic planning;
 - Ability to delegate;
 - Determination to lead by example;
 - Relaxed yet demanding;
 - Good communicator’

Sally

Having survived boarding school and twenty four moves in thirty years, Sally is well used to managing change herself and her positive outlook on life would appear to have empowered her to adjust to change.

The need to learn survival behaviour which allowed her to cope at boarding school from the age of eight also probably stood her in good stead to manage her duties as the wife of a very senior military officer, both socially and in the associated tasks which seem to be part of the ‘role’ of a senior officer’s wife, such as comforting the bereaved, speaking in public and so on. There is a strong ethic (Sally calls it ‘puritan’) of needing to give back to the community as the result of a privileged life and Sally obviously works very hard to achieve this in everything she does.

Sally is a very warm person with a sunny nature. She is neat and well groomed and seemed, during our conversation, eager to please. Her speech is level and well paced, and she is open, frank and honest. I feel she is a woman of high integrity. She came across as highly intelligent but without the need to make sure that everyone else knows it! Sally is very easy to be with and at no time did I feel inferior or aware of the fact that I had to be ‘careful’ because I was speaking to a titled Lady. Sally was charming, natural and kind. This may have been a gender issue, but nonetheless the relationship during the interviews was, on my part certainly, a very pleasurable one.

Sally's Myers Briggs Type Indicator results showed that she is just into the extrovert end of the scale (by one point) but is very high on viewing and ordering her life through judgement. She is fairly balanced in other areas, but shows a slight preference for intuition and feelings. Her Belbin preferred team role scores indicated that Sally is primarily a Resource investigator, but with fairly near scores for Implementer, Shaper and Team worker.

Sally's opinions of some of the characteristics which she sees as enabling her to be a successful leader of change include:

- 'The security and support from a long and very happy marriage'
- 'The experience gained from many changes of home, employment and responsibilities'
- 'The privilege of having access, and being able to relate, both to people of influence, and to the most needy and vulnerable in society'
- 'A focus on the 'bigger picture' and pragmatic willingness to explain the need for strategic change to those feeling threatened'.

Lucy

Lucy is a spunky, determined and extremely successful leader of change. She survived a pretty appalling childhood to become a highly successful businesswoman – an entrepreneur as her father before her, sublimating emotional deprivation and low self-worth to succeed in achieving heights which most people, particularly women, do not even aspire to, let alone achieve.

I feel, however, that she still maintains her professional life to boost her confidence which, on a purely personal level, may be still fairly low key. We agreed that she is professionally perceived as an extrovert whereas she is 'not really' (to use her words), but has learned compensating behaviour in order to cope. Like so many other of my participants, Lucy said she has pulled herself up by her bootstraps and was determined to succeed. She has a very heightened awareness of the rights of the individual (also like her father) and is socialist in her thinking (unlike her father). She is also concerned for the environment. Her spouse relationships have not succeeded terribly well, although she is close to her children. I suspect she is fairly demanding of her employees *et al*, but is always fair and frank. I feel that her approach to leadership would be one of openness and trust and would expect that she would take great pleasure in developing her staff and helping them to achieve their aspirations.

Lucy's Myers-Briggs Type Indicator results show that she is fairly balanced, but indicated that she is basically an extrovert, intuitive, and operates through feelings and judgement. Her Belbin preferred team roles scores showed her to be primarily a Shaper, Resource investigator, Team worker and Implementer.

Lucy's key quotes include:

- 'I don't want to retire, I still live to work'.
- 'I love change if it means I can extend myself and others'.
- 'I am aware of a propensity to rigidity! I therefore consciously always try to remain flexible and open to new ideas. I am certainly not an innovator but I can latch on to a good idea very quickly'
- 'So I guess that means flexibility, always trying to think laterally and trying to persuade'
- 'I encourage people to express emotions, but I don't want people to penetrate too close'

APPENDIX X

Questions posed at the full Group meeting and transcript of the meeting content

Invitation to participants to attend the meeting

55 Curlew Drive
Chippenham
Wiltshire
SN14 6YG

30 October 2004

Dear

My doctorate

You will remember that we talked about the possibility of meeting together as a whole group and you indicated that you would be prepared to do this.

I am trying to organise a date when everyone could meet together in London for a couple of hours, which you will realise is no easy matter! Below are eight dates and I should be most grateful if you would let me know as soon as possible, preferably by email (csimons@dircon.co.uk) of any which you **cannot** do. It has been suggested that we either meet at the beginning or the end of the day. Could you let me know whether you would prefer to have a breakfast meeting from 8.30-10.30 am or whether 5.00-7.00 pm would suit you better. It is likely that we shall meet at the New Cavendish Club which is just behind Marble Arch.

There will be a maximum of nine people present, including myself. Nearer the time I will give you some clear objectives and prompts for you to think about before the meeting, but the fundamental aim will be to concentrate on the seventh objective of my research which is to hypothesise what intervention might be needed to encourage leaders of change who are not so successful [as my participant group] with respect to their own personal attitudes towards change. Although masses has been written on leadership, not least the leadership of change, my research is – as you know – concentrated on personality profiling and the psychological background to attitudes towards change, how they were originally acquired, and whether (and if so, how) you have altered your attitudes.

You may have seen the new DTI Report issued by the Chartered Management Institute ‘Inspired Leadership, Insights into people who inspire exceptional performance’. I think it is a good piece of summary research, but it does not bring any surprises. The purpose of my own research leads on from this in that I am seeking to see *how* we could encourage and motivate leaders to do a better job in leading change, through improved self-awareness.

Possible dates for our meeting (2005):

Tuesday 1 February
Thursday 3 February
Monday 21 February
Thursday 24 February
Monday 28 February
Thursday 3 March
Monday 7 March
Tuesday 8 March

Thank you, as ever, for your help with what I am trying to do.

Regards



Paper sent to all participants before the meeting

Purpose of the meeting:

To gather together the vast amount of expertise and experience of a number of highly successful leaders of change in organisations in order to contribute new and improved thinking in the field by discussing around the following points (although other important issues will no doubt arise):

- To consider the relevance of the project 'hunch'
- *Bearing in mind we have been considering participants' own backgrounds, personality traits and experiences, including personal attitudes towards change, and whether and how these have influenced the way they have successfully led change in organisations:*
 - Do we think that self-knowledge is helpful in the leadership of change and if so, how do we convince senior people that it is not just a load of 'psycho-babble' but a constructive exercise to become more self aware?
 - What, if any, interventions could be considered to influence and encourage people in senior positions in organisations who are not so successful at leading change with respect to their own personal attitudes towards change?
 - How can we encourage and motivate leaders to do a better job in leading change through self-awareness, becoming more conscious of their own personality traits

and ‘baggage’ from the past, and the influence these have on their leadership style when introducing change?

(*Note:* The purpose is to think about and discuss the leadership of change rather than leadership per se – as you know my research is concentrated on personality profiling and the psychological background to attitudes towards change.)

REMINDER OF THE AIMS AND OBJECTIVES OF THE PROJECT

Aim of the Project

The aim of the project is to make a contribution to current practice in the leadership of change by:

- ascertaining whether senior executives’ personal attitudes towards change have impacted on change within their organisations through their leadership style and behaviour and if so, to assess what are the personal qualities that contribute towards their own feelings of positivity towards change
- examining the personality profiles of ‘successful’ executives to look at attitude formation and development within their own psyche with regard to change

Objectives and main research questions for the project

- To review participants’ own attitudes towards change and build up a profile of traits or characteristics which underpin positive behaviour in leading change
- To examine the psychological background to these attitudes
- To seek explanations of how these personality patterns were first acquired
- To look for any correlation between these patterns and participants’ choice of career, organisation and sector
- To analyse how executive directors’ and chief executives’ own attitudes to change have impacted on their management and leadership style and thus influence those who report to them *et al*
- To examine whether these senior managers have been prepared and/or able to change their personal attitudes and patterns towards change.
- To hypothesise what intervention might be needed to effect this change in those who are not so successful at leading change.

