

4. Distance Travelled

The previous chapters in this thesis have been building blocks for this chapter. I have described theories that I have used and built upon, but also stated questions in terms of their completeness and taking into account other equally valid theories and viewpoints. In this chapter I explain the significance of the stories in the Appendices for the creation of my own epistemology of change.

It is in this chapter that I intend to start putting these thoughts together in terms of my own epistemology for change. The word 'epistemology' meaning my theory of knowledge – what it is I believe to be my current level of learning and practice. This chapter is about my personal journey of change. And this is a journey that I believe all people engaged in change will make at one stage or another, in order to reach higher levels of development. It is a natural journey.

Thayer-Bacon (2003) describes epistemology as follows:

“Code describes herself as a ‘mitigated relativist’, who argues that epistemology has no ultimate foundation, ‘but neither does it float free, because it is grounded in experiences and practices, in the efficacy of dialogic negotiation’ (pp. 39). This is similar to my qualified relativist position.”

(Thayer-Bacon, 2003, pp. 29)

Of course I have doubts, and these doubts are very real, because I have evolved my ideas over years of practice, and tested these ideas in real settings, but I only know what I know. I often see and feel this in conversations with other practitioners who have different experiences, and wonder how I can or should improve my practise.

I have doubts, because depending on my relationships with other people, the complexity of the situations and the development levels of the people I work with, I still have to cope with different developing emergent realities. The only true values that I can fall back on are my core values, the values that I hold and believe are right for my particular development level.

I have a concept of internalisation related to external experimentation to validate my knowledge.

“One way to divide up theories of justification is in terms of the internalism-externalism distinction. Very roughly: a theory of justification is internalist insofar

as it requires that the justifying factors are accessible to the knower's conscious awareness; it is externalist insofar as it does not impose this requirement.

Descartes' internalism requires that all justifying factors take the form of ideas. For he holds those ideas which are, strictly speaking, the only objects of perception, or conscious awareness. Independent of this theory of ideas, Descartes' methodical doubts underwrite an assumption with similar force: for almost the entirety of the Meditations, his meditator-spokesperson—hereafter referred to as the 'meditator'—adopts the assumption that his every thought is occurring in a dream. This assumption is tantamount to requiring that justification come in the form of ideas.

An important consequence of the account is that rigorous philosophical inquiry must proceed via an inside-to-out strategy—a strategy Descartes assiduously follows, and which endures as a hallmark of early modern epistemologies. Ultimately, all judgments are grounded in an inspection of the mind's ideas. Philosophical inquiry is, properly understood, an investigation of ideas. The methodical strategy of the Meditations is designed to force the reader to adopt this mode of inquiry.^{n Footnote 40}

I have dreams and aspirations. I have become more consciously aware what it is that has actually driven me to formulate, test and refine my practice over the years. I have a mediator-spokesman or as Barry (2008) calls it 'my Risk Manager' (Chapter 3.7.1, pp. 174). I have experimented and brought ideas that I have into the external arena, with my clients and with myself. I have equally experimented on myself in terms of development that I believe has brought great rewards. An example is the New Warrior^{Footnote 41} training that I have done. The ideas that I bring in this thesis have started from the inside, and as such could be described as a First-person inquiry (Torbert in Reason, 2001, pp. 251 - 257)

The other part that the readers will see in this thesis, is that it will very much be a practice-based approach, because that is what I intend this thesis to be for myself – a guide and a reflective thesis – a snapshot of where I am at this moment in time.

Footnote 40: <http://plato.stanford.edu/entries/descartes-epistemology/#1.2>; *Descartes' Epistemology*
First published Wed Dec 3, 1997; substantive revision Thu Apr 14, 2005

Footnote 41: <http://www.mkp.org/>

The thesis is intended as a set of articulated guidelines and approaches that can help me to improve my practice, because the act of writing is in itself a form of validation and holding up a mirror for me to understand and reflect back my values and beliefs. It is not just an academic thesis in the sense that it is not related to practice, but I intend this thesis to be of use to the people I work with as a description and an aid to understanding who I am and what it is I do. I intend this thesis to enable my clients to pre-judge the validity of my approach within their organization and with their people. This is not about selling a particular concept of change. The Change Process that I describe is different from most traditional Change Processes, because of the Inclusional nature of the concepts and the methodologies used to create change. The process is co-created with the participants, uses elements from many theories and concepts, allows for the emergent thought at the 'Edge of Fluidity' (which adds a relational and non-linear ability to the 'Edge of Chaos') and this allows for self development. The process also makes traditional theories and concepts (for instance economics, data and organisational design) Inclusional with social and political concepts.

No one group is the same, and no set of interactions will give the same results or path to those results. However I believe that certain concepts and approaches, when used and adapted in a contextually fitting approach will yield better results.

Diagram 20 (pp. 212) captures a lot of these thoughts in a different way, a more complex way. This is a picture of what I believe actually happens when I act or engage. This, in effect, is my way of making sense of my world, and looking at First-person action inquiry (Torbert in Reason, 2001) I use the following to mean First-person inquiry:

"We may begin our first-person action inquiry from concerns to perform more effectively at work, or from a desire to transform some cycle of attributions, emotions and actions that is costing us happiness in love. But, as it evolves, our first-person action inquiry will either become increasingly energized by a concern for the quality of our moment-to-moment experience of ourselves, or it will cease to evolve."

(Torbert in Reason, 2001, pp. 251)

It is a constant cycle of action & reflection. It is governed by a lot of issues. A simple way of looking at some of the issues governing a constant cycle of action and reflection is shown in diagram 20 (pp. 212).

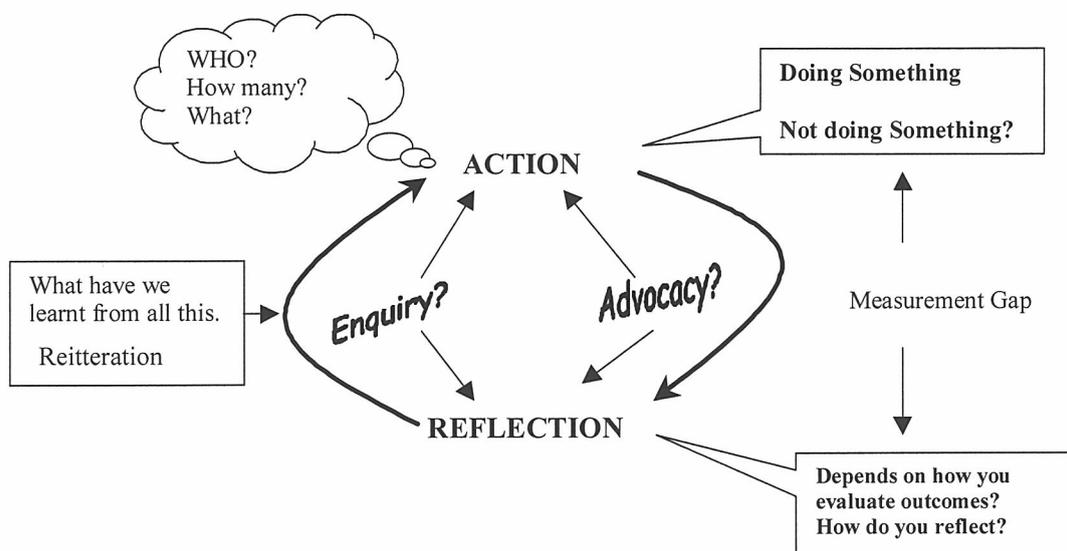


Diagram 20

Reflection on my own position is essential if I want to develop into a better person. And this is what I believe it is I do more and more in a systematic way. I have hinted in the earlier parts of this thesis that this whole process of change and being a facilitator of change, a Co-Creative Catalyst, is about ME. I have had to change more than is stated in this thesis. The words are very matter of fact, but the process has been hard, painful but worthwhile.

This chapter starts with a conversation I had with Jack Whitehead. This discussion can be viewed on Clip 1, CD 1 within this thesis. The ideas I am starting to develop in this conversation will be worked out more in this chapter. The main reason for including this clip is to demonstrate the arguments within this thesis, and my personal development. The comparison of the statements made in this clip and what is written in this thesis shows clear development in terms of narrative and the language use.

4.1. A Conversation with Jack

I went to see Jack Whitehead on the 27th October 2006. The audio visual clip of that conversation is included on Clip 1, CD 1, and I want to use this as a starting point to describe my current thinking.

On seeing this video again after a few years, the clip has showed and reinforced that it is important to frame my thoughts. It is important not just to frame my thoughts, but it is also important to build the thoughts up into a coherent and plausible story. This is what I will start calling my 'Line of Sight'. I have used this phrase for a while as an internal marker to make sure that I understand and others also understand what my intent is. This word is a partner in everything I do with 'Transparency' (Reflective Comment, 2009).

Deutschmann (2005) states:

"Pioneering research in cognitive science and linguistics has pointed to the paramount importance of framing. George Lakoff, a professor of those two disciplines at the University of California at Berkley, defines frames as the 'mental structures that shape the way we see the world'. Lakoff says that frames are part of the 'cognitive unconscious', but the way we know what our frames are, or evoke new ones, springs from language. For example, we typically think of a company as being like an army – everyone has a rank and a codified role in the hierarchical chain of command with orders coming down from high to low. Of course, that's only one way of organizing a group effort. If we had the frame of the company as a family or a commune, people would know very different ways of working together."

(Deutschmann, 2005, pp. 57)

In my work as a Change Agent (Co-Creative Catalyst) I have been in various positions of what Deutschmann (2005) calls the hierarchical chain, and what I have found is that certain aspects help me and certain aspects hinder me in my position to help create a change, to be a catalyst. There are many different ways to work together, and that the outcome of the way we relate to each other has significant bearing on the results that can be achieved in any change project.

What has crystallized in the years after this conversation is a very simple approach, which is reflected in Appendix 7.1.8 (*Winning a Contract*, pp. 419).

The key areas that I have identified as components of a Co-Creative Inclusional and transformative Change Process are:

1. *A Requirement for Change – Challenging Goals*
2. *A Collaborative Approach to how this Team will approach Change Diagnostics, Workshops, Coaching Conversations, Data*
3. *Formulate a Plan – Priorities, Milestones & Champions*
4. *Work the Plan – Various Reiterations, Continuous Improvement*
5. *Transfer Ownership as the Plan is Implemented*
6. *All Levels are involved, Internal as well as External relevant to the Change*

This means that there has to be a commitment for change. This is the first requirement. Commitment for change means that there have to be people in the organization or social formation who can actually make this happen in terms of process. This means there has to be a person who recognizes that there are issues that require more than a simple change of process and system (decision driven), but that also require people's values to change (behaviour dependent). Both elements have to be understood and accepted if change is to be successful. People need then to accept that this requires different skill sets than present in the organization or groups at this moment in time. These are persons who are thinking 'interdependently' (Covey, 1990).

The next step that I design into my practice, and I now practice rigorously, is finding out what the current status is within that social formation. This means using a combination of data (financial, process, structure, results, trends, and safety data) but also behavioural data and other forms of representation techniques such as café society and nominal group techniques, to paint a picture of what the current status is and where the gaps are. This is always a very complex and difficult picture that emerges. I verify this with my 'gut' instinct. In a way I am analyzing the reaction I am getting from the people I work with; I listen to their stories and narrative, how they respond to each other, and the relationships that are built. In a way I am looking at the relationships that are formed. I am in a way trying to understand the stories that '*are partially told and partially heard*' (Huxham, Sims and Beech, 2005, title of the paper). I will also at every possible stage and opportunity verify my findings with the people involved. There are no secrets, and equally I state

my findings in an objective, no blame way. These are the facts, and they are neither good nor bad.

I find that I now need to bring order into this emerging 'representation', because I believe in a number of very simple values. People need to have a focus. The focus for me is not about 'working' all these issues at once, because that is something I cannot cope with, let alone the people concerned with the change initiatives within the social formations. Focus is about what are the top few issues that will make a real difference. If these issues can be changed, then people will gain Trust (a core value for me in my practice), they will 'learn by doing' and see and understand what is happening. All the time, they own the process, because they have designed it. I as a Change Agent have put a framework and a structure around making the issues workable and transparent. A final point to make is to make sure, possibly by asking and constantly checking with the people involved, that they are still able and willing to participate, i.e. that the process and the discussions still reflect the direction they want the change to take.

A further point that I will manage is the speed and magnitude of change; too fast or too slow and it will make people uncomfortable. This is especially so if the scope is too large or the speed is too fast. This is where I will use the concept of 'The Edge of Fluidity' carefully as a tool to help people grow. It is a moment of enlightenment in a setting of trust. There has to be trust of the people in the sense that they feel safe with me and within the group to express values which drive them and which could be challenged. It is in this area that I also feel most challenged, and yet I trust more and more that this depends on me and how comfortable I am as a person to handle ambiguity and differences without judgement.

This is a period of hard work, where concepts are tested in practice and changes are made. My role is one of support and actual help alongside the people who have to live the change, and within the group as a worker. There is a duality in my work as I see this, in terms of maintaining distance between the group and me, but also being able to step into the group as a member and do the actual work required to enable change as a mentor and coach. I as a coach, a mentor, a Co-Creative Catalyst need to be prepared to see it as quite normal for a social formation to progress and then regress (two steps forward and then one step back). This needs to be seen as an emergent cycle of discovery, and not a failure of conceptualizing the translations required for transforming the ideas into reality. Setbacks are normal, and this is because the new emergent ideas are not Inclusional and relational. They are improvements, iterations on the older ideas.

The final part of what I see as a vital part of the Change Process is making visible the changes that have been achieved and making the changes sustainable within the group. As I have pointed

out in Appendices 7.1.1 (*Missing a Beat*, pp. 339) and 7.1.4 (*Systemic Patterns*, pp. 395), there could well be other external systems and or processes that are stronger than the change that is required, and influencing the outcome required. And this needs careful feedback and monitoring.

This is what I will describe in detail in these final chapters.

4.2. Common Threads

I have combined common threads from the stories within this thesis, and with the feedback received from my clients, as documented in the chapter '*Winning a Contract*', see Chapter 7.1.8 (pp. 419). There are statements in these stories that point towards what a client is interested in. Chapter 5.1 (pp. 289) highlights base values that create a role and identity in a relational way. Reflecting on the stories, I see the following points emerging as significant in terms of learning and development for this thesis and my epistemology. I will start with the latter.

'Winning a Contract' is a culmination of years of work, and it was the first time that I had to engage with a client and talk about my methodology and concepts, as described in this thesis. They accepted my proposals, which were about a methodology and how engagement of the workforce could take place, not about milestones and results. In other words, they accepted a loose proposal, which is not common for an engineering firm of this calibre. They saw a methodology and a way of engaging that they liked, and accepted. Having worked there now for eight months (March 2009), it is clear why this is so. They have a high regard for their people and an unwavering belief in their capabilities to do the best for the company and their fellow workers.

I had drafted a presentation, and shown this to two friends in Doha (Qatar); a Drilling Manager and the other the Financial Controller. They both pointed to the fact that describing the process, my practice, was the most important piece of the presentation. This was and is the key message for clients. Doing this was a breakthrough for this thesis, because for the first time, I had to be very clear and precise on what my process was. My livelihood depended on this. In addition, I had to portray an identity in the conversations congruent with my written work.

I presented the following, as described in previous chapters.

- ✓ *A Requirement for Change – Challenging Goals*
- ✓ *A Collaborative Approach to how this Team will approach Change Diagnostics, Workshops, Coaching Conversations, Data*
- ✓ *Formulate a Plan – Priorities, Milestones & Champions*
- ✓ *Work the Plan – Various Reiterations, Continuous Improvement*
- ✓ *Transfer Ownership as the Plan is Implemented*
- ✓ *All Levels are involved, Internal as well as External relevant to the Change*

As the interview and the discussion progressed with the management team, I stated that I did not want the job if they could not articulate what the actual need for change was, and if they were not prepared to back this up. I was in effect putting a first coaching challenge down in a serving, 'not' subservient way: *'Sort out what it is you really want, based on what you think is true and right! Then tell me what you want and why!'*

I was asking if the management team was ready, able and willing to start a Change Project. The core themes as expressed in these statements are also reflected in the examples I have chosen to include in this thesis.

The story about my Mother, *'Missing a Beat'* (Appendix 7.1.1 pp. 339), and her treatment by the National Health Service has shown me in a real and direct way that there are sub-systems and boundaries around systems that need to be influenced to change practices or procedures. And these boundaries cannot be changed if I do not have an entry into either side of the boundary. The story is also about how individuals get information and then use that information to make an intervention. It is about observing and naming systems' boundaries, and not accepting that they are immovable. As Rayner describes in Clip 5, CD 3, it is about keeping the 'Fulcrum' intact, and making sure that conversations can and do happen. Without a dialogue across boundaries there can never be an 'optimum change', as translated and implemented by all involved. I did not see the boundary as firm, and engaged on both sides of the boundary successfully for my mother's sake, but I did not change the system.

This story is primarily about me interacting between various groupings and having to balance and hold Living Contradictions whilst being emotionally involved, and to seek a way forward. I managed to succeed to intervene for my mother, but I did not manage to change the behaviour of people within a system. I now recognize this as a result of my intervention being at a too low a level to have any systemic change consequences (Chapter 3.6 – pp. 141). I also had to live with the fact that the actions I took were selfish, and that the reaction to my actions was that someone else was disadvantaged. There seems to be no middle ground. This story supports the observations by Yunis (2007) and Sen (1999) that the less well-developed (in a social, financial, educational and physical sense) cannot compete in the 'system' without education and development. They are seen as less important. I believe that this is related to perceived power (identity) of the 'other side' to negatively impact the sphere of influence and control respectively (Covey, 1990) through negative sanctions – i.e. financial and legal-bureaucratic system (see Chapter 3.5, pp. 123 and Appendix 7.1.4 – pp. 395).

I still wonder today which person was moved from that ward due to my intervention, and this makes me sad. I forced a choice upon the medical team, and I also know that if I had not intervened that nothing would have happened, and that my mother would have stayed in a ward which was not suitable for her. I look at this as a boundary conflict in many ways, but the main and most powerful drivers are the financial system (Chapter 3.5 - pp. 123) and the social bureaucratic control system (Weber in Turner, 2000). There is a further system of governance, which is a financial constraint within the NHS. There is a challenge to make change a win-win (Covey, 1999) situation in this case. In Heron's methodology (Reason, 2003), I did not move beyond a second person engagement. I am not sure that that even happened, but according to the definitions given by Torbert (Reason, 2003, pp. 251 - 257) it did (Reflective Comment, 2009).

