Organisational Improvement Through Learning Organisation Theory

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Abstract

A research study was conducted of the management theories and quality philosophies that have been expounded throughout the twentieth century. This study included the modern thinking for quality improvement and business excellence to include the modern concept of Learning Organisations.

This research project was undertaken with the aim of producing a framework based on the culture of Learning Organisation Theory and including within it the external influences on such a culture. The framework consisted on a core of human values, divided into five areas that are deemed important to learning organisations. These were surrounded by the basic values of Trust, Honesty and Openness thus protecting the core from outside influence. Elements from traditional management systems theory provided the outer casing for the framework, these elements influencing the core for both good and bad.

The contents of the framework were then studied in three organisations of differing background with a view to firmly establishing the elements and areas within the framework for validity in these three organisations. The common theme between all the organisations chosen was that they had all in the recent past been involved in major management and internal change. One study involved the development of a questionnaire and supporting matrices in order to identify the areas and elements of the framework, thus establishing their existence. Active research techniques were used in the other studies in order to establish both 'why' the elements are important and any interrelationship between the areas. As a result of these studies suggestions for modification to the framework were established in order to strengthen the thinking and these were encompassed into the framework. Probably the most significant of these changes was the inclusion of 'Leadership' as being a major factor in the filtering of undesirable elements.

The outcome from the research is that the aim was achieved and a framework was developed that, for the first time, was drawn up in such a way that the elements and areas can easily be recognised and an understanding of what they represent is clearly shown. The reasons as to why these elements are important are also established. This is regarded as an advancement in this field of study.

Acknowledgements

A quotation taken from 'The Art of Thought' written by Graham Wallas. (1858-1932). *"The little girl had the makings of a poet in her who, being told to be sure of her meaning before she spoke said 'How can I know what I think till I see what I say?'"*

In such a way began this research, but it is due to the support of many people, only some of whom were known to me at the start, that completion of the thesis was possible.

Three organisational studies provided the backbone to the research and due to the sensitivity of the information found each cannot be named. However, thanks are extended to the staff and management of the Higher Education Institute who diligently completed the questionnaire to provide data for study one.

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Chapter 1

1. Introduction

1.1. Overview

The present day position regarding Learning Organisations has its roots in management theory almost as a default of previously tried and failed philosophies Rossiter (1997). From the early days of organisation management, systems were seen to be the key to organisational success. Many systems were tried, partially succeeded, and have since failed. A new philosophy needed to be found, and this materialised slowly with the realisation that people and hence culture were the key to organisational success. The study of people and culture are the basis of modern learning organisations.

One definition of a Learning Organisation is given as *"An organisation where all its people, at all levels, continually seek knowledge, work and learn together for continuous improvement, and a shared desire for excellence"* Rossiter (1997, p67). This arose from a study of the development of Quality Organisations and theories throughout the 20th Century, and progressed through the development of management structures, the Quality Gurus, quality initiatives and finally to the thinking that 'quality' is dynamic and hence must be ever changing.

Senge (1992) never gave a definition of a Learning Organisation as such, but referred to a learning organisation as an organisation where people continually expand their capacity to create results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together.

In order to understand this present position, and to understand from where this thinking comes, it is of interest to progress the changes throughout organisations over the years. In medieval times tradesmen survived on their skill alone. If the product was not of the required standard, not suitable for the customer needs and hence couldn't be sold or exchanged, then they failed and hence may have starved. This was true of the growing of food as well as the manufacture of equipment, jewellery, weapons, buildings etc. The producer had control over the standards of work and the customer was the judge as to whether or not this was acceptable.

At the beginning of the 20th Century industrialisation brought its problems. Henry Ford, with his mass production techniques, did not use tradesmen for general production and

hence saved money. Tindall & Shi (1984) quotes Ford as having said of the automobile, that when he was through everybody would be able to afford one, and about everybody would have one. This use of unskilled labour led to the need for supervision and inspectors and, because productivity became important, money as a motivator led to the introduction of bonus systems. F.W.Taylor attempted to rationalise and organise the situation and his concept of *Scientific Management* was accepted within the manufacturing industry for many years. However, these systems became corrupt and, as a result, unmanageable (Taylor, 1947).

The development of management skills and techniques became more and more important to western civilisation and one of the first psychologists to recognise this was Fayol (1949) when he laid down his *principles of management* in an endeavour to rationalise best practice. At this stage management, not the customer was the judge of the quality of the product and as a result standards spiralled downwards.

The gurus began to question this philosophy in the early 1950's. Juran (1970) and Deming (1986) were preaching the advantages of Statistical Process Control in Japan, and Feigenbaum (1991) and Crosby (1980) were exerting their influence on the western cultures. It was Deming (1986, p54) who stated that *"no one wants poor quality and no one deliberately produces poor quality work. So, why does poor quality exist?"* The attitude of organisations was beginning to change but with this change came another innovation - Quality Systems. From the work of Feigenbaum in particular, the Management Quality System BS 5750 (1979) was developed and published, and in turn from this was developed the series of ISO 9000 standards. Once again management were trying to dictate quality and as a result, the systems were abused.

It was Peter M Senge, one of the modern gurus, who eventually picked up on the more sensitive preaching of William Edwards Deming and began to interpret it in order to create a viable and workable philosophy that is now known as Learning Organisations. Senge (1992) expanded his thinking, and, from his work, evolved the five disciplines that he considered to be paramount for organisations if they wanted to move towards excellence. Other enlightened thinkers like Argyris (1994) and Wheatley (1992) helped to expand the philosophy and as a result, a movement supporting the 'Learning Organisation' principles evolved.

The advantage of the thinking is that the move to excellence does not depend on systems alone but also it depends on a change in culture. In itself this is a very difficult process to achieve as cultures tend to be deep rooted and many influences bear on the ability or desirability to change. If a framework for a Learning Organisation can be produced indicating these outside influences, a greater understanding of the move to organisational excellence can be developed. It is the intended outcome of this project to develop such a framework.

1.2. Research contribution to knowledge

The issue of learning organisations and the move towards business excellence has been treated in a general way to date. Modern gurus like Senge (1992) and Argyris (1996) take the general approach to learning organisation structure. This research will contribute by presenting a core structure for a learning organisation not attempted before and will present a core relationship including, outside factors surrounding organisations that will affect the development of a learning organisation. This will be done by examining the literature to date in order to understand the development of learning organisations and, by using the literature, develop a conceptual framework for an organisation along learning organisation lines. There will be a bringing together of the theories posed by the pioneers of management together with the modern gurus. It will contribute to knowledge by: -

- Examining the factors that restrain the core of learning organisation development.
- Demonstrating the unique situation within two different organisations, using the conceptual framework.

1.3. Aims of the project

It is intended to develop a conceptual framework showing the key elements of a Learning Organisation with a broad understanding of traditional management thinking and an understanding of the fundamental concept of a Learning Organisation. Case studies of different organisations will enable an in depth understanding of the elements of the framework and the interrelationship between them.

1.4. Research Objectives

1.4.1 To gain a broad understanding of traditional management techniques within organisations, to research the fundamental concept of learning organisations and

to research the influences on the culture within organisations from a literature study.

1.4.2. To develop a conceptual framework for learning organisations and to target an organisation using a questionnaire in order to establish the existence of the elements of the framework.

1.4.3. To study two organisations in order to establish the elements of the framework, and their significance, within those organisations.

- Action research using Quality Improvement Teams
- Action research in changing culture

1.4.4. To identify and apply methods of analysis and evaluation

The research methodology is outlined below in section 1.4 and expanded in Chapter 3.

1.5 Research Methodology

1.5.1 Literature Review

The literature review is conducted in order to enable the researcher to understand the basic management principles used during the past century in order for organisations to achieve business advantage. In particular it was used to identify the finite elements of management contribution that made for change throughout the century.

1.5.2 Adoption of research philosophy

The choice between the two main philosophical approaches to the research, those of Research Positivism and Naturalistic Approach, was taken based on the nature of the research. Cohen (2001) points out that positivism is less successful in its application to the study of human behaviour where the immense complexity of human nature contrasts with the order and regularity of the natural world. In contrast, he advocates that a researcher sharing the same frame of reference as those researched can only understand an individuals' behaviour. Hence, the understanding comes from the inside not the outside. As a result the Phenomenological Approach was chosen as the research philosophy.

1.5.3 Research approach.

The two main paradigms for research strategy are considered to be Qualitative research and Quantitative research according to Robson (2002) and Cohen

(2001). Quantitative research usually concentrates on the quantification in the collection and analysis of data whilst qualitative research usually concentrates on the emphasis of words. Once again, due to the nature of the research the qualitative approach was preferred.

1.5.4 Case Study approach.

Yin (2003) explains that the case study approach to research is an ideal strategy when considering the 'what', why' and 'how' issues. It requires no control of behavioural events and focuses on contemporary issues. The versatility of the case study approach is summarised by Robson (2002) when he explains that case studies can cover everything from the individual, through community study, social group study, and organisational study to the study of events, roles and relationships. As a result, the case study strategy was adopted for this research.

1.5.5 Data collection and sources of data.

Data collection is vital to case study research and in this study the following sources of evidence have been used. Documentation, Archival records, Interviews, Direct observations, Participant observations and Principle artefacts. In addition, a questionnaire was used in an attempt to identify the existence of the elements included in the conceptual framework in one of the studies. Triangulation of data collected is seen to be vital to the legitimacy of the evidence using such techniques.

1.5.6 Organisations

Three different types of organisation were visited and observed with a view to broadening the field of the research to organisations in both the industrial and the service sectors. In one case study the elements of the framework were researched by means of a questionnaire approach, in order to identify the existence of the framework elements, whilst in the other two cases active research over an extended period of time provided an insight into the people and the organisation in some considerable depth.

1.5.7 Data analysis

At each stage of the data collection process care was taken to triangulate information collected thus reducing research bias. The data collected from the

various studies of the data collection process was continuously compared across case studies in order to give credibility to the research strategy. From such evidence a discussion process can be engendered in order to make an evaluation.

1.6 Thesis Layout

Chapter 1 Covers the explanation of the research interest and includes the aim and objectives of the research

Chapter 2 Is a study of the literature available on the subject including the work of the pioneers of management, the quality gurus and the modern gurus concerned with learning organisations.

Chapter 3 Covers the research methodology included in the study that explores the choice of approach. It explains the choice for the qualitative approach and also explains the research strategy putting the case for a case study approach.

Chapter 4 The construction of the conceptual framework is covered in this chapter giving the background of the framework taken from the literature.

Chapter 5 Three case studies for collecting data are explained in this chapter using an action research approach in two of the three and a questionnaire approach to the other.

Chapter 6 Covers the analysis of the data collected from each of the studies and discusses the findings. Also discussed is the appropriateness of the research strategy. An explanation of the contribution to knowledge is given together with suggestions for further research.

Chapter 7 Conclusions are drawn in this chapter in the light of the aims and objectives.

Chapter 2

2. Literature Review

2.1. Pre Gurus

The development of organisations over the past 100 years is closely linked to the development of management. Managers rather than owners tend to run and control organisations, unlike the early part of the 20th century, and the concept of 'levels of management' is also a relatively new introduction into organisations. The recent complexity of business and organisations has led to a vast increase in non-direct workers such as administrators and controllers. Tindall & Shi (1984) reported that in British industry the proportion of administrative employees to production employees was 8.6% in 1907, and by 1948 it was up to 20%. The change has accelerated over the years and, by the end of the century, McQueen (1998) reported that the figures have reached 200% in some organisations. It is also significant to note that in the early part of the century only manufacturing industries were studied. Today management structures exist in organisations such as the service industries, local government, national government, charity organisations and even religious organisations. It is therefore thought essential to study management from its earliest days and through the 20th Century in order that elements of the management structure can be identified.

2.1.1. The Structure of Management

It was Frederick W Taylor who first popularised the word *management* to describe what is now termed Industrial Engineering. It was not until the 1950's that 'management', which was previously based on ownership or political appointment, became a profession that did specific work like planning, organising, integrating, measuring and developing people. Drucker (1977, p17) stated: *"Responsibility for contribution rather than rank or title, or command over people, defines the manager. Integrity, rather than genius, is the basic requirement."*

Taylorism dominated the first half of the 20th century and his book 'Principles of Scientific Management' dominated management thinking (Taylor, 1947). Others like Harrison (1957) who had developed costing and variance analysis, Gilbraith (1911) with his development of work study and Willsmore (1960) with work on budgetary control had supported Taylorism with practical techniques and provided necessary tools to

enhance the style of management. It was only at the stage when living standards rose and money was no longer seen as the motivator that changes began to take place. Another factor that undermined Taylor's theories was that workers understood the work-study techniques so well that they were able to manipulate them to their own advantage.

2.1.2. Pioneers of management

In the 1950's the management specialists began to have an influence on the shape of management within organisations. One such person was Peter F Drucker, whose work 'Management: Tasks, Responsibilities, Practices' was greatly revered by management of the day. Drucker (1977) worked in many areas including business performance with particular emphasis on planning and work assignments. This led to his work on the much-acclaimed 'Management by Objectives' theory (Drucker, 1955). The research for this work was done in America but there was some doubt as to whether or not the theories would be valid in Europe. A study in Germany by Ferguson (1973) adapted the Drucker theories and developed 'Management by Goal Setting' Unlike Drucker, this theory depended on team objectives rather than objectives for individual managers but this was still very structured. In a later study, Hofstede (1980, p153) reported *"If differences in environmental culture can be shown to exist between countries, and if these constrain the validity of management theories, what about the subcultures and countercultures within the country? To what extent do the familiar theories apply when the organisation employs people for whom the theories were not originally conceived, such as members of minority groups with different educational backgrounds, or belonging to a different generation? If culture matters, an organisation's policies can lose their effectiveness when it's cultural environment changes."*

However, Drucker persisted with his structured approach, but occasionally recognised the need for more sensitive techniques. One recognition is when he writes *"The weapon of fear ..... which for so long was substituted for managing manual work and the manual worker, simply doesn't work for all knowledge work and knowledge workers. Knowledge workers, except for the very lowest levels, are not productive under a spur of fear; only self motivation and self direction makes them productive."*(Drucker 1977, p.229) Recognising this and his theory of the 'five dimensions of work' at least recognised that human beings were not machines and needed more than control in order to be managed.

These dimensions were stated as: -

Physiological	that recognised human limitations
Psychological	a study of the work ethic
Economic	work is a 'living'
Power	work within groups or organisations
Social & community bond	development of society

Drucker (1977)

This approach was seen as a control philosophy that was compounded within his work on Personnel and Leadership that expound, amongst other things, the 'need for clear authority' and for 'responsibility for job and work groups'. One small hope was the recognition that knowledge organisations were vital for success, but this thought was mainly centred on computers providing greater amounts of knowledge, rather than management learning from the knowledge.

Drucker was considered to be an advanced thinker of his time, and in all his theories no mention was ever made of the customer, the emphasis always being on the structure and management of the organisation. Indeed in his conclusion *'The Manager of Tomorrow' he states "It is managers who make institutions perform"* (Drucker, 1977, p45).

Around the same time Henri Fayol became influential for his fourteen points of management. These had been devised and written as early as 1916 but not translated into English until 1949. (Fayol, 1949) The points, he claimed gave him considerable success in business.

1. The Division of Work - he advocated 'the generation of a feeling of belonging to a worthwhile venture' and emphasised the importance of motivation, leadership and communication when attempting to achieve a high standard of moral.
2. Authority - Authority must always go together with Responsibility.
3. Discipline - The 'whip' should be replaced by motivating factors.
4. Unity of Command - division of authority leads to confusion.
5. Unity of Direction - all functions of management should be organised towards the attainment of the objectives with maximum efficiency.
6. Remuneration - fair rewards for work done.

7. Subordination of individual interests to the general interest - the interest of the business and those of the individual in the area of financial rewards and job satisfaction should be complementary.
8. Centralisation - the concern is finding the optimum degree for a particular organisation.
9. Scalar Chain - unity of command and efficient communication
10. Equity - the stressing of "justice and fair play".
11. Order - advocates 'a place for everyone and everything' and 'everyone and everything in its place'.
12. Stability of tenure of personnel - recruitment and training can be costly and stability of the workforce is desirable.
13. Initiative - "the initiative of all, added to that of the manager, and supplementing it if need be, represents a great source of strength for business"
14. *Esprit de Corps* - good morale is vital to all organisations and accordingly, constant effort should be made to ensure harmony and team spirit.

It can be seen that the approach of Fayol is less authoritarian than Drucker and progresses some way towards the ideas of today.

2.1.3. Motivation Theory

In an attempt to structure management and to make management more effective and efficient it is possible that the needs of 'individual' had been overlooked, both for the individual manager and the individual worker. This individuality was considered in a totally different way by the psychologists of the mid 20th Century who considered personal motivation as a key factor to productivity or success.

Abraham Maslow, who studied a hierarchy of motivating factors, it can be said, unintentionally linked with some of Drucker's 'five dimensions of work'. Usually depicted as a hierarchical pyramid, (see fig. 2.1.) the theory attempts to consider changing motivating factors, each coming into effect for an individual at the satisfaction of the lower level (Maslow, 1954). Unlike Drucker he considered the individual not the management system.

A simple explanation of the levels of motivation is given as: -

Self-Actualisation the need to accomplish something

Esteem	the need for: - power, prestige, status and self-confidence
Affiliation or Acceptance	the need to belong and to be accepted by others
Security and Safety	fear of: - loss of job, property, food, clothing or shelter
Physiological Need	the need for: - food, water, shelter, sleep, sex

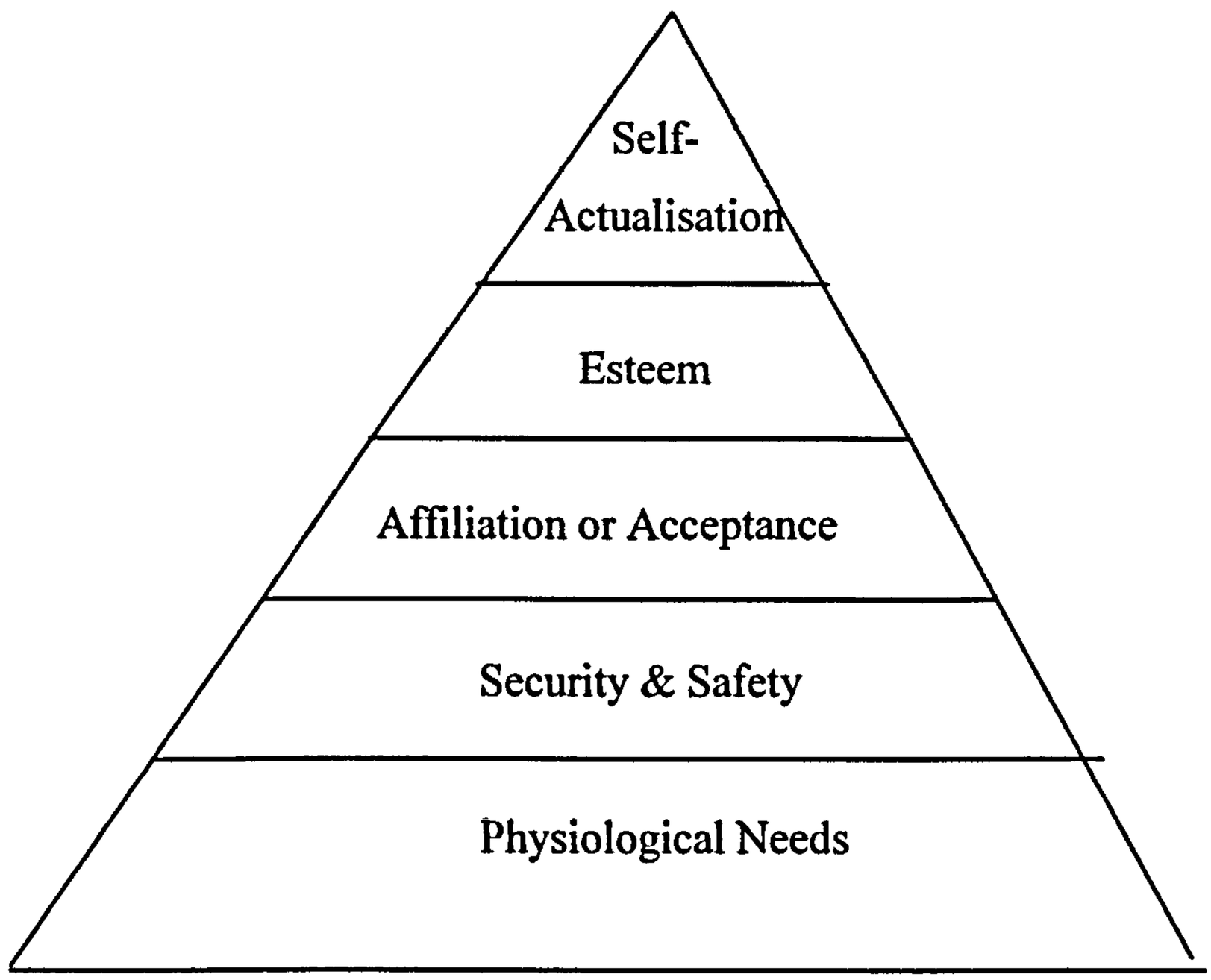


Figure 2.1 Maslow's Hierarchy of Needs

Previously in 1933, Elton Mayo had revealed events of great significance as a result of his Hawthorne Experiments (Mayo, 1933). Productivity within industry had previously been thought to be linked to working conditions and environment alone, but his extensive studies in The Western Electric Company of America revealed to the world that the attitude of the individual made the biggest contribution to increased productivity. Routledge (1949, p.97) ultimately reported, *"The consequence was that they felt themselves to be participating freely and without afterthought, and were happy in the knowledge that they were working without coercion from above or limitation from below ..... and the organisation of teamwork – that is, of sustained co-operation, must take account of the need for continual reorganisation as operating conditions are changed in an adaptive society."*

In 1960 the studies of D McGegor looked hard into the control theory of the past. As a result of his work, his Theory X and Theory Y became a major point for discussion within organisations.