Project ‘hunch’

‘That successful executive directors and chief executives deal well with organisational change because of positive personal experiences in the past, whereas those who are less successful have painful personal experiences of change which have not been dealt with.’

Paper tabled at the meeting

Questions for discussion

1. To consider the relevance and truth of the project 'hunch'

'That successful executive directors and chief executives deal well with organisational change because of positive personal experiences in the past, whereas those who are less successful have painful personal experiences of change which have not been dealt with.'

2. Do we think that self-knowledge is helpful in the leadership of change and if so, how do we convince senior people that it is not just a load of 'psycho-babble' but a constructive exercise to become more self aware?
3. What, if any, interventions could be considered to influence and encourage people in senior positions in organisations who are not so successful at leading change with respect to their own personal attitudes towards change?
4. How can we encourage and motivate leaders to do a better job in leading change through self-awareness, becoming more conscious of their own personality traits and 'baggage' from the past, and the influence these have on their leadership style when introducing change?
5. Can leaders be effective managers of change unless they have addressed their own personal psychological processes on the subject?

- *(Note: The purpose is to think about and discuss the leadership of change rather than leadership per se.)*

Transcription of the full Group meeting held 21 February 2005 at the New Cavendish Club, London

Notes:

*** = words not discernable from the tape

Items in parenthesis () = my comments and observations

Items in square brackets [] replace matters of confidentiality

Items in italics = participants' emphasis

(It is interesting to note how many words and phrases pick up on those which I used as topics and sub-topics for my interviewing sessions.)

Re Project 'hunch':

Sally: We threw out a query on whether positive personal experiences or painful personal experiences, we queried whether these could be one and the same thing, and painful experiences could actually lead to positive experiences.

Lucy: Could lead to positive, but we would come down very much on the three *** and say they were negative experiences

Sean: And positive in their *** and stronger ***

Chris: Would they always become positive?

All: Oh no...

Chris: So what is it about the person that would turn the painful into the positive, what would it take?

Keith: Some sort of vision about how to get out of it, what is it that's painful and how do I want to change it, how do I see this getting better

Lucy: And we would also say, Keith, wouldn't we that the person who could do it is usually a driven person

Sean: *** being much more important than the vision actually. In some way you grit your teeth during the painful (Keith: yes) and say I am going to come through this and you gain self-confidence as part of that process, and that might be in your work life, it might be in your personal life

Theo: We sort of agreed on that one but we didn't know quite where that drive came from. We had quite a long discussion about whether we were about to discover the bloody-minded gene (laughter) which could come out there, or whether it is in the genes or whether it is some kind of conditioning thing, or a combination of both. I am not sure whether we got to an end result on that one.

Keith: Lucy tells the story of Richard Branson that when he was four his mother took him four miles away from his house and just dropped him in the street and said 'get home'. And that was very traumatic to him. (Much laughter)

Lucy: And what about the mother, a very very driven mother.

Neil: A very driven mother obviously!

Sally: It could have been cruel to be kind, you see, couldn't it, like a mother bird dropping her little fledglings out of the nest, so she probably dropped him there and said 'Right now, Richard, fly' quite literally

Lucy: Yes, that's it

Chris: So to be a driven person, do we need a mother that encourages that?

Keith: It's early experience, we thought (Lucy: Yes) in our formative years

Chris: But we're not sure that it's nature or nurture?

Pause for thought with Aahs etc

Peter: We didn't give much thought to that

Sean: That's a tricky one

Keith: But we can all identify experiences that forced us to move considerably
(Yes, Yes around table)

Chris: But as I've said to one or two of the groups as I've gone round, you could find a situation with a child who is not nurtured in that way and one child will go for it and really make it and become driven and rebel and survive and, you know, really hit the top, and another child in that situation will completely become introverted, introspective and fold. So where are we coming from there then?

General discussion

Chris: Right, so Theo's bloody-minded gene is what we are looking for

Lucy: Or, bad relationships with siblings – if you had a bullying older brother in such a circumstance...but I like the idea of a gene accounting for ...

Sean: But I think that in our group we were also challenging the link to change as such. We were talking about the experience that was formative and strengthening. There might then be a *** in the situation of change, might be a parallel of other circumstances, and I think we were trying to disconnect the change as such from these characteristics or to say they weren't necessarily associated. The characteristics that you gain from that possibly painful/positive/whatever.

Peter: We also talked about role models of people and the relationship between 'I've got a problem, I want to find a solution to it' and seeing a role model naturally being the potential way of helping with that.

Chris: I agree with that, that's why I asked you all individually whether you had role models because I think that's important, especially when may be... I mean it's the significant other isn't it? If your parents aren't what they should be perhaps, whatever that means, you may well have had another adult in your life who was this kind of significant other

Keith: So there is a vision and the vision may be somebody else's way of doing things that helps to formulate our own style

Chris: OK

Theo: So can I acquire this bloody-minded gene

Chris: I think it's going to be called the [Theo's last name] gene!

Theo: I think you're right, I think there may be something in the gene, but when you have a proxy for the gene, in other words your role model, um, I'm not sure that's not just a reinforcer somehow ('mms' of agreement around table). You know who mind was on that one (to Chris), but I mean every time I follow someone *** through, you know, and now if I am doing a newspaper or whatever and they ask me what your role model is, I don't say the one I talked to you about, you know, I'll talk probably some businessman, but I have to say that that businessman will always have a good dose of bloody-minded gene in there. You know, will say things like 'forget about the details, get the bloody deal done', you know, it's that kind of quote. Um, whether

that came before my proxy gene, if I can call it that, or whether it *was* my gene I don't know.

Chris: That brings me on to something I was talking I was talking about in the silence room [a syndicate room used] and that is the choice of career, I am very interested in that, the choice of career. You know, why do people choose the careers they do, and that's a lot to do with risk I think, and safety and all those sorts of things, um, and I guess that comes into it too doesn't it, somewhere along the line?

Sally: That presupposes people have choice and I don't think everybody does. I am possibly also thinking of women. You know, I can't think I had much choice. I have also been to seminars where people have said 'did you think you would be doing now what, you know, when you were a child and, you know, if two hands out of sixty go up... So I think you have a choice up to a point but I don't think there's much choice

Chris: Yes, but you will remember that I also asked you all has your career evolved, chance or planned (laughter from the women) and that brings me on to something that you *all* have talked about and that is gender – so where does gender come into all this then, if it does?

Keith: We would suggest that females would be more likely to look for process in social relationships and process of how to do things and what to do to make things happen in a way that men perhaps don't immediately.

Lucy: Keith's being very masculine about this (much laughter). I think it actually touches on another point, but can I make it here, that in terms of the self-awareness bit, I think it is more important to women that they have somebody who will listen to them, when they can talk. We have men who actually can do it *all* themselves by, er, having far better analytical skills.

(Silence, then laughter)

Theo: And we can drive better too!

Lucy: Indeed!

(More laughter)

Lucy: May I ask a question of the men round the table because I think that many women need to be listened to and to be overtly valued before they develop the self-awareness – it's because of a lack of confidence. Men very often do it themselves through self-analysis. They know themselves. They actually can look at other people and can analyse those other people. That, I don't think is how women do it in the main.

Grace: I wouldn't have thought that.