The story about the '5th Man' is one that fills me with pride. It is here in Germany that I was part of a process that started on the rig with a chance conversation, but which ended up changing the relationship between oil companies and the drilling contractors in Germany in terms of labour arrangements on the rigs. The notion that the labour force could not help management (Smith, 1998) was changed. They got a wider role. This is a story about moving change from a First-person inquiry through to a Third-person inquiry and beyond (Torbert in Reason, 2003, pp: 251 - 257).

I do not believe that there is a linear approach to an inquiry moving from First-person to Third-person as stated by Torbert (Reason, 2003, pp. 251 – 257). I want to explore this more in later chapters, it seemed very much non-linear and random. There are issues of definition and viewpoint, and it seems more of two steps forward and then back. Different people move in and out of the mix as the inquiry progresses from 1st person to 3rd person. There are emergent dynamics in this whole process that need to be understood and embraced. This also means that the conversation and therefore the actions are constantly evolving.

What this story also shows is the power particular systems have over others. The measurement system for performance is strongly linked to the financial system, and is not capable of showing inefficiencies by using resources to their optimum level. The measurement systems show exactly what that system has been designed to show. The measurement system is therefore very often one dimensional, and reductionistic. What eventually was required was to build a new measurement system in parallel to the existing one, and finding ways to translate what people knew to be waste, into tangible financial returns. This is about more than making the narrative visible; this is about translating the narrative into a system that is in use. This is a story that starts

to show inter-relationships between forces within boundaries and yet also how these forces can be used to expand the sphere of influence and make people's lives better.

The story about '*Safety is more than just a Habit*' was a reminder to me that conversations are important. The message is simple from this work. The more conversations about change are sought, the more things will actually change. Change doesn't just happen in a vacuum. People have to be engaged. So the more people are actively engaged, the better the chances are for a sustainable change. This is the principle described in Chapter 4.4 (pp. 227).

The conversations do not have to be tailored to a specific topic, but what is sought is an engagement that requires reflection, thought and an action from that individual to change. A personal commitment, even if it is as small as to participate willingly and openly in a conversation about improvement.

The other dimension that stands out very clearly, is about the quality of the conversation. The better the quality, the more a situation can change, because the more effective one is in reaching a behavioural value within individuals. Again I now believe that quality reflects the quality of engagement, and the ability to build in double-loop and triple-loop learning within individuals or social formations. The point of this story is that structural processes can help stimulate change. There are elements of trust, knowledge of systems and processes, and believing in oneself at play here for a Change Process to be successful. The quality that I am aiming to capture is what I describe as working on the 'Edge of Fluidity', and the base values that are needed to do this described in Appendix 7.1.9 (*Courage and Humility*, pp. 425).

The story about '*Systemic Patterns*', pp. 395, intrigues me. I was part of a team of Change Agents in multinational Oil Company. Change that was deemed to be worth implementing somehow didn't work. The reasons only became clear after a system was developed to start looking at the results of the change initiatives in a different way. This is about developing frameworks to reference the data with. This story is also about using linear methods (engineering data) to make visible patterns that are otherwise not visible. The data doesn't answer or address the fundamental issues, but if not recognized, then the change initiative will be directed at the wrong levels in the organization, and therefore will not work.

This story is about systemic patterns that need to be recognized in change initiatives and the levels of intervention. This is about the design of a Change Process and who is involved. But it is also about designing any change effort approach at the right level in the organization and

recognizing that in a particular context there can be self-organization and unconscious repeatability of patterns and results.

Ball (2004) states:

“A push and pull; a tension between conflicting desires. This is all it takes to tip our social behaviour into complex and often unpredictable patterns, dictated by the influences beyond our immediate experience or our ability to control. Regardless of what we believe about the innovations for individual behaviour, once we become part of a group we cannot be sure what to expect.”

(Ball, 2004, pp. 588)

It is these patterns, and my belief that these patterns are driven by more powerful systems and processes, that forces a seemingly emergent approach, a random approach to produce an outcome that is predictable. An example is the queues that seemingly randomly (for no obvious and visible reason) form on motorways, but in reality is a function of car density, speed, volume and behaviours (for instance slowing down to view others mishaps). It is not possible to formulate a model that integrates all the influences, and yet the queues still more or less are predictable. It is these patterns, as for instance caused by the economic system, that form real barriers to change, or cause unintended outcomes due to their power. See also Appendix 7.1.4 (pp. 395), where I describe the influence of the legal-bureaucratic system.

My constant aim is to understand what the barriers are and to make them transparent in any conversation, to identify them as an issue that needs to be understood and worked with, as early as possible. This allows, I believe, a better chance of permeating the boundaries because it allows the people involved to position themselves on either side of the boundary by working within the common ground on both sides of that boundary. As Rayner states on Clip 5, CD3, the fulcrum remains intact.

In a ‘*Conversation with Jason*’ (Appendix 7.1.5 – pp. 401), I believe that this shows that there are points in any conversation that is had, when chosen with intent, that a person can get to engage with inner values. This is about having meaningful conversations and how this can be done. The point I am making here and want to explore is that conversations about change have to have a purpose. They have to engage with what is important to people. They have to visibly be truthful to people themselves and others if there is any impact at all to be derived from that. This is all about how to be ‘*in-the-moment*’ and what Kline (2001) calls the ‘*Incisive Question*’. This is about reaching the inner parts. This is not done with the behaviour displayed in Clip 8, CD 3. This is a

teacher who is totally uninspiring. This behaviour kills any chance of opening up any imagination at all, and certainly does not encourage further cooperation. Whilst the behaviours displayed in Clips 9 and 10, CD 3 shows exactly the opposite. There is something that draws one in. Robin Williams (Dead Poets Society, 1989) draws one in with a very open, trusting style that contains a deep sense of trust. The pupils are drawn outside their comfort zone, and respond very well. He then asks some very deep questions in a group setting. There is an atmosphere of trust, of learning which was very skilfully created.

Richard Dreyfuss (Mr. Holland Opus, 1995) does use very strong questions to get the student back into playing an instrument. He draws her in with very tough, and yet sympathetic questions. Note how he makes the atmosphere safe, welcoming and open for the young girl. How she has moments where one can clearly see that the question has touched some very deeply held, strong values. This shows people reaching the 'Edge of Fluidity' in particular ways, and becoming mutually relational and Inclusional.

The chapter where I reflect on my own feelings within conversations, '*Self-Reflection; An Example of how I Learn*' (Appendix 7.1.6, pp. 407 based on Diagram 6, pp. 119); is not so much a story, but an actual reflection and part of my diary to analyze what it is I need to do differently. I cannot engage in conversations if I do not learn to improve. This is a systematic process of self-improvement that I use.

I actually believe, and will explore this more, that I need to have a certain level of development that is at least as high as the highest development level of the people involved in the change project for me to be effective as a facilitator. Without these insights, I cannot help people to move from a particular development level to the next, because I won't have the skills, the knowledge or the values to do this. I will be of limited use. Therefore this is as much about me, as it is about others in terms of development. It is a continuous cycle of reflection and taking long hard looks at oneself in a mirror, and then taking steps to change.

A personal change coach led a few of us through a day of reflection. This was an approach that allowed us to individually explore some aspects of our personalities. He said that he wanted to try something new that day to close the day. In the past he had often asked the participants to write down what it was they had learned in a letter, and address this to themselves. He would then post this a few weeks later as a reminder. This time he exposed a full length mirror. And then he asked each one of us to make a promise to the person in the mirror (i.e. yourself) and look 'them' in the eyes whilst

making the promise. It was and is one of the hardest things that I have ever done. This is because you know whether you are going to keep that promise or not, and in my case I would resist making the promise, because it is against my core values to not do what it is I say I will do (Reflective Comment, 2009).

The issue is how to use these techniques, and to make them safe and transparent for others to follow.

In a way this is part of the story about 'Conversations with a Difference' (Appendix 7.1.7, pp. 413). It is a similar theme that explores different ways for people to express accurately what it is that they feel passionate about. Sometimes a "picture tells you more than a thousand words". This is about different forms of engaging the people involved in a Change Process. Pictures like these bring out raw emotions. And just like meaningful conversations, can begin to "transport" people to a place where they have difficulty in understanding what it is in terms of certainty and agreement (Stacey; 1996, 2000) that they want to express. But what this type of intervention also means is that there needs to be TRUST! And this is a very important element of any change project, how not to misuse trust given. This also describes a possible entry 'vehicle' to allow a person to enter the 'Edge of Fluidity'.

There are a number of common threads, and yet different. There are nuances within these topics. In reviewing these examples, there are a set of common themes for me as a Change Agent. I have chosen to make these themes my main headings for the next chapters, realizing that they are all inter-related. The themes are:

- a) Commitment for Change
- b) Change Requirements – What needs to Change
- c) Developing Capacity to Change
- d) Creating Sustainable Change
- e) It's about Me; How I change also!

In the following chapters each of these themes will be discussed in relation to my practice. The contribution that I see emerging from this is a picture of what I have learnt in the last 12 years. It is meant, as stated before, also for me and my own further development.

4.3. 'The Edge of Fluidity'

The 'Edge of Chaos' as Flood (1999, 2000) describes it, is a linear, discrete proposition in terms of structure. Even though the concept is about movement from chaos (as originated from Complexity Theory) to order, the concept is still rooted in impositional logic, there is a prescriptive structure in place that describes how this can be done. In fact it is more of an explanation of how complexity moves back into order and vice versa. It is a description of this process.

I have stated in previous chapters that the goal is to bring people to the 'Edge of Chaos' in order to create new insights. But the concept of free 'Flow-Forms' can't happen here in a creative way. When one analyzes the concept of the 'Edge of Chaos', then this is about bringing one person or various persons into this realm, but there is nothing there to make these people 'connect' with each other or their environment, there is no energising creative force present. There is no description of how this concept engages with boundaries, and how the boundaries are made permeable.

'The Edge of Fluidity' transforms this concept, and is about using all the participatory techniques to bear in an Inclusional way to create space and fluidize boundaries. This can be done with any or all of the forms discussed in this thesis; economic values and techniques or analysis, graphs and other Newtonian constructs, social theory, Action Research or participatory inquiry. It could be drama, art and music based on any of the senses that a person uses to learn, it could even be using techniques such as Neurolinguistic Programming, coaching or the work that is being done by the mankind project, or any combination of these methodologies. The latter is the crucial part, any combination that works, because it is tailored to the locality and local development levels! Because this way of using the concept of Inclusionality allows parts of models and theories, as I have used in this thesis, to be combined in a way that brings each of these models to life and allows the models not to be distinct from each other, but to work with each other, in a 'free flow-form'.

What 'The Edge of Fluidity' is also about is not to impose any geometry on nature; it is about trying to start work from a place where there is no closure. This is not to say that there are no real boundaries in nature, but rather to state that they are distinct but not discrete.

What is also clear from all the examples that I have used in this thesis is that there are real barriers to using Inclusionality and the concept of 'Edge of Fluidity' in creating organizational transformation. As has been shown, the economic dimensions of our lives and the whole

economic and political constructs around us will form formidable forces to stop creativity, because there are systems in place, as demonstrated in this thesis, at various levels of change or power that will try and make boundaries very distinct and discrete. Another barrier is trust, and the personal exposure that can result from these techniques. What I have chosen to show in my practice and this thesis is that creative work with others can move these boundaries and that ways to change can be created and lived within and with the prevailing attitudes to change.

Shaw (2002) believes in total openness and no pre-determined structure, but I have argued within this thesis that there has to be some form of intent on the part of the Co-Creative Catalyst. There have to be some goals and aims set, because otherwise the area of exploration becomes unfocussed and unmanageable. This is where the distinction between fluid boundaries, as I am suggesting, would be created with the use of the concept of Inclusional within organizational change and no boundaries as Shaw (2002) is advocating becomes clear.

Natural boundaries include the values people hold, or have originated from the values people hold. These natural boundaries are all around us in everyday life. How to move these boundaries and make them fluid is to understand and respect the values people hold and where possible to develop the values more. This is about personal development as the single most important factor. The 'Edge of Fluidity' is about trust and not about judgement.

What this thesis demonstrates is that I have moved my boundaries in life and throughout the writing of this thesis. Within this thesis, and my practice, through a fluid and dynamic engagement with people, space and theories around me, I have generated my own Living Theory from 'old theories' I am transforming and moving on. I am making myself more powerful and, in doing so, making others more powerful. As well as being a Change Agent and a Management Consultant I am a Co-Creative Catalyst with others in generating new ways of being and living them at the same time.

Through wanting to help, through not seeking confrontation, through trying to understand, through actually being there when the work needs to be done and the pain is felt, through absorbing that pain and still then showing that this is not personal but just the way it is, through still trusting that people want to do a good job, and always believing that even if the barriers are so repressive that they want to shut the creative edge down, that there is always a light at the end of the tunnel, there is transformation. That is what a co-creative Inclusional approach to Change Management and organizational change could be.

The other important part of being a co-creational and Inclusional transformational agent is to share my learning with the people I work with. There are no secrets, whilst at the same time realizing that everyone is at different stages of development. This is the gift I wish to leave behind when I am gone. This is what I wish that comes from all the examples and stories that I have included in this thesis.

Alan Rayner (2005) puts these thoughts into the following words:

“This transformation of self-centre profoundly changes our current, predominantly adversarial attitudes to life, environment and people in a great variety of ways. Through understanding yourself fluidly, within the natural neighbourhood of all you behold, you can allow yourself to get off its definitive high ground and relax into dynamic, simultaneously receptive-responsive relationship with others as inclusions of your uniquely situated identity. It becomes apparent that:

- *Management that imposes prescriptive structure is neither effective nor efficient; it is built-in obsolescence*
- *Leadership based on central authority is not strong; it is inflexible and negligent*
- *Leadership based on individual authority is not strong; it is silly and dangerous*
- *Leadership that opposes one side to another does not rule by dividing; it divides by ruling*
- *Leadership based on facilitating complementary dynamic relationships in diverse communities is Inclusional.”*

(Alan Rayner, 2005, Transfigural Mathematics 1, pp. 7 – 22)

I have used this quote, because this reflects what it is I see in my practice. Rayner (2005) describes a very difficult paradox that most people do not understand and is instinctively against our nurture. The more we relax, and accept other people’s worldviews as equally valuable, the stronger we become. But in doing so, we set ourselves outside the traditional views of managerial systems and hierarchical society. We also come into conflict with imposed boundaries through the economic system and the legal-bureaucratic system.

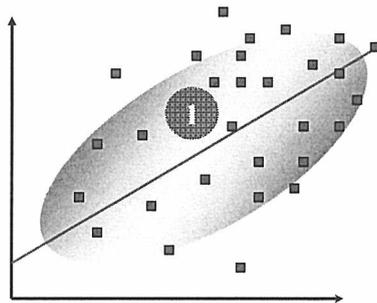
4.4. The Components of Transformational Change

4.4.1. How and Where to Start

In the previous chapters the main elements of a Change Process have been described, but what are the practicalities involved to create a transformational Change Process?

The tools of a Continuous Improvement Process can be used to explain a starting point. These are technical in nature, and can be best explained with the following diagrams, when explaining what the principles are of change. The models are paternalistic, linear, adaptational models, based on increasing conformity and looking at 'best fit'.

I use these models to convey the basic principles underlying 'improvement management processes as described in the 'Total Quality Management' model. But I would ask the reader also to view these models in a more poetic way. For instance each dot could be a representation of a viewpoint on social issues, and this could be a representation of where people are at that moment in time. Reducing the variance could also mean in this case, increasing the understanding of each other for the different viewpoints with the increased performance meaning less conflict.



1. *Know the Data – (Not necessarily only Numbers)*
2. *Reduce the Variance – More predictable Results*
3. *Increased performance; Decreased Waste; etc.*

Diagram 21

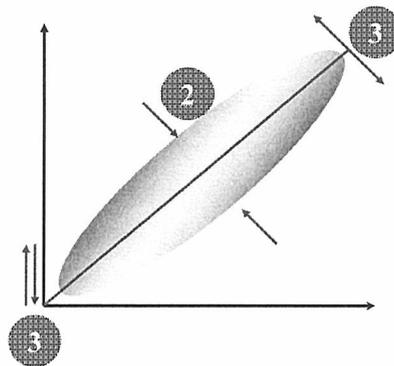


Diagram 22

People do a particular type of work, whether this is widgets manufacture, office work or engaged in a process of sorts. There is always an outcome – a product of some sorts. It could be teaching children, it could be manufacturing cars, setting a 4 minute mile record or it could be delivering a

Change Management Process. Without defining any scales, what these processes have in common is varying outcomes, measured against a goal. Most people and/or organizations are capable of measuring or estimating what these outcomes are and how they relate to each other. That is represented in Diagram 21 (annotated with no. 1). What this shows in statistical terms is a spread and an average around which performance or results vary.

In the continuous improvement model (see Chapter 3.6.2, Diagram 12, pp. 154; Plan – Do – Check – Learn) the variance will be attempted to be reduced, the average will be moved to a better optimum and the relationship between the two parameters will be targeted for change – in mathematical terms the angle of the line will change. This is represented by numbers 2 & 3 in Diagram 22 (pp. 227). In essence that is what diagrams 21 and 22 convey. As stated this needs to be viewed in a much more poetic and non-linear context (see also text on previous page).

Deming (1982) developed the process of improving the outcomes into the well known and basic PDSA-cycle or the Shewart-cycle (see Diagram 12, pp. 154). The sequence was Plan - Do - Check - Action and this has been changed over time to Plan – Do - Study - Action. Some Change Management firms use the following sequence as a variant on the Shewart-cycle: Plan – Execute – Measure - Learn ^{Footnote 42}.

What is acknowledged by this change is that Learning needs to take place from past experience. A continuous cycle of implementation and learning to do this better is the result of Shewart cycle. In terms of a learning organization and building capacity to learn (Senge, 1999; de Geus 1999) the Shewart-cycle is limited in capacity, because this cycle only concentrates on single-loop learning (Argyris; 1990, 1996). The short coming is that this methodology does not address the behaviours of the individuals concerned, and does not affect the capacity to constantly learn (double- and triple-loop learning) as mentioned in Chapter 3.6.2 (pp. 153), and partly shown in Diagram 12 (pp. 154).

This approach does provide a structure to find areas where a change might work. This approach is specifically useful as an initial tool to engage the workforce in terms of issues identification for change. Most people identify themselves with a particular part of the work in an organization, and therefore this methodology appeals from that aspect. This methodology however only applies to the physical part of change (Bridges, 2002).