Theory X	the traditional view of direction and control
Theory Y	the integration of individual and organisational goals

Results of his work concluded that managements who adapted Theory Y tended to be the more successful companies, whilst the workers in companies practising Theory X tended to act and perform in a way they believed the management thought of them. Again the individual is shown to be important (McGregor, 1960).

Herzberg's investigation of professional people had tried to establish the likes and dislikes of their job. A major by-product of this research provided, what turned out to be, the most significant result, and, he eventually listed the 'Motivation' and Hygiene' factors for which he is famous. The motivators or 'satisfiers' included, responsibility, recognition, achievement, promotion and the nature of work, whilst the dissatisfiers or hygiene factors included low salary, poor working conditions, poor relations with fellow workers, restrictive regulations and unsatisfactory supervision (Herzberg, 1960). On the positive side the motivation factors are not a million miles away from Maslow's theory. Indeed, Holton (2003), stresses the understanding of reward systems in modern day learning organisations that further emphasises the thinking.

The whole concept of motivation is moved forward into the 21st Century by Cotton (2000, p102) when she reaffirms many of the points discussed and proposes that there are five different approaches to motivation, namely:

a. *"Motivation as an ego difference mechanism.*
b. *Motivation by reinforcement.*
c. *Self actualisation as a goal.*
d. *Arousal and homeostasis*
e. *Goal clarity and achievements."*

Although all these studies were done in America, on American companies, the findings could be generic. Nothing is specific to country or company and it can be envisaged that they can cross territorial barriers. Motivation seemed to be important.

2.1.4. Industrial Training

Another attempt to raise the standard of organisations took a very different approach in the 1960's. The government of the day took a direct role in the approach having realised that the traditional skill base within industry had been greatly reduced. In the late 1950's

and early 1960's the Government realised that there was a shortage of trained personnel within organisations and commissioned the Carr Report (1957). Industry, the Carr Committee contended, could put its training house in order without direct Government help. Although this contention proved not to be true within a very short time, the Carr Committee did highlight four crucial questions which needed to be addressed: -

a) Should apprenticeships be shortened?
b) Should they include tests of skill?
c) Were they fair to the later school leaver?
d) Should they make provisions for adults?

Although these questions mainly applied to themselves to skills training and apprenticeships they did signal the start of a revolution in training.

By the early 1960's an Industrial Training Bill had been introduced to Parliament and on the 12th March 1964 it became the Industrial Training Act (1964). This legislation forced all industries to take their training responsibilities seriously and to consider for the first time the importance of training employees. As a direct result of the act Industrial Training Boards were set up and by 1968 there were 25 boards established each for its own industry.

Barber (1968) reports that A.W. Brown of the Ministry of Labour highlighted the tasks the training boards had to accomplish in order to fulfil their legal obligations. These were: -

a) Convincing Management of the importance of training.
b) Increasing the number of training officers and instructors and raising the standard of instruction.
c) Forecasting manpower and training requirements.
d) Determining a levy and grant strategy.
e) Drawing up training recommendations.
f) Implementing training recommendations and maintaining a reasonable standard of training.

The key to the success of such a venture was the levy/grant condition which, on one hand encouraged organisations to train well for the reward of a grant and, on the other hand, to penalise those organisations with poor training by withholding the levy. This

carrot and stick method worked well in the short term but was recognised in the early days to be limited. Page (1967) reflected on whether the revolution brought in by the Industrial Training Act was sustainable and that it would depend very much on how quickly it could be made a real training revolution through the provision of training recommendations at all levels. The levy big stick cannot be seen to remain enough. Sooner or later he argues that its purpose could become obscured. It could become just an overhead to be passed onto the consumer.

Although the effectiveness of the Training Boards had diminished by the mid 1970's several important legacies remained. These include: -

* Apprenticeships were streamlined.
* Skills training to be available for all ages.
* Good training practice was developed.
* Many Training Officers and instructors were employed and trained.
* Training was developed for all levels in the organisation.
* Different industries and organisations cross-fertilised training ideas.
* Management began to appreciate the value of training.

(Noe, 2002)

These assets were to become very important with the changes that were to take place, not only because of the instability of traditional industries, but also with the changes to be brought about by the interest in Quality Assurance. Noe (2002) stressed the understanding of an individual's strengths and weaknesses within an organisation and hence the potential for training.

Much later than the Training Board initiative, May (2004, p158), now using the term Human Resource Development rather than training, emphasised the changing of the organisations' culture when he listed the elements of strategic Human Resource Development: -

a. *"Integrated culture*
b. *Sharing knowledge and learning across functions*
c. *Recognising own learning*
d. *Core cultural values*
e. *Comprehensive and systematic language for describing capability*
f. *Learning seen as a process."*

2.2. The Quality Gurus

Although the word 'Guru' has religious connotations the Collins Concise English Dictionary (1992) gives the meaning as "a leader or chief theoretician of a movement". During the latter part of the 20th Century philosophers studied the problem of quality of product, and, quite independently, formulated theories of how to raise quality standards within organisations. The work of six of the best known of these early thinkers is discussed below. It can be argued that, between them, they have changed the industrial and economic world, as it is known it today. Writers such as Senge, Oakland, Fox, Costin, advocate this view. Certainly the balance of power in the industrial world has changed as a result of their thinking. In addition, many of the philosophies presented by these people capture the elements of human nature being proposed in this research.

Senge (1992), Vorley (1993), Curteis (1994) and Chawla (1995) all argued that W. Edwards Deming was the most influential of the gurus, although it was not until the age of 86 years that he wrote his book "Out of the Crisis". This eventually was picked up by the western business organisations and used in an attempt to 'catch up' with the Japanese industries where Deming had previously worked.

Deming had not always been so influential and only became so in the1950's in Japan.. His early work was in the field of statistics and he worked with Walter Shewhart (1931). Although he published 171 papers on the subject he was not regarded, at that time, as a leading authority, indeed, Kendall and Stuart's (1969) "The advanced theory of statistics" included only one such paper by Deming in a volume containing a total of 1500. However it was as a result of his involvement with statistics that he first went to Japan in 1947 as Advisor on Sampling Techniques to the United States Government. In 1950 he was invited to teach Quality Control to engineers by the Union of Japanese Scientists and Engineering (JUSE).

It was through the JUSE organisation that the 'Deming Lectures' were given to leading Japanese industrialists in 1951. These were not only concerned with the statistical approach to quality but also expanded on a management theory that was later to become the trademark of the man. For the first time statements such as, 'the customer is the most important part of the production line' were heard. Initially Deming's theories were enthusiastically received by the Japanese, and later, just as enthusiastically by the west (Neave, 1989).

It was in 1986, the same year as the first Deming book was published that Mary Walton (1986) published her book 'The Deming Management Method'. This further explains the thinking that Deming advocated, and amongst other things, explained his Fourteen Points as 'obligations for management'.

Shortly after Dr Henry Neave, Director of Research at the 'British Deming Association' gave warning to those wishing to embark on the fourteen points. "The Points do not constitute the whole of the Deming philosophy - they are just particular important constituents of it. They are not a straightforward, well-defined, list of instructions; they are not techniques; they are not checklists. They are vehicles for opening up the mind to new thinking..." (Neave, 1989).

The actual points to be considered are listed in Appendix 1.

It is not sufficient for management to be aware of the first thirteen points. Transforming the organisation through the following action stages will accomplish the finalised outcome (Vorley, 1986).

- Management need to agree the meaning of the fourteen points and to struggle over the deadly diseases and obstacles that inflict their business, namely lack of purpose, short term profit, merit rating, job changing and management by use of visible figures alone.
- Management to take pride in their new philosophies and responsibilities.
- Management to present to the whole organisation the need for change.
- Every activity is part of a process, which contributes to quality. Understand whom the customers and suppliers are.
- Guide the organisation through continual improvement of quality. Use the 'Deming Cycle'. (Plan, Do, Check Act).
- Use a team approach to contribute ideas, plans and data.
- Organise for quality with the active participation of a statistician (Vorley, 1986)

The message from Deming is very powerful especially when read in conjunction with later thoughts. Deming (1989) asks the question which organisations will survive then proceeds to observe that only companies that adopt constancy of purpose for quality, productivity and service, and go about it with intelligence and perseverance, have a

chance to survive. He than predicts that the problem will solve itself because the only survivors will be the companies with constancy for quality, productivity and service.

In the early days of the adoption of Deming's philosophies into Western organisations, criticism was made that although successful in Japan, it was the Japanese culture that allowed the theories to be applicable. William E Conway, Chief Executive of Nashua Corporation in America was one who answered this criticism by stating. *"Don't for a moment dismiss the Japanese success as one that grew out of Japan's unique cultural heritage, or low wages and therefore does not apply to American manufacturers. The Japanese success is based upon the Statistical Control of Quality introduced to them by an American"* (Neave, 1989, p62)

The New Economics for Industry, Government and Education was the book Deming was writing at his death in 1993 and expounded his more advanced theory of 'Profound Knowledge'. Deming (1994, p126) states: "*The prevailing system of management must undergo transformation. A system cannot understand itself. The transformation requires a view from outside that I call a system of profound knowledge.*"

Profound Knowledge can be better explained as an interrelationship between four factors.

- The system, that must always have an aim, is a network of interdependent components that work together to accomplish the aim. Communication is essential between these components and each component has an obligation to contribute its best to the system not to maximise its self-interest. The idea is that everyone shall win as a result from supplier to customer. Win-win is the Deming philosophy, for as Deming (1994) questions, "Who wants to be associated with a loser?"

- An understanding that there is a variation in any process is essential. Providing that the state of the process is in statistical control, then, the limits of variation are known and therefore it is predictable and termed stable. For the management of people it is important to know whether or not a situation is stable as confusion can lead to calamity.

- If a statement conveys knowledge or, predicts future outcome then it is based on a theory. Without theory, experience has no meaning because there is nothing to

revise and hence no learning can take place. Information is not knowledge because without a theory there is no way of using the information.

- Psychology helps for the understanding of people, interaction between people and circumstances. It is essential to understand that all people are different and from the point of view of management each can be motivated in a different way. In this, Deming's thinking is in line with the thinking of Maslow (1954), but explains motivation as being 'intrinsic, extrinsic or over justification.'

Neave (1990) reported that these four areas form a basis for an understanding system that helps organisations to understand the way in which they can implement a quality system that works better than the one that they already have in place. Once a company has reshaped the way it thinks, each of the company's employees will apply the way of thinking to everything they do. This will help them to work better and improve the performance of the organisation. Once each member of staff has been converted to this way of thinking, they will adopt the following characteristics: -

1. Set a good example to everyone
2. Be a good listener, but will not compromise
3. Continually teach other people
4. Help people to pull away from their current practice and beliefs and move into the new philosophy without a feeling of guilt about the past.

However, reporting Deming, Neave (1990) says that the various segments of the System of Profound Knowledge cannot be separated. They interact with each other.

Whilst Deming was working in Japan, on the other side of the Pacific Ocean, Philip B Crosby was expounding his philosophy to the American organisations.

Bank (1992, p75) states "*As a populariser of Total Quality Management, Philip B Crosby is less academic than Dr Deming (1986), Dr Juran (1951) or Professor Ishikawa (1985) in his approach to quality, but is just as effective*".

As Teboul (1991 p.16) states when referring to (Crosby, 1980) that the essence of Crosby's method lay in the mobilising and training of the entire workforce in quality from top to bottom: Quality is a management responsibility.

This approach by Crosby set him apart from the other Gurus because his definition of quality is "meeting the requirements". Taken strictly, this means conformity with the standard, hence, zero defects. In his book 'Quality is Free' Crosby (1980), preaches this philosophy; it has sold over a million copies and explains in detail his philosophy for working towards zero defects (Z.D.). Like Deming, he offers management fourteen steps to improvement, which are summarised by Vorley (1993) and can be seen in Appendix 2.

In justifying the points, Crosby (1980) points out that "Quality is free" but goes on to argue that no-one is ever going to know it unless there is some sort of agreed system of measurement.

This leads to very detailed explanation by Crosby (1980) of Quality Costs, and he, like Feigenbaum (1986), favours the P.A.F. (Prevention, Appraisal, Failure) method of costing quality. Vorley (1993) states 'Crosby's popularity is based on his down to earth style of communication.' This is typified as Crosby (1980) summarises his work by stating his four absolutes of quality:

1. Definition: conformance to requirements
2. System: prevention
3. Performance Standard: zero defects (Z.D.)
4. Measurement: price of non-conformance.

As a summary, Crosby himself stated that the process of installing quality improvement is a journey that never ends. Changing a culture so that it never slips back is not something that is accomplished quickly. Nothing happens just because it is the best thing to do, or just because it is worthwhile. We have to describe the future, as we would like it to be and then march down the yellow brick road (Crosby, 1984).

Feigenbaum (1951) first published his book 'Total Quality Control', later updated by Harvard College, Feigenbaum (1956) and it is considered to be the forerunner of the Quality Standard BS 5750 (1979). Originally Quality Assurance, then called Quality Control, was considered to be for the controlling the quality of manufacture. Feigenbaum (1951) provided for the first time, a model for a Quality Assurance Management System and his latest edition is widely used today. His foresight enabled him to see that quality is total and needed to involve all functions associated with the

process of fulfilling the customer's requirements, from the initial specification and design control through to the manufacturing stages.

Feigenbaum (1951) defined the Total Quality Control of the day as an effective system for integrating the quality development, quality maintenance and quality improvement efforts of the various groups in an organisation so as to enable production and service at the most economic levels that allow for customer satisfaction. He argued for a systematic or total approach to quality, requiring the involvement of all functions in the quality process, not just manufacturing, in order to fulfil customer requirements; also for a co-ordinated documented approach to controlling quality across the whole organisation.

Effective control over the factors affecting product quality was vital to the success and as a result the 'control' represented a management tool with four steps.

- Setting the quality standard
- Appraising conformance to standard
- Acting when standards are exceeded
- Planning for improvements in the standard

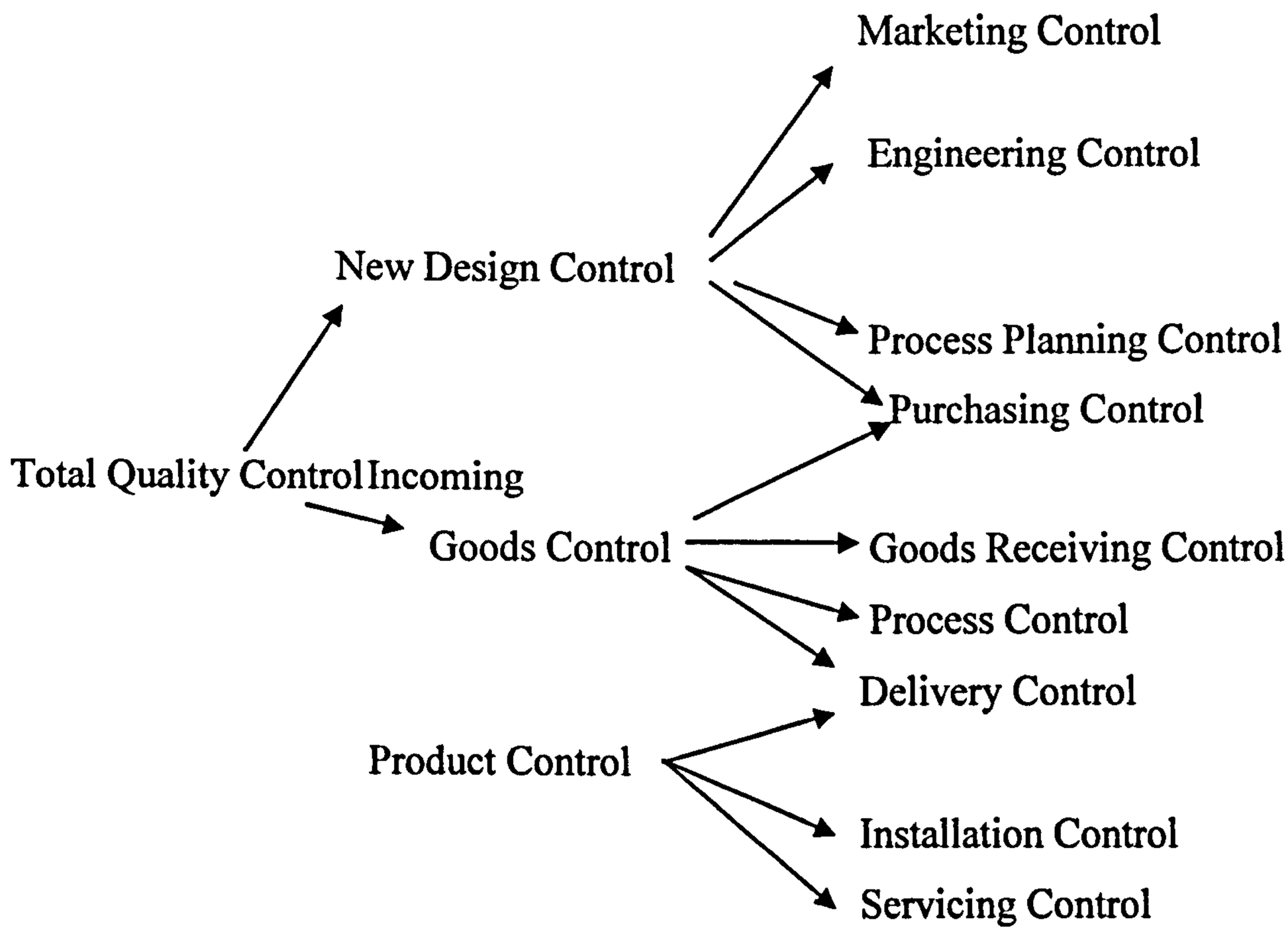
These controls became the guidelines for the actions of personnel throughout all the stages of delivering a product or service. The main stages being seen as:

- New Design Control - which includes the techniques and documented procedures used to ensure that the customer's requirements are fully understood and interpreted into a practical and viable manufacturing specification, with due consideration for all performance, safety and reliability related requirements.

- Purchasing Control – includes all the techniques associated with ensuring that the quality of supplies consistently meets the specified requirements in terms of price, delivery, service and quality.

- Product Control – includes all the documented methods associated with ensuring that the product conforms to specified requirements. This control will need to include subsequent stages such as packing, installing and servicing.

Seen in a diagrammatic form this is shown in fig.2.2



Note: All the controls are subject to investigation into the causes of non-conformance

Fig. 2.2 Feigenbaum's (1986) Total Quality Control Triangle

The control procedures used to regulate the process should, in some circumstances, include Statistical Process Control techniques but these were to be part of an overall system, to be used when required, and not the system itself.

Feigenbaum's other main strategy was concerning a financial approach. He was firstly to define Total Quality Costs in an article published in the Harvard Business Review in 1956 entitled 'Total Quality Control' Feigenbaum, (1956a). According to Feigenbaum, quality costs could account for between 25% and 30% of sales, therefore to reduce such a cost he advocated developing 'quality cost data' and tracking it on an ongoing basis as an integral part of the quality control process. His major contribution to the subject of the cost of quality was the recognition that quality costs must be categorised if they are to be managed. To this end he identified three major categories, namely: -

- Prevention Costs including quality planning
- Appraisal Costs including inspection
- Failure costs including

Internal Failure - scrap and rework

External Failure - warranty and complaints

The Total Quality Cost was seen to be the sum of these three. Dale (1999) points out that more recently this concept has been expanded into the service industries and extended to encompass all departments within an organisation with the introduction of the further concept of 'internal customers'.