Sally: I don't think that men are the analysts. I always thought that men just go with it. My approach is that if I can't get something to work, I read the instruction book (much laughter and everyone talking at once)

Theo: Up to the analytic bit I think you are spot on, that is completely my experience. I have an advantage because I have got a stupid girl's name for a bloke you see. Theo is not an easy name and I know exactly the relationship that other people have, because what actually happens very often in my career is the disappointment that's come across blokes' faces when it turns out to be a bloke (much laughter). No, but what you describe in needing to bounce ideas off each other to find a view, it doesn't matter whether it's process, leading or anything like that, I just wholly found that, I completely agree with that.

Neil: Girls are so much better at it aren't they. As they are growing up there are groups of girls and they all seem to support each other whereas blokes are all angry and on their own and you see the young kids today, they all, doesn't matter whether they are boys or girls, they're still looking for a vision when they come to that age when they've got to choose their careers, as Chris was talking about, and most youngsters I speak to say 'I don't know what I want to do, I'm just going to university or something because I still don't know what I want to do. I just wanted to say it really makes me almost despair because...I tried to channel my kids into the military but they just weren't having it and I am sure it would have been really good for them, but er, they wanted to go and do politics or work in an IT environment or something successful!

Roy: I think when you are asking about the choice of careers, the question is whether any of us would have gone into a different career, because quite a lot of it is chance I think, would we have made the same, carved out the same level of success or enjoyment and I suspect we probably would have (murmurs of agreement around table) even if it was something totally different from what we *are* doing. I am not sure *** should be part of the church (roars of laughter, especially from Keith).

Chris: It is interesting to me that, you know, you can look at people who are really successful at leading change who have come from a, you know, a fairly well established background, well nurtured, good education blah, blah, blah, but you can also find people in that same position who started off, if I may say so, like I did as a council house kid with a very kind of strange upbringing and environment, and with very little nurturing. But they still get there. So what's around there if it's not genetic? I don't know. And that's where this is all coming from really, because I wanted to say that if we are looking at looking at leaders in organisations who are less successful at leading change, is it perhaps because they have blocked their self-awareness, looking at themselves and finding out who they are and so on and so forth, maybe because it is too painful and would it help them, that is what I really want to get to, would it help organisations, would it help British industry if leaders of change were more self-aware?

Keith: Going back to the genetic thing though, because you mentioned that, you would think that if it was genetic successful fathers would have successful children and they don't always do they?

Chris: No, but genes aren't necessarily inherited are they?

Sean: No, not necessarily from your parents direct (murmurs of agreement)

Theo: But what triggers that gene to become active?

Chris: Ah

Sally: But there's a huge role in there for education, surely. I mean, you were talking about kids from really rough backgrounds who succeed. One of the things which the much criticised grammar schools did in the old days was to put kids from all kinds of backgrounds into an environment where learning and achieving was a neat thing to do, and one of the sad things about our current education system is that kids from really rough backgrounds are going to really rough schools where achieving is not at all cool. There is a problem that we are reinforcing home with school in some areas. That is far too simplistic, I know, but if actually as a poor kid you got yourself into a

school which encouraged everything you did, that you might actually make that leap forward into being successful.

Lucy: Absolutely

Chris: I agree with that but there is also the aspect of what I went through when I went to grammar school that I was hopeless academically and I was made to feel hopeless.

Sally: OK, well: [Sally's organisation]...(everyone laughs –)

Sally: How do feel giving *status* to people who have practical skills *** application.

Chris: Yes, that I think is important because self-esteem comes from things other than academia and education, of course doesn't it

Sally: Yes

Chris: But somewhere along the line then, are we saying that for people to be good leaders of change, to be self-aware, to have a total knowledge of themselves, they have in some way – through role models, or through family background, or through education or whatever, they have learned to self-esteem at a reasonable level?

Sean: Well, can we tease that apart because it takes us into questions we looked at, well we all did, at five, and I think we came up very clearly with the conclusion that self-esteem may be very important but self-esteem and self-awareness are not the same thing and what we put up there for question five [pointing at flip chart] , can you be an effective manager of change unless you have address this [their own psychological processes], yes, they certainly can be; what they *need* is the *experience*: shorthand for building on, having learned life skills and self-knowledge etc etc. They need that, but not self-analysis. What they *do* need in order to be successful leaders is an awareness of other people and they need it of other people more than they need it of themselves. I think that is teasing apart some of the stuff you bundled together in what you were saying.

Chris: Thanks Sean. How do others feel about that?

Lucy: Can I put another point: it seems to me that a kid who is failing, um, the one thing that *seems* to, I think work in changing their attitude and behaviour is that if they feel they can value themselves for just one skill, just one thing and you can change a life. It seems to me that that absolutely necessitates some form of self-awareness.

Neil: I am not sure I agree with that. At some point, what you really need is somebody to *believe* in them, not somebody to, not yourself to be in self-analysis. If you can pick up somebody's good point and reinforce it, sell the idea of success to them, that they may be good at *one* thing, they don't need to be self-aware, they just need to know that someone else is believing in them and that's how you encourage someone to move on.

Theo: I think you've got to go back one step. You can't do that unless you have actually analysed yourself and know your strengths and weaknesses. (Some murmurs of agreement, others of disagreement). No, you have your traits and one of your traits is not listening, yes?, then you will not be able to pick up on what someone is saying to you. And therefore you have to address yourself before you can address others.

Peter: I think the self-analysis bit does not need to be, you know, text book analysis or psycho...(everyone talking at once here)...slightly incoherent, but there is a process of personal challenge and thinking well, that is how so and so approached it, that's

what I am going to do now, I have seen it work over there, I've seen it work over there – I'm going to push it forward. So I think there is a hive/high *** of what, I suppose, well would be my experience of watching others, there is a lot of self-analysis going on, though I hadn't thought about it in a more coherent way until we had this session.

Keith: So what's your perspective Sally, you were going to say something completely different were you?

Sally: Well, yes, I don't think it. I mean, drawing on my own experience of – giving the analogy of being thrown as a supply teacher into a classroom where it's sink or swim, you know. You've got thirty antagonistic youngsters who are all bigger than you and, you know, you've got to teach them woodwork (laughter). You don't sort of analyse yourself at that stage, you look at and monitor their reactions, and you learn how to teach by watching what works and what doesn't work. If I've gone home round my stiff drink and tried to draw down those feelings of my day I don't think I would have survived. (Laughter) You look round to see what the *effect* was you were having on other people...

Theo (interrupting): But you've already done that, you've already done that by analysing what works in that situation, you knew you didn't go round...

Sally (interrupting and somewhat irate): It was not what I was feeling about it...

Keith (interrupting): But you must have seen what didn't work too

Chris (stepping in as Chair to calm things down): But Sally, to be in that situation at all, going in for supply teaching, you must have been, to a certain degree, already self-aware.

(Chatter and laughter)

Sally: That's very interesting. No but this is why I came back to choice, you know, I didn't choose to go into teaching, it was the only thing I could feasibly do when we were moving round... But no, I am not sure it is self-awareness, I think it is learning from watching the reactions of other people round about you.

Sean: Well I don't know how far *** be self-aware, you see, how far you just absorb it, instinctively absorb it (everyone talking at once here, especially Sally)

Sally: I am not sure whether 'self' comes into that

Chris: But I am not necessarily saying that you sat down and analysed yourself, I'm not saying that. I mean, self awareness is the first step in self concept isn't it and there's all this business about self-fulfilling prophecy. I mean, you may not have sat down and actually thought about it I always give the example of my mother, (she was always my visual aid on all my talks). My mother was the sort of person who saw herself as a helpless female – 'I can't open this tin' kind of person, so she chose people to reinforce that image she had of herself and all her friends were of that ilk. But I came along as her daughter, which was very awkward for her really and I just knocked that on its head; I said 'Of course you can open the tin' kind of thing.