Footnote 42: www.rlginternational.com

Checkland (1999) has introduced a methodology (see Diagram 17 – pp. 189) that is designed to introduce the emotional changes as well as the physical changes required. This process (SSM) is an extension and refinement of the Shewart-cycle, with the benefit that through the structured engagement, a better and more relevant feedback on the issues that require change, is obtained. John Whitmore (2001, pp. 14) writes:

“Generating high quality, relevant feedback as far as possible from within, rather than from experts, is essential for continuous improvement, at work, in sport and in all aspects of life”.

(John Whitmore, 2001, pp. 14)

Typically, this sort of feedback is chaotic and diverse. This sort of feedback can create anger, when the people whom one is coaching do not understand that it is they who can unlock their potential, but expect you to do this for them! This is related to development levels of the individuals, and acts as an indicator for the development levels. This knowledge allows me to change my approach immediately to avoid further conflict. Conflict will close any chance of engagement if not acknowledged and handled properly.

This feedback requires further engagement with the team concerned. The data has to be presented in a way that makes sense. This means that the issue must be clearly and concisely named and represented. In terms of systems methodology (Senge, 1999) this means that the boundaries need to be clearly defined also. What is relevant and what isn't, and who is involved and who is not. The latter is more in terms of understanding where the system interfaces occur with other systems, where the boundaries are.

Representing the findings in a clear, concise and transparent way becomes critical in winning support and understanding. This process of involvement needs to happen as soon as possible, every time. This I see as an invaluable tool for change. It is a tool to gain trust, just as 'empathy' is a tool to build trust. It is trust and willingness to listen with the people concerned and to engage with them that causes change to happen.

I find that the work by Tufte (2004) is valuable in representing issues. In addition the language describing the issues has to be clear. Newspapers are a useful example in this context, since the headline conveys the general issue clearly, and the text below is as short as possible, whilst conveying the message. Tufte adds some very simple checks to see if the data displayed is relevant. Tufte introduces terms like 'Data Ink', 'Fax Test' and 'Message'. The data should be as clear as possible. The less is on the data sheets, and the more relevant it is, the better. Diagram

7 combines that with a very clear message. The 'Fax Test' allows for an immediate test if the data is clear, concise and readable. If not it will come out smudged and will confuse. The collaborative processes, such as café society and appreciative inquiry (Watkins et al., 2001) become useful additional processes to understand and practice when undertaking this kind of work. They build trust and create open conversations.

The example shown below in photographs 1 and 2 shows how such a process can start to bring together a range of inputs and help to name a particular set of issues. What this process allows is that a team gets to grips with complex issues and comprehensively names and describes the core elements related to an issue. This is using the processes introduced by Watkins, Magruder et al. (2001) in a 'mix and match' way.



Photograph 1



Photograph 2

This process is relatively simple to execute. I often start with giving all the participants a brief overview of what it looks like. Often this is met with astonishment and comments that 'It won't work'. I ask the participants to trust the process and to give me open and honest feedback at the end.

I hand each participant 'sticky pads' and a pen, and ask them for the next 15 minutes or so, to write down anything that they believe is important and relevant to the topic under discussion. It is one topic per 'sticky' pad, and there is no communication with anyone else in the room whilst each individual creates their 'idea' list. What they write down could be good (they want to keep) or something they would want to change. I usually close the writing session when it is obvious that the majority are finished, and ask each individual to come forward and read out their sticky pads. This is often also an issue, but two of my rules are that only clarifying questions can be asked and secondly all ideas count.

The person hangs the pads on the wall somewhere, and reads out number two. As this develops more and more pads are appearing on the walls. Some are duplicates, others are variants of an issue and others again are not related. I ask that people as best as possible group topics.

When all cards are read, I ask the group to name some of the topic groups that they see. As soon as someone names one, I give them a felt tip pen and a thick carbon card (different colour) and ask them to write this down. As the card is handed back to me, I stick this card above the sticky pads on the wall.

When this is done I ask all the participants to help sort the cards into the groups and place them under the appropriate header. This way they have sorted the cards, and generated statements of intent on the change. I then give each participant 5 little red sticky dots and they can stick these on a topic that they feel is the most important. This gives an initial ranking, which I use to place the topics in an order of discussion.

The final step is then to divide the group in a number of pairings, each with a number of issues and ask them to formulate the change proposition from the statements, and where it sits in Diagram 23 (pp. 233). They then read their positions to the whole group, and that is when discussion starts.

The reaction afterwards is often one of astonishment within the group that they have managed to generate high quality arguments. But that is what I have seen time and time again - high quality work, by the people who know best! (Reflective Comment, 2009).

What is obvious is that in most cases when this happens, when I introduce these techniques that people are very tentative to start with. Owen (2000) believes that because 'Open Space' as he calls this place of exploration, is an uncertain and uncomfortable place to be:

"Open Space is quite literally what the name implies, nothingness. All the structures, procedures and relationships that used to give meaning to life are gone. There is nothing to count on, which means there is nothing to pin your hopes to."

(Owen, 2000, pp. 73)

This statement and the methods described, resonate strongly with 'free-flow form', rationality and creative space.

The people in the workshop want to get this right, and the names are important to them. The photographs 1 and 2 (pp. 230) show the results of such an exercise which was related to organizational issues. All in all there were ten major areas of concern, and with this technique it then becomes possible to organize and create detail on major areas and sub-issues within these areas. These can then all be documented and fed back to the groups. Table 5 (pp. 232) is an example of feedback resulting from this sort of collaborative exercise. These processes concentrate on gathering data which is mostly of organizational (structure, processes, systems) and of technical nature.

BEHAVIORS		
Team: ALL		
Good Attributes:	<ul style="list-style-type: none"> ✓ Successful ✓ Motivated ✓ Safe ✓ 1 : 1 recognition is good 	
Challenges:	<ul style="list-style-type: none"> ◇ We need to have and recognize the importance of a work-life balance ◇ PED is challenged on the magnitude of the task ◇ Need to do more teambuilding – Make PED a family of people ◇ Need more recognition 	
Issues Raised:		
1) Safety	6) Firefighting	11) Creativity and innovation needs to go up
2) Time Management	7) Prioritization and priority Management	12) Initiatives need to increase
3) Meetings – Improve these with clearly defined objectives, agenda, facilitation	8) Team Building	13) Commitment needs to increase
4) Intersection communication needs improvement	9) Need to stop doing things that other groups & non-technical staff can do	14) Trust and support one and other (needs to increase)
5) Inter department communication needs improvement	10) Flow of information needs improvement	15) Fun, Put family first, Work-life balance

Table 5

The final process that needs to happen is to prioritize the findings in such a way that working the points raised or identified becomes a realistic probability. There is only so much a Co-Creative Catalyst can do, and there is only a limited amount of spare capacity within team, social formations and groups that can be freed up for change initiatives. Especially, if the actions that are required are to be integrated within existing systems and boundaries or will replace existing work or behavioural practices.

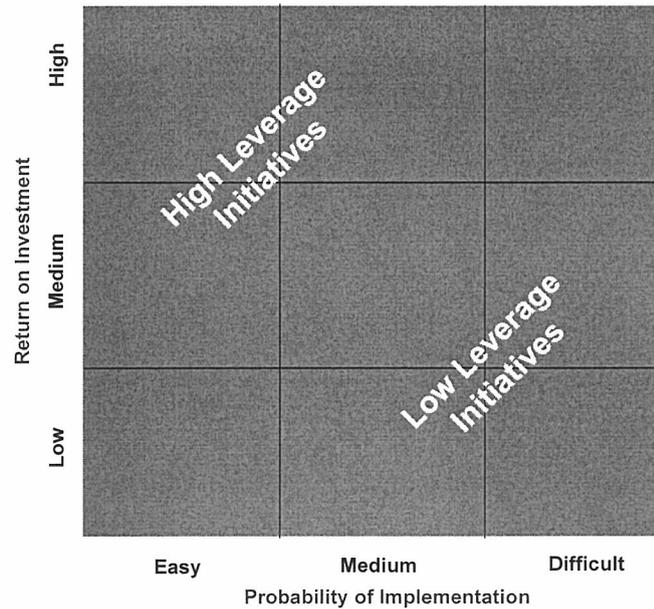


Diagram 23

The tool I have adapted is based on work done by Koch (1998). The 20:80 principle is a simple and powerful tool to prioritize two or more issues in a particular context. This principle is not very easy to use in terms of representing issues in a workshop or public setting. I have adapted this tool for workshops, and call this a priority matrix. I have used this in many workshops and have found this to be of benefit. The general principle of this tool is displayed in the diagram 23 (pp. 233).

The vertical axis can be many things:

- ✓ *Return on Investment*
- ✓ *A Value between High and Low – i.e. a suggestive value as to the issues “value” when implemented*
- ✓ *A general or relative statement in terms of importance, High - Low*

The horizontal axis can equally be many things:

- ✓ *Probability of Implementation*
- ✓ *Cost of implementation*
- ✓ *Ease of Implementation*

In general, a visual representation will form the relative propositional values of a particular issue in relation to the others. It is self explanatory that this work can be done on various levels; i.e. the top strategic level, divisional as well as within a particular topic. It could be a combination of technical, social and organizational issues; an Inclusional mix can be accommodated with this tool.

Thus far, I have described three distinct processes:

- ✓ *Gathering Issues through a TQM process (Deming, Chekland)*
- ✓ *Gathering and naming issues through a collaborative approach*
- ✓ *Prioritizing issues relevant to the importance the group gives these (Koch)*

In addition a 4th process could be added, and that is the one described in Chapter 7.1.7 (pp. 413). This one is about using an artistic approach to understand the emotional values within a group. This is a difficult subject matter to change within teams and groups, but indirectly this information is invaluable as a complementary narrative to the processes above.

The element missing in these four processes is building ownership for the issues identified, generating accountability and willingness for change and ownership of the process. There are power issues, organizational defensive routines, at play (Senge 1990, 1994 & 1999; Argyris 1990) that can cause the best laid plans to fail. In addition people need to be identified who can champion a change issue. So development of people, as described in Chapter 3.6 (pp. 141) is an important part of sustaining a Change Process.

I am advocating that without attention to the behavioural aspects of change, these processes would not work or be sustainable. I would suggest that it is likely that a change project set up and facilitated without attention to behavioural change would fail, because the items that would be addressed would be single loop learning issues, because they are not significant to the people involved. What would be happening as an outcome of a process such as this, would be just a further refinement of the structure, procedures and outcomes of the linear phase described in Chapter 3.3 (pp. 108) and would place this work in the supervision and progress sections of diagram 3 (pp. 111).

In Chapter 3.7.1 (pp. 166) I describe how to enter a conversation with intent. This is about the framework around gaining trust and building relationships with the people involved. Important in this context of gaining trust in a workshop or conversational environment, is the work that Barry

(2008) describes as a 'safe container'. This fits well with the Clearing ^{Footnote 43} process, which can be described as asking people for input with regards to "*Your expectations and concerns; any issues*".

The latter is important, because what this enables a Co-Creative Catalyst to do, is to state the issues as the process owner sees them, in a well designed workshop agenda, but it also allows me as the Co-Creative Catalyst, the person trying to create the safe container, to create trust by '*demonstrably listening to each individual in the room*'. This is a planned exercise, whereby I write down all the issues and concerns on flipcharts and post them on walls – very visible. I come back to these points at the end of the session, to make sure that we have either cleared this off or to establish that the question is still open. This is a vitally important part of my process now, and this transforms the quality of listening and engagement, even with only numbers, graphs and statistics.

What in effect I have created is a variant of the model introduced in Café Society, The World Café (Brown et al., 2005, pp. 40). The main design points for the engagement process are:

- ✓ *Set the context*
- ✓ *Create a hospitable space*
- ✓ *Explore questions that matter*
- ✓ *Encourage everyone's contribution*
- ✓ *Cross-pollinate and connect diverse perspectives*
- ✓ *Listen together for patterns, insights and deeper questions*
- ✓ *Harvest and share collective discoveries*

The agenda shown in table 6 (pp. 236 - 237) is now a typical representation of my process and I share this with the key participants of the meeting prior to the meeting. When I say key participants, I mean the meeting owner and a person who I trust within the group of people I work with. Someone who has a key stake in the meeting also, but who has also been identified as a person who has a deeper development level.

Footnote 43: *Esteem, Information management consultants, Glasgow, 0141-4277888*

Goals:	<p>1) To help PED provide clear input into the Subsurface group Strategic Choices</p> <p>2) To understand what the Future scenario's could look like for PED</p> <p>3) To understand what the Gaps are between the Future and the Current Reality.</p>		
Participants:	<p>All PED managers All PED Section Heads 5 - 10 Selected PED Individuals Representatives other Departments</p> <p>Total approx 30 people</p>		
Start	Duration	Speaker	Detail
08:00			START WORKSHOP
	00:30	KAR	<p>Welcome and Opening. Agenda Expectations Some stuff around Mental Models and Behaviour.</p> <p><i>What if Khalid shows up in a suit or relaxed clothing? What if Khalid recognizes up front Calvin Myers for his out of the box thinking for the Perforation Team. What if....?This is all designed to physically show that today is different.</i></p> <p><i>Really important that Khalid gets a message across here. This is simple, this isn't 2nd order Cybernetics. It's about understanding what it is we do in PED. In order to know that we need to know the possible Future. And then we need to understand the areas where we need to change. When we have all that, it is relatively easy to link this to the Corporate 5 Strategic Choices.</i></p> <p><i>KAR hands out 2 Green Cards to all people. This is for behavioural reinforcement. If people see something good, they can hand out Cards, and make an instant recognition. Prize??</i></p> <p>Proposition: KAR to show QP and ExxonMobil this agenda, and basically engage them in 2 different conversations. The thrust would be: What if?</p>
08:30	00:20	GvT	<p>Mental Models & Rules for today Clearing – What do participants expect to happen today</p>
08:50	00:30	All / GvT	<p>Teams, and setting Up the Room Team Building: <i>Build a Derrick Exercise Need some Prizes</i></p>
09:20	00:25	Marilyn <i>Haythem</i>	<p>Paint the Picture Presentation of some factual material that we know of that will happen in the future. Gas Production Growth rates Data Explosion Drilling Activity not declining in the short term Doing things the same, will lead to no Change Well Interventions & Repairs More Reservoir Management required We are not meeting our TOR production</p> <p><i>A different slant, in order to reduce the workload on Marilyn, is to get a qualified person like Haythem to do the Research and present his view back to the Group. His brief would be to combine all the previous workshop results, and interview the workshop members in advance, to get an overview of the Future and present that as a kick-off. There are 2 benefits here, it starts people thinking in advance, and we get a more calibrated input from a non Manager.</i></p>
09:45	00:20		BREAK

10:05	01:15	All / GvT	<p>Future - What does the Future look like</p> <p><i>As part of the invitation, we would ask for each Team member to bring with them a picture of where he / she thinks we are today, and a picture of where he/she thinks we could be in the future. This could be anything from drawings, photographs, paintings, scribbles, diagrams. They would share these at the appropriate moments in their teams, and the team could adopt one as their "visualisation or metaphor".</i></p> <p>The teams are to Brainstorm what the Future looks like.</p> <p>The outcome is a compelling picture about potential changes that the group sees, focussed on the Qatar environment, and the extended life of the North Field say in 5 and 10 years' time. The statements need to be bold, precise and short. We are looking for themes. Ideally we should be in a position to have these statements really boiled down to something short, concise and specific. <i>This could be a reference for the afternoon.</i></p>
11:20	01:00	Teams	<p>Paint the Present</p> <p>Each team to look at the present. This isn't about Good or Bad, but Reality. What is our Current reality. This might include statements like:</p> <p>What is going well? What do we need to do more of? What do we need to do less of? What do we need to say NO to?</p>
12:20	01:00		LUNCH
13:20	00:30	GvT	<p>Communication Exercise</p> <p>Card Game,; this is about organizational structures, and how we are aligned in communicating.</p> <p>Could also be a Video - Suggestions welcome.</p>
13:50	01:20	All / GvT	<p>Gap Analysis by Teams</p> <p>Each team is to look at the overall painted picture of the future and come up with the salient points where that team thinks there is a Gap.</p> <p>The Gap = Future Requirement - Current Reality.</p> <p>Attached to this Gap needs to be a reasoning why we have to address this, and what's in it for PED</p> <p>Remember there are things PED is good at, don't throw the baby away with the bathwater!</p>
15:10	01:20	All / GvT	<p>Feedback of Gap Analysis to the whole Group by Teams. This includes painting a Picture of the Future, the Past and the Gaps.</p> <p>Prioritization by all Members. Bring voting stickers and give these to the teams members to stick on each chart.</p>
16:30	00:10	Other Dep's	<p>Feedback on the Meeting. There should be 3 - 5 other Dep. Members in the Teams, and it is what they say that could also have an impact.</p>
16:40	00:10	GvT	<p>General comments from the floor. Authenticate what it is we have achieved here today. Check if the feeling about the statements that we have come up with is correct.</p> <p>What will we tell others that happened here? What does this group now expect to happen?</p>
16:50	00:10	KAR	<p>Wrap-Up, and Recognition of the Green Cards for the Day.</p> <p>What happens next?</p>
17:00	00:10		CLOSE

Table 6

Wherever I can I will also look to establish behavioural baselines, such as described in Chapters 3.6., particularly in Diagram 9 (pp. 143). I have shown how this can be combined in a report in Appendix 7.2.2 (pp. 467) where I have demonstrated in practice that it is making the link between

behaviours and data/results that creates change. Meetings like this, the design, the meeting itself and the reporting of outcomes are important conversation engagements to engage with the 'Edge of Fluidity'.

4.4.2. Building Commitment for Change

The processes introduced start to describe part of the elements required to facilitate change. These processes allow visualization of the issues in their broadest sense. There is a transition in the Change Process that then moves from 'The WHAT' to the HOW', 'WHO' and "WHEN". This engages with a point made by Oswick (2008, pp. 2) in Chapter 1 (pp. 22), where he talks about translation and transformation of ideas. These processes do not describe how the changes are to be designed, executed and checked on validity, and more importantly how the people engaged in them are engaged so that they carry the Change Process with them. They also do not describe how to make these changes sustainable after the Co-Creative Catalyst has gone.

This is described as Decision Driven by Tom Curren, Boulder Change Lab (2001), or as the Physical Change part by Bridges (2002). These two authors describe the behavioural elements that need to be managed in any Change Process. They both reflect on this as a part, a process part that often is not implemented or, if it is, as an afterthought. Change needs to be planned and designed with the people who have recognized the need for change or the people who have to implement and work with the consequences of the changes that will occur. This is how the change can be made sustainable.