Such revolutionary concepts inevitably lead to changes in the approach of management to Quality problems especially in the areas listed below.

- Cost accountancy had to make provision for identifying quality costs.
- Control charts and sampling methods became tools for general use, whether it be for controlling incoming materials, inspection within the process, or for after sales service.
- A quality system is needed in order to provide the planning of quality activities together with feed back for the review of quality.
- Management strategies are needed for structuring the quality organisation, whether centralised or decentralised, and organising for reliability together with other quality parameters.
- Education, training and motivation became vitally important.
- The use of modern technology for control of the product or service, and for the collection and analysis of data.

By way of a summary Feigenbaum (1991, p111) listed forty principles of Quality Control and in conclusion states *"The total quality way of management encourages everyone in the organisation to focus almost obsessively upon serving the customer."*

Feigenbaum considers management as the key player in the field of quality and Bank (1992, p.xv) quotes him as stating *"Quality is a way of managing, not a technical activity"*. As a result Feigenbaum (1991) lists the Four Management Fundamentals of Total Quality:

- There is no such thing as a permanent quality level
- A hallmark of good management is personal leadership in mobilising quality knowledge, skill and positive attitudes of everyone in the organisation.
- Quality is essential for successful innovation.

- Quality and cost are complementary not conflicting business objectives.

Feigenbaum (1992) goes further to examine the importance of Quality to international competitiveness, explaining that, inevitably markets need to expand across international borders and that "quality is the key to competitiveness in these open markets."

However, 'Total Quality Control' now fifty years old since first being published, is much used in business, and has stood the test of time. Although updated and now in its third edition, the basic principles of the book have remained the same, making Feigenbaum one of the most influential people in modern quality thinking (Feigenbaum, 1992).

Of the six Gurus under consideration Taguchi is probably the one who's theories are somewhat different to the other five even though the ultimate objective is the same, that of customer satisfaction. Nevertheless the people characteristics needed for his philosophical approach could still be relevant to this study but are rarely documented by him as he concentrates on the more technical approach to quality.

Juran (1951) first published his book 'The Quality Control Handbook' that is still regarded today, as a standard reference book throughout the quality world. By its third edition it had sold, throughout the world, over 350,000 copies and it covered a great range of topics each included in great sections of the book. These fell under the headings of:

- Various managerial concepts and tools associated with achieving quality
- Product life cycle
- Statistical tools associated with attaining quality
- Exemplification of the application of concepts, methods, and tools in important industries
- Managing quality in various national cultures

He had followed in the steps of Deming by going to Japan to build on Deming's work, and armed with the definition of quality "fitness for use" he developed his ten steps through which he spread his message of Total Quality Management

A summary of the ten steps is taken from Bank (1992)

- Create awareness of the need and opportunity for quality improvement.

- Set goals for continuous improvement.
- Build an organisation to achieve goals by establishing a quality council, identifying problems, selecting a project, appointing teams and choosing facilitators.
- Give everyone training.
- Carry out projects to solve problems.
- Report progress.
- Show recognition.
- Communicate results.
- Keep record of successes.
- Incorporate annual improvements into the company's regular systems and processes and thereby maintain momentum.

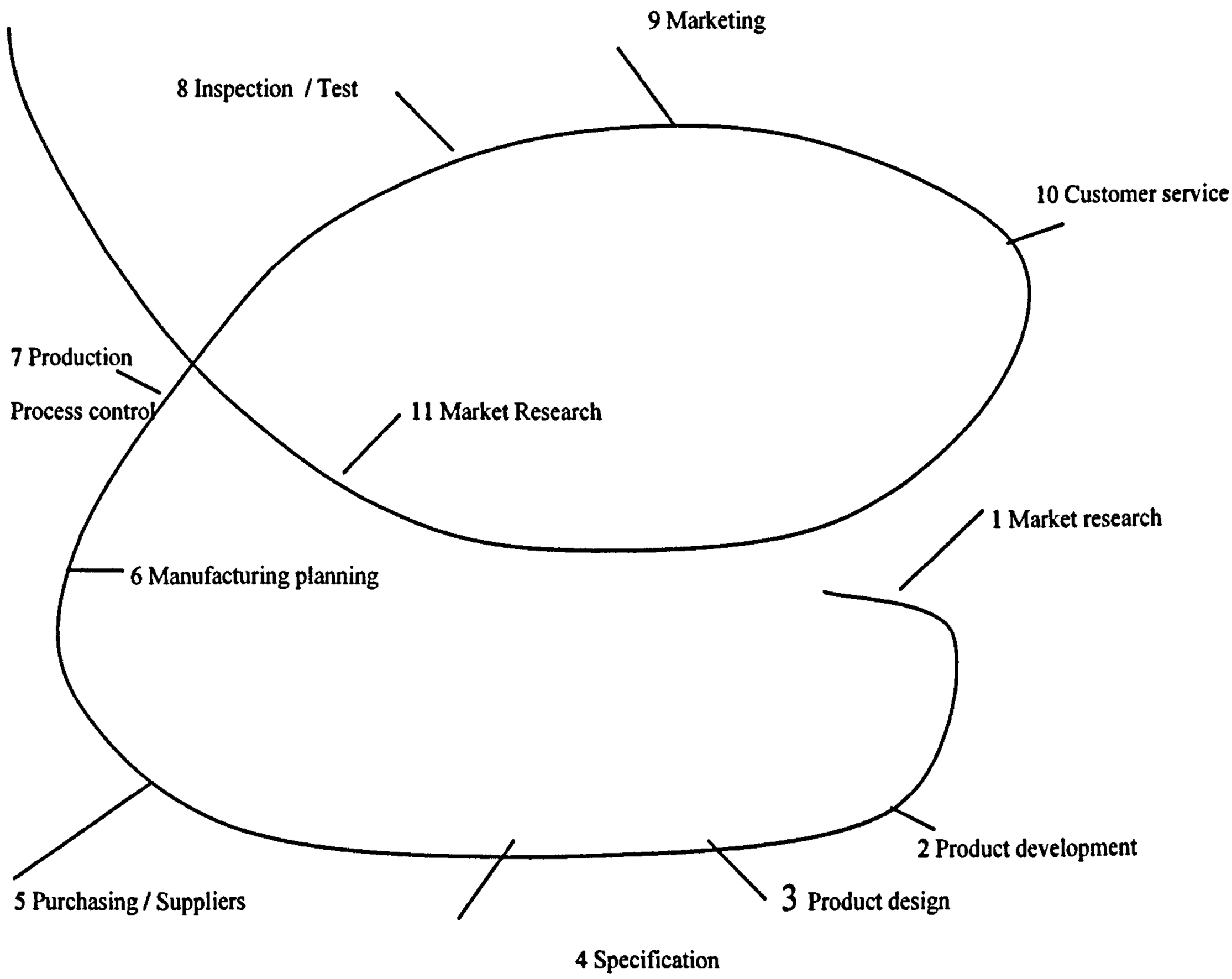


Figure 2.3 Spiral of Progress in Quality

Like Feigenbaum (1956), Juran believed that quality was relevant to all stages of business and his spiral of progress in quality, Juran & Gryna (1970), gives a visual image of his ideas that are taught worldwide (see figure 2.3.) In practice, like Deming, Juran (1970) was a believer in statistical methods of control, and, based on this research, he became famous for his 'Breakthrough and Control' approach to quality improvement. His theory was that levels of quality should be improved from the norm to a new level,

which in itself when maintained for a period, became the norm and hence the cycle is repeated.

Juran (1986) expanded on this idea, putting forward 'The Quality Trilogy' of planning, control and improvement.

Process: Quality planning - the process of preparing to meet quality goals.
End result: A process of meeting quality goals under operating conditions.
Process: Quality control - the process of meeting quality goals under operating conditions.
End result: Conduct of operations in accordance with the quality plan.
Process: Quality improvement -the process of breaking through to unprecedented levels of performance.
End result: Conduct of operations at levels of quality distinctly superior to planned performance.

Juran realised at an early stage in his work that he would have difficulty in 'selling' quality within organisations so he compared his trilogy to financial processes i.e.

Quality planning = Budgeting
Quality control = Cost control, expense control
Quality improvement = Cost reduction, profit improvement.

This comparison business could identify with, and, as a result, Juran became very popular. However, Juran (1986) states that upper managers are not consistent with the self-assessment of their own effectiveness when implementing the trilogy. The table below highlights the point.

Priorities for Quality Processes

Trilogy Processes	Self Assessment by Upper Managers	Prevailing Priorities
Quality Planning	Weak	Limited Priority
Quality Control	Very Strong	Top Priority by a wide margin
Quality Improvement	Very Weak	Very Low Priority

Kolarik (1995) quotes Ishikawa as saying *"Total Quality Control is a thought revolution in management"*. Writing about quality, Ishikawa (1985, p20), states, *"Narrowly interpreted quality means quality of product. Broadly interpreted, quality*

means quality of work, quality of service, quality of information, quality of process, quality of division, quality of people, including workers, engineers, managers, and executives, quality of system, quality of company, quality of objectives etc".

Bichino (1994, p68) says of him, *"Kaoru Ishikawa is regarded as the leading Japanese contributor to quality management. His contributions are extensive but perhaps the most noteworthy are his development of the total quality viewpoint, his work on statistical process control, his emphasis on the human side of quality, and his invention of the Ishikawa diagram and the use of the seven tools."* He was also highly regarded by Costin (1994) who said of him that Ishikawa did more than anyone to promote the quality philosophy in Japan after the initial influence of Deming and Juran.

Ishikawa did recognise the work of Feigenbaum and speaks of him as 'the father of total quality control' but emphasises the fact that he sees a difference between the western style approach (Feigenbaum) and the Japanese approach (Ishikawa 1985). For a long time he tried to distinguish between western style quality and the Japanese style by using different names such as 'integrated quality control', 'all member participation control', but settled on the term 'company-wide quality control'. His claim was that the West sees quality as being under the control of a quality department whereas the Japanese approach extends throughout an organisation and beyond, to include suppliers, sub-contractors, distribution systems etc.

Ishikawa states that 'quality begins and ends with education. A company which improves its quality not only learns but learns to learn.' He claims that standards and norms are useful objectives and references, provided they are updated regularly every six months. The way in which he achieved his success and the area for which he will forever be remembered, is for Quality Circles. Robson (1985, p vii) *states "Organisations everywhere are addressing the challenge of Total Quality, and Quality Circles have a vital role to play in the process."* The use of quality circles gave ordinary shop floor workers the opportunity to use their knowledge and experience for the betterment of the organisation. The way this was organised and developed can be relevant to this research.

This definition of a quality circle is taken from Vorley (1993): -

"Quality circles are defined as follows: -

- A small group of employees
- Who do similar work
- Voluntarily meeting regularly
- With their supervisor as their leader
- Learning to identify and analyse work related problems
- Recommending solutions to their management, and where possible implementing their own solutions."

The tools of quality (Appendix 4) used by the quality circle members were a critical part of the process upon which Ishikawa placed great emphasis.

Less well remembered are the 'Goals of Management' set out in his book "What is Quality Control? The Japanese Way", Ishikawa (1985, p97), which were the basis of his work and success as a consultant.

"My view of management is as follows:

- *People - In management the first concern of the company is the happiness of the people who are concerned with it" (Here he clearly states that 'people' include employees, consumers and shareholders.)*

- *Quality - A company must always supply products with the qualities the consumer demands. Consumers' requirements usually get higher and higher, year after year, as society advances.*

- *Price, Cost and Profit - Everything has to do with money. No matter how inexpensive a product, if its quality is poor no one will buy it..... the price of the product is not determined by the cost but rather by value of true quality.*

- *Quality and Date of Delivery - A company must manufacture products in the amount required by the consumer and it must supply to the consumers prior to the specified delivery date."*

He goes to great lengths to differentiate between the basic objectives of a company and the tools, clearly stating that Quality Control is an objective, and gives the warning not to confuse objectives with the tools.

2.2.1. Summarising the Gurus

At some level each of the gurus believe in people participation and each consider the people factor crucial to the success of their philosophy. This inevitably means that the elements of the framework could well be identified in their work.

Deming (1986, 1994) is a believer in the promotion of dialogue and of understanding and in strengths and weaknesses of the individual as well as the importance of the role which each person can play. He sees barriers to learning as limiting factors to his theory of 'profound knowledge'. The 'process of change' is implicit in his P.D.C.A. theory as is the element of 'feedback'. The development of the individual, together with mutual development, are seen by him as of high priority and are emphasised in his support for positive thinking, focusing energies and the general motivation and commitment to the change.

Crosby (1980, 1984, 1989) also displays many of the same elements in his theories. Bonding together is a cornerstone of his ZD approach. His dedication to observation rather than generalisation epitomises his methods as he refined the systems approach. He advocated the improvement in each system whether it be the costing system, the performance standard or the quality improvement. As a consequence, global thinking and interrelationships helped to improve performance in the areas of his studies and inevitably motivation was of great importance. Motivation he stimulated with campaigns for quality improvement and indeed some of these methods were not acceptable to Juran even though he worked independently from Deming.

Juran (1970, 1986, 1990, 1992,) was a production focus guru, but he had worked in the same areas as Deming. Increasing clarity and a process of reinforcement were high on his agenda for his improvement philosophy, especially in his theories of 'breakthrough and control'. It was essential to him that incremental improvement steps leading towards an end result were consolidated and he was also a strong advocate of education and training of the individual in achieving this.

Ishikawa (1985) relies upon the individual's contribution to improvement and the team approach but he also emphasises the need for the 'tools' that are necessary for achieving improvement. These he introduces as part of the system as a training package initiative. Mutual Development as well as individual focus is important to his philosophies but the core of his success is interactive learning. His Quality Circles approach relies on trust, honesty and openness and is the basis for the use of the 'Cause & Effect' analysis programme.

All the gurus see management as the key to organisations success. The fourteen points of Deming (appendix 1) and the fourteen points of Crosby (appendix 2) have many common features. Those common features can be further transferred to common elements as seen in chapter 4.

Other notable people like Garvin and Shingo made substantial contributions to the concept of quality but they cannot strictly be classed as gurus (Bicheno 1994). Their contribution is discussed in section 2.4.

For the six gurus considered it can be seen that they have much in common but each has a specific contribution to make. Kolarik (1995) separates them into two distinct categories namely: -

People focused gurus namely: -

Deming Ishikawa Feigenbaum

People-focused quality philosophies tend to be very broad in scope and less well defined and sequenced than their production-focused counterparts. Nevertheless the philosophies expounded can make a contribution to the building of a conceptual framework which will be based on both traditional management theory and learning organisation theory.

Production focused gurus namely: -

Juran Crosby Taguchi

The production-focused philosophies stress quality improvement projects and measurement of progress. These philosophies tend to be fairly well defined and systematic with regard to their integration into the workplace.

The difference between them is shown up in their methods of implementation. Munro-Faure (1992) makes the case that perhaps the most accessible guru, world-wide, is Philip Crosby. He has written a number of books on quality management. He has founded Crosby Associates which is a world-wide consultancy specialising in implementation of quality improvement programmes. It is the concept of zero defects that sets Crosby apart from the other gurus but it is a theory that seems to catch the imagination of business in general.

Each of the gurus has developed and expanded the work of Feigenbaum and all believe that employee participation and teamwork are vital to success. However, it is Crosby alone who doesn't believe in statistical process control, although even Juran warns that it can lead to a tool-driven approach.

Deming, who was regarded as the most influential of the gurus because of his work in Japan does not have an associated consultancy with a standard methodology to implement. He relies on talks and seminars to promote his philosophies and consequently is ever advancing in his approach. Others, like the Deming Association, Mary Walton, his daughters Diana Deming Cahill and Linda Deming Ratcliff and many more, take up his theories and publicise them throughout the world of business.

Taguchi and Ishikawa are more specific in their thinking, Taguchi, taking the less broad view of his design philosophy, while Ishikawa expands on the original thinking of Deming and Juran to expand his influence within business.

In spite of all the differences between them it is apparent that certain areas of their work and certain beliefs are very similar.

1 Management commitment is essential for success
2 Successful quality improvement requires the active involvement of all employees and absolute commitment from senior management
3 Extensive training is required at all levels of the organisation
4 Successful quality improvement frequently requires a change in culture for the whole organisation
5 Business cannot survive unless fully committed to the path of quality

Some of the gurus worked closely together like Deming and Juran whereas others like Crosby and Juran seemed to be in conflict. Indeed Crosby (1989) rates himself as important as Juran but indicated that Dr Juran thought him to be a charlatan who hadn't missed any opportunity to say that over the years.

It would appear that there is no one specific way of tackling the problems of quality. Individuals follow the theories of their favourite gurus but it is probable that a combination of the ideas will suit most organisations. The popular name for such work is 'Total Quality Management'. This is discussed in section 2.3.

2.3. Total Quality Management (TQM)

Total Quality Management was seen by many as a natural progression from systems management and because this research is considering both, the traditional management and learning organisation theory, then notice needs to be taken of this philosophical approach.

The concept of Total Quality Management is derived from the work of the gurus but it is true to say that all the gurus, themselves, were not particularly in favour of the term. Indeed, Juran (1992) maintained that Total Quality Management lacked specific definition with respect to implementation. In addition, Senge (1992, p88), quoting W Edwards Deming concerning Total Quality "*My work is about a transformation in management and about the profound knowledge for the transformation. Total Quality stops people from thinking.*" Nevertheless, many of the practitioners and writers concerning quality express their definitions of the term Total Quality Management and some are listed below.

Vorley (1993, p161) states *"The Total Quality Management objective being the never ending improvement in the quality performance of the whole organisation."*

Ciampa (1992, p.87) *".....total dedication to the customer"*

Oakland (1995, p.22) *"Total Quality Management is a way of managing for the future, an approach to improving the competitiveness, effectiveness and flexibility of the whole organisation."*

Munro-Faure (1992, p xi) *"Total Quality Management is a proven, systematic approach to the planning and management of activities."*

Ishikawa (1985, p155) *".....an effective system for integrating the quality development, quality maintenance and quality improvement efforts of the various groups in an organisation so as to enable product and service at the most economic levels which allow for customer satisfaction."*

Anon (1989) *"Total Quality Management is a system for meeting and exceeding customer needs through company-wide continuous improvement."*

Coate (1990, p447) *"Total Quality Management is a commitment to excellence by everyone in an organisation - excellence achieved by team work and a process of continuous improvement."*

Kolarik (1992, p771) *"Sound TQM practice includes employee empowerment, teamwork, and quality planning coupled with problem-solving tools and techniques, performance measurement, and systematic analysis of both products and processes. The purpose of TQM is to develop a 'workplace' environment (comprising the organisation and its suppliers and vendors) that encourage and challenges people to learn, co-operate, and perform to their full potential in pursuit of external and internal customer satisfaction."*

The fact that so many management practitioners have positive statements to make concerning TQM leads one to believe that they must have seen it as a major contribution to the development of management theory. Although the definitions are varied there are certain words and phrases that recur and form the basis of the concept. These include 'customer satisfaction', 'excellence', 'continuous improvement', 'whole organisation', 'teamwork' and 'systems'

The British Standards Institute was also keen to promote the concept and produced a standard that was published in 1992 entitled "British Standard BS7850 (1992) Total Quality Management".

The stated aim of the standard is "to give guidance to management on ways to make the organisation structure, management system and quality system more effective in meeting organisation objectives, by improving and harmonising the skills of the workforce" (British Standard BS7850 1992).

It was produced in two parts: -

1 Guide to management principles
2 Guide to quality improvement methods

Within the standard, the responsibilities of management are emphasised as 'the implementation of process management concepts, including the responsibility to define the purpose of a process and identify its relationship within the organisation; to identify the needs and expectations of customers, both internal and external, together with those of the owner. Setting performance standards and systematic measurement of performance are two key strategies advocated by the standard which inevitably lead to improvement planning and training within an organisation.'

Part 2 of the standard concentrates on four main areas for quality improvement namely, fundamental concepts, managing for quality improvement, methodology for quality improvement using the supporting tools and techniques. The basic concept is to seek for opportunities to improve the effectiveness and efficiency of an organisation rather than to wait for problems to show themselves. In this, management at the highest level has the responsibility to lead quality improvement by setting and communicating standards and providing the framework for satisfying customer needs.

The standard is very much a 'systems approach' and, as such, managing for quality improvement requires organising, planning and measurement. This not only includes the measurement of finite gains and losses but the measurement of variability, and of failure to realise human potential. The methodology for quality improvement involves motivating and managing the organisation for continuous improvement.

Professor John Oakland states *"Quality has to be managed – it does not just happen."* and, as a result, uses the basis of the standard to construct his model of Total Quality Management (Oakland, 1995, p.4).