Sally: Yes, OK

Chris: She found that very difficult because it didn't reinforce the image she had of herself. Now she hadn't sat down and analysed all that. It's just that my father had been the kind of person who had always given her lots of support - she was very deaf, my mother – and therefore she kind of evolved as a helpless female.

Keith: You could call her an early facilitator, I think, Chris, she got everybody round her to do everything (roars of laughter)

Sean: Money for old rope really (more laughter)

Chris: That brings me back to leadership in organisations because you see where people are *not* self aware and they haven't thought things through about their own past, their own pain and so on and so forth, are they just leading in a way (I'm thinking aloud here), are they just leading in a way that is a self-fulfilling prophecy? So they are choosing managers and their reports and so on, to fulfil how they see themselves and how they want to be seen.

Peter: But that's about organisational stagnation though isn't it?

Chris: Yes, because the person at the top is not moving on, OK?

(Agreement) So that's what we are talking about isn't it?

Grace: So we would say they weren't a great leader

Chris: Right. What I am saying is, if they became more self-aware, and more realistically self-aware would they make better leaders?

Lucy: (emphatically) Yes

Peter: I would say that maybe there are just too many instances and the best thing is just to *get rid of them*. The question is how?

Chris: Right, so let's come on to the question you were talking about then, around that, which question were you discussing at that point?

Lucy: Four, we had [question] four

Keith: Turn the page [on the flip chart]... We didn't think you could convert administrators to leaders. You know, if they're 45-50 and they're just running out of their office, you can't make a leader out of them, you've got to get rid of them. You've got to recognize leadership qualities in people and you can bring people on by, you know, providing mentoring or coaching or spotting the talent and so on, and that's what you have to do. We started talking about the differences, say, between the forces, where leadership skills were paramount and somewhere like the civil service – and I don't want to be offensive, but in lots of departments in the civil service the machine is there to sort of feed the dragon to keep going as it was last month and last year, and it's not as good as it might be at spotting leaders. Compare with the forces – they get rid of people by retiring them at twenty years...

Sally: Well, we sort of trespassed onto that area as to whether there is the support from the establishment that people who are plainly good leaders in the military context and they don't translate into good leaders when they retire and go into industry. We have known one or two people who have had stunningly good military careers [Sally's husband was a senior military officer] and were headhunted by industry but actually did not do at all well and had fairly unhappy experiences in a different context. So it was partly the leadership skills and partly in a different context of the environment and the professional area which they had chosen. And equally I can think of many industrialists who would make *lousy* military leaders (Keith: Oh yes). So leadership is not just a single defined skill, is it surely?

Lucy: John Harvey Jones would not be very good in the military

Grace: Do you think he wouldn't?

Theo: He was in the submarines

Lucy: Oh was he?

Peter: Yes. That's where he actually carved out and, I think the interesting thing, took the skills that made him very successful there and said 'how can I apply these more widely?'

Lucy: Yes

Peter: And it was, you know, the good management he'd seen in the army, of managing people, and he translated that into 'how do I now manage ICI?'

Lucy: Yes

Sean: I think we were also trying to tease out the distinction between leadership, *being a good leader and leading change are not necessarily the same thing*, but there is an analogy with, you know, the generals who *** (fight?) the last war and those who fight the current war and some of them may not have been good at change, but may have been brilliant generals in terms of inspiring their people and, you know, etc etc.

Theo: I have to say we came from exactly the *opposite!* We said that they're exactly the same thing: *leading change and leading is exactly the same*. Life is change.

Sean: Oh sure. We may be having a definitional problem here, but I think we were talking about leadership in terms of bringing in the people with you to a certain place, but it may not be the right place and it might be a rather conservative rather than radical place that you're leading them to. But you can do the leading bit very well.

Peter: There is a big difference you see between leadership which is a quick campaign, the short burst, which I would call ballistic leadership and the leadership which is enduring and actually the leading of an organisation over a sustained period. Now actually they do vary, they've got commonality but they do also have variance. I would call the latter way-point leadership – that is something else we could talk about. But there's a difference between that and 'I've got to go and get', that ballistic cut.

Grace: Yes, and you probably need both

Chris: Yes, so if we just finish off question four, what else did you say in this group about this business, er, I'm particularly interested about this, er, if people became more conscious of their own personality traits and baggage from the past, would that influence?

Peter: I suppose if we're honest, we didn't get far beyond thinking that if people couldn't do it they should be got rid of! (Roars of laughter) We didn't get beyond it.

Keith: If you haven't got that **drive** in your soul, if you're not **driven** then you can't have it put into you (murmurs of agreement around table)

Roy: Yes

Lucy: But we did say something, though, didn't we that – I think we agreed on this – that the part of leading change or leading, is being able to spot the people down the line who actually can themselves affect change and – there's something about being able to *listen and look out*.

Chris: Great, yes, but, what if the person who is doing the looking out is going to pull up the drawbridge. You know, they've got to the top and they don't want anybody else up there with them thank you very much, and they are going to pull up the drawbridge – they don't want anybody else up there.

Peter: That's the getting rid of job then. The main thing is to think how you achieve that in an organisation that is in that immediate area surrounded by like-minded.

(Murmurs of agreement)

Keith: Another difficulty is that you have a **leader** *whose going to select people who are exactly like him* (lots of murmurs of agreement and 'yes') and then the organisation becomes moribund in time.

Chris: So we've got *clones*, people appointing clones

(Many: 'yes')

Peter: In the private sector, that does regularise because it would simply die – profit and so on (many agreements) but in the public sector that doesn't happen quite so elegantly.

Chris: Profit's a good thing to think about actually

Grace: We thought about that

Chris: Did you?

Grace: Yes, well we were thinking when we were talking about what would motivate a senior person to actually take somebody's ideas on board and what sort of bottom line is going to be important to them.

Peter: That's about the value ...

(Everyone talked at once here)

Chris: That's quite interesting actually because in your group [to Grace] you've got private sector, private sector, not-for-profit sector/private sector, which is why I put you together. So it's an interesting discussion point that.

Grace: (Speaking but everyone else talking at the same time so cannot transcribe all of it) One of the things we talked about earlier, the drive, this innate driver wanting to do well is really important, but we said *boredom often heralds a change* so when you get bored you need to take a ***

Chris: Now that's very interesting because some people in this room – quite a few really – who've got bored and moved on because that's how they are. There are other people in this room who have been in the same organisation since they were, kind of, at school practically. Now what's all that about then?

Keith: But you do change in an organisation (yes, yes, yes)

Chris: But what about the people here who have said 'well stuff this, I'm changing jobs', sometimes without a job to go to!

Theo: Are you getting at me here?

Chris: Yes (laughter)

Theo: Well, it's interesting on these things because I've worked in everything from media.... I drive things along and I drive myself along, and when either through commercial reasons that I have done as much as I can in terms of leading this, I'm just going to go off and do something else, *or*, as happened most recently when I was with [organisation], I'd done ten years, eight of which as a director of [organisation], doing things that I ***, [area of work] mainly, and then four years running, four years [a different area of work] which basically is a life company – lots of people settling claims for insurance and stuff like that, and I was just getting dumb in the head and I, er, I decided this wasn't my liking and so I dressed it down. The Chief Exec said 'Well, it's going to have one of the Directors go for you to be able to move on up and back to [area of work]'. I said 'When is it going to happen?' He said 'Two and a

half, three years time' and I said 'Well that doesn't quite fit my parameters, so I'm off'. So I went and I've landed something that's ...

Lucy (interrupting): Was that boredom or frustration?