Downey (2003) introduces the "TO GROW" Model in his vision of how to design any changes that the group might like to see. This acronym stands for Topic, Goals, Reality (Current), Options and Wrap Up. This model describes what he calls a contracting process with the individuals or a team. This is very much in line with the approaches described by Gallway (2003), Checkland (1999) and for instance Watkins (2001). They describe different practical methodologies to engage groups of people in identification of issues and then how to align these issues. The key word is a contracting process, a contract with the people involved that they have voluntarily entered to sustain the Change Process. This needs to be built in a co-creative Change Process, because this makes a process transformational.

In Chapter 4.4.1 (pp. 227) my approach to finding issues was discussed, and the process I use to bring a sense of order to these topics. Downey (2001) describes this process from a coaching

and facilitator's standpoint. To be able to move these issues into a practical sphere, Downey lists some skills the facilitator needs to have to work with the individual or team. He states:

"I will not go into detail about coaching skills here because they are all general skills that you will have developed for other reasons, albeit sometimes with a different focus. They include: Contracting; Establishing and Maintaining Rapport; Questioning; Reflecting – Paraphrasing and Summarizing; Emphasising; Highlighting Inconsistencies; Evaluating.

Plus being able to work with people, use techniques and models for: Assessing and Evaluation; Problem Solving; Option Generation; Goal and Objective Setting and Action Planning."

(Downey, 2001, pp. 29 – 43)

I would add from experience that generating emergence and dealing with complexity, as described by Flood (1999) for instance, is a further attribute that needs to be accommodated by the Co-Creative Catalyst.

In Chapter 3.6.1 (pp. 141), I have described how I believe that development stages of individuals are important relating to how an individual can develop. The authors (Diagram 9, pp. 143) merely state that there are development levels. What Shapiro (2004) adds is that development levels are important in terms of what an individual, and a group of individuals can achieve.

"Leaders can foster change by using the seven levers of change: (1) contacts between advocates and apathetics, (2) mass exposure, (3) hiring new advocates, (4) removing resistance, (5) leaders who walk the talk, (6) rewards and recognition, and (7) investing in infrastructure. Levers 1 – 4 directly affect the advocate – apathetic mix and are people support levers. Levers 5 – 7 are called environmental support levers because they affect the context for the change. Levers interact to help – or hinder – adoption of change."

(Shapiro, 2004, pp. 119)

Shapiro also states that changing the mix of a group, in terms of development levels, can have a significant influence on the outcome of any change project. Shapiro therefore does not solely rely on the capacity within a group; she is prepared to alter the capacity within a group by changing the group's composition. This is a possibility, but is not part of this thesis's intentions.

Blanchard ^{Footnote 44} makes the point that a leader needs to be very aware of the kind of support that (s)he needs to give to these individuals. The support needs to be tailored to the development level of the individual. The leader needs to be able to recognize the response that (s)he needs to give. What I have noticed in my practice is that in terms of support, facilitation that I need to give, I need to tailor the support to a development level that is at the minimum level of the persons in the group. The speed of the process is adapted to its slowest proponent.

What this means in practical terms for me is that I am not required to be at a higher level than the individuals or the group in understanding the business, but that I need to be at a higher level of development in the skills mentioned by Downey (2003) and the additional skills mentioned by Flood (1999) compared to the group. I need to be able to deal with emergence and complexity, I need to be able to understand and have a flexible approach to implementing various processes that allow individuals to be listened to and heard, but also that allows individuals to reflect on what is said. It also means that I need to be able, as a Co-Creative Catalyst, to deal with conflict in a neutral way. In short I, or any Co-Creative Catalyst, need a set of skills that Gladwin (2000, 2005) describes as allowing change to happen. It is because of this, linked with insights from the concept of Inclusivity (Rayner, 2004) and the work on role and identity, that I now feel comfortable in calling myself a Co-Creative Catalyst engaged in Change Management work.

When I have stated that a facilitator needs to listen with empathy (Kline, 2001), I also mean that a facilitator or a Co-Creative Catalyst needs to be able to get groups of people engaged in conversation, or a group of people who have started a conversation (Shaw, 2002) and who want to progress their conversation need to find a way to hear all viewpoints in the group. It is in groups that the most powerful thoughts are developed. I am a conduit, a catalyst for emergent and creative conversation through my processes, my role, how I position myself in a social formation and through my personality.

Katzenbach (1994) states:

“Teams outperform individuals acting alone or in larger organizational groupings, especially when performance requires multiple skills, judgements, and experiences. Most people recognize the capabilities of teams; most have the common sense to make teams work. Nevertheless, most people overlook team opportunities for themselves.”

(Katzenbach, 1994, pp. 9)

Footnote 44: Ken Blanchard; www.kenblanchard.com/solutions/team/situationallteamleadership/

Surowiecky (2004) adds:

“Ultimately, diversity contributes not just by adding different perspectives to the group but by also making it easier for individuals to say what they really think. As we’ll see in the next chapter, independence of opinion is both a crucial ingredient in collectively wise decisions and one of the hardest things to keep intact. Because diversity helps preserve that independence, it’s hard to have a collective wise group without it!”

(Surowiecky, 2004, pp. 39)

There are a number of points made here that are difficult to achieve. There are contradictions within Surowiecky’s observations, that whilst true are probably not sustainable without increased development levels within the individuals, a system that supports diversity or a Co-Creative Catalyst to help create these incisive moments. What I have described is my practice that I initiate with a team or group of individuals. These groups, social formations, are either self-selecting or created to understand the issues at hand in a particular situation. So I follow both Katzenbach’s and Surowiecky’s principal points made above.

A concern when facilitating, when being asked to step into a change situation, is to understand what the topic actually is that requires change. The above text is again about general theory, and it is valid as I see this. In Action Research there is an element of social development, of creating a social freedom. I find that the question posed for creating a change, has to be either for the common good or for individual good, without creating a conflict within other groups or social formations, i.e. across boundaries. It is not valid to promote a singular group’s interest over other groups, because this conflicts with the democratic values espoused by Sen (1999) or the core principles of Action Research. There are many viewpoints and they are all valid. These are shaped by each individual’s experiences and beliefs. The only people who can invalidate these beliefs are the people who hold them. Bringing people to the ‘Edge of Fluidity’ allows them to engage with their viewpoints and beliefs in ways that anybody else could never do. It allows the emergence and the possibility of a different point of view, a developmental step.

Thayer-Bacon (2003) writes:

“Selective interest is the bias or attitude that exists for each of us in every particular thought we have. This attribute is what determines the questions we choose to ask and the way we choose to go about answering our questions. This bias is what causes us to notice certain qualities and not others, and to attend to

certain experiences and not others. 'There is care, concern, implicated in every act of thought' (Dewey, 1960, pp.101). Selective interest is what we have discussed above in the feminist section as 'subjective'. Dewey explains how interest is equivalent to individuality and uniqueness when framed in modest terms and it is genius and originality when framed in marginal terms". (S)elective interest is a unique manner of entering into interaction with other things. It is not part or constituent of subject matter; but as a manner of action it selects subject matter and leaves a qualitative impress upon it' (Dewey, 1960, pp.102). The opposite of subjective is not objective, but rather the merely repetitive."

(Thayer-Bacon, 2003, pp. 37)

Gaining commitment is therefore paying attention to all the above. It is for Thayer-Bacon's reasons that I am stating, and have often stated that if I can and consciously manage to remain independent and yet fully engaged in the conversations, that I can best serve the group as a Co-Creative Catalyst. This raises a difficulty with the concept of perspective within systems and, for instance, how individuals within systems can use models like Checkland's SSM (1999) in a non-selective nature. See also the points made by Roy Ison ^{Footnote 45} in Chapter 3.9 (pp. 188).

This is reflected in quotes from Appendix 7.2.2 (pp. 510 - 511), where Egil Eide writes:

"The task was more demanding than we ever had thought of. We often went two steps forwards and one backwards simply because staff would not understand why they needed to change. The improvement slowly came as Graham started coaching on a one-to-one basis and in incremental steps demonstrating to others that working in today's environment is about learning new things, simple things such as learning to use small software tools helped to break the ice. On this basis small successes could be demonstrated to the team and reduced some resistance in the system. The energy required to make these small steps was huge, only Graham passion helped to succeed.

There were moments that he had to take hard personal hits, however he never gave up. I would like to thank him for this tremendous effort, which went far beyond just being paid for doing a job. Without his leadership skills we never would have been able to continue the process."

(Egil Eide, Appendix 7.2.2, pp. 510 - 511)

Footnote 45: Roy Ison; Open University – Conference speech at St. Anne's College, Oxford, 15 – 17 July 2003 – Systems Practice for Management Complexity

Roger Laign (Appendix 7.2.2, pp. 522 - 523) writes:

“Personal Development: There are times when in our work we focus primarily on the development of client capability and client results. One of the distinguishing features of this project was the blossoming of Graham as a fully capable member of the RLG team. The offer that Graham developed and the confidence he gained in the delivery of these offers strengthened his courage, deepened his insights and illustrated his capacity to move seamlessly between the executive office and the drill floor. As Graham has made his clients stronger in this process, so also Graham was made stronger. Through the life of this project Graham increased to power of his offer and consequently increased his own value to his future client partners and RLG.”

(Roger Laign, Appendix 7.2.2, pp. 522 - 523)

Success breeds success. And it is for this reason that if a change project is to be given any chance of success, momentum needs to be built based on visibly demonstrating success. These ‘Small Wins’ are deliberately promoted and made visible. What has not been discussed, only as a tool and a model in Chapter 3.7.1 is the ‘clean-speak’ model (see footnote 32, pp. 173). This model is not just there to make my intentions and my needs very clear. The tool is there also to avoid conflict from escalating.

It is inevitable that in discussions about change, where there are often personal issues at stake at a significant emotional level, or if they are in wider social formations then the changes will affect people in their day-to-day lives. Look at the current financial credit crisis (2008/09) that is affecting every ordinary citizen in ways that they cannot control.

Anger is a reaction directed by sub-conscious thinking or ‘self-talk’; Nay (2004, pp. 30). What the clean-speak model does is making sure that the person speaking (not necessarily the Co-Creative Catalyst, but anyone speaking) avoids the ‘Anger Triggers’ (Nay, 2004, pp. 49). Frost (2003) also brings up the notion that it isn’t just individuals, but that social formation also has individuals who carry the pain and emotion for the whole group:

“Trying to ease another person’s pain might thus prove a psychological and even physiological threat to the handler. This seemed to me particularly important since handling such ‘toxic emotions’ is a competency for which most managers – unlike therapists and social workers – are not trained.”

(Frost, 2003, pp. 4)

I show this in video Clip 3, CD 2 where Paul Hocking states that he cannot deal with emotions in conversations. My experience is that this is very difficult for me and for many other people as well. Being able to relate to this whilst emotions are so strong is, however, an important point in showing empathy. Respecting these emotions, and letting them be what they are, not commenting either way, allows trust to develop. This is an important 'skill' to acquire.

The issue at stake here is to make sure that conversations in any forum can take place without anger, toxic emotions causing a conversation to sidetrack and not focus on the key issues, whilst at the same time constructive anger is a very good thing to bring to bear in any discussion, providing this is controlled. It is this control of anger and toxic emotions that has a place in this discussion as a facilitator and Co-Creative Catalyst. How conversations are set up and guided so that this does not happen is missing in the discussions by Shaw (2002) on conversations.

4.4.3. Taking People Safely to the Edge of Fluidity and Back

"A lot has been written about the box; inside vs. outside, how to think outside it, how to get outside it. The box is our collective metaphor for the shadow, and what an apt metaphor it is. Like a box, the shadow traps us in behaviours that seem impossible to change. We feel like prisoners inside our own minds and hearts."

(Barry, 2008, pp. 19)

Barry (2008) brings in the notion about "Out of the Box Thinking". The term "Out of the Box Thinking" can be translated into Lateral thinking ^{Footnote 46}, Divergent Thinking ^{Footnote 47} or Creative Thinking ^{Footnote 48}. This term is often used, and it is not until I started looking at researching this chapter that I have finally found a definition which I am actually comfortable with. This requires a very different approach than just making small incremental changes. This requires a willingness to step beyond the comfort zone into uncharted areas.

Footnote 46: http://en.wikipedia.org/wiki/Outside_the_box

Footnote 47: <http://www.thefreedictionary.com/divergent+thinking>

Footnote 48: <http://www.thefreedictionary.com/creative+thinking>

“A hero sets out on a quest, finds something new that no one ever found before and then brings it back to share with the world. When you play the hero, there is no way of knowing exactly where the quest will take you or what you will bring back home.

If it's time for a journey, I believe that the Divine will let you know. If something happens to you repeatedly, you may be receiving invitations to a hero's journey. It is your cue to take that first step onto the roller coaster.”

(Barry, 2008, pp. 185 – 186)

In Chapter 3.8 (pp. 184, *Edge of Chaos*) and in Chapter 5.3 (pp. 306) I have started to describe the Edge of Fluidity as a concept. Here I want to describe how to get people to the Edge of Fluidity in a conversational setting. This can be as individuals or as members of a group.

The first point to recognize is that Barry makes a clear observation that it has to be a journey that you are prepared to make. The second point she makes is that there has to be something about the situation that repeats itself for you and you want to eliminate this.

The Edge of Fluidity is an area where emotions, dreams and imagination meet. This is an area that is not very easily expressed, and that's why I have reverted to poetry. The poem below called 'Remember me when I am Gone' by Christina Rossetti: (1849) ^{Footnote 49} starts to show some of the difficulties in describing this place.

Poetry, films, dance, motion and any other form of activity that 'hits where it hurts', i.e. engages with the soul, is an important element to enabling people to reach the 'The Edge of Fluidity'.

Remember

Remember me when I am gone away,
Gone far away into the silent land;
When you can no more hold me by the hand,
Nor I half turn to go yet turning stay.

Footnote 49: <http://thereaderonline.co.uk/2009/01/featured-poem-remember-by-christina-rossetti/>

Remember me when no more day by day
You tell me of our future that you plann'd:
Only remember me; you understand
It will be late to counsel then or pray.
Yet if you should forget me for a while
And afterwards remember, do not grieve:
For if the darkness and corruption leave
A vestige of the thoughts that once I had,
Better by far you should forget and smile
Than that you should remember and be sad.

When I read this I think about what it is that I would feel if a family member would pass away, particularly my wife or sons. What would you do? The sadness, the grief is overwhelming, and at the same time it opens up huge scope to think about what it is you really appreciate and how important that is. Something one doesn't do very often. It makes you want to behave differently, and then the question becomes how. Sometimes words like this just make very simple things very clear. That is what I mean about fluidity, going in and out of this creative place where thoughts really can transform the world 'one person at a time' (Reflective Comment, 2009).

The 'Edge of Fluidity' is a place to step into a vision, of exploration without regards for conventions and really coming to a point where the 'What If' could be described. It is an emotional place where there is harmony. It is a different and new way of being. It is a liberating place, and yet emotionally challenging. It is about opening up and listening to understand others. It is about learning and personal growth. It is a place where you need to re-examine how you view yourself and others in light of the challenges in executing the 'New World'.

This non-linear (non-scientific) form of representation (poetry, art, photographs) is what is required to start to explain how to make real deep change happen. It is the door to the soul and the intent. I have taken a long time to understand how to combine these thoughts into tools that can be used to help people explore the 'Edge of Fluidity' faster than they would otherwise (see Chapter 5.3 – pp. 306). But it is the combination of these tools with the more conventional tools (data) that is the real powerful combination. It is different from the 'Edge of Chaos' as described by Flood (1999, 2000) because it is not a rigid process. It allows people to 'drift' in and out,

without the need to create order. It is a place where people can engage with emergence without translating this into a fixed pattern, rather 'free-flow forms' of thought occur that can be used to create a 'well-defined sociality' (Simpson and Carroll, 2008) that allow relational interplay between individuals in an emergent way.

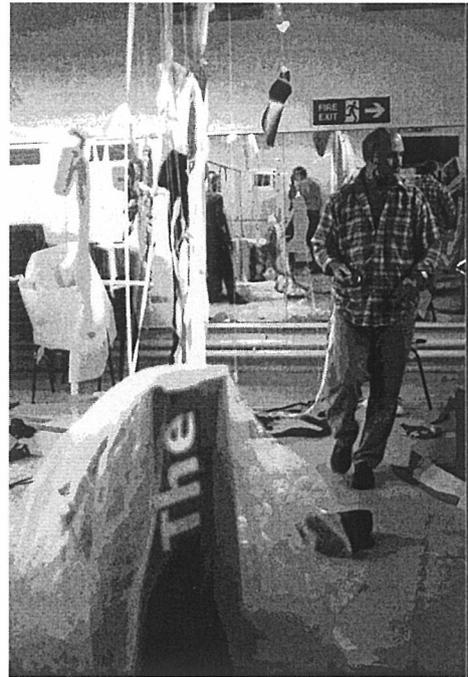
In Appendix 7.2.2 (pp. 475 - 476 – 'A Roadmap for Change'), Roger Laign states that I brought a new tool to the company called a 'Picture Exercise' (pp. 476), a tool that allows the 'emotional' change elements and thoughts to be made visible.

"Drawing on a set of some one hundred photographs, participants are asked to identify an image that speaks to the way their organization, team or particular challenge feels now. At the same time they are asked to select a picture that speaks to them how they want the world to look and feel in the future. This tool was first tried with ExxonMobil Production Group in Germany with very strong positive feedback and has since been used in Shell, BP and Nexfor to help executives speak much more honestly and openly about the current and future aspects of their organizations."

(Roger Laign, Appendix 7.2.2, pp. 522 - 523)

This is combining the processes of Café Society (2005), work done by Watkins (2001) with Appreciative Inquiry, but also combining expressive artists work like, for instance, Deborah Jones in 2002 (photograph 3, pp. 248). The task was for each individual to build his/her space with the materials given. I built a very structured, engineered 'space'. This is demonstrating an Inclusional approach to 'mixing and matching' tools and methodologies to create a transformational co-creative approach to change.

Examples of pictures selected are given in Chapter 7.1.7 (pp. 413). The pictures tell a story. They tell a story of a divergent team. They tell a story of a place that would be difficult to describe. But they are also personal, deeply emotional, visualizations of what a person actually thinks and feels. If a person is willing to engage with him/herself and others on this level, then in terms of change models this person is engaging with their own and others' comfort zones. This is the most challenging place where a person can be. And this resonates with the observation Barry (2008) makes about the presence of the 'Risk Manager' in individuals and the level of Trust that has to be present in that particular situation. These people are at this stage in the Change Process engaging at the 'Edge of Fluidity', and because this engagement has been made, the likelihood is that these engagements that matter will continue.