2.3.1 Oakland's Model for TQM

The elements of the model, built by Oakland, are the same as those encompassed in the British Standard, with minor modifications. The core of the model is the Customer/Supplier interface that is supported by the three 'hard management necessities' of 'systems, tools and teams.' The links between these necessities are the three 'soft foundations' of 'commitment, communications and culture.' Culture is the only aspect not previously mentioned but it is implicit in the philosophies of all the gurus. The model is shown in fig. 2.4 that is depicted below.

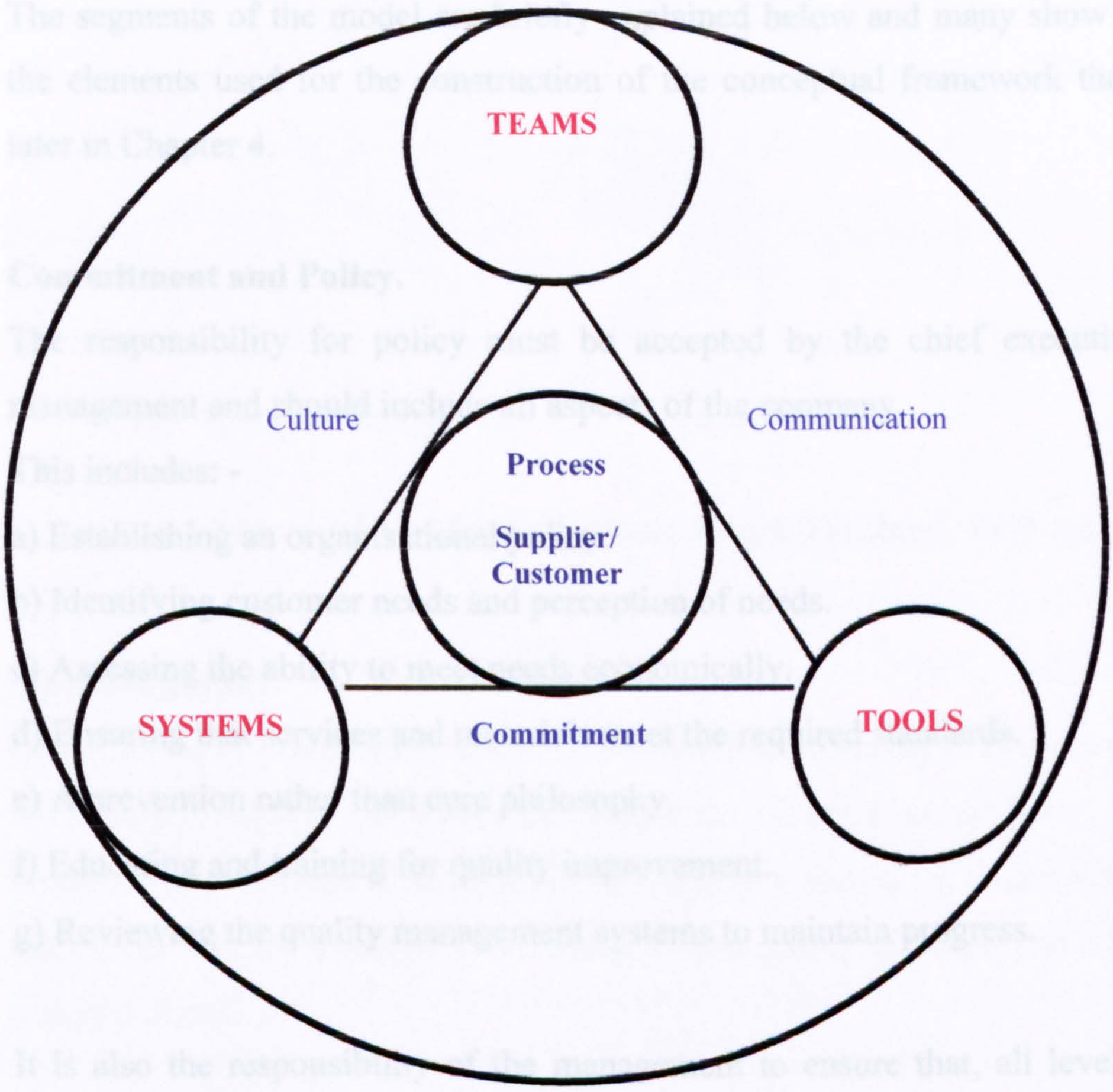


Fig. 2.4 Oakland's (1995) TQM Model

Process (The Customer / Supplier relationship)

In the standard BS7850 1992 the process is defined as. *"Any activity that accepts inputs, adds value to these inputs for customers, and produces outputs for these customers. The customers may be internal or external to the organisation."*

Oakland's definition is very similar but he produces the diagram, shown in figure 2.5. In order to clarify it "A process is the transformation of inputs, which can include actions, methods and operations, into outputs that satisfy the customer needs and expectations." In order to satisfy customer needs and expectations, Oakland (1995) preaches continuous feedback in order to re-establish clearly the customer needs. For external customers, marketing can play a key role in the feedback process. The idea was to 'delight' the customer and to achieve a reputation of 'excellence'. When reading deeper into the content of the parts of the model it is evident that many of the elements included later in conceptual framework (Chapter 4) are present in Oakland's thinking. The segments of the model are briefly explained below and many show similarities to the elements used for the construction of the conceptual framework that is proffered later in Chapter 4.

Commitment and Policy.

The responsibility for policy must be accepted by the chief executive and senior management and should include all aspects of the company.

This includes: -

a) Establishing an organisational policy.

b) Identifying customer needs and perception of needs.

c) Assessing the ability to meet needs economically.

d) Ensuring that services and materials meet the required standards.

e) A prevention rather than cure philosophy.

f) Educating and training for quality improvement.

g) Reviewing the quality management systems to maintain progress.

It is also the responsibility of the management to ensure that, all levels of employee within the company understand this policy

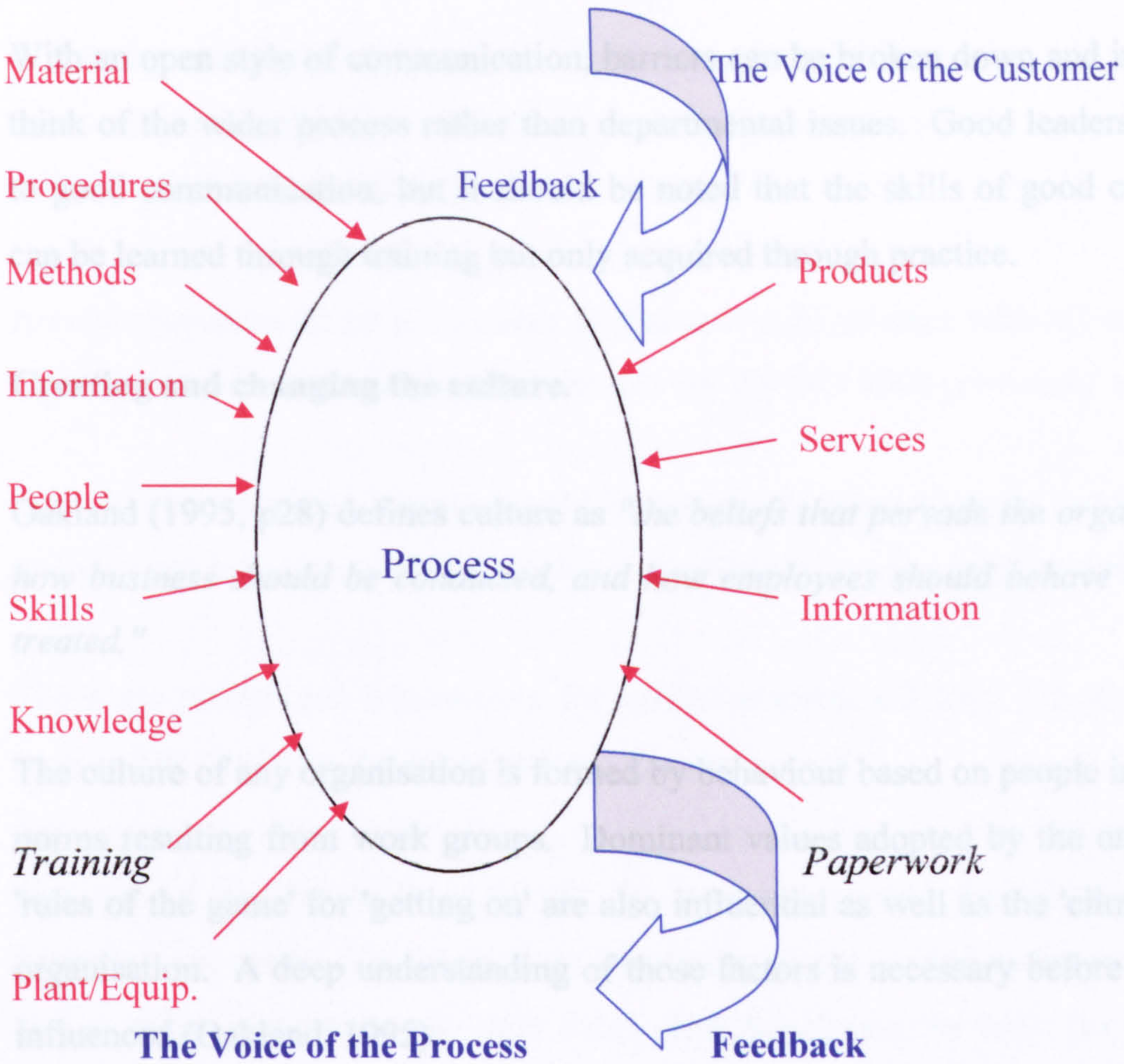


Figure 2.5 Oakland's Process Model (Oakland, 1995, p12)

Communication

Oakland (1988) places great value on communication seeing it as the way to influence attitudes and behaviour and gain the acceptance of strategies and plans. Changes to be brought about through Total Quality Management should be communicated from top management to all employees, by issuing a 'total quality message' and following this by a signed directive.

Employees must not only know when and how to be brought into the 'Total Quality Management Process', but what the process is and the benefits which are achieved. In this Oakland (1995) believes the role of the first-line supervisor is vital to the success of the venture by communicating key messages and overcoming resistance to change.

Training is regarded as crucial to the success of the process especially in overcoming 'language' problems and the use of jargon. Training is needed from the highest levels of management throughout the whole organisation.

With an open style of communication, barriers can be broken down and individuals can think of the wider process rather than departmental issues. Good leadership is the key to good communication, but it should be noted that the skills of good communication can be learned through training but only acquired through practice.

Creating and changing the culture.

Oakland (1995, p28) defines culture as *"the beliefs that pervade the organisation about how business should be conducted, and how employees should behave and should be treated."*

The culture of any organisation is formed by behaviour based on people interactions and norms resulting from work groups. Dominant values adopted by the organisation and 'rules of the game' for 'getting on' are also influential as well as the 'climate' within the organisation. A deep understanding of those factors is necessary before culture can be influenced (Oakland, 1995).

An individual needs to exercise control from self-belief and personal accountability rather than from external factors, and a measure of effectiveness of an organisation is a degree to which the culture allows this. A common vision is needed within the organisation encompassing core values, beliefs and common purpose.

Systems, Tools and Teams. (The three key parts of the framework)

Oakland (1995) advocated a documented system that enables the objectives set out in the quality policy to be met. The aim of the system is to provide the 'operator' of the process with consistency and satisfaction in terms of methods, material and equipment. It should also provide two feedback loops, one from the customer and one from the process. A full documented quality management system will ensure that two important requirements are met.

* The customer requirements - for confidence in the ability of the organisation to deliver the desired product or service constantly.

* The organisation's requirements - both internally and externally, and at an optimum cost, with the efficient utilisation of the resources available - material, human, technological and administrative.

Another requirement of the system is that it should interact with all activities of the organisation. A model for such a system is BS EN ISO 9000 previously explained.

Once implemented the system should be constantly assessed and a combination of six methods can be used; audits and reviews, inspections, tours, sampling and scrutiny.

There are recognised frameworks for self-assessment of Total Quality Management such as The Malcolm Baldrige National Quality Award.

The use of quality tools is to aid the progress around the never-ending quality improvement cycle. The basic tools (Appendix 3) are needed to interpret information and to derive maximum use from data. The data forms the basis for understanding, decision-making and taking action and the more it can be analysed and understood the greater the chances of improvement. The tools are most effective when there is a total commitment of the people using them in the process. Ishikawa (1985) was a great advocate of the use of tools, something that Oakland (1995) greatly supports. The seven new tools (Appendix 4) are also supported by Oakland (1995) and are aids to the improvement of the innovation process. They are systems and documentation methods for identifying objectives and intermediate steps in fine detail and many are interrelated, giving the best results when used by people from all parts of the organisation.

The third area that Oakland (1995) calls the 'hard management necessities' is 'teams'. By teams Oakland (1995) means specifically Quality Improvement Teams that are seen as a vital part of the improvement process not only to the production system but also into areas such as administration, procedures, communications and process equipment. Unlike quality circles advocated by Ishikawa (1985) the quality improvement team has six vital factors.

* Team selection and leadership - team members should ideally number between five and ten with the team leader not necessarily being the most senior person, but the one with the concern of the team objectives at heart. Training of the leader is vital.

* Team objectives - after being clearly set initially the objectives should be stated at the start of each subsequent meeting in order for team members to focus their thoughts.

* Team meetings - an agenda is required for each meeting circulated in advance of the meeting and clearly stating:

a) Meeting place, time and duration.

b) List of members and others expected to attend.

c) Any preparing assignment expected from members.

d) Any supporting material to be discussed at the meeting.

(Minutes should be taken but not necessarily formal minutes.)

* Team Assignments - should be set within the meetings with each member having knowledge of their responsibilities and time scale. These should be minuted.

* Team dynamics - the team leader has the responsibility of

a) Preparation and recommendation for problem solution.

b) Management presentation.

c) Administration

(All of which are derived from the creative thinking from within the team).

* Team results - should be agreed by the team and be presented on behalf of the team to management by the team leader. It is also part of the responsibility of the team to review the effectiveness of their suggested solutions at a later stage.

Basic Tools of Quality Control

With the ever-faster progress in the quality movement, and particularly in Total Quality Management, quality tools have become more and more important for the collection and analysis of data. The seven basic tools are used extensively in the quality field but other new tools are evolving (Appendix 4). The development and use of such tools is a natural progression in the journey towards 'excellence' and is essential for the development of teamwork and shared vision as well as for the material benefits obtained. It is envisaged that some of these tools be used in the case studies for this project and that elements of Shared Vision can be identified and clarified in the process.

Ishikawa (1985) is a great advocate of the seven basic tools of Quality Control and he developed or made great use of them when using his Quality Circle methodology. The seven basic tools are listed below, namely: -

Flow charts
Cause and Effect diagrams
Control Charts
Histograms
Check Sheets
Pareto Charts
Scatter Diagrams

Most of these tools are well suited to team based problem solving and they are used by managers and workers alike as essential components of any Total Quality Management strategy. The tools do not, however, provide answers in themselves and therefore the careful selection, and control of use, of each tool is essential. Ishikawa (1985) advocated that the selection and careful training of facilitators, who, depending on the amount of time and information available, carefully selected the suitable combination of tools for problem solving or planning.

Oakland (1988) also used Quality tools and indeed adds two other techniques to the list provided by Ishikawa namely, Brainstorming and Stratification.

The description, application and procedure for many of these tools can be seen in Appendices 3 & 4.

Juran, (1990, p6.36) states *"the absence of relevant information is a major reason why problems go unsolved for so long."* As a result, he places great emphasis on data collection advising in the areas of planning for data collection, types of data collection, obtaining good data without bias, interpreting data and presentation of results. Oakland (1995) emphasises the importance of collecting facts rather than opinions, and in this differentiates between data and numbers. "Data are pieces of information, including numerical information that are useful in solving problems, or provide knowledge about the state of the process. Numbers alone often represent meaningless measurements of counts, which tend to confuse rather than to enlighten."

The Goal QPC Research Report #89-10-03 indicates that the Hoshin planning process widely uses affinity diagrams throughout the implementation.

Oakland (1995) is a great advocate of Benchmarking and highlights his 15 stages that are focused on trying to measure comparisons of competitiveness: -

Plan	Select department(s) or process group(s) for benchmarking. Identify best competitor, perhaps using customer feedback or industry observers. Identify benchmarks. Bring together the appropriate team. Decide information and data-collection methodology (do not forget desk research!) Prepare for any visits and interact with target organisations. Use data-collection methodology.
Analyse	Compare the organisation and its 'competitors', using the benchmark data. Catalogue the information and create a 'competency centre'. Understand the 'enabling processes' as well as the performance measures.
Develop	Set new performance level objectives/standards. Develop action plans to achieve goals and integrate into the organisation.
Improve	Implement specific actions and integrate them into the business processes.
Review	Monitor the results and improvements. Review the benchmarks and ongoing relationship with the target organisation.

BS 7850 Part 2 (1992) that brainstorming is a subjective technique that should later be substantiated by data. As an extension to the technique Oakland (1995) suggests negative brainstorming, which brainstorms all the things that would be needed to identify 'road blocks' and hence makes it easier for them to be dismantled.

Sarazen (1990, p.184) states *"If you are looking for a tool that fosters teamwork; educates users; identifies the lowest level issues on which to work; helps show a true picture of the process; guides discussions; can be used for virtually any issue your business might face, and is fun, look no further than this 46 year old tool called the cause and effect diagram."*

Ishikawa (1985) first developed the tool at the University of Tokyo in 1943 and it has been used extensively ever since by many of the exponents of quality.

Oakland (1995) explains further development of the tool that is termed CEDAC (Cause and Effect Diagram with Addition of Cards.) The claim is that this extension of the technique is used extensively throughout Japanese corporations.

Burr (1990) summarises the value of flow charts indicating that the most important benefit of using process flowcharts is that the people in the process will all understand it in the same terms. He also argues that understanding leads to happier employees who can control their destinies, more economical processes, less waste in administrative functions, and better customer-supplier relationships between departments.

The Goal QPC Research report # 89-10-03 indicates that the Hoshin Planning Process widely uses Tree Diagrams throughout implementation.

It does not go unnoticed that some of the truly great names in the field of Quality Assurance started their careers in Statistical Quality Control, namely Deming, Juran, Feigenbaum, Senge, Price. Oakland (1995) puts the point forward that the responsibility for quality in any transformation process must lie with the operators of the process. Deming (1986) demonstrates with his 'funnel' experiment that operators adjusting a process without knowledge of the process cause the process to be less controlled. Deming had studied under Walter Shewhaust who in 1926 had developed what we now consider the control chart system (Shainin, 1990). Juran (1988) produced his book that gave a more complete treatment of control charts, including different types of charts and alternative methods of Statistical Process Control. Price (1984), a follower of Crosby (1980) sees quality control as the "discipline of thrift" and sees control charts as a source of knowledge. Feigenbaum (1991) reflects that the benefits in accuracy and record keeping results when individual memory is supplemented by the use of control charts.

All the above consider the tool of 'Control Charts' to be vital in the pursuit of quality.

Juran (1989, p196) stated *"a histogram is a simple but powerful tool for elementary analysis of data."*

Juran (1951) first defined the Pareto principle preferring the term to his first explanation 'Mal-distribution of losses'. Burr (1990, p217) states "*The Pareto principle is several things. It is a state of nature, the way things happen around us, it is also a way of managing projects and finally, it is a process - a way of thinking about problems which affect us.*"

Burr (1990, p227) states "*like any of the SPC tools, the Scatter Diagram is very powerful, but it can easily be misused.*" "*Just because two variables appear to be related, it doesn't mean they are.*"

The list of tools explained in the above is by no means exhaustive. Indeed, Straker (1995) has a list of some thirty-three tools and goes into great detail with his 'Toolfinder' that he defined as "to help with the selection of tools for specific applications." Tools are seen to be an important part of TQM strategy.

The Conti Model:

Tito Conti, who is president of the European Organisation for Quality, presents his concept of Total Quality as "The quality mission and company-market model" (Conti, 1993 p163)

The model consists of three elements and is shown in diagrammatic form in fig. 2.7. It can be seen that the quality system is the foundation of the quality process and that each of the three elements relies on assessment; the assessment of the results; the assessment of the processes; the assessment of the system.

These assessments can cause considerable difficulty in that Conti sees three aspects of assessment namely, measurability, reliability and significance. Assessment by measurability he sees as being the more reliable but nevertheless is concerned that this assessment is often conducted by a third party, hence the chance of the adoption of distorting users' judgements. Reliability assessment relies entirely on the state of the process at the time and may be open to interpretation and extrapolation of results. The

significance of assessments he looks at not only in relation to the current situation but also in relation to potential for improvement.