Theo: Probably a bit of both, but, you know, I decided that that organisation not only was it a boredom thing in terms of the roles I'd done, but in terms of maturity, having done most of the work by getting [organisation] back onto the front foot again, actually, even in the [area of work] bit had I got that back, there wasn't any opportunity at all ... the only way they could have kept me is to have kicked the incumbent of [area of work] ... (Lucy continually interrupting 'Exactly' and so on) but no, the incumbent of [area of work] who taught me a lot – we were both highly regarded – but because they didn't do that move for me, it meant I was one notch under him in terms of *** (interruptions) which actually told me that it wasn't for two and a half years, it was for three and a half years to Exec director so it helped me make my mind up. (Lots of 'Yes' round the table) But it was a case of actually going and doing this and finding a new challenge, finding a new change and managing that, and I've actually found one that's probably where [organisation] was about eight years ago, so it's back into that, getting people... in fact very interesting. I, two Mondays ago, two weeks ago today, I addressed the whole of our senior management population, about sixty of them – it's only a smallish company – um, and on the subject of leadership and what you were saying about, it's not just a battle, is obviously one of those things they actually won't know because they've got a long way to go in terms of being able to do a good job.

Chris: But that excites you doesn't it, to accept that challenge and go with it?

Theo: Mm, yes, but coming back to this thing about analysing yourself, I couldn't possibly know how to address a new set of people if I did not think about how I'm going to do it and about myself, because as you can see – and it comes out of that – I'm an arrogant sod and I'm always having to arm myself with anti-arrogance pills, right, because if I veer into that I can't lead, it's my big Achilles heel and I have to keep drawing back from that all the time.

Chris: But you don't actually suppress it, you actually manage how it communicates out, don't you. I know how I would do it, I would create something which is not

Keith (interrupting): But is that total self-confidence or is it arrogance or is it self-awareness – what is it?

Theo: To me it's about belief and self-confidence, but to others, who don't have the same values it comes out as *arrogance* (lots of murmurs of agreement around the table) and a barrier.

Grace: Yes, they don't know you.

Lucy: Can I go back to the teaching analogy because did any of you hear that story the other day that kids within, it was something like thirty seconds of the teacher coming into a room the kids had made up their minds whether they were a good teacher or not. Now that to my mind is a staggering thing because it has a lot to do, and we didn't get on to this conversation, but it has a lot to do with the way you walk, the way you present yourself – you know, not arrogant, but somehow managing that arrogance or self-confidence. I mean, if we think about it you can be a success just the way you walk on a stage.

Theo: Yes

Chris: So that's about other people's *perception* of you (Theo: Yes, yes) and that is part of self-awareness.

(Lots of 'Yes', 'Absolutely' etc)

Sally: I think thirty seconds seems to me extraordinary because certainly some of the supply teaching ones, I mean it took them five minutes even to be aware you had walked into the classroom (Much laughter and general chatter)

Sally: (re the stage) You actually have an audience then, you see. In many classes in school you don't actually have an audience, you know, until you've made your

Lucy (interrupting): But you do actually Sally, *they* know you're there

Sally: But that comes back to self-confidence and I'm still not convinced that actually going deep into your own self-analysis is a helpful thing in projecting your self-confidence, that you, you know, they admire? your self-confidence rather than help to support it

Sean: It's an awareness of how you come across more than an awareness of yourself (Yes, Yes around table) and, you know, I think part of what I said some time ago was actually related to your much more professional comment in number five (referring to questions for discussion) which is about their own personal psychological *processes*. I think we've sort of drifted from that where our answer was no in terms, did that mean you didn't have to be aware of yourself at all and clearly it doesn't quite mean that (Lucy: No, no) we do have to have some sort of awareness (Sally: Yes) and crucially how you come across and awareness of others' reactions.

Chris: OK, good. Who took question number two because I'm quite interested in this because there's one person who couldn't be here today and that's an MP, the final member of the group. He was very interested in the project and very co-operative, but one or two questions that I asked him he said 'Oh that's just a load of psycho-babble, I'm not interested in that' (Lots of 'Aah, Yes, Mm' around table). So I thought 'That's quite interesting' – it's not why he's not here today (laughter) - that's quite interesting because if we were in some way *attempt* to intervene, if we felt that was the right thing to do if interventions *could* be put in place (and that's question three), how would we convince people who are necessarily, probably, because they're not successful and they don't want to look at themselves and they haven't a knowledge of themselves, they are likely to think this whole thing is psycho-babble, so how would we cope with that? Who looked at question two?

Grace: We did

Theo: Mmmm

Pause

Grace: (Seeming to rescue the situation as the group didn't quite know what to say – two men (Roy and Theo) and one woman (Grace, who has always 'rescued'!) I think we all were unanimous that we thought self-knowledge was extremely helpful and we have already talked about that. But, I mean, we talked about knowing that *** person well so that we understand what *** and that's what the debate about whether it's profit or whether they know that their people need something because *** so you have to really understand what it is they're trying to get out of it. And then, I think the biggest danger, a lot of the time senior people do know they're not very good and they don't want to hear it, they know they don't want to hear it, and a lot of the psycho-babble debate is just that they don't want to hear bad news about themselves.

So you have to handle how they're going to get that news. The leader, whoever that may be, has to lead the change and we've got to somehow make them into a visionary inspired leader. Um, if they're not going to be one of those you're not going to be able to do it, you're not going to be able to convince them it's a good thing.

Roy: *** people in the organisation we're working in and how we can deal with those people and what we were thinking was more about people saying, you know, in our peer group in other organisations over whom we have no control in the day to day work, how you can possibly – where you can see perhaps their organisation is stagnant or struggling or whatever and the person at the top is, you know, is perhaps one of the fundamental reasons why that's the case, and how can we actually influence that? We couldn't come up with anything very successful.

Grace: No, we just talked about evidence or examples where it had worked

Lucy: Usually the outcomes or evidence ***is the factual evidence

Roy: Horses and drinking sprang to mind

Neil: I had the experience of working for someone who was a magnificent leader of change. I was brave enough to try to get through to him the effect he was having on other people but he just didn't want to know – a bit like Theo (laughter) – he was one of these ballistic people: he was great at instigating change and moving things on but he was a nightmare to work for, so I don't think these people *want* to be **self-aware**.

Keith: I was talking to our group about a Vice-President of manufacturing I worked with – he had about 120,000 people working for him. He knew he was a bully and a real swine and I said to him once, you know you can't go ***, it is very difficult for some of your senior directors. He said 'I've got to reach my influence down to seven layers below him. They've got to know what I'm thinking about; they've got to want to do what I want them to do. Whether it's fear or whatever it is I want them to do that.

Neil: Yes, at times it's a nightmare, but the outcome is positive.

Keith: And what's wrong with that? You can't keep going for ever I guess, in modern terms you wouldn't do it quite the same but (all talk at once),

Peter: But the reality is that if you want to move and make massive change, frankly you can't spend all your time listening to all the negative stuff or nothing will change (lots of murmurs of agreement). It's a very difficult balance. *Equally if you want enduring change, if it's not done with a sense of inclusion it will never endure.* My approach to that is, you push really hard and then the guys or guy-ess's who don't really like it just go somewhere else. And then you actually have a team of reasonably like-minded people who are determined to make it sustainable. But equally, a few of those people who don't like you can go and plant some poison. (agreement and laughter)

Theo: I think that within that it totally depends on the nature of the change or nature of the leadership at the time. I mean, if you're in a turnaround then you've got to get there and you've got to bash heads together, you know, there's no time for that. If you're in some kind of cultural revolution that you know is going to take some time, if you're trying make a very old world building society act like a commercial bank or whatever, it's going to take a bit of time because the people who have been employed over the last twenty years to do a certain type of job, you've got to mould it over time. And added to that, in each of those circumstances is going to give a different

leadership style - the content underneath will actually be the same, the style of how it is applied is actually going to be different – and then over time it is constant change and your leadership style will change. And *if you don't actually understand yourself and analyse yourself and how you cope with that you will not get it right.*

Chris: So it's leadership within a culture then?