Photograph 3

It is through processes like these that individuals generate opportunities for personal development. Creating these situations is difficult, dangerous and uncomfortable for all involved. The Co-Creative Catalyst has to trust the process put in place, but equally has the responsibility to ensure that the process stays safe for the person(s) that are engaged with this. There has to be an 'escape' from this experience that is also clean and leaves the person intact. It is for this reason that I state that a facilitator has to be more developed than the highest developed member in the room.

Any form of learning, taking in new information with an emotional content, enables people to engage at the 'Edge of Fluidity'. This is why I use Graphs and Diagrams in my practice, in addition to the methods described above. This has to be data that is precise and leads people to the core of the issues. Music is a further tool that can be used, as is poetry.

Capturing the thoughts of the people engaged whilst at the 'Edge of Fluidity' is important for me. But the capture of that data has to be in a way that is not mine, but accurately represents what the individuals concerned did, said, selected or want as a representation of their efforts. It is this data after an engagement that can be used to generate ideas how to translate the 'Out of the Box' concepts into usable propositions for an individual or a team.

4.4.4. Softening and Moving Boundaries

In my professional life as well as my personal life, I have come to see boundaries and the perceived borders and controls within which I live my life, as a driver for wanting to change and a factor in hindering change. I am using the word boundaries here in a systems perspective (Senge, 1990, 1999). Flood (2003, pp. 70) engages with this concept in the following way:

“So how does Senge deal with boundary judgments? Senge is not at all clear about this and could be accused of sidestepping the issue .By inference, however, it may be observed, that he allows boundary judgments to happen through ‘problem identification’. If a problem can be known, then clients and other stakeholders who are interrelated through the problem situation can also be known. And so a ‘system is identified through system archetypes in search of structural behaviour and leverage points.”

(Flood, 2003, pp. 70)

Flood then asks if Senge is clear on whether a problem can be known. He points to the fact that Senge introduces two types of problems:

- ✓ Convergent problems (Flood, pp. 283, 1990) which have correct solutions
- ✓ Divergent problems which have no one correct solution (according to Flood, 2003, pp. 71)

Flood (2003) goes on to say:

“No problem that exists is purely technical. There are always people involved. All sorts of people exist that may be affected and thus want to participate in the dialogue.”

(Flood, 2003, pp. 71)

There are issues both with the divergent and convergent problems and that is that they both require critical reflective inquiry about the boundary judgments, and should include ethical judgment (Flood, 2003). Both Senge and Flood are right in my opinion; every Change Process has both at the same time convergent and divergent relational connections, something, for instance, that Bridges (1993, 2002) describes when he says that every issue has process elements as well as emotional elements embedded in the Change Process. They have to be

understood as part of the solution, as a togetherness. They cannot be separated and both need to be addressed in an Inclusional way.

And this is reflected in my first experience of Change Management; see Appendices 7.2.1 (pp. 437) and 7.2.3 (pp. 525). The manager of the NAM Unit (Fikkema support letter, pp. 459) describes how the Lessons from the PT 2000 rig were transferred to the PT 46 in Appendix 7.2.1, pp. 437). This is reflected elsewhere in this thesis in terms that the rig moves were drastically reduced through better planning and cooperation. It is also stated that this was pioneered on the PT 2000 first, without any management and wider support (Pederson, Appendix 7.2.1, pp. 462).

4.5. It's about Me

The significant emotional events (See also Harvard Business Review, 2004, Developing Leaders; Bennis and Thomas, pp. 151) that I can recall in my life are many, but some stand out:

- Problems relating to my Father
- Being fired and losing my job in difficult circumstances
- Moving jobs in 3 year cycles until 1997 in an unplanned, un-controlled way.

All these issues have left me scarred, and it wasn't until later in life that I was strong enough to explore these issues and deal with the consequences. For instance, having a very hard upbringing due to my father's experiences, has left me confrontational, has made me very competitive, instilled in me a need to be 'right' all the time. It also left me with a sense of 'not speaking up for my needs', but coping with my needs at the same time, and always trying to compromise.

I see that these issues are related. They are a consequence of my upbringing, and particularly my father's influence. Barry (2008) has dedicated her book and the work she and her brother have done with 'Shadows' to her father, who was a Marine fighting in the Pacific theatre in the Second World War. He has had an incredible influence on her in a very repressive way. I have had the same in many other and yet similar ways.

My father was part of a land owning, colonial community in Indonesia. He was Dutch, but the family had lived there for 10 generations as far as we can establish. Part of the family governed Java (Surabaya) and was elevated into nobility (Baron). My father's side, being the younger generation, was given tea plantations in Bandung, north of Jakarta.

When the Second World War started, he was 13 or 14 years old. He had a brother and a sister. What I understand is that when the Japanese captured Java from the Dutch, all Dutch citizens were interned in concentration camps for the entire war. He was also there, and in that time he saw most of his family either killed or starved to death. He himself was used for bayonet practice but survived the war.

Of his family, he, his brother and sister were all that remained. The Dutch government repatriated orphans like him back to Holland to rehabilitate them into society and to continue their education.

Most Dutch people had lost everything they owned in Indonesia. It must have been a very surreal experience after the war. Holland being cold, dark, frugal compared to Indonesia.

He was educated, and taken into the Dutch Naval Academy in Den Helder (KIM). When he graduated, he went back in 1952/53 to fight the Indonesians because they wanted independence from Holland. My father entered the Special Services. I believe he was a 'spook' and an infiltration specialist. I only know this, because in 1986 I was sent to Indonesia for work, and on my visa application put my father's name and stated that he was deceased. I was taken off the flight, and sent on a return flight home with the explanation that my father was a war criminal.

In 1952/53 my mother befriended a lady from Norfolk. Just like her, she had married a Dutch naval service man and both settled in Holland. This couple became my godparents. But Pieter Dourlein (1989) was also not just an ordinary service man. The story of his war efforts is in his book 'Inside North Pole'. In a nutshell he was a Dutch naval rating stationed on a frigate in Rotterdam when the port fell. He kayaked with another person (a merchant navy officer) to the UK and was recruited into SOE (Special Operations Executive) and parachuted into Holland as a spy and saboteur. He was captured, and escaped again to England only to be interned there as a German spy. He was cleared and given a knighthood for his war efforts.

The point I am making is that the two adult men in my life, and also the women (my mother and godmother) were very tough characters. My mother had a bomb land in her house 4 yards from her which did not explode (1942). My mother still shrugs this off as something that just happened and was quite normal then. The shortages and attitude as a result of war that prevailed from 1945 – 1960 were still one of hardship, 'getting on with life' and distrust. I got all those emotions instilled in me.

A beating I would receive when I was young was severe by standards of today, I suppose by any standard, but in the view of the two men in my life it was just small fry – nothing compared to what they were used to because of the war. The strange thing was that I got used to this also, and didn't think anything of it other than that it was normal. They had the same attitude to work and everything else.

There was no sympathy for my feelings; it was all about what was best for the family and my father. I now see that he could probably not see any other way out of his life and that his life was not the best by any standard. Just like Barry (2008) points out well, I had some hard knocks to take.

When I took this behaviour into Industry, there was no room for it, and as a result I was either fired or I moved on after 3 years. This was for me a repetitive cycle. I sensed that this was very unsatisfactory, but what should I do about it? It is now interesting to see how my goals and values have also changed over these years, into more rounded goals. An example is:

- In the early 80's I wanted to be abroad, and earn money to sustain travel. I wasn't interested in a career. I remember vividly how I compared myself with my best friend Raoul. We both left University with degrees in Mechanical Engineering. He couldn't find a job and became a taxi-driver in Holland, and after 6 months became a civil servant; Planning officer for the Port of Rotterdam in Holland. I went and joined a French International Oil Services firm. My only reference at the time was: I am abroad and he isn't; I am earning six-fold of his salary; he is a civil servant and I'm in a dynamic job!
- Then, after 3 years, I became tired of working in the Middle East and Aberdeen. All work, no play. I was finding that I didn't have enough routine in my life to settle down and build relationships. It was a false sense of existence. I started looking for another job, and the only criteria now was stability. I wanted regular extended periods away from work. I also started to realize at this time that Raoul had all this; he had stability and was getting a pension. I wasn't. I was starting to change my perspectives in life.

This has changed again. I am looking for stability and peace. It is a life that both I and my wife determine. It is about what we would like to do, what our intent is in a harmonious way with the people we live with (Reflective Comment, 2009).

I have talked about development levels, and would say that by my development stage criteria, I would put myself in the basic stages of development in my early years. In Covey's (1990) terms I would still be dependent on others' influence over me; Torbert (2001) would see me as Impulsive and an Opportunist, at the Conceptual stage; whilst in Quinn's (2000) terminology I would be in the 'Technical Reality' stage. I didn't keep a diary. I did not look for feedback to reflect upon. The only time I was aware of this was with formal appraisals at work, or a job close out and evaluation by the clients.

So early to mid 80's I would put myself at the elementary development stages.

- In the mid 80's I had changed jobs to a rotational position (a 2 week work rotation between the drilling location with a 12 hr work rota per day) and 2 weeks off. The first job that I was sent to was Furzey Island in the middle of Poole Bay, Dorset. I just loved being here, so I moved away from Aberdeen.

Aberdeen had become synonymous to me with lots of work, dissatisfaction. This is a feeling that I still have today when I need to be in Aberdeen for work purposes.

It was in Poole that I met Geraldine. She was, in reality, my first serious girlfriend, and I believe that I recognised qualities in her which I now refer to as my core values. I saw in her that she worked hard and long hours; she made sure that she had fun, she was free spirited, and she was unconventional to me. She had red hair! Gerry had also moved on from various positions in recent years. She had been a Nurse in Leeds, Chichester, and other places. And now was a sister in charge of a Midwifery unit in Bournemouth. We moved into a house together and these were the start of happy years.

A changing point in this relationship is the 4 years we took to decide to get married. Initially I wanted to live together for a long period to make sure that she was the right person. Looking back, this is a legacy of my childhood and the unhappy marriage my parents had. I wanted to be sure! Then when I finally asked, I also asked for a marriage contract. This was normal practice in Holland. Additionally the divorce rates for people in my line of work were 90% in the first three years of marriage. Gerry turned me down, and this was a painful experience. I had to trust, and I couldn't do it. I wanted to hedge my bets! Months went by with both of us thinking over our positions. Gerry even moved out to make sure I would really understand what it was I wanted.

I believe that it is in this period that I moved to the 2nd development level and possibly started on the third, if we look at Quinn's (reference) definition of development. I have the end in mind, and am putting basic things first. I am starting to look at relationships as a key driver (but only with Gerry). In Torbert's terminology I am starting to not be governed by needs and norms (see also Chapter 3.6.1, Diagram 9, pp. 143).

We were married in 1990. This is when I consider myself to have developed into a higher level of awareness, a higher level in my Intentional Arc.

In all this there are one or more people involved in interactions with me. Each person has their own issues to deal with as I have attempted to describe so far. Each person has their own fears, their own boundaries, their own history, their own development path and speed. They have their own complex life and influences behind them, which have brought them into this single moment of interaction with me.

"The unconscious is not just part of a psychic reality which happens to be concealed from consciousness. It works both as a mental territory in which dangerous and painful ideas are consigned through repression and other

defensive mechanisms, and also as a source of resistance to specific ideas and emotions which present threats to a mental functioning (Freud, 1933/1988). Unconscious ideas, desires and emotions will often reach consciousness in highly distorted, camouflaged or abstruse ways, requiring interpretation (Freud, 1915/1984). One of the commonest manifestations of the unconscious are the fantasies – mental representations which express unconscious wishes and desires as if they were equally realized, yet often in a disguised and indirect manner. Fantasies are equally important in understanding the actions people in and out of the organization – day-dreaming consumers, ambitious leaders, bullied employees, budding entrepreneurs and so forth, are as liable to be guided and driven by their fantasies as by rational considerations of ends and means.”

(Gabriel, 2005, pp. 3)

It is within my own boundaries that I have attempted to describe in the diagram 24 (pp. 256) what it is that makes me function as an individual and what is important to me. This diagram to a large extent reflects how I live my professional life, and also my private life. I believe that these two spheres need to be in harmony to get the best possible outcomes, and to be able to live in the moment at any given time. I also believe that I don't act differently at work and at home. I believe that I demonstrate the same base values today wherever I am.

Diagram 24 (pp. 256) shows a complexity in terms of influences on me and interactions between them. I set out initially to colour code the more important issues in my life, but as I started completing this diagram, it has become obvious that it doesn't really matter. Each element has an influence that can cause me to not have the results that I want. I need to manage 'all', and I do that through my beliefs and my values. Otherwise it is impossible to manage this complexity at all. What this diagram does show, however, are the links that I see and that are real for me. I started from a perspective of 'How do I facilitate and help change to happen?' using the Buzan (1995) mind mapping techniques. This diagram could equally be used for understanding relationships, fear, describing the influence as I see them on change. They could each be starting points.

This is a diagram about ME. This is ME and what I need to understand about myself. This is about how I react to other people and build relationships and trust. This is about how I position myself in the world and how I convey my values and beliefs in a way that people can accept and understand. This is about ME understanding where I need to do work – where I can and should develop even more.

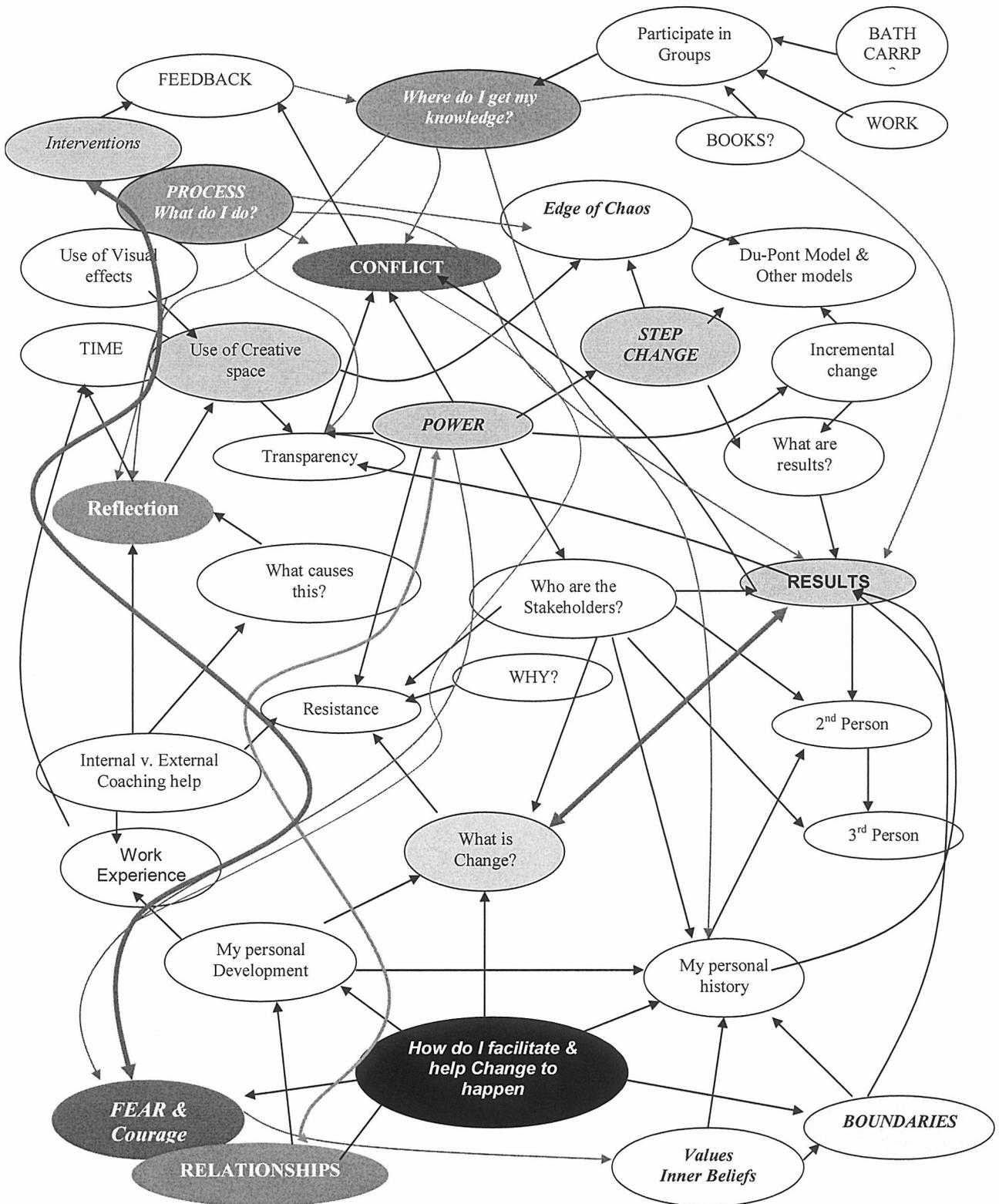


Diagram 24

4.5.1. Grasping My Opportunity

How do I know what my epistemology is and how does this reflect my private life and my working life? How do I make sense of the opportunities that surround me, and internalize these?

How have I changed over time, and how can this be made visible, so that I can reflect further on what the key drivers are that force me to change?

Initially I was forced to react to changes around me through educational pressures, or family expectations, later on they became changes required because of significant emotional events at work. (See also Harvard Business Review, 2004, Developing Leaders; Bennis and Thomas, pp. 151) These have included dismissal, punishment or external drivers such as putting a career before the happiness of my partner. These reasons are all self-inflicted, and at the time I did not know that it was about ME. I used to think it was about 'them', anybody but me!

One of the biggest realisations that I have made, and as a consequence has also been probably one of the most significant levers for my personal change, is how much of what I believed my father's influence was on me. What this realization has allowed me to do is to be able to transfer my history to my experiences within my working life (Gabriel, 2005, pp. 6), and other people to see this through my narrative and behaviour. I can demonstrate that personal change is at the centre of any external change that one wants to engage with, and is a pre-requisite.

As stated before in a quote by Barry (2008), adverse experiences were repeating themselves for me. I had all the tools available to analyze them such as, for instance, the frameworks described in Chapter 3.4 (pp. 114). What I did not have was the ability to move on, move 'Out of my own Box'. To use the term Barry (2008) introduced, my Risk Manager wasn't allowing me to develop. My Shadow was causing me to stagnate.