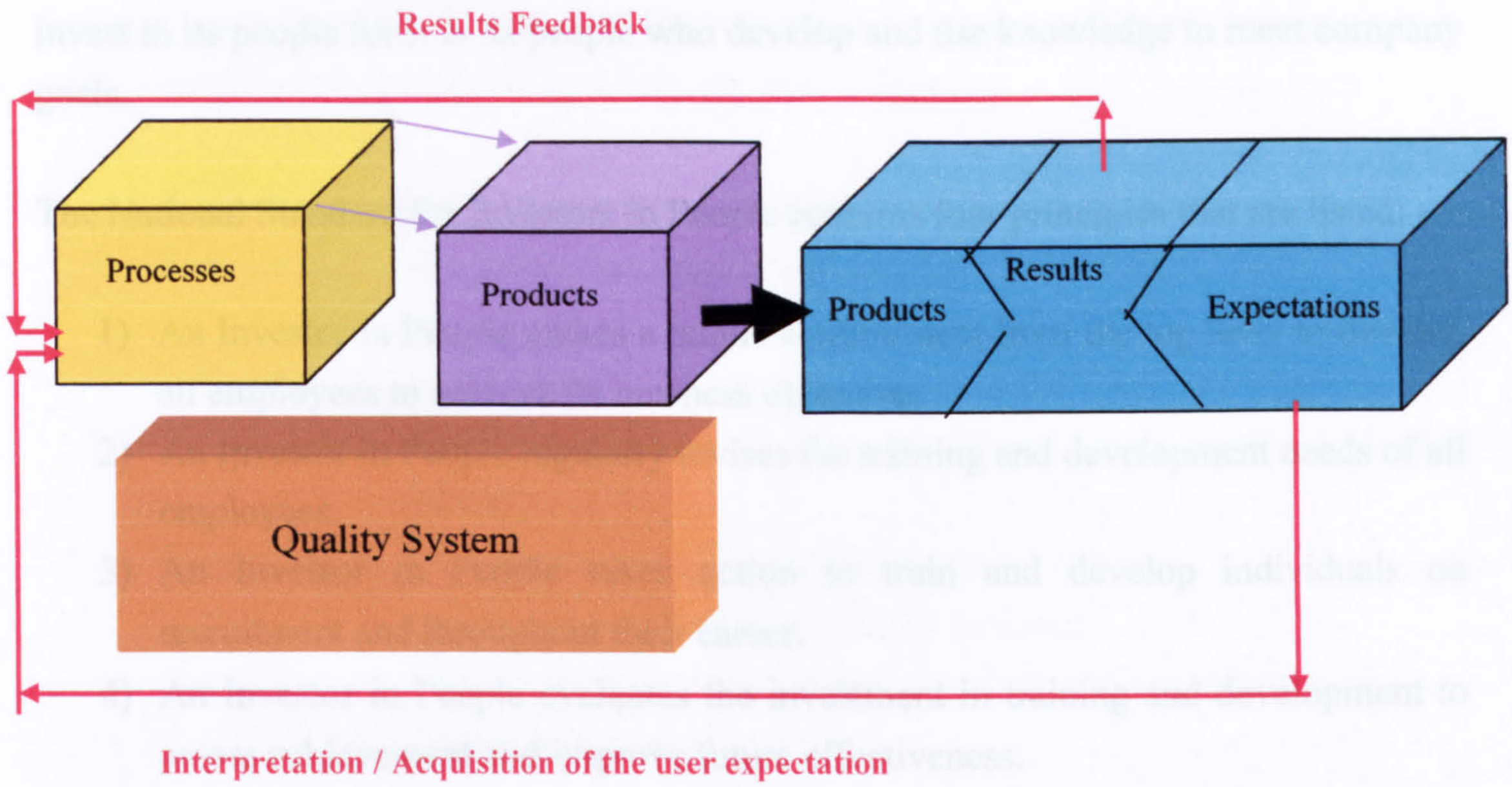


Figure 2.7 Conti Model (1993, p163)

The relationship between the three elements is explained by means of the table shown in Appendix 5. This is later extended to include what Conti calls 'the external partners' that are the suppliers and the end users. (Conti, 1993).

Conti, as the President of the European Organisation for Quality, used his model throughout Europe and it is not surprising that the European Quality Model bears a remarkable resemblance to the model.

2.4 Other Initiatives

Many other initiatives have come to prominence over the century and all have contributed, in some significant way, to the advancement of the quality within organisations. These include the work of individuals who may not generally be considered as gurus, such as Tom Peters, self-assessment schemes such as the European Quality Award, or basic improvement schemes such as Investors in People and the ISO 9000 series of Quality Management Systems.

Investors in People

Tobin (1993) states that in order to become a learning organisation a company must invest in its people for it is its people who develop and use knowledge to meet company goals.

The National Standard for Investors in People contains four principles that are listed: -

1) An Investor in People makes a public commitment from the top level to develop all employees to achieve its business objective.
2) An Investor in People regularly revises the training and development needs of all employees.
3) An Investor in People takes action to train and develop individuals on recruitment and throughout their career.
4) An Investor in People evaluates the investment in training and development to assess achievement and improve future effectiveness.

Each principle is accompanied by a number of assessment indicators, 24 in all that underpin each other and stem directly from the Standard. It is against these indicators that an organisation is assessed in order to determine whether or not they are 'Investors in People'.

Gibb (2002, p162) gives the advantages of Investors in People as: -

a. *Improved earnings, productivity and profitability*
b. *Reduced costs and wastage*
c. *Enhanced quality*
d. *Improved motivation*
e. *Customer satisfaction*
f. *Public recognition*
g. *Competitive advantage."*

It is knowledge that will give organisations advantage in the future and Drucker (1993, p351) states *"The productivity of knowledge is going to be the determining factor in the competitive position of a company, an industry and an entire country.....the only thing that increasingly will matter is national and international economics in management's performance in making knowledge productive."*

Garvin's Strategy

"David Garvin has contributed to the concept of quality as a strategy, and to our understanding of just what is meant by quality." (Bicheno, 1994, p15) Although Garvin identifies eight 'dimensions' of quality the important idea is that a product or service

does not usually compete on all eight. He also believes that customers may have different perceptions as to what combination of the dimensions adds up to a 'quality package'. As a result it is absolutely imperative that the perception of the customer is fully understood. The eight dimensions are listed below: -

- Performance. The primary operating characteristic of the produce service.
- Features. The extras that supplement the main performance characteristics.
- Reliability. The features that might go wrong and the frequency of such an event. Concerned with the Mean Time Between Failures (MTBF)
- Conformance. The closeness of the match between the design specification and what is actually produced.
- Durability. The length of time the product may last, and the robustness of the operating conditions.
- Serviceability. The ease, speed, friendliness and cost of service. Concerned with the Mean Time to Repair (MTTR).
- Aesthetics. The appearance, style, class and impression.
- Perceived Quality. The 'feel', the 'finish' and the 'reputation'. Also the friendliness and the manner in which the customer is served.

It is not considered that all the dimensions are applicable to the service sector and Garvin suggests that others may be substituted or added such as helpfulness, friendliness, clarity of communication, knowledge, safety and security, decision making ability and response time.

Buchino (1994) reports that there is a belief for those who manage quality that they must understand the 'mix' of dimensions required in order to give the customer the product or service that satisfies their individual need.

Frank Price

Frank Price is probably the best known of the European exponents of quality assurance second only to Oakland. His books have given him international recognition but still he is not regarded as a guru. Price (1994) asks four basic questions in his quest for quality.

- CAN we make it OK? This he regards as the most important question implying getting it right first time, every time. This implies looking at capability analysis and hence the boundaries of capability.
- ARE we making it OK? This includes the disciplines of process control monitoring. He expounds the virtues of decision making from a sound database preaching the art

of control chart construction and interpretation in order to be able to predict trouble and preventing it.

- HAVE we made it OK? In this area he looks at the three degrees of imperfection along with attributes and acceptance quality levels. This in itself leads to the study of acceptance sampling and the use and abuse of sampling plans and inspection tables.
- COULD we make it better? Research and development are revisited under this question along with the testing of significance of observed differences.

In looking at these questions he applies three basic rules of quality control.

1. No inspection or measurement without proper recording
2. No recording without analysis
3. No analysis without action

He claims that these rules save the user from "the activity trap of collecting data but not saving it to any useful purpose." (Fox 1995). Progressing from this area that is specifically control and considering the people that make it happen. Price (1993) develops what he considers the TQM theories of Deming.

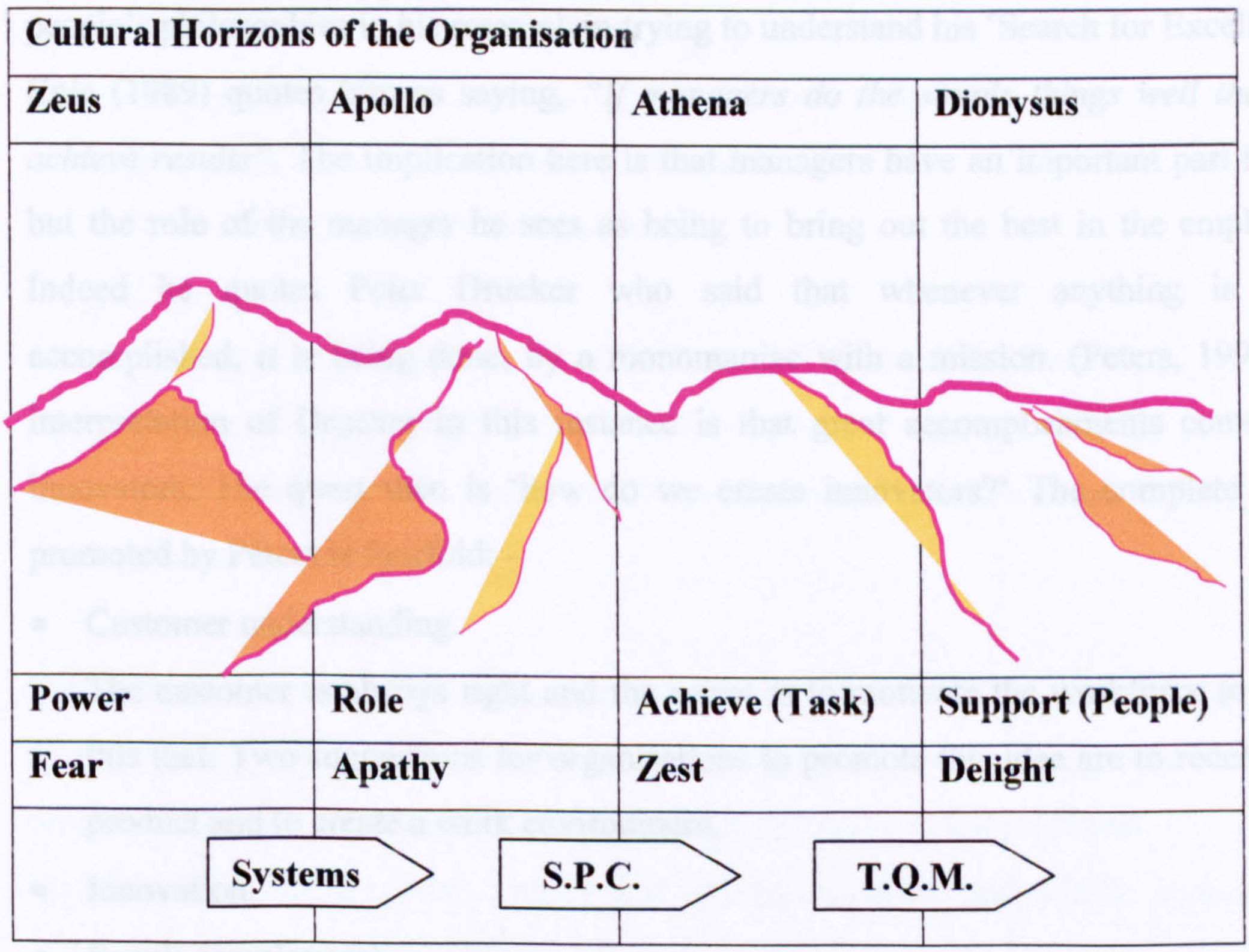


Figure 2.8 Harrison-Hardy Model (adapted by Price (1993, p7)

His aims were to explain; how to think quality; how to understand quality; how to apply Deming's principles and avoid the pitfalls. Interestingly he introduces an adaptation of a model of organisational culture first conceived by Harrison-Hardy. This is very complementary to the observations on culture expressed by McQueen (1998) that is discussed in section 2.5. The model is tabulated in figure 2.8 shown above.

Unlike McQueen he passes no judgement on the styles of culture within organisations and claims the model is "morally neutral. There is no best or worst style, but there could well be styles which are appropriate to a company's situation or its declared business mission."
The four peaks shown in the figure are analogous of the four styles of culture.

Tom Peters

Probably the most charismatic of the modern practitioners in quality management, Tom Peters uses his considerable personality and the media to great effect when 'selling' his ideas on business excellence to organisations. His audience is mainly American but an organisation called Melrose Film Production Ltd. has been promoting his message in the British market for some fifteen years. Although not a guru, Peters uses other people's philosophies in his research in trying to understand his 'Search for Excellence'. Cole (1989) quotes him as saying, *"If managers do the simple things well they will achieve results"*. The implication here is that managers have an important part to play but the role of the manager he sees as being to bring out the best in the employees. Indeed he quotes Peter Drucker who said that whenever anything is being accomplished, it is being done, by a monomaniac with a mission. (Peters, 1995) His interpretation of Drucker in this instance is that great accomplishments come from innovators. The quest then is 'how do we create innovators?' The complete theory promoted by Peters is fourfold: -

- Customer understanding.

  The customer is always right and the secret is to motivate the workforce to accept this fact. Two suggestions for organisations to promote this idea are to redefine the product and to create a work environment.
- Innovation.
- People (employees)

Interpreted means to care about employees by motivating them and by giving them credit for achievement at all levels. At all levels is important and should include maintenance and support people.

- Leadership not Management.

  Peters says he 'despises management', and by way of explanation he compares the two terms.

Not **Managers** as	but **Leaders** as
Cops	Enthusiasts
Referees	Cheerleaders
Dispassionate analysts	Nurturer of champions
Devils advocate	Coach
'Nay-sayer'	Facilitator
Pronouncer	

'A Passion for Excellence' (Peters, 1994) expounds the theory to the full.

Although the customer focus is paramount in the eyes of Peters, he also expresses opinion on other aspects of quality.

Pike (1996, p68) quotes him as saying *"It is important to have a Quality System or Ideology" but he does not recommend any particular system. However he goes on to say: "Pick a system and follow it vigorously".*

On management tools, his opinion is that they should be used with care and understanding. A postscript in Peters (1995) emphasises this when he argues that the trouble with America is that our fascination with the tools of management obscures our apparent ignorance of the art.

Expanding on his theory of 'employee contribution', Peters (1987) advocates the use of quality circles but once again stresses that, when not used correctly they have their dangers. Indeed he goes to great lengths to highlight some of the problems: -

- Misunderstanding of the concept and process by upper and middle management, creating false expectations.
- Resistance to the concept and process by middle managers and supervision, often verging on outright sabotage.

- Empire-building by the quality circle office, substituting the illusion of immediate success for the long-term goal of institutionalising the quality circle process.
- Poor and one-shot training for circle members, supervisor-leaders, and managers.
- Failure to prepare the organisation to provide incentives for participation in quality circles.
- Failure of the organisation to implement circle proposals.
- Failure of the organisation to measure the impact of quality circle participation – on defect rates, productivity rates, attrition rates, accident rates, scrap rates, grievance rates, lost-time rates etc.
- Failure to develop and codify a set of process rules prior to forming the first circle.
- Moving too fast – forming more circles than the organisation can deal with adequately.

Peters sees using quality circles alone as being too restrictive as a means of promoting TQM.

Constantly he returns to the concept of employee empowerment and even when discussing the psychology of employment, the X and Y theory of motivation, explains that it doesn't go far enough towards explaining the 'magic of a turned-on workforce' (Peters, 1995). He adds: "The excellent companies require and demand extraordinary performance from the average man." He constantly spreads the results of his research, using the media, when observing, what he considers to be excellent organisations.

Integrated Systems

Welford & Gouldson (1993, p.87) see environmental issues as an integral part of business and a responsibility to be accepted by all organisations but also see an economic advantage in them which is born out by the statement. *"In order to realise competitive advantage based on environmental management, companies must seek to develop strategies which translate actions into benefits. This may be done by incorporating the increasingly important environmental dimension into the decision-making process and strategies of a firm, managers can seek to reduce costs and exploit the opportunities offered by increased public environment concern within a dynamic market-place."* However, they go on to give warning that *"Such a strategy must be proactive and honest".*

Spurred on by this public concern and encouraged by events in the European Community, the Government introduced a standard, namely B.S 7750 (1994) Environmental Management Systems. It was by no coincidence the Quality Standard B.S. 5750 (1987) and the Environmental Standard B.S 7750 (1994) were linked because there were many similarities between the two and, as a result, in many organisations the Quality Manager is given the responsibility for environmental issues. Indeed the brief for the British Standards Institute when drawing up the standard was: -

* Be compatible with B.S 5750 / ISO 9000 / EN 29000
* Support a certification scheme
* Be applicable to all types and sizes of organisation
* Address operations as well as products/services
* Support E.U and C.B.I initiatives, and regulatory systems

It is also worth noting that there are differences between the two standards. Powley (1996) goes to great lengths to point out that it is important to appreciate the difference between the two standards, especially due to the manner in which certification will be applied - for the Environmental Management System's ultimate aim is overall improvement of performance by virtue of continual minimisation of the organisation's environmental impact. Hoyle (1996) makes the point that the authors of B.S 7750 deserve some praise as they have corrected some of the weaknesses still present in ISO 9000.

However, time has moved on and the introduction of ISO9000/2000 and the ISO 14001 (1996) has brought the two standards considerably closer. Indeed, the modern thinking is for 'Integrated Systems', one management system to control, not just quality, the environmental issues but also safety issues.

Powley (2001) states: "The wording of ISO 9000/2000 facilitates integration more than its predecessor." Integration in this sense is with both ISO 14001:1996 the Environmental Standard and also with OHSAS 18001:1999 the Health and Safety Standard. The integrated systems approach seems to be the way forward. Powley (2001) concludes that the wording of the three standards has not only commonality but, also other common issues such as the organisational structure of the company; its quality;

environmental and health and safety risks, and associated interested parties. "Integrated Management Systems should be welcomed by those seeking efficiency."

Renfrew (1998, p11) considers the trend towards integrated management systems and argues: *"They don't go far enough. Instead they call for QUENSH which integrates and considers business risk."* The acronym 'QUENSH' stands for 'QUality ENvironment Safety Health' and operates on the principle that there is no master plan between these areas, rather that they are so intertwined that subtle changes in one area can impact across many others.

However, Hall (1998, p.28) is an advocate of integrated systems and quotes *"Experience with large and small businesses has taught me that all companies have one common aim: to hold the high ground in the battle for survival and profits. A simplifying and integrating management system's is part of this strategy because it reduces risks and increases profitability."*

2.5. Learning Organisations

The term 'Learning Organisation' first appeared in the late 1980's and was hinted at by Deming (1986) but since then many people have referred to the term. Some of the following quotations give an indication of the modern management authors' increased acceptance of the term.

Rossiter (1997, p67) gave a definition of a learning organisation as being *"An organisation where all its people, at all levels, continually seek knowledge, work and learn together for continuous improvement, and a shared desire for excellence".* However it is generally accepted that there is no clear definition of a learning organisation. Several people of note have passed opinions and listed below are some of their thoughts: -

Tjepkema (2002, p10) A Learning Organisation can be an organisation that:

a. *"Responds to and anticipates changes in its environment by learning on a strategic level; it deliberately aims at improving its ability for learning.*
b. *In order to learn at strategic level, makes use of the learning of employees, therefore employee learning is enhanced at all hierarchical levels."*

Pedler (1991, p17) *"A learning company is an organisation that facilitates the learning of all its members and continuously transforms itself."*

Senge (1992, p69) *"I believe that the quality movement as we have known it up to now.....is in fact the first wave in building 'learning organisations'- organisations that continually expand their ability to shape the future."*

Deming (1986, p v) *"My work is about a transformation in management and about the profound knowledge needed for the transformation."*

Senge (1994, p37) quoting Dr Edward Baker director of Ford's corporate quality office *"It's about improving the total behaviour of organisations, about developing the capability of the system to do what its members actually want it to do."*

Lessem (1994, p17) *"The new management order that we should be seeking is to be found within the emergent learning organisation."*

Tobin (1993, p46) *"..... companies that are seeking to transform themselves into learning organisations must establish a series of solid foundations, built around the company's most valuable asset, its people."*

Kline & Saunders (1993, p9) *"The Learning Organisation, as we envision it increases profits and cuts losses to an astonishing degree."*

Hageman (1993, p84) *"Knowledge is power."*

Joiner (1990) *"Learning is the passport to continuous improvement in quality, a strategic tool that no organisation can afford to overlook."*

Argyris (1996, p3) *".....organisational learning is a competence that all organisations should develop....."*

It was in the mid 1980's that a group of management thinkers took a new look at the evolution of management. In particular a group of academics at Harvard Business School stated *"What is needed is a view of production as an enterprise of unlimited potential in which current arrangements are but a starting point for continuous organisational learning"* (Abernathy, 1983, p107).