Theo: In every different business situation there is a different culture at work and a different business goal. And on top of that, of course, is part of this thing about who are these other leaders you are trying to bring with you, one of the jobs of the leader is actually to decide who those leaders *are*, because a lot of the people you think you should be leading actually are quite perfectly decent managers but they're just not leaders and they just need clear direction (Lots of murmurs of agreement) and it's just analysing that bit. And most organisations would be horrified at how many leaders they've got because it would be very very few. You'll find them, you'll find them deep down in places that you wouldn't even know exist, but there's lots of capable managers.

Chris: We're coming onto leadership and leadership of change and I heard quite a few people talking about (ie when walking around syndicate groups) the fact that they're one and the same. (Lots of 'yes' and 'mmm'). Could we just touch on question three. Is there anyone from the group there: 'What, if any, interventions could be considered to influence and encourage people in senior positions? Anything else you wanted from that?

Sally: Well, at macro level we thought encouraging people to sell a *vision* without *** which is some of the discussion we've just had...I don't think we came up with any positive *interventions*, did we, at the end of it?

Sean: No, well not with interventions - I know we've been slightly detailed – with respect to their personal attitudes towards *change*. I think we were talking of interventions, if you like, or – we didn't get very far with this – but again this was to do with attitudes and confidence and determination and vision and whatever, and change wasn't the key. I mean, obviously you had to be adaptable if you were going to lead change in different kinds of circumstances and Theo, and Chris too, has been describing different ways of approaching that but I think we were questioning the link between the interventions and attitudes towards change without putting too much weight on the 'change', we were looking for the more generic skills if you like.

Chris: Yes. The point about it is, you see, that I just wonder if we did look at ourselves more deeply and we were more self aware as leaders, we would get better at it, and therefore people who have *not* considered themselves and do *not* any self knowledge, they could be better leaders if they did – putting it in a nutshell.

Sally: We touched on things like the appraisal system which always used to be top down whereas now many organisation have got, you know, 180 or 360 appraisal systems when you do have different views, you are *forced* to be self-aware, I suppose.

Chris: But lots of managers – and I use the word advisedly – won't use 360.

(Murmurs of agreement) What does that say about them?

Sally: Well it has to come from the top really doesn't it? But then OK, this is the main query then, if the person at the top doesn't want to know, *** and there will always be the element that people are looking to their jobs and their future progression and, you know, if you tell your direct manager that they are a total

bastard and a waste of space, you know, then the chances that you will be in the forefront of the next promotion are slightly less than if you know, you say what a completely wonderful person they are. So you can't be completely objective, I don't think. My experience of 360 is that it is relatively difficult to actually be objective, either with your peers or with your boss.

Chris: But if it's run properly it should be completely and utterly confidential. In the department of the [organisation] that I was working in, a section of them did a very very good 360 degree sample/pilot whereby the results went in through a totally third party and there was just no awareness of who said what. I think that we would all probably agree that the people that are good leaders and open and transparent and all those things we like: frankness and honesty and whatever, are going to really welcome 360 degree. It's the people we kind of want to get at really that are not very happy. (Agreement around table). I'm conscious of time. Is there anything else that's come up on the flip charts we haven't talked about? You've got a lot more up here [flip chart from a group] do you want to go through any more of these pages?

Keith: We've only got a couple of pages and we've done most of it.

Chris: Anything else on there? (one particular page)

Keith: We went through a list of them earlier. To go back to this point about how *people can change* if they want to add *input* to themselves and I suppose the rush to get MBAs hoped to create leadership but it doesn't does it? It gives lots of skills to people: psychological, accounting, marketing skills – leads to good managers perhaps but not always to leaders.

Lucy: That's correct.

Chris: Yes, so what does education mean – we haven't got time to discuss that one. Anything else on the flip up there that we haven't covered? [Pointing to another flip sheet on the wall] This *driver* is very important, I think, this *innate driver* ('Yes' 'Yes' around table)

Grace: We talked about that a lot with education. We said it wasn't necessarily a precursor to doing well...

Theo (interrupting): She's being far too polite because the other two of us were useless at school, so it has different levels

Grace: We said it has nothing to do with it at all and that's why we said we need an innate driver to do *something* but it's not necessary for ***

Roy: To come back to Richard Branson, I don't think he was very good at school... (Hoots of laughter all round table)

Chris: Was there anything else from the group who have got the flips up there (pointing) that you wanted to say? (Silence) So, have we reached any conclusions do you think?

Sean: That you've got a very difficult job! (Much laughter)

Lucy: We've got a lot of commonality (lots of agreement). I think you should be very pleased with the amount of agreement. A very disparate group.

Keith: As an isolated driver, you've got to make a pitch. (Much laughter)

Chris: One could, I suppose, have expected a lot of commonality this morning because I am working with a group of very successful leaders who are all these things; who are self-knowing and self-aware,

Lucy (interrupting): But with very different styles, gosh, look at Theo now (hoots of laughter around table)

Theo: I'm not sure how to take that (laughing) But no, it's frightening because when I was going through these things, this confidence is a funny thing because we were talking about confidence and risk and everything else like that in my profile which we have done (referring to his individual work with me) there is always a comfort cushion – what were the words we used? (to me) – there has got to be a large cushion. I do take risks all over the place but there's got to be a cushion. I drive motor cycles very fast as a hobby but you won't find me *completely* knee down round a right angled bend unlike one or two of my mates because I *just* ... as I go into a sharp bend in the Pyrenees I am reminding myself those are rocks not marshmallows whereas some of my friends, I think, are still convinced they are marshmallows. And everything I do has got that soft landing – there's a cushion somewhere.

Sally:*** what you're saying there as well, because I think that by and large women don't get the same satisfaction from taking, if I may say so, rather pointless risk. (Much chatter and laughter) It is unusual for a woman to do something which does not have some knock-on positive effect and outcome and which is risk to life, limb and other people, whereas I think that men do still have a gene somewhere that leads to more adventurous ...

Theo (interrupting): Yes, and I think that when you come into business... it's interesting, we had a discussion about this added bit about the *child rearing as part of a career* that most women have to put into the decision-making process that a man doesn't have to and therefore that's another layer of cushions that have to be there (agreement around table). Because of self-confidence or whatever it is that's in there, if I get bored and want to make a decision to go to another job I will do it because I am bloody-minded and that's what I want to do, but I've got the confidence that 'actually it will be all right in the end, I'll get enough money and the family will be OK'. Early in the career when a woman is going through that process, it isn't just actually whether the money will be OK, it's whether the woman will have the ability to rear children, I mean, that's a *really* big, fundamental question (Lucy very verbally in agreement at this point) and the blokes round here can only *guess* at what it must feel like to have to question that.

Sally: And will I get re-employed – will anybody actually think I am worth employing when I get back

Grace: Chris, did you see that piece about the male brain developing later, finishing developing later and the last piece that develops is this thing about **taking risk** and they were saying that is why so many more male drivers have bad accidents in their early twenties because they haven't developed this understanding about where **risk** is managed and where it isn't. (laughter) No, but equally in your early career, there is less restriction around the **risk** piece. There may be something in **gender** on how to place yourself in industry.