"Those familiar with Jung's work will recognize in my description of the Shadow what Jung termed the personal unconscious. Jung posited three levels of the human unconscious: the personal, the social and the collective. To distinguish them using Shadow Work terminology, the personal unconscious contains shadows of an individual person resulting from that individual's own life experiences, the social unconscious contains Shadows shared by members of a society, culture, institution or other group by virtue of their membership in the group, and the collective unconscious contains Shadows common to all human beings."

(Barry, 2008 – pp. 195)

This thesis is set within the commercial and scientific world. This is part of my heritage, my education, my whole upbringing and my work experiences. All the examples in this thesis are based in a 'value-added' culture base, a commercial background. At times this has felt out of step with the views around me, when applying a participatory approach, and a reflective contributory approach within my work. This is a further reason for wanting to be relational and Inclusional in my practice, because there is a need to integrate social and emotional content into my practice, in order to develop further.

I particularly remember 3 events which took place, all at the University of Bath.

- Our initial introduction to fellow students in the Centre for Action Research Program. We were asked to introduce ourselves to the group. I produced a PowerPoint set of slides. Slide 1: name, position, background. Slide 2; work and skill sets. Slide 3; photographs of my wife and sons, and their names.

Everyone else (15 people or so) produced artistic drawings, poetry to describe something about themselves, even music. I remember feeling very much out of step.

- In the transfer stage from the Masters to Ph.D. stage at Bath University, a group of lecturers and peers were in judgement of my transfer document. One peer actually said: *'I have no understanding of what it is you have written. It is completely alien to me'*.

Feedback from around the table was that I should concentrate more on me, and how I interact with people, rather than the technical and financial aspects of the work I have done.

What I had not realized is that viewpoints of a person, relating to me, can be based on how they perceive me; my identity as an Engineer for instance .But it can also be based on the identity that they see and have created for themselves. I have no emotional feelings about this incident anymore. At the time I was very angry. She was not the only person to state this. I wanted to leave the room. I felt very emotional.

I see this as a development opportunity. Negative or critical feedback can also be used to improve one's development and change, because it can alter one's self-image.

Nic Beech states this as follows:

"Within the cultural sector there is a contextual discourse which dichotomizes art and commerce and this is pervasive within certain social formations [sic.] as part of people's self-definition."

(Beech, 2008, pp. 61)

- After the transfer stage, the CARRP group was together again. This time the issue was to select a tutor for the final Ph.D. write up stage. Suddenly a substantial group within the cohort decided that one of the tutors was acting inappropriately and because most of this group was female, they wanted the only remaining female tutor to be their tutor. That meant that I had 2 options since I was being mentored by this female tutor. I could refuse to move, which was acceptable since I was happy and settled with this tutor. Or I had to accept the tutor who was now 'persona non grata'. I remember being the only one in the entire group standing up and talking about my shame and embarrassment to be with a group of people who acted in such an underhand and closed way. I was disgusted with the duplicity of people's actions in private whilst studying a subject which clearly dealt with helping others not to do this that I thought about finishing my enrolment in CARPP. I was persuaded not to, and made a principled decision to accept the tutor who was being attacked as my tutor. I do not regret this for one minute, and I am happy with that choice of the man, my tutor and now a friend.

Today I can't see myself presenting myself in that way anymore, and equally I can see myself reacting to those feelings in the same way, with a feeling of having to prove myself, one of inferiority. I also hold a simultaneous view that the way I did present myself is a valid way of presenting, and that reflects who I am. I would now look at this as a reflection of the distance that I have travelled.

Appendices 7.2.1 (pp. 437) and 7.2.3 (pp. 525), show examples of two papers written for the same purpose. The older version is very much more technically based, and the changes very much more based on relationships that the latter thesis, which is much more based on a thought out process, and pedagogical intent, but also an ability and willingness to examine myself.

Over this time period I have started to trust in the power of Transparency in what it is I do. I have also developed a different view on what it is to work in an Action-oriented mode, or in a participatory mode.

Budd L. Hall (2005) includes a definition of participatory research (work, *sic.*), in which he says:

"PR remains a tool which social movements, activists, trade unionists, women or welfare, the homeless or any other similar groups use as part of a variety of strategies and methods for the conduct of their work!"

(Budd L. Hall, 2005, pp. 7)

It wasn't until a conversation with Jack Whitehead in Bath, February 3rd 2006, that it dawned on both of us that the tension in my practice and my behaviour was within the scientific approach I had used to start and sustain impetus for change, and how I had combined that with a participatory approach. As seen in the statement above by Budd L. Hall, but also in many others, there is a distinct trend to marginalize the value of science; it is not mentioned, it is not seen as part of the purpose of this kind of inquiry. My whole instinct, experience, and abilities contradict this. I see value in science as I see value in participation and collective thought. I see the social sciences as an equal partner to science, and want to use both in harmony. There is no conflict. The best way to highlight that point is to look at the work Rayner (1997) is doing around boundaries and how this links with the scientific approach of fractals and chaos (Kaufmann et al., 1993) and industrial development (Flood, 1999, 2000). There is no conflict; there is only a need to understand how one theory fits the next! This is my quest in this thesis.

There is also an element of an organization being an entity as a person would be. Behaviour in an organization is shaped by its structure, processes and goals that a company has, and the processes and procedures by which it runs its business equally drive behaviour, just as in an individual. A different way to look at organizations is: "*In our view organizations are complex social processes under perpetual construction.*" (Howard, 2004).

I am biased in my view of industry. If industry is viewed as a linear, constructed, non-socialist, then my background is one that fits into this, and I was destined to go into industry from an early age by the choices I made. I have a science-oriented background, and so has most of my family. Commercial considerations were important in my family. I am making this statement, because I am aware of this (I wasn't always). This statement makes clear that I had to embrace a completely different set of thinking to be Inclusional. This has taken a long time, and is still continuing.

The choice that I make is to explore Action Research in the traditional ways, with a commercial element added. I see the value in changing people lives and circumstances in non-traditional ways as demonstrated within this thesis. The work I am proudest of, that I have been part of is described in Appendix 7.1.2 (pp. 357); the story of the 5th man. It is only by understanding social formations and cooperation within social formations that change can be made that is good for all.

"It is therefore deeply right that the forms of reflection and inquiry in which that sensibility finds its natural expression should be called 'the humanities'. Within the humanities, however, there are disciplines which look to science for a prototype of the kind of inquiry that will reveal things as they really are, and there

are disciplines which look more to the art for a model for it. I have expressed and defended my sympathies for the pre-eminence of the latter kind of inquiry because, generally, reflection on human conditions must respect the inseparability of form and content if it is to avoid reductionism.”

(Gaita, 2002, pp. 283-284)

Gaita expresses sympathy for the non-scientific approach. You can conclude that he believes it reduces the value (a reductionism type of approach), but the scientific approach is not excluded! It is here that my tension surfaces. It is here that I believe that there isn't an 'And' and 'Or' choice to be made. I believe from my own experiences that the 'Humanistic' approach needs to be complemented wherever with the scientific approach.

It is my belief that ignoring the scientific approach, or boundaries, or systems that exist in everyone's lives, be it personal or organizational, or socially, risks reducing the value of the outcomes of the Humanistic approach, and makes the sustainability of the changes sought, difficult. In particular, I believe, that the influence of the economic system, is extremely important in determining the outcome, and predicting the chances of success of any Change Process.

I am learning from the past, I have a memory bank of experiences and memories with consequences attached, that I interpret in a way that allows me to learn. Varela (1991) calls this Reflection upon Experience.

A way to examine experience is Mindful Meditation (Egan; 2003 and others). In all cases this means that the mind is present in embodied everyday experience. This is clear from both the Buddhist as well as Catholic teachings (Egan: 2003 and St. Benedict's Rule, 1997). In the Catholic faith, the Carmelites have a particular history and program that allows their members to learn how to reflect. There are large, prolonged periods in their life built in where the priests are in total solitude. This is seen as essential to developing self-knowledge and exploring your most inner feelings through a self-dialogue of discovery.

Reflection doesn't just happen; it is a systematic process of examining one's own situation and going through a process. It is about having the discipline to listen and to understand what others are telling you, and to then understand what this really means for them and you. Saint Benedict's Rule (1997, Chapter 5) states:

“In fact so important is it to cultivate silence, even about matters concerning sacred values and spiritual instruction, that permission to speak should be

granted only rarely to monks and nuns although they may themselves have achieved a high standard of monastic observance. After all, it is written in the scriptures that one who never stops talking cannot avoid falling into sin. Another text in the same book reminds us that the tongue holds the key to death and life. We should remember that speaking and instructing belong to the teacher; the disciple's role is to be silent and listen."

(Barry, 2004, pp. 19)

Covey (1990, pp. 253) states that showing people that you listen allows deposits to be made in the 'High Emotional Bank Account'. A simple concept that states that people will only trust you and let you take something out of their lives, only if and when you have deposited enough credits to deserve that right. Conversations and behaviours can make those deposits. A Co-Creative Catalyst should endeavour to make deposits and not take away. I believe, for instance, that I should not avoid my responsibilities, whatever the cost. I believe that you should give the best you can. I believe that people don't like to be scrutinized on why they do things. I feel defensive also when that happens to me.

The perceptions I have about people is that they satisfyce (a combination of the words 'satisfying' and 'sufficing'), meaning ticking the boxes only. A saying that I use is: '*Hitting the Target, but missing the Point*', in the case of satisfying this is often either a deliberate behaviour because doing the right thing is too hard or impossible within the systemic confines on that individual or they can't. Hitting the target is about doing all the right things, having conversations, trying to understand the issues. It is about understanding the boundaries and identifying the issues that are causing the change not to happen. Missing the point is then what Shapiro (2004) proposes (see also Chapter 4.6.2, pp. 269) is to remove all the people involved who are perceived as blockers, and replacing them with willing candidates. The 'point' is that co-creative solutions have to be found with the people that matter, that allow boundaries to become permeable. These are solutions that allow synergistic, emergent real change as perceived by the people who are engaged.

There is in general an unspoken understanding of the games people play with each other (Sabjani, pp. 34). This thesis has demonstrated in many ways how this understanding of situations can be made transparent, and used as a starting point for change. Helping people in situations where they need help gives immense credibility and a boost to the credibility of the 'helper'. This helper needs to have knowledge or, as I have argued, a development level adequately suited to helping people. This is because people often assume others understand, but

in reality they go too fast, and push too hard. They do not understand, and this causes problems. There are development gaps between people that are discounted in communication.

This is a skill I want to develop. Some of the self-talk that I exhibit, and which I want to change, is that I can say what I think in a positive way. I need to do this more often. I need to not push people in corners. I don't like conflict, and will avoid this at any cost, unless it is very important to me. I need to control too big a leap of imagination; I need to make small transparent steps at a time. If I do this as a Co-Creative Catalyst then I can create the personal changes that will support the processes I have described in this thesis.

4.5.2. Development Levels – Distance Travelled

Just talking to a friend, she said: " *It is very interesting how people progress on their journeys. It is almost like an adventure, a visit to a different place each time we speak. I wonder what the distance is you've travelled.*" This was in response to a question I posed around development. How could you measure where people were in terms of development in their lives?

I am aware that the language might be linear and invoke mechanical and deterministic view points. My journey is about finding explanations through enquiry. It is about deepening my understanding, and paradox ally finding that there are many possible answers. So my journey is also about being able to hold Living Contradictions, and being receptive to other possibilities, emerging possibilities. My journey is also about the suspension of hierarchical beliefs, and about understanding and living my continually developing values. It is about understanding and responding to the contradictions in my life such as being an individual and part of a wider family; being an Engineer and also a Co-Creative Catalyst; working in a for-profit industry and yet embracing other measures of value such as happiness and empathy for others. It is about being Inclusional and suspending judgement and comparisons.

I ask the reader to bear this in mind when reading this chapter.

I know, and others acknowledge this in their letters of support in the Appendices, that there has been development in me and the way I hold myself in relation to other people (see Appendix 7.2.2, pp. 467). This is because I started to Inquire more into my own beliefs, rather than advocate my feelings. I have always linked my observations, reflections to very specific situations I have found myself in at work or in other relationships. Using the models described in this thesis

was a particular way of inquiring, but it wasn't enough. I needed something more. I found Action Research, or Action Research found me.

It is this situational context, linked with an adverse emotional response that has forced me to review my role in all the interactions that I have. It is only my own reactions and actions that I can change. My mother's example with the hospital is such an example. I look back, and think that I would have reacted totally different as little as 10 years ago. I was impulsive, I didn't know how to work the grey space (Hawkins, 2005), and look at the options. There would have been a significant emotional negative response. I would have displayed outright hostility, accusation, polarization. I don't think I had the integrity and honesty, or humility to state my observations in a fair and true way for myself.

A similar reflection occurred when in discussion with a Carpp 7 member early on in 2000. This person was reflecting on her Jewish ancestry, she published an account of her feelings about the Holocaust and concentration camps. I remember in the discussion with her that there was no comprehension of the harm and suffering that was inflicted on other people, besides Jewish people. In this case I didn't have the honesty and integrity to tell her that she was wrong. I was caught in very powerful emotions that stopped me talking and giving feedback to her, which I now believe would have been the right thing to do. I remember actually thinking, '*How dare you talk about others who didn't suffer as much*'. And yet the moment passed and I stayed silent. I think now that I just didn't know how to reply respectfully and honestly, in touch with my values and feelings. I believe that I know that now and would have used the Clean-Speak model to deliver that feedback. Over time, I've noticed that I am prepared to speak my truths more fully. I am less and less hesitant.

It is these thoughts, and my feelings of inadequacy about not knowing what I don't know – knowing that there had to be answers out there – that has led me to research a theory on 'Distance Travelled' that helps me better understand and accept my and other people's positions. I believe that this is a fundamental part of helping to create change – the interaction between me and others to move a distance together. This is to explore newly held revelations and to internalize these new revelations in a sense-making way. I call it an 'AHA-moment' or living in an Inclusional relational way in the moment!

My experience is also that it is difficult to describe development levels in verbal terms. It is complicated, and messy. It is far easier to describe development in other ways. Ways that allow

people to interpret these for themselves. This is why I have described development levels as a building block in Diagram 9 (pp. 143) in this thesis.

I, as a facilitator, as a human being, and in my many other roles in life, need to constantly reflect on how to engage with people in my sphere of influence. To be successful I need to engage at the 'right' levels in an authentic way. And again this is a difference between being a Change Agent and being a Co-Creative Catalyst. Underneath all this, there is a reason that I get involved. The reason could be something personal, could be something else. This is about ME, but in relation to others. I need to share my development with other people, but not to impose this.

In an article, '*Where do I go from Here*', Peter Kay says:

"Facilitation skills are developed over many, many years, and how many facilitators do you see who make the facilitation about themselves? I certainly am guilty of that one."

(Peter Kay, Spearhead, June 2002, pp. 2)

This paragraph sums up that I want to be with people, I want to help. I do not want to take, because only taking gives no pleasure, there is no gain. Sen (1999) suggest that only personal development leads to more freedom, and development is taking the more difficult route; understanding different viewpoints and learning from those.

This paragraph was for me one of those mental moments. Tolle (2004, pp. 24) calls this a place of *no-mind*, inner stillness. This is a place where you can view the interaction and effects of where emotions and the body meet. This paragraph resonates, because how often do people not talk about themselves only. The more powerful way of being is to listen and empathise with the other. Facilitation is the Latin for 'making easy'. Looking back now, I didn't make this easy at all for me and the people I worked with and I see this time and time again with Change Agents. This is because it is about themselves and their process!

4.6. Results

I have described at length what Change Management means to me and have used various voices to help me describe what different points of view there could be. Change is going from one state to a different state relevant to any activity that we as individuals or as social formations (organizations) choose to undertake.

In the linear, technical, traditionalist world there are results that are well established. In Diagram 11 (pp. 151) I introduce some of these: Effectiveness, Economy, Efficiency and Ethical and Environmental effects. This is all about knowing the business in a traditional way. So the results here are in the simplest terms about the delivery of an activity. The keeping of a promise, or what Adam Smith (1998) calls the “Toil and Trouble” of acquiring what a man really wants (Chapter 3.5.1 – pp. 128). This is at the same time the price of activity in objective terms, but Smith also introduces the term ‘Human Capital’. And this starts to make a distinctive departure from the linear viewpoint where only the cost of the goods were and are important to the success of an operation, because these determine the ability of sales and the profitability of the good, the goal being to maximize both. There is more to this, and that is not just the cost of the Labour, but also the quality of the Labour and the provisions in which the Labour is made available.

In the story about the 5th man (Appendix 7.1.2, pp. 357) I show clearly that the traditional measurement systems, the economic measurement system in particular, are not designed to capture the nuances of being able to represent the whole picture in terms of a value measurement. The system measures within a bounded reality, centred on a singular dominant viewpoint, and this makes measurement difficult even in traditional forms, when one is trying to look at a holistically combined way of stating performance. This often cannot be done.

Sen (1999) clearly makes this visible when he talks about the link between the economic aspects and the humanitarian aspects, when he states that development of people is a way to total freedom. Total freedom is a ‘place’ where people can make their own choices and interact with the environment in a way that allows these choices, whilst respecting and allowing for others to live the same life. Sen (1999) develops an argument that with personal development of all people in the world, we can live more prosperously and harmoniously together and take care of our planet and environment. Sen argues that the *capability* of people to make choices is a far better

measure than achieved by *functionality*^{Footnote 50} in terms of viewing and relating to utilitarianism (the sum of maximum utility for a person).

So the results are in some way linked to development levels and the ability to show that people can and have moved from a superficial stage of development to a deeper stage of development. This is what I have tried to show in Diagram 9 (pp. 143), and described in Chapter 3.6.1 (pp. 141). There are different development levels that can be observed within people, but there is no clear yardstick for the measurement of these. This is why I have described so many possible ways to assess a person's development, and I believe that this thesis has found a way of generalizing where people are. The work of Gladwell (2005) and Shapiro (2004) help to anchor the terminology in real, recognizable situations.

What I have demonstrated is a way, using these authors' narratives, to paint a developmental picture and to show movement of people. Sen (1999) adds various ways in which the influence of people on utilitarian systems (education, gender and politics for instance) can be described as a tangible outcome, as a result of this development. At the same time it could be argued that Sen's work points to areas of high impact on any Change Management project, if development within those areas was targeted.