2.5.1. The Disciplines of Senge

Many of the people quoted in section 2.5 above state or imply that knowledge, and hence learning is a vital part of success in management, and because many are quality practitioners, the implication is that learning within an organisation is vital for the quality concept. Peter Senge in particular directed much of his research towards the understanding of a learning organisation. His areas of special interest and expertise focus on decentralising the role of leadership in an organisation to enhance the capacity of all people to work productively towards common goals. Lister (1994) makes the observation that Total Quality Management has not proved to be the panacea for troubled service industries that many had hoped it would be. Many people involved in quality suggest that perhaps there is a stage beyond Total Quality Management. McQueen, in section 2.5.5 presents his model of his TQX/TQY Bridge implying a step beyond TQM. Deming (1986) in particular was a great advocate of 'profound knowledge' as he called it and his colleague of later years Peter Senge followed this line of thinking. Senge worked alongside Deming and interpreted much of Deming's thinking for the 'confused audience'.

Senge (1992, p3), attempts to define what he sees as being a learning organisation. *"An organisation where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured where collective aspiration is set free, and where people are continually learning how to learn together."* By this he means an organisation that is opposite to "traditional authoritarian controlling organisations." Whatever the definition, and whoever defines, the basis of a learning organisation is people working with people using knowledge for the betterment of all. Senge (1994) states five disciplines on which a learning organisation is based namely: -

- Systems Thinking
- Personal Mastery
- Mental Models
- Shared Vision
- Team Learning

Each of these is worth consideration in more detail. The work had begun earlier, for in an article for the Sloan Management Review, (Senge, 1990a), he had begun to chart the new territory of learning organisations, describing new roles, skills, and tools for

leaders. However the consolidated results of his theories were explained later (Senge, 1992).

a) Systems Thinking is: -

".....a discipline for seeing interrelationships not things."

.....seeing the structures that underline complex situations."

".....seeing interrelationships rather than linear cause and effect chains."

".....seeing processes of change rather than snapshots."

As early as 1990 Senge, working with the Sloan School of Management, presented a paper suggesting a general three-step process for organising a 'systems thinking learning process' (Senge, 1990b). Indeed he went further when he indicated that systems thinking could be taught in simulated situations in learning laboratories (Senge, 1990c). Kim (1994, p91), when working with Senge, says: *"Just as it is unimaginable that sports teams or theatre groups would never practice, so too will it be unimaginable that managers never practice."*

Senge (1992, p121) believes that 'systems thinking' is the cornerstone of a learning organisation. Organisations tend to blame outsiders for problems whether it be competitors, government, the market, the press or whatever, systems thinking shows that there is no outside; *"you and the cause of the problem are part of a single system. The cure lies in your relationship with your enemy."* A new understanding of the process of organisational change shows that it is not top-down or bottom-up but participative at all levels.

With this in mind, Senge (1994) explains that the tools and methods he uses to illustrate system thinking have their roots in system dynamics and depend greatly on feedback. However, system thinking is not the same as process mapping as shown below.

Process mapping shows a sequence of activities and the arrows show this sequence and chronology, but the change in one element does not necessarily change the other elements. A famous process diagram is Deming (1986) Plan, Do, Study, Act as shown in fig 2.9.

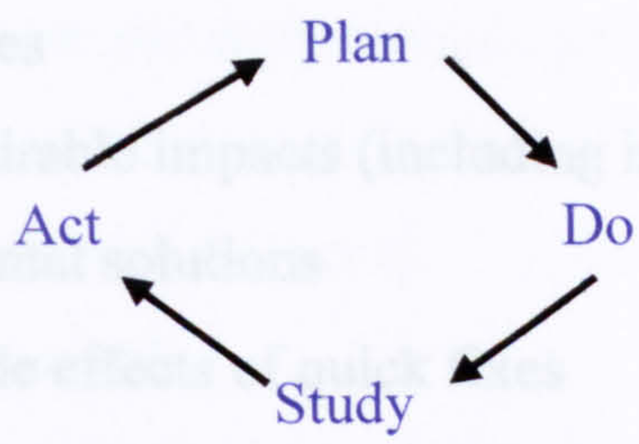


Fig. 2.9 Deming Cycle

Senge (1992) Substitutes study for check. The labels on system diagrams, however, represent variables that indicate cause and effect relationships. Hence changing any variable will produce change in all the variables in the loop.

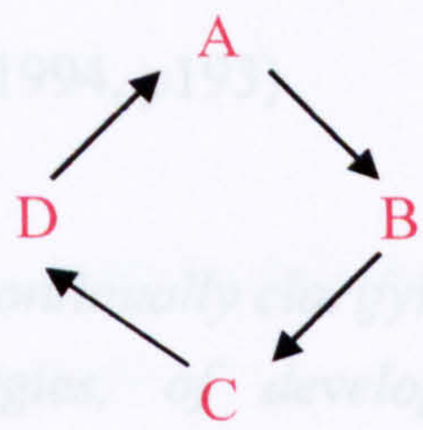


Fig.2.10 Senge Cycle

From this understanding of the loop structure the story of any loop can be read, and indeed one can start at any point within the loop. However, Senge (1992) agues that it can be dangerous just to follow the loop around because in reality all the events occur at once, so seeing these simultaneously, points A, B, C, and D, helps to recognise system behaviour.

He also proposes that there are two building blocks of all system representations; reinforcing loops when small changes become big changes i.e. exponential growth, and balancing loops that fix problems, maintain stability and achieve equilibrium (Senge, 1992). Senge (1994) suggests that there are several archetypes and that drawing a loop based on one of the archetypes fills in the gaps in the thinking and prompts people to tell fuller and more complete stories. Further problems can arise when different groups in an organisation, having cleared their thinking by drawing a system loop, come into conflict because each is pulling in a different direction in order to solve their own problem. A seven-step strategy can help teams find their way out of the gridlock loop:

- Identify the original problem symptom
- Map all quick fixes
- Identify all undesirable impacts (including impacts on others)
- Identify fundamental solutions
- Map addictive side effects of quick fixes
- Find interconnections to fundamental loops
- Identify high-leverage actions

Everyone within the organisation should be involved with systems thinking for not only is it a tool for analysing problems, but a method of communicating the findings to others by use of a common format.

b) Personal Mastery (Senge, 1994, p193)

"Is the discipline of continually clarifying and deepening our personal vision, of focusing our energies, of developing patience and of seeing reality objectively."
"An active force in people"
"What we want versus clear reality"
"Is not possessed it is a process"
"Is commitment to growth of people"

Senge (1992) suggests that the following principles and practices lay the groundwork for continually expanding personal mastery: -

- Personal vision which comes from within and focuses on the end result not the means
- Holding creative tension that is the gap between vision and reality. If there is no gap then there is no source of creative energy.
- Structural Conflict is the harbouring deep beliefs contrary to our personal mastery. These should be brought into the open.
- Commitment to truth not the act of seeking the truth. Continually broadening our awareness, and deepening our understanding, of the structures underlying current events.
- Using the subconscious. It is through the subconscious that all of us deal with complexity.

Changes take place when people work towards personal mastery. These include: -

- Integrating reason and intuition
- Seeing connectedness to the world
- Compassion and empathy
- Commitment to the whole

An organisation committed to a supportive environment can continually encourage personal vision, commitment to truth and a willingness to face honestly the gaps between the two. Personal Mastery implies a willingness to invest what is necessary to create an environment that helps employees become high quality contributors.

c) Mental Models

Garner (1985) explains that mental models determine not only how people make sense of the world but how they take action.

Senge (1992a) says that the discipline of managing mental models - surfacing, testing and improving our internal pictures of how the world works - promises to be a major breakthrough for building learning organisations.

Later, Senge (1994) theorises that mental models are the images, assumptions, and stories which people carry in their minds of themselves, other people, institutions and every aspect of the world.

This is probably the most practical of the five disciplines and the one that gives most leverage to change. Two types of skill are needed in order to effect gradual changes in long-term deep-seated beliefs, they are: -

- Reflection – slowing down our thinking process to become more aware of how we form our mental models
- Enquiry - holding conversation where we openly share views and develop knowledge about each other's assumptions.

Core values such as openness and merit are important in shaping models. When starting to build mental models certain skills are needed, such as: -

- Noticing jumps from observation to generalisation
- Articulating what we normally do not say
- Honest investigation
- Facing up to distinctions between what we say and the implied theory of what we do.

Nevertheless, this discipline provides a vehicle for change, but the change is unlikely to be quick and can best be achieved by management setting an example to all, planning changes of over a long period of time, and by using training and management bulletins.

d) Shared Vision

Senge (1992, p206) states that a shared vision *"is not an idea but a force in people's hearts"*. At a simple level it asks the question *"What do we want to create?"*

The shared vision helps commitment to the long-term goal, providing that the goal is worthy of the commitment. Building a shared vision stems from a personal vision and is formed by continually sharing personal visions. The process does not mature quickly and there are seen to be several levels of commitment: -

* Commitment	-	Wants it. Will make it happen. Creates whatever structures are needed.
* Enrolment	-	Wants it. Will do whatever can be done within the existing structure.
* Genuine compliance	-	Sees the benefits of the vision. Does everything expected and more.
*Formal compliance	-	On the whole, sees the benefits of the vision. Does what is expected and no more.
* Grudging compliance	-	Does not see benefits of the vision. Does enough of what is expected because he has to.
*Non-compliance	-	Does not see benefits of the vision and will not do what is expected.
*Apathy	-	Neither for nor against the vision. No interest. No energy.

"Visions spread because of a reinforcing process of increasing clarity, enthusiasm, communication and commitment. As people talk visions grow clearer." (Senge, 1992, p.212) However, the shared vision needs to be turned into specific goals. Senge (1994) reports Alian Gauthier, an independent strategic consultant, as saying that in most cases, unless four or five strategically consequential 'chunks of work' are defined and approached, the organisation may never achieve much of its vision. For this reason, at the end of an intensive shared vision session, the conclusion is an exercise on strategic priorities. He goes on to say that priorities should be qualified if possible but the measurements should not be prescriptive. The priorities should also be inter functional not interdisciplinary because the purpose is not to single out an individual but to reframe the team's vision in concrete.

e) Team Learning

Senge (1992, p.236) states: Team Learning *"is the process of aligning and developing the capacity of the team to create the results its members truly desire".*
"The IQ of the team can, potentially, be much greater than the IQ of the individuals".

Within organisations, team learning has three criteria dimensions: -

- A need to think insightfully about complex issues. Teams must learn how to tap the potential of many minds.
- There is a need for innovative, and co-ordinated action. Outstanding teams in organisations develop an 'operational trust' where team members can be counted on to act in a way that complements each other's actions.
- The role of team members on other teams. A learning team continually fosters other learning teams through inculcating the practices and skills of team learning more broadly.

The skills needed for team learning are:

- Discussion where different views are presented and defended
- Dialogue where free and collective exploration of complex issues involves listening to others and suspending one's own views
- Dealing with powerful forces opposing dialogue and discussion such as defensive routines
- Enquiry and reflective skills
- Practice

Senge (1992) makes it clear that team learning is **not** team building, the team must be constructed first, then they learn together. Harrison (2002, p225) emphasises the need to point people in the right direction by:

a. *"Communicating the organisations business strategy and goals through a variety of formal and informal learning processes*
b. *Identifying critical groups.*
c. *Identifying barriers that are preventing people from applying their skills and knowledge in ways that could enhance organisations performance."*

Communication and barriers to communication seem to be all important in this area of team learning.

In his later work Senge emphasised the scope of the organisational culture needed for change, what he calls the capacity for diffusion (Senge, 1999). He explains this as not just using technology to exchange information. He explains that it must be *"a learning culture that encourages mutuality, collaboration, curiosity and reflect across both internal and external boundaries and effective learning infrastructure"* (Senge, 1999 p424). He also points out the challenges of sustaining any transformation and confirms them as being in the areas of Fear and Anxiety - of not knowing the future; Assessment and Measurement - of the learning; and, Believers and Non-believers within the culture of the organisation.

Failure of change initiatives he advocates can be summarised and he gives reasons for such failure. *"Most fail to produce the hoped-for results"* (Senge, 1999, p5), *"Initiatives grow for a while, then stop"*, *"Shared aspirations are a problem"* (Senge, 1999, p6). However, he goes on to proffer some of the positive ways forward for success. His support for group working is summarised when he says *"Developing learning capabilities in the context of working groups and real business goals can lead to a powerful reinforcing growth process"* (Senge, 1999, p9). His support for all round learning is typified with the two statements, *"Significant change only occurs when it is driven from the top"* (Senge, 1999, p10), and *"Little significant change can occur if it is only driven from the top"* (Senge, 1999, p12). All in all he sees that learning must be throughout the organisation.

The outcome of the five disciplines is philosophised by Senge when he states that if the idea is to seek to bring about fundamental change in an institution or organisation, this requires change in the people within the institution, (Senge, 1992). It is these 'people factors' that are fundamental to this research. There are many personal attributes contained within the structure of the five disciplines and the identification of these elements may lead to the understanding of what is needed in order to understand how an organisation can progress towards excellence, because it is the people who take the situation forward. As Senge (1992, p3) states *"When we try to see the big picture, we try to reassemble the fragments in our minds, to list and organise all the pieces".*

2.5.2. The Centre for Organisational Learning

In 1991 the Centre for Organisational Learning was founded at the Massachusetts Institute of Technology. The initial focus was on developing new learning capabilities in the areas of systems thinking, collaborative inquiry into tacit mental models, nurturing personal and shared vision. In the ensuing years the consortium grew and by 1995, included nineteen corporate members. As can be seen from the language used, Senge had an influence on the focus of the institute and, indeed, is among the directors. The work of the centre is broadly based on the five disciplines of Peter Senge. Essentially the centre is a working partnership between researchers at the Massachusetts Institute of Technology (MIT) and a number of corporate members. As the centre developed, a number of these companies undertook a variety of significant organisational experiments. Through these experiments they explored the building of learning capabilities in intact teams, the developing of new organisational infrastructures, the transforming of the assumptions and practices of executive leadership, and the developing of internal, learning communities. The benefits of such a centre are seen to be twofold, firstly for the sponsors: -

- Develop internal capacity in the form of individuals and groups with competence in basic learning disciplines including systems thinking, working with mental models, and dialogue and personal mastery.
- Gain access to leading edge learning tools developed by the centre.
- Build knowledge of what is being learned about building learning organisations – for example, the roles of leaders, innovations in organisational structures and processes, and dilemmas in moving from traditional authoritarian cultures.
- Work with and learn from other companies committed to developing new learning capabilities

- Gain assistance from the MIT staff with in-house learning research projects.

In turn MIT benefits from the partnership through research funding to develop better theories of generic organisational systems, new tools that embody these theories, and practical knowledge of the barriers to organisational learning and the capabilities needed to overcome these barriers. Specifically the research process is enriched by: -

- Focusing research on critical management issues.
- Providing field research sites.
- Bringing practical know-how to leading organisations.
- Establishing credibility based on field-testing, for innovating tools and methods.
- Creating learning opportunities for doctoral students of MIT (McQueen, 1995a).

The basis of the thinking behind the centre comes from the work of Chris Argyris and his qualitative research methods found in action research. The research process includes the components of action research: -

1. Learning projects are with company partners.
2. The learning cycle is used in planning research and project activities.
3. Tools and techniques for thinking and learning are taught.
4. Learning and development are promoted by building capacities of people in the organisation.
5. While developing and testing new theories, methods and tools for learning they seek to improve management practices.

The research process is itself an ongoing process that encourages continuous learning by both researchers and managers (Argyris, 1990).

Many working papers and publications have come forth as a result of the research including the following that have a direct bearing on this research in that they include some of the elements included in the conceptual framework.

'Organisational and Managerial Culture as a Facilitator or Inhibitor of Organisational Learning' explores the relationship of culture to learning, and what elements of a culture might truly facilitate learning (Kim, 1994).

'Organisational Learning in the 21st Century: Acknowledging and Reconciling the Three Cultures of Management' explains how to align the three cultures, the

occupational community, the culture of executive management, and the engineering culture (Schein, 1995). This is taken further when the boundaries of the three cultures are defined, and, the problems involved in managing these boundaries are examined (Schein, 1996).

"Tempered Radicalism and the Politics of Ambivalence and Change" points out that 'tempered radicals' are individuals who identify with and are committed to their organisations and are also committed to a cause, community or ideology that is fundamentally different from, and at odds with the dominant organisational culture (Meyerson, 1994).

"Counterintuitive Behaviour of Social Systems" suggests a general approach that can eventually lead to a better understanding of social systems and thereby to more effective policies for guiding the future (Forrester, 1991a). Forrester believes that the challenge ahead is to understand far better the nature of the social, corporate, and economic systems (Forrester, 1991b). In an interview with the McKinsey Quarterly he states that that the role of senior management, especially the chief executive officers, should be that of corporate designers not of corporate operators (Forrester, 1992).

Bringing the concept of learning organisations together with total quality management concepts Shiba (1993) emphasises that the real quality being totally managed is the quality of human capabilities- that the real improvement taking place is improving skills and improving the ability to learn.

Sterman (1992) examines how internal and contextual forces interact to shape and constrain the development of new paradigms. He also asks why some paradigms last for centuries and others quickly wither? Kim (1989) focuses on building a theory of the transfer mechanism between an individual's learning and the organisation's learning. The essay presented by Schein (1993) shows that dialogue is not only different from many of the techniques that have been proposed before, but also that it has considerable promise as a problem formulation and problem solving philosophy and technology.

In conclusion the centre for Organisational Learning is the nucleus of a global learning community dedicated to building and applying knowledge about how to implement change in organisations and the people who work within them. As a rider to this,

Kofman (1994) writes that organisational change may best be brought about through individual transformation and the qualities of compassion, humility and love. These are possible elements for the development of the conceptual framework.

2.5.3. Chris Argyris

Chris Argyris worked mainly in the field of active research using qualitative research methods in order to seek the complex learning phenomena that requires the integration of science and social practice. In the early days of his research he studied how individuals adapted to change and the unintended consequences of formal organisational structures, executive leadership, control systems and management information systems. Later he looked at ways of changing organisations, especially upper management, until finally he focused on the role of social scientist (Argyris, 1996). Senge (1992a, p42) said of Argyris after attending one of his classes, *'despite having read much of his writing, I was unprepared for what I learned when I first saw Chris Argyris practice his approach in an informal workshop ... supple patterns of reasoning which underlay our behaviour; and how patterns continuously got us into trouble. I have never had such a dramatic demonstration of our own mental models in action. Even more interesting, it became clear that, with proper training, I could become much more aware of my mental models and how they operated.'* This, of course, was high praise from someone so renowned in a similar field of work.

Argyris (1974) researched theories that lay down the foundation for understanding and explaining features of human action, especially as they occur in social systems such as organisations. This was taken further and progressed along four different lines: -

- Examine the relationship between personal and interpersonal learning and the process by which organisations might become Model-11 environments.
- Focus on interpersonal theories-in-use with the broader systems of understanding and know how that makeup the professional knowledge. Schon (1993) called this reflective practice.
- Focus on the theory-in-action approach and its use in organisational development and change.
- Action research.

Critical to this thinking is 'Theories of action: theory in use and espoused theory.' The difference is explained by the observation that people usually act differently to the same problem depending on whether they are asked to explain their position regarding a

situation (espoused theory) or what whether they actually do in the same situation (theory in use). In Argyris (1980) the case is made that effective results come from developing congruence between theory-in-use and espoused theory.

Where there is a mismatch between the two theories, attempts were made to explain and remedy the position by 'Single-loop and double-loop learning' (Argyris, 1978). Single-loop learning is shown by the example of a situation where, when something goes wrong, it is suggested that an initial port of call is to look for another strategy. In other words, given or chosen goals, values, plans and rules are just put into operation rather than questioned. On the other hand, double-loop learning is when those governing variables are subject to critical scrutiny because they have not achieved their initial objective. The process is simply displayed in figure 2.11 taken from Argyris (1996).