Chris: Yes. I think generally it is an interesting issue and I think it is also an interesting issue within **women** because some of us never had children and have always had a professional career. There is something *there*: of men's attitudes towards women, women's attitudes towards themselves and all sorts of stuff. And

then, of course, we've got the women that *have* had children and families – a whole load of stuff around that. (Two of each around table)

Theo: I'll tell you what really helps in terms of managing change is when you've got a girl's name and you're a bloke (hoots of laughter) – they end up taking the piss out of you

Keith: I've got great admiration for you (Mutters around table concerning the Beckham's new baby named Cruiz)

Chris: I was reading in the Telegraph today that Cruiz is pronounced Cruith (more laughter)

Thank you very much, folks, for your time, I really appreciate it. No doubt we shall be in touch and do eat a croissant before you go (re lots left from breakfast!)

Lots of thank you's back etc.

Brief note on individual's participation:

Theo: (Interesting I have chosen to speak about him first!!!) Very confident, ebullient, bullish, determined to have his say by leaning forward, using eyes, speaking louder (than interrupter). Good contribution. Very 'for' self-awareness and self knowledge. Huge ego – knows it and uses it to great effect. Tended to dominate the group and played to the floor when he got lots of laughs – more so as the meeting went on.

Sean: Quietly confident. Did not contribute a lot but what he did was good. Did not allow people like Lucy and Theo to override him – extremely lacking in self-confidence as a person, but held his own.

Peter: As articulate and able as ever. Surprised he did not contribute more. What he did say was succinct and listened to.

Keith: Very able; assertive, made good points, spoke clearly and put points well. Listened to.

Neil: Probably felt rather intimidated? Made some good points but not many of them.

Roy: Probably the least heard in the plenary. Not sure whether he felt intimidated by people like Theo or whether he was bored. Sat next to Grace and, both quieter people, seemed to have some affinity with her.

Grace: Not really a *very* high-flyer and felt she was somewhat intimidated and/or did not have a lot to say. What she did say was to the point and listened to – or at least, she tried to make sure it was.

Sally: I felt disappointed with Sally's attitude towards self-awareness – ie she didn't really think leaders needed to have self-knowledge. Her husband is more the leader than she (ex senior officer in the military, a Lord, and regular eminent public speaker). She rather took the 'voluntary sector' line on a lot of the argument and I felt some of her hogging of the floor at times was a little immature.

Lucy: Her usual doughy self. Some good points - would have liked to have heard more of them (but less of her loud laughter which drowned out some of the speech on

the tape!). A fantastic leader herself, and a psychologist, I felt she had a lot more to say than she actually did. Possibly intimidated by Peter within the syndicate group?

APPENDIX XI

Research Diary

Case Study 1

2003

November Letters of invitation and acceptance
Protocol agreed and signed

2004

January 6 Conversation **one**, one hour

January 29 Summary of notes sent for approval

February 2 Acceptance of summary of notes

January 28 Conversation **two**, one hour

February 4 Summary of notes sent for approval

February 10 Acceptance of summary of notes

March 1 Conversation **three**, one hour

March 5 Summary of notes sent for approval

March 19 Acceptance of summary of notes

May 26 Conversation **four**, two hours

June 4 Summary of notes sent for approval

June 21 Acceptance of summary of notes

September 8 Drew together all conversations into a summary document and sent
for approval, together with Belbin questionnaire for completion

September 21 One or two amendments received

September 25 Completed Belbin questionnaire received

October 27 Conversation **five**, 1.5 hours, to tie up loose ends and
agree final summary notes of the story

2005

January 6 Confirmation of Group meeting details

February 21 Full group meeting, 3 hours

Case Study 2

2003

November Letters of invitation and acceptance
Protocol agreed and signed

2004

January 30 Conversation **one**, one hour

February 4 Summary of notes sent for approval

February 8 Acceptance of summary of notes

March 2 Conversation **two**, one hour

March 6 Summary of notes sent for approval

March 12 Acceptance of summary of notes

April 8 Conversation **three**, one hour

April 10 Summary of notes sent for approval

April 13 Acceptance of summary of notes

June 8 Conversation **four**, one hour

June 12 Summary of notes sent for approval

June 18 Acceptance of summary of notes

August 31 Drew together all conversations into a summary document and sent
for approval, together with Belbin questionnaire for completion

September 10 Approval received

October 28 Conversation **five**, 1.5 hours, to tie up loose ends and
agree final summary notes of the story

2005

January 6 Confirmation of Group meeting details

February 21 Full group meeting, London, 2.5 hours

Case Study 3

2003

December Letters of invitation and acceptance
Protocol agreed and signed

2004

January 26 Conversation **one**, one hour
January 28 Summary of notes sent for approval
February 6 Acceptance of summary of notes
February 18 Conversation **two**, one and a half hours
February 19 Summary of notes sent for approval
February 19 Acceptance of summary of notes
March 18 Conversation **three**, one hour
March 20 Summary of notes sent for approval
March 22 Acceptance of summary of notes
June 4 Conversation **four**, two hours
June 5 Summary of notes sent for approval
June 8 Acceptance of summary of notes
September 19 Drew together all conversations into a summary document and sent
for approval, together with Belbin questionnaire for completion
September 20 Approval received
October 5 Conversation **five**, one and a half hours, to tie up loose ends and
agree final summary notes of the story
October 12 Addition received from participant

2005

January 6 Confirmation of Group meeting details
February 21 Full group meeting, London, 2.5 hours

Case Study 4

2004

January Letters of invitation and acceptance
Protocol agreed and signed
February 4 Conversation **one**, one and a half hours
February 23 Summary of notes sent for approval
February 25 Acceptance of summary of notes
March 3 Conversation **two**, one and a half hours
March 5 Summary of notes sent for approval
March 14 Acceptance of summary of notes
April 6 Conversation **three**, one and a half hours
April 7 Summary of notes sent for approval
April 14 Acceptance of summary of notes
August 17 Drew together all conversations into a summary document and sent
for approval
August 30 Approval received
September 17 Conversation **four**, 1.5 hours, to tie up loose ends and
agree final summary notes of the story

2005

January 6 Confirmation of Group meeting details
February 21 Full group meeting, London, 2.5 hours

Case Study 5

2003

November Letters of invitation and acceptance
December Protocol agreed and signed
December 29 Conversation one, one hour

2004

January 1 Summary of notes sent for approval
January 7 Acceptance of summary of notes
February 16 Conversation **two**, one hour
February 18 Summary of notes sent for approval
February 19 Acceptance of summary of notes
March 29 Conversation **three**, one hour
March 29 Summary of notes sent for approval
March 30 Acceptance of summary of notes
June 1 Conversation **four**, one hour
June 5 Summary of notes sent for approval
June 8 Acceptance of summary of notes
August 19 Drew together all conversations into a summary document and sent for approval, together with Belbin questionnaire for completion
August 210 Approval received
September 13 Conversation **five**, one and a half hours, to tie up loose ends and agree final summary notes of the story

2005

January 6 Confirmation of Group meeting details
February 21 Full group meeting, London, 2.5 hours

Case Study 6

2004

January Letters of invitation and acceptance
Protocol agreed and signed
February 20 Conversation **one**, one hour
February 21 Summary of notes sent for approval
February 25 Acceptance of summary of notes
March 11 Conversation **two**, one and a half hours
March 13 Summary of notes sent for approval
March 16 Acceptance of summary of notes
May 20 Conversation **three**, one hour
May 20 Summary of notes sent for approval
May 25 Acceptance of summary of notes
June 4 Conversation **four**, two hours
June 6 Summary of notes sent for approval
June 10 Acceptance of summary of notes
June 12 Letter to participant concerning Belbin scores
September 12 Drew together all conversations into a summary document and sent for approval,
September 17 Approval received
October 28 Conversation **five**, one and a half hours, to tie up loose ends and agree final summary notes of the story

2005

January 6 Confirmation of Group meeting details
February 21 Full group meeting, London, 2.5 hours