I have also described how through various combined processes, the emotional health of individuals and social formations can be made visible. The processes introduced by Watkins et al. (2001), for instance, allow over time, provided the process is repeated, a shift in emotions to be made visible. This has been described in Appendices 7.1.5 to 7.1.7 (pp. 401 - 419). These chapters all relate to forms of representation of emotions at a particular moment in time.

There are many other ways to do this, but the most powerful way to show development is to have the individuals concerned speak; to allow their voices to emerge in the narrative. These are voices that describe what has happened to them, how they have been influenced.

I am demonstrating in this chapter that I believe that there are a whole range of results. These could be personal and group development, these could enhance learning and understanding of applications and theory, these could be an ability to show progress in process development and numerical numbers quantifying a results change. This could be the ability to combine various forms of narrative (art, literature and science) into a coherent picture to show a particular shift

Footnote 50: <http://home.mira.net/~andy/works/sen.htm>

from a state before the intervention to a state after the intervention. There are many variations that could be constructed or developed.

What I have shown in the appendices is a way to combine these Results and to show that the combined approach is much more powerful than just a single numerical or artistic approach. In particular I want to point the readers to the development in my styles from Appendices 7.2.1 (pp. 437) to 7.2.2 (pp. 467). See also specifically Chapter 4.6.3 (pp. 279) for a reflection on language changes.

I believe the latter is a far better documented and researched document that essentially portrays similar Change Processes. One was written a few years later, and clearly shows my development. The latter project I think is better, because it shows and documents a more Inclusional and co-creative approach to change. The whole process is clearly less dominated by my technical background.

4.6.1. Results – A Traditional Viewpoint

As I have indicated in this thesis before, there are many ways to view results. The traditional ways are still prevalent, and the systemic influence and the dominance of the conventional measurement systems ensure that these ways of measuring performance will remain. In this thesis I have argued that this is not a problem, as long as these measurements are not taken in isolation.

“Systemicity is no longer in the outside world; it is a process of inquiry. This is a fundamental shift from the idea of optimizing to the idea of learning the meanings by which people sharing a human situation to make sense of it.”

(Checkland,1999, pp. 311)

Systemic thinking, as has been demonstrated in this thesis, is not Inclusional, but it is a valid way to make sense of the world whilst understanding that it is only a part of any solution. Hence I want to re-introduce some of these components to do with rationality at this stage to be complete. I support Alan Rayner’s (2003) view in this.

“Objective scientific methodology always starts by imposing a rigid frame, actual or theoretical, around some isolated fragment of nature from which the observer is excluded, and then proceeds to test “falsifiable hypotheses” about events occurring within this frame by means of quantification and experimentation. Nature is brought into laboratories, contained in various vessels, purified from

“contaminants” and located in “controlled environments” where the effects of “one variable at a time” can be tested. But the question of how what can be quantified within this frame actually relates to the reality outside the frame that cannot be addressed by this approach alone.”

(Alan Rayner, 2003, pp. 4)

He goes on to say the following:

“By explicitly or implicitly denying the existence of boundaries, holistic thinkers are prone to ignore the very place through which the dynamic relationships and diversity that they propound are mediated.”

(Alan Rayner, 2003, pp. 7)

The implications therefore are that results cannot just be viewed in a traditional way. But then how should ‘results’ be viewed? The following chapters review some emerging viewpoints on how results can be interpreted and the requirements of language to reflect these emerging viewpoints, such as Inclusionality.

4.6.2. Results – An Emerging Viewpoint

If the concepts of co-creativity, fluid boundaries, The ‘Edge of Fluidity’ and ‘relational ways’ of being can be used in organizational change and transformation, then new ways are required to view success. What are, for instance, key elements that need to be demonstrated that start to ensure that the wished for outcome in a transformational and relational organizational Change Process actually happen? How would one know that this was the right approach?

The success rate of organizational change projects would go up in the reported literature if this approach I have described in this thesis was correct. This would go hand in hand with less adverse comments made about Change Management in general (Salerno, 2005). In traditional terms this could be measured if the change was about pure financial or operational improvements. But the ‘Inclusionality’ is about much more, and therefore new and different measures need to be sought; which is not part of the research in this thesis.

In the spirit of Inclusionality, I believe that there is a role for demonstrating traditional results in terms of improved performance in various areas. I also believe that these results will automatically come if the underlying structures, processes and behaviours are changed. Therefore an additional part of showing results or development within organizations is the movement of its

people towards more co-operative and integrated work practices, and this can be done through narrative and identity work, for instance, as the fulcrum of movement between boundaries (Rayner, Appendix 7.1.10 – pp. 431, and Clip 5) in the attachments.

Seeking changes in most of today's Organizations is a reactive process, which is usually only undertaken when a need arises. A credit crisis could cause this, a falling share in the market, unrest in the labour force, or as will happen in the Oil & Gas Industry a major percentage of the workforce (30 – 40%) entering retirement between the years 2010 – 2015. Handy (1994) argues that this is too late and that a pro-active approach needs to be sought.

Therefore a building in a systematic way to look amongst the staff for development potential, either individually or collectively, would be a way to ensure that change requirements are identified early and progressed and acted upon.

The progression of ideas is not about an 'idea box', and an ideas department, it is about building an organization that is flexible to allow ideas to germinate. This is along the 'Free-Flow' model as introduced by Rayner (2003) and Tesson (2006). Therefore staff development should enable emergent thought to be converted (translated and transformed) into reality, even if it is unexpected and unconventional in a well-developed sociality (Simpson and Carroll, 2008).

But this will also require management to view development in a very different way than it is viewed today. Skills enhancement today means formal courses where very precise information is taught and imparted, with the expectation that this is taken back within the firm and used. There is definitively a place for this. But skills enhancement is also development of people in terms of coaching their colleagues or developing themselves, and developing people's ability to have conversations.

To be able to make some of these changes requires good leadership (Collins, 2001, pp. 216). The people have to be leaders who are prepared to listen, and who display well advanced personal development skills. People who are prepared to question their own values and whilst at the same time respecting other people's values whilst never forgetting what the focus actually is of what it is they are trying to achieve. This, in itself, is a difficult thing to achieve, because this is about clarifying and living your values in harmony with society around you.

Appendix 7.1.8 shows how I have won a particular contract in Austria. I show a process within this approach (see pp. 419) to winning the contract which I firmly believe is also a measure of results to come. It requires a belief in the process itself. The measure could therefore be a quality of

vision. What this shows is the process is acceptable as an alternative to traditional consulting approaches in Change Management situations.

Finding areas to work on is never a big problem in any Organization or social formation. There are always issues. There has to be passion for these issues and people in the formation who are willing to help make these change. This measure could, for instance, be the ability to get the 'right' mix of people to make changes happen, which in turn determines the results. This is essentially what Shapiro (2004) proposes.

These issues need refining to core elements – what really matters and how will we know that we are successful in creating a change for the good. There needs to be intense focus on these issues. When I say intense, what I really mean is that there has to be commitment from all levels within the social formation that the goals are acceptable and creditable. There should be no people actively pursuing a different interest, because then the whole process of clarifying and distilling the core elements has not been done well. This is also a measure of initial success that cannot be measured in any monetary value.

Understanding what it is that is required and what the path is (Obeng, 2001) are very important. This could be seen as: '*are people doing what they said they would do*'? Is the process followed? Essentially this becomes also a visible measure of matching people's actions with what it is they say. Covey (1990) calls this '*walking the talk*'. There also could be a measure where co-creativity is looked at in some way. Are people co-operating with each other, are people feeling that they are being heard?!

The difficult part of change is creating the actual transformation and helping to increase the development levels of the people who have to do the work. As a Co-Creative Catalyst, I often have a hand in the process of identifying change, but what I also see is that the change requirements emerge as do the solutions. They are never the same, and yet there is a particular pattern to how social formations go through these changes. This is a pattern that grows from a particular locality.

There is a personal behaviour that I have to manage, and that is not to prescribe any solutions. I have to be able to help the other people come to solutions, and be a part of this, as well as being able to coach other people to understand what it is they need to do. For instance, a key element in building success in Change Management in industry, is building bridges across the interfaces to other departments. It is often very striking that people on both sides of the boundary have the same problems and do not know about this. That is something I find myself doing often, and that

is starting communicative channels often in directions that are not easily predicted. That is what I mean by a pattern for instance. Here, therefore, is a further area where one could look at as defining results. The ability to open up communicative channels across boundaries – these could be departmental, technical, social or any other possible form of communication that is possible. What this does is allow freedom, a sense of controlled emergence to develop. Controlled because there is a process to deal with what is generated in emergent thought.

Change and emergence cannot live in a vacuum. There has to be relatively frequent communication about progress and changes made to the goals. It might also be that there are formidable barriers to the change, such as financial constraints that have to be overcome. This therefore is a further possible way how to measure success; the open and frequent communication that is present in companies and social formations about change.

What I also find very important is that the Change Process honours everyone in the process, i.e. the change happens as fast or as slow as the slowest person involved in the process can manage. This is not a statement of good or bad, it is a statement about making sure that people are developed at a pace that is right for them.

What happens if there are various different levels of development in the group? My personal solution is then to harness the talents of the other people through an open and honest conversation and to use their talents to help the 'slower' people. I see this as a vital step to transferring exactly the type of skills and mindset within the groups. Change is created 'One Person at a Time'. Again the measure here could be one of participation, and the feeling of belonging, of being heard.

The main argument in this chapter is, however, that Inclusionality also applies to measuring results. Traditional values should and could be augmented with other ways of measuring communication, development of people and informal networks.

"I arrive back at work after my knee operation (Summer 2009). Just before I left, a week ago, I had given my manager the results of two Effective Meetings workshops, run with 26 people in the department. He had not been present. There were a lot of insights by the teams, and both teams generated virtually identical results. These results are congruent with research. Approximately 25 % of the time or more is taken up by meetings within the management team. The higher the managerial position, the more time is used. But 40 – 50 % of these meetings are wasted, due to no agenda being present, no 'meeting management',

no understanding if a meeting is for information distribution or generating discussion (two different approaches), too many people in the room and other issues.

Before I had left, I had coached my manager in what the main points were.

'The main issue is that you have to acknowledge that in order to do more constructive management, you need to free up time for these other activities. How you do this is in the report.'

(Graham van Tuyl, diary entry)

On my return, there was unanimous praise in the department for the manager and how he had handled the meeting. One of the two clocks that hung near the meeting room was removed, and the meetings were very much noticeable in terms of speed, efficiency and people listening more to each other. This improved meeting culture has carried on 'til today. His junior managers are also making more and more successful efforts to replicate his example.

The 'learning' in this for me is the following. Sometimes a coach has to step back, in order to create more space for the people he is coaching, for them to co-create their own way forward. Stepping back actually creates more space. This ability, this skill or habit is a very difficult one to develop. And yet Stack (1992) identifies this time and time again as a key enabler for the workforce in companies that survive recessions and successfully develop and change. In this I can see the concept of space and boundaries as Rayner (2003) describes it. Through space, although physically not there, I am Inclusional in the space with the people, and have co-created with them this result.

In 2003 I became very interested in the concept of chaos. I was so excited about this that I was considering preparing a presentation to fellow 'Change Management consultants' within the company I worked for at the time. I was encouraged by a close friend, who stated an interest in collaborating with me on this. The narrative below dates from 5 February 2003, and was an e-mail to my colleague on what to do. I am including this writing because on reflection it still sums up some inner feelings that I have. The contents in this e-mail also start to show a transition in me from the concepts of 'chaos' to a more 'fluid' approach.

"Who is it for, why are we writing it?"

Again this is simpler now, than it was before. This is for me. I believe that this is a new and different way, and therefore it is also for each individual who wants to

practically implement a change initiative in the office or organisation, particularly in manufacturing.

You know, I believe that just by starting to get the theoretical perspective in place, the writings will show us the way, because we will start to inquire. And this is the dialogue I think we should capture. The writings are prescriptive in one way, but in another it is also quite chaotic. It isn't all just black and white. But there is certain logic to all that we write and say. If you look around, for instance, and ask people why something works, and how it fits in the body of theory, most don't HAVE A CLUE WHERE TO START: So starting points, departure points are key words, and they can only be ours.

My Theoretical Perspective.

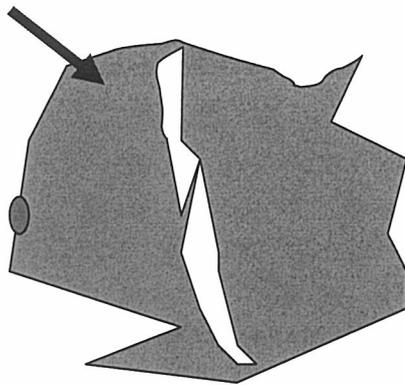
Very simply put, I do not think that there is a body of theory that adequately explains what it is we do in an industrial setting to generate a sustainable positive change. My 1st insight is in the way learning is done. Effectively it is a mix of Conceptual learning and operational learning. In my case there is only a 25% or less chance of getting a fundamentally good project. So the Change Agent in my view has to bring in a conceptual skill that allows the operational skills to be maximised. There is an element in here of wanting to increase the success in change initiatives. There is an element in here of explaining how the system works, how particular theories and processes engage and interact?

This leads to a 2nd important insight. How are these inputs blended? This is where you have to start off with the issue of change. Change is not for the sake of change, but change is required as a necessity, change as a wish, change to improve matters. It also means living on the Edge of Chaos, not quite knowing how the actions set in motion will work, emergence. All these perspectives come into this. You could also draw on influence of Porter, market forces, and many others. But the fact is that companies need to change in order to stay competitive. In some cases some people's innovations are so good that they render other people's smaller changes useless, f.i. look at Dyson!

So the question is: Why Change? What is the urge and the need for change? This has to be answered.

How is what we do, or claim to do so good and different? Somehow you need to show something that is new or different from what it is we do all along. In my case I believe that when I look around me, and see a lot of our colleagues, a lot of management styles, hear stories of other implementation firms, then I have the feeling that we just do more of what we have been used to doing and are happy with the same results. People, in my opinion, just don't seem to challenge themselves.

I am not happy with this, because I think a failure rate of 75% is far too high when dealing with transformations that effect people.



That is what I have a success rate right now based on 'Best of the Best' awards, and I am one of the more rewarded and recognized people in the company today.

I believe, based on what I know now, that the key different approach that I would advocate is bedded in chaos theory. I believe that most of the coaching, Change Process is based and grounded

Diagram 25

in transactional behaviour, rather than in co-creating the future as it actually happens. We can't seize the moment "Carpe Diem". This is what needs to be done. So how do you do this (start the change – start the 'fires within people') now, with all the conventional tools that we have at our disposal.

Here goes my version. The metaphor is a bush fire.

You have an ancient big wood. There are pines, there are oaks, and there are paths, rivers and streams. There is shrub-land. Just a normal mixed vegetation forest. Now a fire is started at one end (the singular dot), and this fire is fanned by the wind (arrow). It has to get across the natural fire break (white).

Depending on the strength of the wind, the density of the wood, the dryness of the wood, the size of the firebreak, the efforts of the fire fighters, the size and shape of the wood, and possibly many other factors, many things could happen. There is a high degree of uncertainty and a very low degree of control. So the outcomes are random. There is no set way to determine if the entire wood would burn down. It probably wouldn't, in fact it is highly likely that it wouldn't. You would be left with a partially burnt down wood, and sooner or later you wouldn't have know anything had changed. Suddenly your forest is not as good as it was for a while, and then there is no change recognisable anymore. It is as it was.

Now imagine this is a company. The change initiative is the fire. You have all sorts of people, with different functions, and interest. They are in various stages

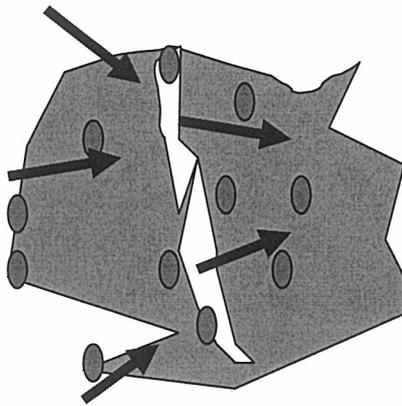


Diagram 26

of careers, there are organisational systems which work in the present steady state, and the wind (the pull of managers) is one directional. There are resistors in the group, who don't want change, and the fire is started by a single method approach. What are the chances are of change happening. Slim??

Now imagine the following scenario. There are fires started all over the wood; large ones, small ones. Imagine if the wind was strong, and the fire ignited in the dry season. The forest would stand a very much reduced chance of surviving. This is because one spot would re-ignite the other spots. Fire-fighters just couldn't stop the progress. There is momentum.

The same applies with a change initiative. Imagine that the fire sources were either people willing to embrace change in the system (multipliers) or certain processes that could be changed. If all these people and processes could be started by one source of change and aligned then you would have a paradigm akin to the bush fire. If the focus and drive of the leadership could be brought in behind and in support of the change initiatives, then this is akin to a strong wind blowing. This has transformed a single person approach to a multiple single person approach. If these single persons now also somehow could be brought in alignment with each other, act as re-enforcers you would have a very powerful momentum for change. And you could do this in its simplest form by communicating what the others were up to! This is my vision of how a single Change Agent can help change happen, can help co-create change.

So the key words here are Multipliers (people in the system armed with new knowledge, and ways to influence others), Interpersonal Skills (how do you leverage the power imbedded in one person to multiple persons), Change Agent Skills (what does the person bring to the table to start the process), Tools (not just this is how it works, but also the skill to use it at the right time and crucially to adapt as required and being able to communicate this), Power (Management has

to be behind the change, metrics etc have to be allowed to be adapted), and most crucially how do we collectively Learn in the moment to co-create the new way. This is talking about creating a very complex and dynamic set of relationships that need managing in terms of making sure 'new initiatives' (new fires) are created all the time

There are a lot of theories that could be used in here in order to 'light the fires in people'. But the crucial point for me here is that you connect them to the above.

So how can you get the practical examples in?

You know, you can start with the whole perspective of an assessment. This in itself is very interesting, because imagine just the way questions are asked, has a major influence on where the answers are going to be located. How do you feed the info back into groups and get group consensus on the way forward? You can then show for instance how you can build the vision into clear objectives. You could then go into communication of the objectives, how they all hang together. I believe for instance: "Doing a job right the first time is the best and most efficient way". This depends on the planning process and the learning skills of the organisation. You can bring in the pyramiding indicators. Often you read about empowerment and transferring the objectives down the lines, but how? How does management co-ordinate and track the results? How many ways of knowing do you need to know it is going well?"