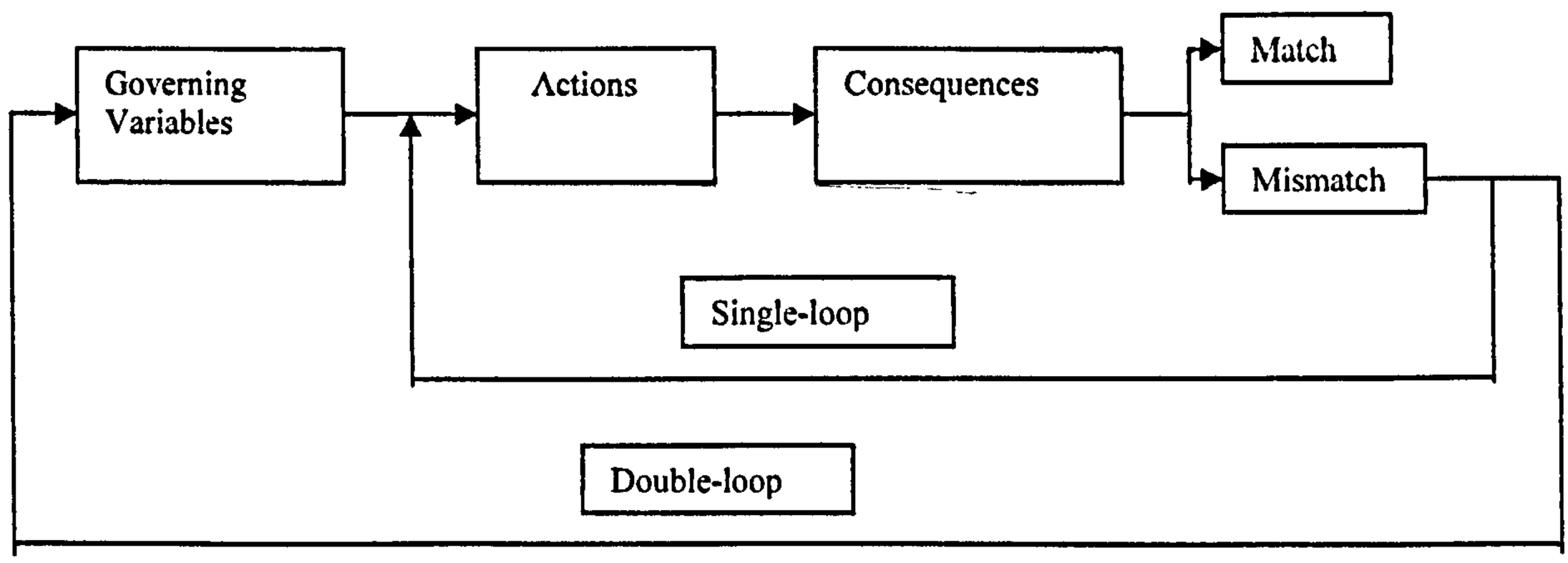


Fig. 2. 11 Single-loop and Double-loop Learning (Argyris, 1996)

Working with Donald Schon, Argyris sets up two models that describe the features of theories-in-use that either inhibit or enhance double-loop learning. The theory behind this work is that people fall to theory-in-use in problematic situations. This is described as Model-1. This, it is claimed, can inhibit double-loop learning. Model-11 is where the governing values associated with theories-in-use enhance double-loop learning. The governing values of the two models can be compared in the lists below: -

Model-1 Taken from Argyris (1985)

Achieve the purpose as the actor defines it

Win, do not lose.

Suppress negative feelings

Emphasise rationality

The primary strategies are: -

Control environment and task unilaterally

Protect self and others unilaterally

Usually put into operation by: -

Attributions and evaluations not illustrated

Advocating courses of action that discourage enquiry

Treating one's own views as obviously correct

Making covert attributions and evaluations

Face-saving moves such as leaving potentially embarrassing facts out

Consequences include: -

Defensive relationships

Low freedom of choice

Reduced production of valid information

Little public testing of ideas

Model-2. Taken from Anderson (1997)

Valid information

Free and informed choice

Internal commitment

Strategies include: -

Sharing control

Participation in design and implementation of action

Operationalised by: -

Attribution and evaluation illustrated with relatively directly reversible data

Surfacing conflicting views

Encouraging public testing of evaluations

Consequences should include: -

Minimally defensive relationships

High freedom of choice

Increased likelihood of double-loop learning

Argyris seeks to encourage people to go from model 1 to model 11 because the latter seeks to emphasise common goals, encourage open communication, and to publicly test assumptions and beliefs and to combine advocacy with inquiry (Argyris, 1996).

As stated, Argyris progressed to look at the concept of organisational learning. On this subject he once again worked with Donald Schon connecting the individual world of the people with the world of the organisation. Systems and structures played second fiddle to the focus on individual and group interactions. In this way organisational learning involved the detection and correction of error. They theorised that for organisational learning to occur learning agents, discoveries, inventions and evaluations must be embedded in organisational memory (Argyris, 1996). Their studies went on to prove that 'The actions we take to promote productive organisational learning actually inhibit deeper learning. The challenge is to create a rare phenomenon – an Organisational-2 learning system. This was to mean moving through six phases of work: -

- Mapping the problem as clients see it
- The internationalisation of the map by clients
- Test the method
- Invent solutions to the problem and simulate them to explore the possible impact
- Produce the intervention
- Study the impact

It is argued by following this sequence of events that organisational development is possible. The criteria that underpin this philosophy on a personal level are important. Argyris (1996) indicates two levels of behaviour. Level 1 represents the individual and the interpersonal. Level 2 represents the norms of the group. From the table 2.11 below it can be seen that scores represent categories above the zero line or below.

The positive route can lead to learning but the negative route is confirmed as being Model-1. When looking at a conceptual framework for using learning organisations to move towards excellence some of the features included in model two may be considered to be included.

	Level 1	Level 2
Individual	**Interpersonal**	**Norms**
Experimenting	help others to experiment	Trust
Openness	help others to be open	Concern
Owning	help others to own	Individuality
ZERO		
Not owning	not helping others to own	Conformity
Not open	not helping others to be open	Antagonism
Rejecting Experimentation	not helping others to experiment	Mistrust

Table 2.12 (Argyris, 1996)

2.5.4. The New Science

Margaret Wheatley (1992) writes of organisations in a global form and likens them to natural happenings of the universe pointing out that no matter what disaster befalls the natural world, stability is finally achieved. She maintains that the study of the 'new science' as she calls it provides powerful insights for transforming how one can organise work, people and life.

Wheatley (1992) writes of leadership and change in organisations concluding that in her opinion self-reference strikes her as the most important principle because it gives such a different view of management and promises solutions to many of the dilemmas that plague people; control, motivation, ethics, values, change. The point being made is that in a continually changing organisation, there is still a relationship between each part or person and the remaining structure.

She argues that in management, people traditionally strive for stability but in practice the organisation is ever changing. The new approach she suggests should be to learn of the changing state and to move with it, the search for organisational equilibrium being a sure path to institutional death. The argument goes on that in the twentieth century it is unreasonable to adopt the seventeenth century principles of Isaac Newton where problems in organisations are segmented, analysed and reconstructed. Linear thinking demands that one sees things as separate states; yet, change and stability are two complementary aspects in the process of growth, neither of which is primary. Also, it is

unreasonable to assume that organisational change occurs successfully as a result of following 'improvement' models developed elsewhere. There are no recipes or formula, no checklists or advice. Everything is unique.

When considering systems the concept of auto poiesis is expounded, this being the characteristic of living systems to continually renew themselves and to regulate this in such a way that the integrity of the structure is maintained. Once again there is no magic formula for such a system, each has a unique identity, a clear boundary, yet is merged with the environment. Indeed, things in the environment that disturb the systems' equilibrium play a crucial role in creating new forms of order, and as a consequence, can strengthen the system. The key to this change is 'feedback loops'. Information received can increase the disturbance of the system but rather than disrupt that system, adjustments are made within that system, and as a consequence the system grows stronger. The system is dynamic (Wheatley, 1992).

Wheatley (1992) explains that Vision is the need for clarifying purpose and direction. Vision, she sees as a field or force of unseen connections that influence employee's behaviour and not being an evocative message about some future state. As a result vision is seen as a 'field that permeates the whole organisation' rather than as a linear destination. This is very similar to the thinking of Senge (1994).

Thus, the thinking on leadership and management is that the more 'people' feel part of the organisation the more that gets done. There is, therefore, a need for management to possess 'people management skills', not 'theories'. Leaders should be encouraged to include stakeholders, evoke fellowship and empower others. Leadership is in itself always dependent on context, but context is established by the relationships, which are valued. Management should therefore influence situations by a complex network of people, each contributing.

In this sense communication is crucial. Management's' job is to work with information, information which is freely generated and freely exchanged, and, if management fail to recognise the generative properties, they will be unable to manage successfully.

This in itself returns to the importance of self-reference. Order in an organisation exists because of autonomy at a local level, and self-reference makes systems stable.

2.5.5. The Work of Dr McQueen.

San Jose University, California is the base for an Organisational Learning Centre that has worked extensively throughout the United States of America. The centre under the direction of Dr Bob McQueen supported by a carefully selected and committed team of dedicated advocates of the learning organisation philosophy is constantly researching and working towards a Learning Organisation philosophy for Industry. As a result of attending specialised workshops on the subject in both the United Kingdom and America, attending a weeklong training session for a specialised industry in America and many one to one meetings with Dr McQueen and his team, the author has recorded the experiences shared with the group and sees them directly relevant to this research study.

Greatly influenced the work of Deming (1995), Senge (1994) and Wheatley (1994), Dr McQueen has developed his research on the subject on the basis of 'Learning by Doing' and has attempted to learn both from the successes of organisations and, indeed, the failures. It is believed that change in culture is the basis for success. This is supported by Michele Hunt (1995, p81), Director of the Federal Quality Institute in the United States, who wrote *"We believe that most, if not all, of TQM adoption failures – and failures of other such initiatives – are not failures of management. Rather, they may be attributed to deeper, more critical sources; the fundamental pervasive culture of the organisation and the operating climate that the culture instils in its employees. Often managers are victims of that culture"*. He follows up the point by stating that managers have the responsibility to examine the organisations underlying culture and the operating climate created by that culture. Learning by doing and the concept of learning laboratories for managers had been advocated by Senge and Sterman (1992) and was now being picked up and developed as a result of the work being done at San Jose. However, the package being developed was not solely concentrated on culture in the first instance but built over a series of events within industry that progressed from the simple 'Traditional Management' on a path towards a 'Total Quality Learning Organisation'. It was only on the second part of this journey, when the basic foundation of good quality practice is in place, that culture change was developed. The model for this work is the TQX/TQY Bridge which is shown in fig. 2.13.

The basic thinking of the model is that of a journey from traditional management (TQX) using tools, techniques and methodologies of TQM, SPC/process mapping, etc. in an existing hierarchical structure and environment, to a Total Quality Learning Organisation (TQY) which gives a realisation of full power of TQM by leading and enabling shifts in thinking that allow creation of a quality culture. McQueen (1993) explains why the characteristics of TQX constitute a dead end to improvement and consequently why a TQY initiative is essential to achieve business excellence. These are captured as: -

- SPC type initiatives are perceived as the extent of TQM

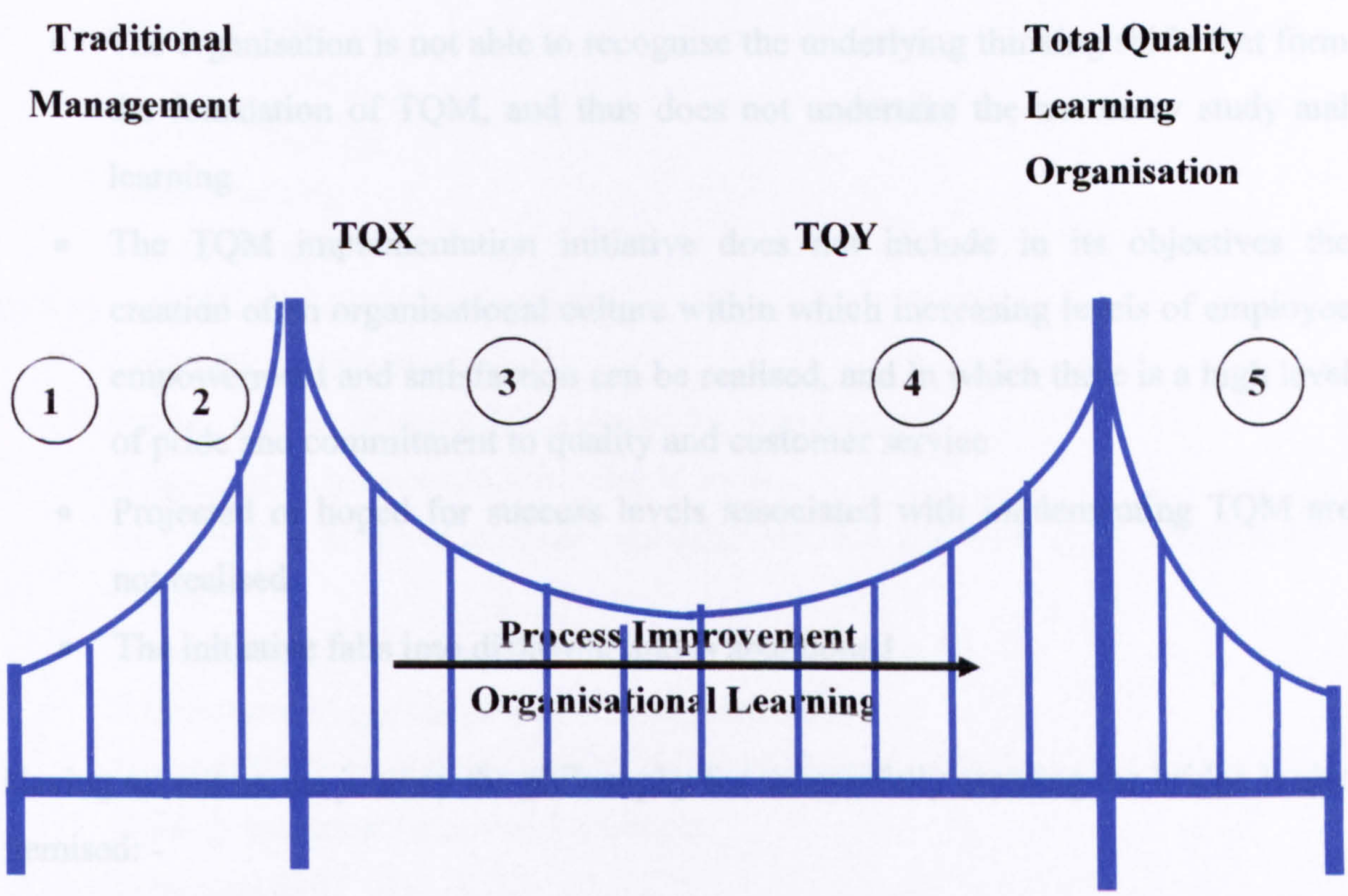


Fig 2.13 the TQX / TQY Bridge (McQueen, 1995a)

1. Traditional Management
2. Building the foundation for change: starting across the bridge
3. Developing a systems approach to process improvement
4. Addressing the human dimension of change
5. Total Learning Organisation

The bridge represents a journey to be taken by management from traditional management to a learning organisation culture, where: -

TQX = using tools and methods of work process and quality improvement and control structure.

TQY = establishing a learning organisation culture which enables the full power of work process and quality improvement to be realised.

- The TQM effort is sustained only through the energy and push of management
- Improvement activity is viewed as an additive to regular daily work rather than as a chance to make the work more effective and rewarding
- The organisation is not able to recognise the underlying thinking shifts that form the foundation of TQM, and thus does not undertake the necessary study and learning
- The TQM implementation initiative does not include in its objectives the creation of an organisational culture within which increasing levels of employee empowerment and satisfaction can be realised, and in which there is a high level of pride and commitment to quality and customer service
- Projected or hoped for success levels associated with implementing TQM are not realised
- The initiative falls into disfavour and is abandoned

Having set out on the journey the philosophy for successfully crossing the bridge is also itemised: -

- The organisation must understand its existing style and culture, and have a shared vision of the shifts it seeks
- Organisational leaders must challenge themselves to change
- The tools and methods of change must be carefully selected
- The organisation must learn how to learn

This package of the TQX / TQY journey is but the starting point for Dr McQueen's work. His real work is in taking people and organisations across the bridge. Firstly, certain fundamental problems are addressed. These are highlighted and solved during workshops when 'Learning by Doing' comes to the fore. McQueen (1995a) explained that these fundamental problems could be listed under six headings.

a) Learning Organisation Skills

Systematic problem solving

Experimentation with new approaches

Learning from own experience and past history

Learning from the experiences and best practice of others

Transferring knowledge quickly and efficiently through the organisation.

b) Characteristics of a learning organisation

Good learning opportunities

Learning environment

Prioritising characteristics

c) Disciplines of a Learning Organisation

Shared Vision

Personal Mastery

Systems Thinking

Team Learning

Mental Models

d) Knowing if the organisation is learning

Improved performance

Feeling a spirit of energy throughout the organisation

A sense of alignment around a shared view

Reference to sense of purpose, customer service and how work interacts with others

Freedom to admit knowledge and lack of knowledge

Atmosphere of questioning and experimentation

Responsibility to challenge the thinking of others to gain deeper understanding

Balance between inquiry and advocacy

e) Environmental shift

Customer options and preferences

Global competition

Human values

Information technology

Global scientific and technology information

f) What makes quality work?

Forthright, listening leadership

Provoking but not imposing change

Integrating quality into the business

Learning by doing

In workshop situations, each of these areas is studied and discussed with a view to both understanding the need for change and to understand that there are alternative ways of

approaching the management of quality. This philosophy is supported by Deming (1986, p83) when he states *"If you change the process without understanding the constituent elements, you're in trouble. First, understand the process"*.

In addition to the fundamental problems of an organisation McQueen (1996) places great emphasis on the evaluation of 'Organisational Competencies'. This is by way of an evaluation process that establishes the strengths and weaknesses of an organisation. One of his major findings as a result of this research is that the success of long-term improvement efforts is highly dependent on an organisation's leaders establishing a clearly understood and supported long term purpose. Without a clear sense of direction a fragmental approach has been made to organisational change and the efforts have been characterised as programs of the month. The organisational competencies model is shown in fig. 2.14.

1. **Shared Purpose**
   Mission
   Vision
   Objectives

2. **Human Competencies**
   Technical
   Human effectiveness
   Change readiness
   Leadership
   Customer focus
   Systems thinking
   Teamwork

3. **Performance Improving Competencies**
   Technical innovation
   Organisational innovation
   Measurement and assessment
   Improvement planning
   Process improvement
   Nurturing the climate

Organisational Learning

4. **Performance Competencies**

   Production processes

   Support processes

   Administrative

   Finance

   Management

   Human resources

   Facilities

5. **Information and Communication Competencies**

6. **Cultural Competencies**

   Respect

   Trust

   Cooperation

   Commitment

   Enthusiasm

   Pride

7. **Information and Communication Competencies**

8. **Cultural Competencies**

   Respect

   Trust

   Cooperation

   Commitment

   Enthusiasm

   Pride

The final process of 'taking an organisation across the bridge' was witnessed by the author during a course held for a utilities company in America (McQueen, 1998). This experience, for the managers involved, was the final stage of a long process where the basics of quality improvement had already been learned. The one-week intensive course covered six phases that culminated in a project presentation by the managers, which is

something that they had been building on all week. Following an introductory session phase one included an explanation of organisations and paradigms. During phase two the organisational competencies model was explained. Following relevant examples of previous cases in phase three the organisational change model was worked with in phase four. Resistance to change, culture and empowerment were studied in phase six leaving the leading of cultural change to the final sessions. The experience was quite unique in that two management teams from two violently opposed cultural backgrounds worked together throughout the week with the common aim of merging together. At the end of the session, following the feedback presentation to both senior management

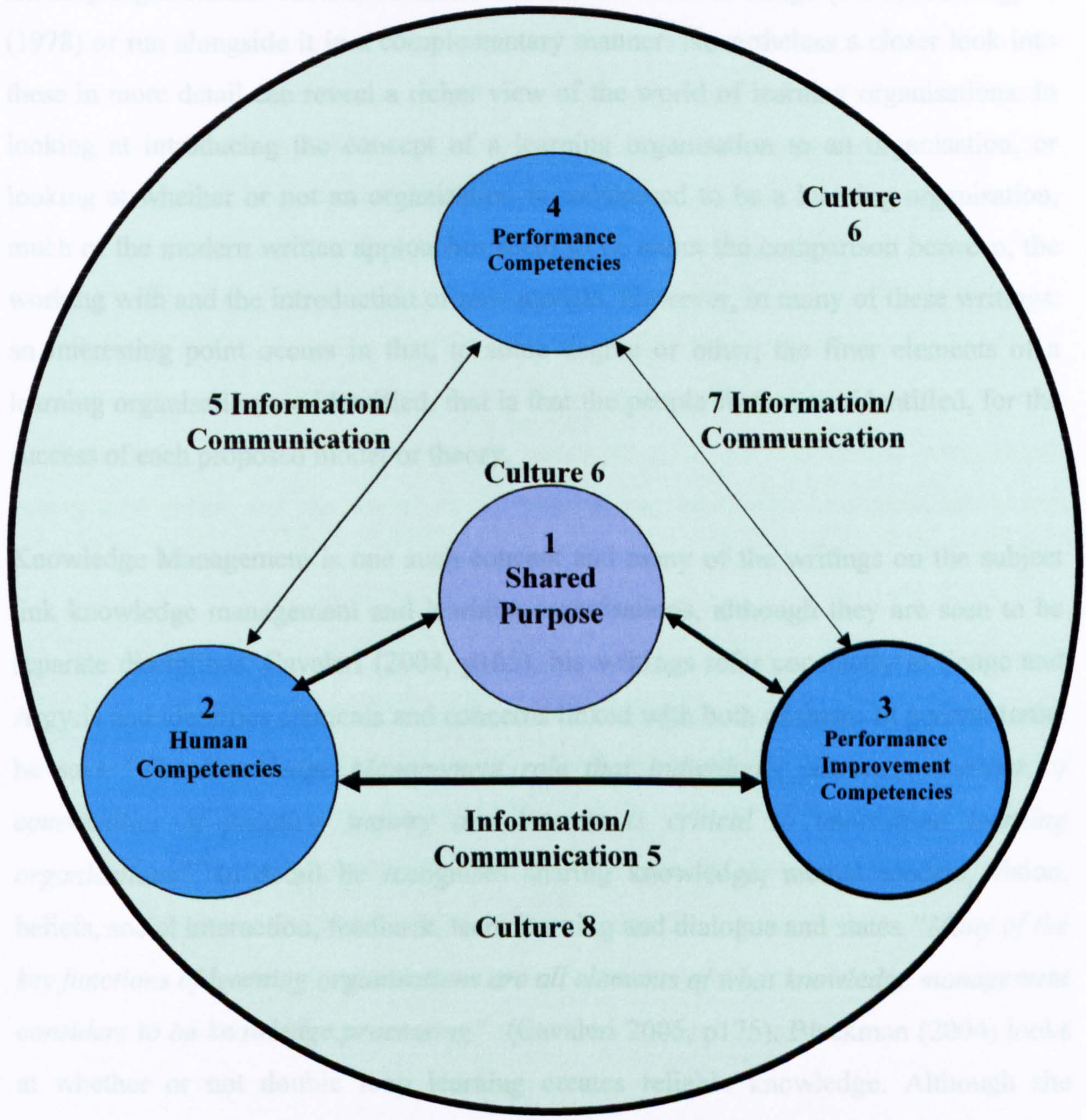


Fig.2.14. Organisational Competencies Model (McQueen, 1996)

teams, the cultural change was so profound that both delighted senior teams complimented the facilitators on what they claimed was 'a remarkable turn around in attitude'. The methodology had obviously worked under the circumstances of the particular case and gave considerable encouragement to the research team to continue their work.