Case Study 7

2004

March Letters of invitation and acceptance
Protocol agreed and signed

April 6 Conversation **one**, one hour

April 7 Summary of notes sent for approval

April 24 Acceptance of summary of notes

May 13 Conversation **two**, one and a half hours

May 13 Summary of notes sent for approval

June 5 Acceptance of summary of notes

June 18 Conversation **three**, two hours

June 19 Summary of notes sent for approval

June 27 Acceptance of summary of notes

September 25 Drew together all conversations into a summary document and sent for approval

October 10 Approval received

November 19 Conversation **four**, one and a half hours, to tie up loose ends and agree final summary notes of the story

2005

January 6 Confirmation of Group meeting details

February 21 Full group meeting, London, 2.5 hours

Case Study 8

2004

June Letters of invitation and acceptance
Protocol agreed and signed

September 3 Conversation **one**, two hours

September 5 Summary of notes sent for approval

September 9 Acceptance of summary of notes

October 22 Conversation **two**, two hours

October 23 Summary of notes sent for approval

October 28 Acceptance of summary of notes

November 2 Drew together all conversations into a summary document and sent for approval, together with Belbin and Myers Briggs questionnaire for completion

November 10 Approval and completed questionnaires received

2005

January 6 Confirmation of Group meeting details

February 21 Full group meeting, London, 2.5 hours

Case Study 9

2004

September Letters of invitation and acceptance

October Protocol agreed and signed

October 26 Conversation **one**, two hours

October 28 Summary of notes sent for approval

October 30 Acceptance of summary of notes

November 16 Conversation **two**, two hours

November 17 Summary of notes sent for approval

November 18 Acceptance of summary of notes

December 1 Drew together all conversations into a summary document and sent for approval, together with Belbin and Myers Briggs questionnaires for completion

December 8 Approval and completed questionnaires received

2005
January 6 Confirmation of Group meeting details
February 21 Full group meeting, London, 2.5 hours

Case Study 10

2004
November Letters of invitation and acceptance
Protocol agreed and signed
November 30 Conversation **one** two hours
December 1 Summary of notes sent for approval
December 5 Acceptance of summary of notes
December 13 Conversation **two**, two hours
December 14 Summary of notes sent for approval
December 16 Acceptance of summary of notes
December 21 Drew together all conversations into a summary document and sent
for approval, together with Belbin questionnaire and Myers Briggs for completion

2005
January 4 Approval and completed questionnaires received
January 6 Confirmation of Group meeting details
February 21 Full group meeting, London, 2.5 hours

APPENDIX XII

Examples of participants' comments on their attitudes towards change

The following are examples of statements made by participants concerning their attitudes towards change and towards leading change. (Words in italics are participants' emphasis.)

Sean

'Change is not necessarily a means to an end – that implies you know where you'll end up – but to a different state'

'[Change] is a process: about surrounding circumstances, moving on and concerning you'

'Change does not worry me, I take a radical approach to change'

Theo

'Am I comfortable being uncomfortable in terms of change or is that an excuse because I am actually rather guilty that I am a big lazy? One gets too comfortable and starts to become lazy if one is not challenged with change. When one *is* challenged with change you get so engrossed with enjoying yourself...'

'It is important to look with vision beyond the initial objective – the bigger it is the more fun it is'

'I need change. I see it as stimulating – of the mind, body and wallet. It is 'rut prevention''

Roy

'The important thing in leading change is an open, honest approach...it's about people knowing there is no hidden agenda...if you can't talk about it because it's confidential, tell them that'

'I see change as exciting, challenging...it gives you a feeling that you are moving forward'

'I see my job as anticipating what is going to happen in five years' time...of aiming *beyond* the immediately specified objectives and goals: looking for the next thing'

Keith

'I am happy out of my comfort zone'

'Do your homework...be prepared to lead where others hold back...be prepared to take calculated risks...establish trust from those who traditionally haven't trusted your position'

'Admit your vulnerabilities and empathise and listen – take advice and if necessary scrap your own views'

'Change is inevitable so you may as well embrace it and lead it in the direction you want it to go'

Neil

‘I have had nothing but benefit from change’

‘You must communicate the vision and keep on doing so in terms that people can understand’

‘You have got to have an unattainable goal in the sense of forward vision: you may be wrong but you have got to believe in it yourself’

‘People’s vision of the benefits of change has got to be meaningful: it is no good talking 20 years; time – it’s got to be 1 to 2 years; too far over the horizon means that it is not meaningful’

‘Planning and preparation are essential for the successful introduction of change’

‘A useful method of selling the change to staff is find the King Pins – the influential people in the organisation who will promote the change at shop floor level’

‘I have always liked to challenge myself; to scale new heights which are scary but to overcome my fears and succeed, having faced up to the challenge and moved up a few steps by overcoming the problem’

‘When it’s something big you have to tackle it by making sure people know what’s happening’

‘You have to believe you can overcome obstacles in really big things (such as the merging of organisations, cultures and so on) but you have to ride roughshod and be ruthless [to achieve objectives]. In such cases there is more to it than just being nice and taking people with you;

Peter

‘Leadership of change needs to give clear direction and challenge people to do things differently to get there; therefore you have to create change. Leadership [of change] is about using skills to motivate people to make it happen’

‘To get people all going in the same way may be difficult, therefore there may be a need to do things significantly differently’

‘Change is a vehicle for enabling direction, it is not an end state’

‘One needs big, hairy, audacious goals – you need to aim at factor two beyond where you are’

‘It is really important to learn from the last ‘thing’ by either rapid and/or significant evaluation’

‘To change an organisation requires understanding of it from top to bottom and left to right. The greatest effectiveness comes from having headroom to do that personally as opposed to having people tell you how it works and you spend all your time administering it from a desk’

Grace

‘I am cool about change – I relish going to work and not knowing what I am going to do. I can tackle whatever the world throws at me.’

Carol

‘I am not very good at adapting quickly to change on a personal level – I take a long time to adjust. So I have to make sure that, from a business perspective I step outside myself and put my professional hat on’

‘I think the most important thing about leading change is being clear on your objectives and knowing where you are going. You have to get this straight in your own mind before you communicating the changes to your people’

‘It is essential to know *when* to tell people about forthcoming change. I know the theory is to tell them up front, but sometimes that can make things worse. I remember one organisation that told staff there would be redundancies in two years’ time. Some suffered awful stress and worried themselves silly; others planned their early retirement. In the end it didn’t happen!’

‘It’s really important to consult, communicate, listen to fears and objections, but keep going towards the goal’

James

‘There is no such thing as change’

(however):

[As a reason for his success at a particular time of change] ‘knowledge and expertise in the area...clear thinking analysis, with a game plan with clear objectives’

‘It is really important that one is in synchronisation with the environment to lead well, to be successful in leading change – one must be ‘in the right group’

‘You need to persuade people you are leading through change that the way we are going is the right one’

Sally

‘Change is inevitable. It is an intrinsic part of life so it is important that it is positive and for the best. I accept it and in some contexts I welcome it...the opportunity to move forward is exciting. But 24 moves in 32 years has not been good – I tended to dread the brute upheaval and resented the chunks of time [it involved]’

‘The security and support from a long and happy marriage has enabled me to be a successful leader of change [together with] the experiences gained from many changes of home, employment and responsibilities’

‘The privilege of having access, and being able to relate, both to people of influence and to the most needy and vulnerable in society’

'A focus on the bigger picture and pragmatic willingness to explain the need for strategic change to those feeling threatened'

Lucy

'Selfishly, I love change if it means I can extend myself and others'

'I am aware of a propensity to rigidity! I therefore consciously always try to remain flexible and open to new ideas. I am certainly not an innovator but I can latch on to a good idea very quickly'

'...So I guess that means flexibility, always trying to think laterally and trying to persuade'

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