(Private correspondence, Dan Thomas, 5 February 2003)

Looking back I can see that there were behaviours within me that were Inclusional. I just didn't have the right language and didn't have the understanding or confidence to do what it was I thought right. This writing is purely here as a reminder to myself how I have grown and developed. What is missing in this e-mail is how multiple engagements can be created. How I as a Co-Creative Catalyst can help create these multiple conversations and help the people involved to sustain the momentum (translation and transformation). This has been explained in various chapters in this thesis.

I see the multiple bushfires now as multiple conversations with multiple groups of people. These people are on various sides of various boundaries. I either build this into my mandate from the day I am negotiating for a contract or this grows naturally. The latter is usually the case, but what

I have to make sure of is that this 'growth', this expansion will not be seen by managers as going outside the original scope of a Change Management project.

Lighting the fires are all the workshops, the engagements, the conversations next to the coffee machine. Often it is random conversations early, late or over dinner. There seems to be no real way to say to myself; *'Right, it is time for me to have another enlightening conversation with person X, that will result in action!'* It does not work like this. It is random, it is emergent, it cannot be planned and the outcomes are not pre-ordained. Although in this thesis I do state, and believe, that the result of all these small change initiatives, will converge and create momentum, just like the concepts explored by Gladwell (2000, 2005). The outcome will be a drive for change that is sustainable.

The 'fire break' is a metaphor for resistance, transgression, 'games that managers play' (Biteler, 2008 and Sabjanyi, 2005) and barriers such as the economic system for instance.

Recognizing boundaries within and outside are very important as stated elsewhere in creating momentum for change. I ask in this e-mail how to generate the practical examples. It is through the work that I have done, the co-creative work with others, and the constant application of my thoughts on my practice, that I have been able to generate these examples.

Often the way that I have worked out examples has caused debate. Many times the visualization did not fit with the traditional representative methods that were employed within the companies. But the reason that the examples that I have included have stood the test, and have been accepted, is because they show fundamental issues, and highlight areas where there is improvement potential. But the technical side has always been complemented with the social side, i.e. improving people's lives because of the changes that have occurred. It is particularly in Appendices 7.2.1 (pp. 437) and 7.2.2 (pp. 467) that this can be seen.

"On the effect of the 5th man:

"...For me it is of utmost importance that the rig is clean. There are many reasons why; no more wasted time in searching for equipment; no trip hazards; the 5th man allows this, and as such the workers are working safer and more efficient."

(Garelt Fecht, Toolpusher T25, Appendix 7.2.2, pp. 494)

"I would continue the 14 day Handover Meetings. I believe that these meetings are a very helpful and important methodology for the management, to be informed in a short and concise way about all important issues on the rig!"

(Klaus-Peter Buyken, Drilling Manager EMPG, Appendix 7.2.2, pp. 495)

This thesis has grown from that moment into what it is today, because it is just after I wrote this e-mail that I started to understand what it was that this thesis should be about.

4.6.3. To Be Inclusional Requires a Different Language

This thesis has been built and developed with individual pieces of work that have occurred over the last 12 years. In that period I have had to change the language (choice of words) that I used in my practice. Some examples are:

Change Agent	Co-Creative Catalyst
Chaos	Fluidity
Rationalistic	Relational
Individual	Inclusional
Bounded Systems	Permeable Boundaries
Yes, but.....	Yes, and.....
Action = Reaction	Action = Emergence
Good and Bad	Different Viewpoints Exist
Individually	Team

What I have noticed is that at the boundaries, where there are interfaces with other departments, other people or where two different processes are in conflict, the biggest potential is for conflict. This conflict will almost always surface as a perceived personal issue between individuals. The best way to explain this is to use an example from Appendix 7.2.1 (pp. 462), where Kåre Pedersen writes a letter of support for the project. But in the 4th paragraph he makes the following comments:

"I have one issue with the process. The improvement drive on the rig seemed to make planning in the office as the main cause for the performance problems. Sitting on the rig, it is easy to have that point of view. I felt that way too when I worked on the rig. Now being responsible for the drilling plan, I see how much work and information has to come together to make a useable plan. I would like

to see the rig team supporting our planning and not finger point in this direction.”

(Käre Pederson, Appendix 7.2.1, pp. 462)

At the same time, Herbert Blömers, the Controller of the Drilling Company (contractor) executing this work, states in Appendix 7.2.1 (pp. 461) in the last paragraph of his letter of support:

“To thank Graham and Peter for their information and explanations given to me with respect to the operations at rig site and especially with respect to the stories behind our customers Approved Field Expenditures (AFE).”

(Herbert Blömers, Appendix 7.2.1, pp. 461)

This is about communication and how people interact. Language can be a barrier. In the case of the two quotes, the language is technical in Käre’s case and of a financial/project nature in Herbert’s case. Both people do not speak the same language. At the same time, the language that they do speak is reductionistic. The language they speak reflects the ‘systems’ that they work within. The language reflects the structures, processes and technical and political realities (see Diagram 9 (pp. 143) and it also reflects the interfaces that are visible in the business (see diagrams 11 and 12 – pp. 151 & 154). Herbert states that he did not understand the stories before we explained them, and yet he had been in the Oil and Gas business for over 20 years.

A second interface that shows very strongly in the use of Käre’s language is the way he feels the rig blames him, and he uses this letter of support to push back.

He pushes back not only against the rig, but also against me. What had happened is that my collaborative approach with the rig crews had shown up many issues that were related to planning, in a way that is described in Chapter 7.1.4 (Systemic Patterns, pp. 395). Käre was part of one of the planning teams that had been made visible in this chapter, and was part of a systemic process of planning failures. This was not related to him, but he was in the planning teams collectively responsible for implementing the planning process.

I remember that he wanted me to change various elements in the report reproduced in Appendix 7.2.1 (pp. 437), and that I refused because I felt this was not what we had collaboratively defined (Reflective Comment, 2009)

What has been described is what I today would recognize as an immediate consequence of a strongly bounded system. What I would do, as described in Appendix 7.1.8 (*Winning a contract,*

pp. 419) is include all participants in the conversation. That did not happen in this case, and I was the intermediate. It was through my voice, my language (verbal and non-verbal) that the message was transmitted. This caused the creation of an identity for me that was strongly related with the problem, rather than creating the space for dialogue.

It is for this reason that if a person wants to be Inclusional, then a different form of engagement has to be sought and with that a different language of engagement. The language has to be one of creating the circumstances where Herbert, Käre and rig personal can speak directly to each other. This is the language of clarification, Incisive Questions (Kline, 2001) combined with appreciative inquiry (Watkins, et al., 2001) or Shadow work (Barry, 2008).

“Inclusional neighbourhood – the autocatalytic influence of receptive space. Once stuck in the rut of simplistic definition, which sacrifices truth for the sake of linguistic and arithmetical convenience and a false sense of security and freedom, it can be difficult to get out, for both psychological and pragmatic if not good scientific reasons. But no sooner is the inductive role of receptive space admitted – or re-admitted – into our understanding of dynamic material form, then paths of least resistance open up that allow everything, literally, to flow thermally and gravitationally into continually transforming place. Life doesn’t just follow pre-existing paths of least resistance, life creates them and in the process catalyses its own creativity without the need for either an internal or external executive force. All becomes understandable in terms of inductive influence, not forceful imposition.”

(Rayner; Making Allowances for Evolutionary Creativity: The Autocatalytic Influence of Receptive Space; private correspondence 2008)

Rayner draws some important insight that can be transferred to the language used in ‘Inclusional’ interactions or practice. Simplistic definitions are difficult to get out of, because they offer a path of least resistance. Often these paths are imposed because of rational, reductionistic logic.

Krippendorff (1995, pp. 1 & 13) states that it takes design in the processes of languaging, to identify us as the experts we are, and to enable us to communicate and coordinate our actions with each other. The contradiction that Inclusionality contains is that this concept allows open ended discussions, allows merging of theories and concepts across what previously were and are firm boundaries. And yet Inclusionality also recognises that rationalistic theories, whether grounded in science, social or economic theory also have validity. The latter, as this thesis has shown, closes down boundaries, and hardens the boundaries between systems. This paradox is

equally expressed in my use of language. As an Engineer, I am at home with definitive, closed statements. There are finalities and constraints which are recognised and accepted. For instance, personal development as shown in Diagram 9 (pp. 143) is linear and logical. And yet Inclusional language recognises that it might not be. That there might be other factors that influence development outside the descriptions given by the various authors quoted in Diagram 9 (pp. 143).

The deformation of boundaries requires boundaries to be permeated. This thesis describes how this is possible by having a position on both sides of the boundary. Alan Rayner shows this in Clip 5, CD 3, where he physically demonstrates with two pieces of paper that there needs to be a fulcrum for dialogue to be possible. This dialogue cannot be confrontational, and has to be based on respect, understanding the others' issues, and yet at the same time stating each others' needs. This is why it is so important to change the focus of our conversation by, for instance, including emotional content, as shown in Chapter 7.1.7 (pp. 413) and by developing the art of the incisive question and being able to hold the respect of others in difficult conversations, such as shown in Clip 3, CD 2 with Jason Nicholls.

Language can shape a conversation in many unintended ways, often through the use of a word that has been around for generations. For instance being a bridesmaid is possible, but who has heard of a 'bridesboy'? In other words this particular position implies female 'content' only. It is very much the same in this thesis when words are used from economic theory, and that this use immediately excludes some people's understanding of the points being made. I have described this as happening to me in my thesis transfer, where a person told me that she did not understand my thesis. I believe that this was purely due to the language used, and the personal connotations the listener has with the use of that language.

An example within industry is the connotations that are associated with the terms OPEX (Operational expenditure) and CAPEX (Capital expenditure). Within most countries' taxation system, CAPEX is tax deductible. CAPEX is also associated with new investments that a company makes, usually in capital goods that will generate superior revenues for the future. Hence being associated with a department within a company that spends funds on CAPEX (for instance in an Oil Company drilling of new wells) is considered a cost that is not questioned too much. Cost overruns are often seen as inevitable, and a result of the investment climate rather than the people planning these. OPEX on the other side are running costs of existing equipment or investments. Through rationalistic theories like the Deming cycle, or through the SSM (Checkland, Diagram 17, pp. 189) it is these costs that are targeted as areas where economies of scale can be made. As a result departments that have expenditures and operations that are wholly OPEX are considered spenders.

Within the Oil Companies there is often a similar division of labour. The Asset determines production levels (and therefore manages income) of wells. This is based on geological and reservoir models, and actual production data and the rate of decline. This determines new investments (new wells, and new volumes - CAPEX) and remedial work on existing wells (OPEX). There is an immediate division between income and expenditure. And within expenditure the division is between new investment (related to estimated potential of a new field and/or further income) or running cost expenditure. Hierarchically this is a barrier, a boundary that is clearly visible within my industry. It is always along these boundaries that there are conflicts, and these are often visible through conflicts in budgetary responsibilities, or different results than estimated prior to OPEX work. For instance the cost of remedial work is estimated, based on technical and economic probabilities. The asset always underestimates the risks, and then blames the executing department for the cost overruns or not reaching the estimated production levels. It is this that is often seen, and an entry point for discussions. But this requires new ways of making the issues visible in a normative neutral way (Reflective comment 2009).

Language in this case, and the terminology used to define what one does, sets the tone, and an identity is already in place before anything is actually done.

The same applies to Change Agents or Co-Creative Catalysts. Because, as discussed before, it is very difficult to put a value on coaching, on guiding people through a Change Process, on being able to fluidize boundaries, there is no rationalistic way to value Change Agents or Co-Creative Catalysts. Therefore one has to either believe this work adds value or not, and this polarizes the debate around the value of what a Change Agent or a Co-Creative Catalyst does. Hence there is a tendency for consultants to start to actually do some of the work themselves, and this is exactly what should not happen, only for them to demonstrate that they add value in a traditional way. This is also the reason why Change Agencies express their value as discussed in Chapter 3.1.2 (pp.88) in terms of return on investment over the whole project. Because of this, there is again a connotation within industry that consultants in Change Management do not pull their weight.

What I have demonstrated is that with an Inclusional epistemology, based on the concept of Inclusionality, new ways of expressing values needs to be found as Hirst (1996) introduces the concept of 'Conviviality' as a new way to have creative intercourse amongst people (1996, pp. 45) as a way to harmonize value measurements between people from conflicting interest groups.

Eisner (1988, pp. 15) states that the way of dividing the world and classifying its components is significantly influenced by the linguistic system and new ways to portray the way we view the world are needed (see also quote on pp. 196). Krippendorff (1995) also reinforces the non-neutrality within the use of language.

New ways of portraying an Inclusional epistemology are therefore required above the traditional forms of portraying results and a process. New forms of presenting need to be integrated and made Inclusional with each other. And it is all this that relates with the work done on identity and role. This leaves a question about which comes first?

This still feels to be right when I reflect on my current and also past practice. The issue is not so much for me which one comes first, i.e. where one should spend most of the attention. It is the realization that they are all related, that is the point to make. Is it Identity first and then Role, or does Role determine Identity? Can language and form influence the Identity and Role, and can behaviours do the same, or for that matter processes? The answer I believe is yes, they are all Inclusional! And the only way to make these coherent and relationally consistent is through an ontology which is based on my current living ontological core values: Core values that have been tested and modified over time. This is about being in the moment, humility and courage. This is also about having faith in the outcomes of a process that you follow. In my practice as an Inclusional Co-Creative Catalyst, I have faith that doing the right things at the 'bottom' will result in the right outcomes, there is a systemic pattern that leads to the right change at the right time for this set of people within their current developmental capabilities (Reflective Comment, 2009).

My language in 1999, as can be seen in Appendices 7.2.1 (pp. 437) and 7.2.3 (pp. 525), (both Appendices relate to the work done on the PT 2000 installation in Holland in 1999 and before), was very much influenced by the single models that have been described in Chapters 3.4 (pp. 114) and 3.5 (pp. 123). I used the Deming cycle very extensively as my methodology (see page 154), and the graphs are very mechanistic. There are very few quotes from other voices that I have used to highlight issues. I use tools such as a SWOT analysis, Cultural assessments and I use numerical values (pp.437 – 525) to demonstrate progress in certain areas. Everything I do here is in contradiction with how I would describe an Inclusional approach. In fact I do here what I describe in Chapter 3.2.3 (pp. 105 - 107) as a 'tick-box' approach.

A large amount of the changes is technically based, not in systems or growth of individuals. Progress was in various areas, but they weren't integrated.

This is in contrast with the approaches shown in Chapters 7.2.2 (pp. 467), 7.2.4 (pp.537) and 7.2.5 (pp. 549). This period relates to work done after 2003, and this also fits with the work shown in appendices 7.1.2 (pp. 357), 7.1.3 (pp. 387) and 7.1.4 (pp. 395). This work is very much more integrated. Apart from Chapters 7.1.3 (*Safety is more than a habit*, pp. 387) and 7.1.5 (*Systemic patterns*, pp. 395), the other chapters all relate to a 3 year period of work in Germany. What is a clear difference in the texts is the way other people's voices are heard. But more fundamentally, the way their voices were integrated in the design of the process. For instance Chapter 7.1.7 (*Conversations with a difference*, pp. 413) was developed in this environment, with a view to integrate the emotional views of the Change Management project with the technical and economical aspects. I regard this as a significant developmental advance for me.

“Modelling a process for others to follow must include some new aspects of our work. Within the European Operations Graham has been one of our strongest advocates of experimenting with new ways of bringing ideas to our clients. Drawing on his formal studies in Action Learning at Bath University along with his amazing informal networking system, Graham has brought some new and useful tools that we have incorporated across the team. One specific example is what we call the “Picture Exercise”. Drawing on a set of some one hundred photographs, participants are asked to identify an image that speaks to the way their organization, team or particular challenge feels now. At the same time they are asked to select a picture that speaks to the way they want the world to look and feel in the future. What a simple idea! What a powerful process! This tool was first tried with the EMPG team in Germany with very strong positive feedback and has since been used in Shell, BP and Nexfor to help executive speak much more honestly about the current and future aspects of their organization. It has become a core element of our toolkit in Europe and is very suitable for use around the RLG world.”

(Roger Laing, Appendix 7.2.2, pp. 522 - 523)

The key emphasis in this is that the pages show an element of personal development, in terms of being able to reach out and accept other people's views and to integrate them into a solution, just as the ability has grown to integrate concepts and theories, and not to express results in definitive numerical values, but based on voices and results together.

This thesis, particularly in Chapter 3, is by the nature of that chapter, in describing theories and models, linear, prescriptive and dominant. There is no debate about the models and their applicability to a situation. Take Blanchard's Situational Change Model (Diagram 10, pp. 149), this model actually prescribes a directive approach towards people. The model applies to various hierarchical positions that a person might fill during his/her career. But at the same time a person develops as shown in Diagram 9 (pp. 143), so how are these two compatible? Does a person develop from a Dependent stage to an Interpersonal stage (Covey, 1990) and yet has to go through constant cycles of supportive and directive attention from his 'superiors'? The answer is that the theories offer mutual possibilities but, because of the language, are exclusive. It is this that has changed in my epistemology, and it is this that I show especially in Chapter 5 (pp. 287), where I describe what an Inclusional consultancy could be (based also on Chapter 7.1.8 (pp. 419) and 7.1.9 (pp. 425) where I describe the processes and attributes required).

Therefore, Inclusional epistemology requires a new language. It is a language that must allow various viewpoints to be held at the same time, and yet be precise. It is for this reason that I have started to write reports in the form (format) seen in Chapters 7.2.1 (pp. 437) and 7.2.2 (pp. 467). The latter in (2003) has evolved from previous work. What I have aimed to do is integrate the various elements that could make up a report. That is technical data (linear, traditional data such as engineering or budgetary data), and link this with anecdotes (either told by the people themselves through letters) or by inserting quotes that people have made after asking them. This adds their voice. This is enhanced by including photographic materials to highlight the points made. But what the latter also does is introduce an emotional dimension. I have expanded on that by including audio visual materials in this thesis to make the emotional content even stronger. Appendix 7.2.2 (pp. 467) also highlights some points made in this thesis, such as integrating structural data of an organization (see diagram 12, pp. 154) and relating that to concepts such as the Deming cycle and organizational learning capacity.

As stated, this is a living thesis, and the finding of form for an Inclusional epistemology is an evolving process, which is linked with an evolving identity for me as a Co-Creative Catalyst and with an evolving form to show what happens at the 'Edge of Fluidity'.

"If we are to see our lives as meaningful and purposeful, we will only do so by having a story into which our thoughts and actions can be fitted."

(Sims in Jeffcutt, 2007, pp. 156)