2.5.6. Linked organisational Theories.

In more recent times, many approaches seem to have evolved in the general area of learning organisations but most seem to endorse the work of Senge (1990) and Argyris (1978) or run alongside it in a complementary manner. Nevertheless a closer look into these in more detail can reveal a richer view of the world of learning organisations. In looking at introducing the concept of a learning organisation to an organisation, or looking at whether or not an organisation is considered to be a learning organisation, much of the modern written approaches seem to be about the comparison between, the working with and the introduction of new models. However, in many of these writings, an interesting point occurs in that, to some degree or other, the finer elements of a learning organisation are identified, that is that the people factors are identified, for the success of each proposed model or theory.

Knowledge Management is one such concept and many of the writings on the subject link knowledge management and learning organisations, although they are seen to be separate disciplines. Cavaleri (2004, p165), his writings refer constantly to Senge and Argyris and identifies elements and concerns linked with both of them. In general terms he says *"The Knowledge Management role that individuals play as a number of communities of practice, inquiry and interest is critical to understand learning organisations"*. In detail he recognises sharing knowledge, mental models, vision, beliefs, social interaction, feedback, team learning and dialogue and states *"Many of the key functions of learning organisations are all elements of what knowledge management considers to be knowledge processing"* (Cavaleri 2005, p175). Blackman (2004) looks at whether or not double loop learning creates reliable knowledge. Although she challenges whether or not that this is so, she acknowledges that it is the reactions of the people that is a key factor in the process. In a later work, (Blackman, 2005), she considers several schools of approach in recognising and transferring knowledge. Here she appears to overlook the personal attributes of the systems used. Vorono (2005), in a

paper looking into strategic organisational learning and knowledge management, recognises that barriers to learning manifest themselves in three ways, those of interrupted learning, psychological and cultural, and leadership related. He also sees the danger of 'chunking activities' so that shared vision is not created. Interestingly, Gorlick (2005) introduces a new barrier, that of time. From further work by Firestone (2005) he claims that organisational learning and knowledge management should be joined in a unified discipline. In her study of knowledge management Gorlick (2005) recognises more of the elements included in learning organisation theory when she expounds on the importance of the 'role of the leader' and the need for rewards and recognition. She goes on to emphasise the importance of clarity of role, multiple and diverse skills together with the encouragement of relationships between team members in the work situation. All these elements, of course, are key ingredients of learning organisations. Another study by Dovey (2005) further reinforces the link between the two disciplines when he discusses in depth the need for trust and bonding in knowledge management and also people taking personal responsibility and ownership for their actions. The thinking of Deming (1986) is also reinforced with the emphasis on risk-taking, focus and feedback and that of Senge (1990) with the respect for 'mental models'. In all the modern studies of knowledge management covered, there are four elements that connect with, not only the modern gurus and the gurus but also, with traditional management theory and those are the elements of motivation, teamwork, communication and leadership.

Another area occupying modern researchers is that of measuring or assessing learning organisations and many methods and theories for doing this abound. Walsh (2005, p28) advocates the methods of performance appraisal and action inquiry. For action inquiry she advocates four specific goals. Those of: -

1. to increase the individual's and other's awareness of shared mission;
2. to increase a sense of mutuality and commitment with two or more people;
3. to increase communication with two individuals about their lack of alignment with and invalid assumptions about each others purpose, and possibly, the groups objectives;
4. to increase action towards aligning every person's goals, as well as the group's mission.

However performance appraisal has in its turn four uses: -

1. to provide feedback about strengths and weaknesses

2. to distinguish between individuals to allocate rewards
3. to evaluate and maintain the human resource systems of the organisation
4. to create a paper trail of documentation

Having discussed the effectiveness of both these approaches she concludes that each can complement the other but sees performance appraisal as *"Acting as forums for open dialogue, invite participation and build relationships about re-visioning one's work and career"* (Walsh, 2005, p38) This in itself, if Senge (1990) is to believed, re-enforces learning organisations.

Another approach in this area of measurement is by Moilanen (2005) when he uses the learning organisation 'diamond' as an instrument. The tool considers five areas of measurement, those of driving forces, finding purpose, questioning, empowering and evaluating. These are each considered under the levels of both the individual and the organisation. This is clarified by the diagram taken from the study.

Focus	Organisational level	Individual level
Driving force	Building a learning organisation is a priority and has many resources in the organisation	Leaders encourage and support my learning
Finding the purpose	Learning is seen as a vital part of our organisations competitiveness	The goals of my organisation direct my development and learning
Questioning	Learning obstacles have been eliminated in our organisation	I am not afraid of big changes
Empowering	Our people are coached to master new processes and techniques	I am able to apply my learning to develop my work
Evaluating	The development goals are meaningful because they are evaluated	I am able to assess the outcomes and methods of the work of our team

Fig. 2.15 Statements of the framework (Moilanen, 2005, p75)

The study itself covered 25 organisations and 700 respondents and concluded that there is a clear difference between individual opinions and those of the organisation. One possible explanation for this was given as the individual identifies to statements involving themselves more than statements 'outside them'. One significant conclusion to this study is *"Diagnosing produces outcomes typical for that tool, and other tools give some other types of outcomes"* (Moilanen, 2005, p87). Perhaps the whole research can only be judged against other assessment techniques?

Yet another technique related to this subject uses quantitative and qualitative approaches. Here Loewen (2004) who recognises that learning takes place at individual and group levels assesses the matter accordingly. For the team climate assessment she used a 'team climate inventory' technique first developed by Anderson and West (1994). This was deemed to be a psychometrically sound instrument of measurement. As part of the assessment, team members were asked to submit written qualitative information about their team climate. This was supplemented by a discussion based on the results and specific actions that members could take to improve their team climate. Once again the technique of assessment is being used as a performance enhancement programme. The conclusion to the research was that the technique with its focus on shared vision, communication, innovation and task orientation can play a central role in team building as well as being a tool for assessment.

In the Health Service provision, Gorlick (2005, p387) looking at Learning Organisation theory, states that *"Human values and emotions play a significant role in effective organisational learning"* She points out that elements such as perspective understanding, dynamic interactions, reflection, inquiry and creating a common vision are all parts of learning organisation and sees them taken straight from the thinking of Senge (1990). However she sees these elements, not to be in conflict with, but enhancing, Schwandt's (1998) learning model with which she was working. Systems Thinking, she claims, emphasises the relationships and integration of the subsystems that in itself help an organisation to increase its learning capacity.

Also in the Health Service provision is a study by Armitay (2005, p67) where the role of Leadership is examined, and he points out that very little work has been done to date in researching the relationship between Leadership and Learning Organisations. The results of his limited study conclude that. *"The more managers are perceived as transformational leaders, the more intensive the learning will be"*.

Lopez (2005) looks at the relationship between organisational learning and business performance. She sees the indicators of business performance as being innovation and competitiveness, and economic and financial results each of which can be measured. The organisational learning is seen as being a dynamic capability that needs to be constantly in place for the organisation to progress. Here a word of warning is given

when she concludes "*although links between learning organisations and business performance have been assumed there is little empirical evidence to support this perspective*" (Lopez, 2005, p239)

Further research by Stewart (2005) makes the connection between Learning Organisations and Human Resource Development. He sees Human Resource Development as mirroring the development of management studies in the area of learning organisations and, as what he claims to be a controversial conclusion, he says *"I think that values implicit in most conceptualisations of the Learning Organisation are more likely to be realised and practiced through the impact and application of the merging themes of Human Resource Development than through researching a Learning Organisation concept"* (Stewart, 2005, p93).

Over the relatively few years that Learning Organisation theory has been a force in the move towards organisational excellence in organisations, much has been discussed and developments have taken place. Each of these approaches gives a different view to modern thinking towards, or the assessment of, or the modern integration of, learning organisations but it is encouraging to see that the basics of the original concept of learning organisations is still intact as they were in the early days of Senge (1990) and Argyris (1978). This is according to Yeo (2005). He revisits the roots of learning organisations and examines the five disciplines of Senge but warns that the relationship between the five disciplines need careful examination because, if they function separately rather than together, then they may fail due to the dynamics of the internal and external environment. These environments have an impact on the disciplines and Yeo sees the key to the relationship as Systems Thinking which reinforces shared vision and team learning. He also sees that personal mastery and mental models can stand alone as individual assets. Like some other modern researchers he sees Learning Organisations standing alongside other models, and in his case it is the molecular development model advocated by Reynolds & Ablett (1998). He claims that the five disciplines are mirrored by Reflection, Enactment, Commitment, Understanding, Awareness and Ignorance, each of which is integrated into a team building model. Once again team building takes a high profile and it is also significant that he advocates that learning must occur across all levels within an organisation.

2.5.7. Organisational Culture

The terms organisational culture, cultural change or simply the word culture seems to occupy the minds of many in the field of quality theory and learning organisation theory. Indeed, Deming (1986) and later Senge (1990) devoted their energies to changing the culture existing in organisations and it can be said of Deming, nations. Strangely, neither Deming nor Senge mention the word culture in their most prominent publications, but nevertheless their work is totally involved in cultural change. Argyris (1995) says of Senge's work that the Mental Models of an organisation constitute its culture. Juran (1988), Oakland (1996), Peters (1995) and Argyris (1996) are more forthcoming. Juran (1988), for instance, sees cultural resistance to change as a key factor in his change programme and had thought so since his first work in 1950. Indeed, when defining and creating a responsive corporate culture he indicates that the eight points of Miller (1984) are paramount in providing a framework for defining the existing culture, the desired culture and to develop a plan for change. These are: -

Purpose	The emerging effects of working towards a worthy cause
Consensus	Decisions should be made and carried out by what will produce the highest quality results not necessarily by top down management.
Excellence	Management create an environment of intellectual inquiry in which the pursuit of knowledge becomes the norm.
Unity	Ownership and identity with the work and the product can be a source of pride.
Performance	Performance will matter to the individual if rewards are dependent on performance.
Empiricism	Employees at all levels will perform measurably better if they know how they are performing.
Intimacy	This relates to the ability of individuals to share ideas, feelings and needs in an open, trusting manner without fear of punishment.
Integrity	Action is based on what is ethical not legal. Managers should be role models of integrity that inspire their subordinates to believe the purpose of the organisation is right, just and worth sacrificing for.

Later, Juran (1993) talked of developing a 'quality culture' within an Organisation. Here he stated that culture can be changed by providing an awareness of quality, evidence of upper management leadership, self development and improvement, participation and recognition and rewards. He is specifically speaking of quality culture and links these

points with the methodology and structure of quality shown in his 'Technology and Culture' diagram (See Fig.2.16). The word quality can be substituted by the word organisational to fit a wider circumstance.

By way of summary he says that to change culture requires years, not months; to change requires trust not techniques.

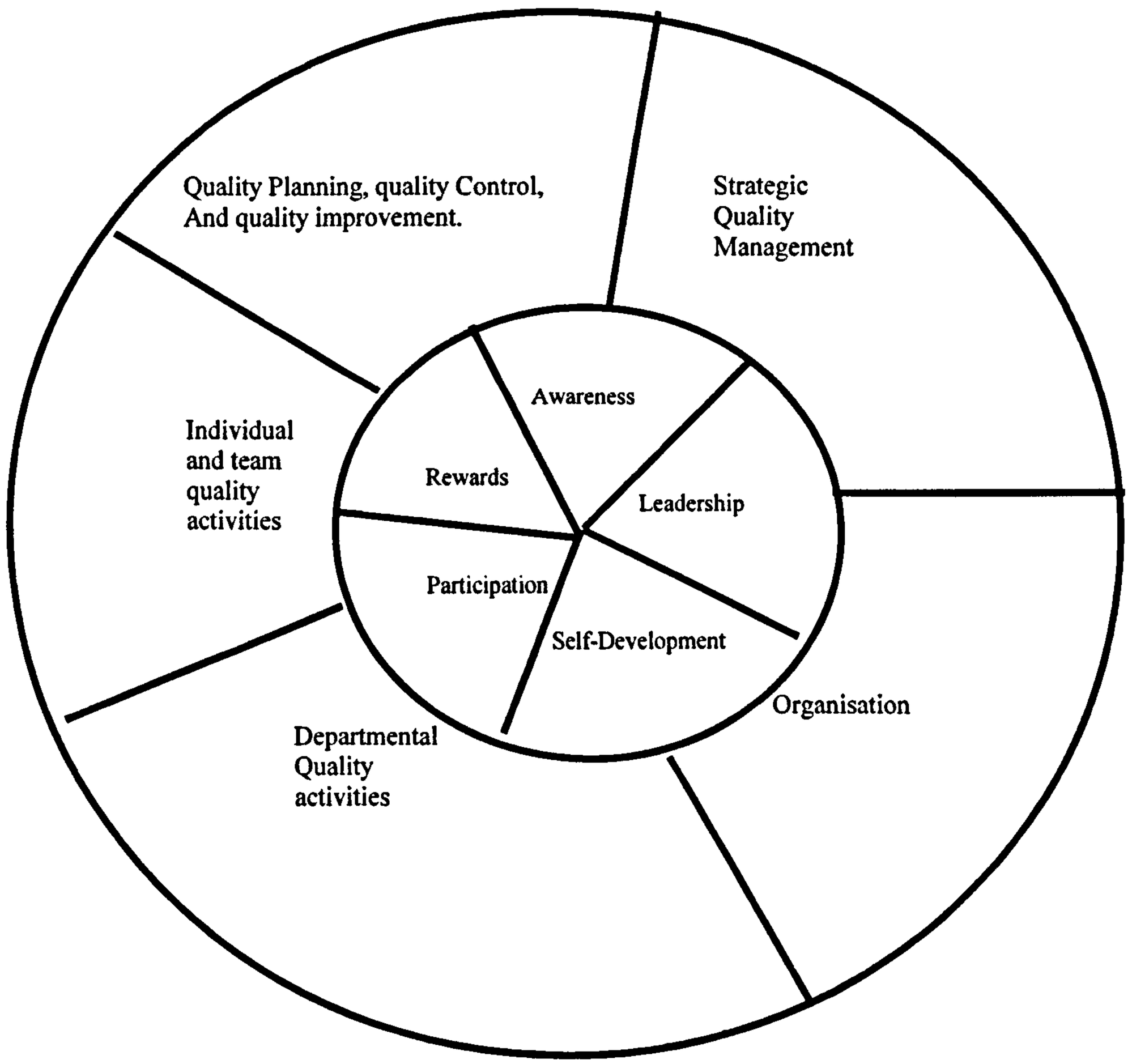


Fig.2.16 Technology and Culture Diagram (Juran, 1993)

Oakland (1994) as can be seen (section 2.4.) built culture into his model for Total Quality Management (see fig. 2.4.) As a result, much was done by him to change culture within organisations, and in the case of Oakland (1997) to change culture through teamwork. He points out that the team approach allows individuals and organisations to grow and that employees will not engage in continual improvement without commitment from the top. He uses the work of early people in the field of human relations to motivate, such as Hertzberg, Maslow and McGegor (section 2.1.3.)

He developed a structural approach to problem solving by the DRIVE model: Define the problem, Review the information, Investigate the problem, Verify the solution and Execute the change. This simple exercise in the use of teamwork, he claims, changes the culture of organisations.

Peters (1995), primarily concerned with business success in financial terms, admits 'Companies whose only articulated goals were financial did not do nearly as well financially as companies that had broader sets of values.'

So, what is Culture? Seel (2001) reports that Kroeber and Kluckhohn in a classic review of culture in 1952 had reported 156 different definitions that they arrange under six different generic headings. He also reports that now, many years later there is still no consensus. Narayanan (1993) refers to organisational culture as, referring to the pattern of artefacts, beliefs, norms, values and premises held by an organisation. Culture is shared among many groups of organisational members, and is transmitted through a process of socialisation whereby new members learn the culturally appropriate ways of behaving in an organisation. He goes on to philosophise that the organisational culture field draws five major assumptions from psychoanalysis and anthropology: -

- Organisational cultures are unique
- Organisations have symbolic elements: language, myths and shared codes of meaning.
- Culture incorporates unconscious elements that are invisible to members of the organisation
- The relationship between the individual and the culture is reciprocal, each influencing the other.
- Culture changes take place in many ways.

To provide culture change he believes that there are two distinct stages: diagnostic and change but also believes that leadership has a most important part to play.

After reviewing the many different definitions of organisational culture Brown (1998, p2) asks the question *"From where does organisational culture originate?"* As a direct result of his research on the matter he concludes that there are three main contributors to an organisational culture: -

- The societal or national culture within which the organisation is physically situated
- The vision, management style and personality of the organisation's founder or other 'dominant' leader.
- The type of business an organisation conducts and the nature of the business environment.

Like Narayanan he goes on the belief that diagnosis of culture is important and advocates a questionnaire type approach to this task. This is a view shared by Kline (1998) who also uses a questionnaire technique for the assessment of culture within an organisation. The results of Brown's work suggest that large organisations rarely possess just one unitary and homogeneous culture. Rather, superimposed on organisation-wide culture goes a patchwork quilt of related, overlapping and sometimes conflicting cultures. His most significant finding is that he believes that the influence of organisational culture on organisational learning affects the rate at which organisations learn and that cultures vary in their capacity to store and retrieve past learning. Further research into cultural change led him to believe that future cultural change programmes would be more plausible if they took into account the three culture related factors of: -

- The availability of alternative cultures
- The participants' level of commitment to the current culture
- The fluidity of the current culture

So, can culture be managed? Again, Brown (1998) suggests that there is wide disagreement as to whether or not culture can be managed but the consensus is that it can at least be modified. Silverwig and Allen (1976) had produced a model for culture change and a simple version is shown in fig. 2.17.

Step 1	**Step 2**	**Step 3**	**Step 4**
Analysing the existing culture	Experiencing the desired culture	Modifying the existing culture	Sustaining the desired culture

Fig. 2.17 Normative Systems Model (Silverwig & Allen, 1976)

Pike (1996) lists areas of cultural change implicit in a Total Quality Management strategy that are shown in fig. 2.18.

From	To
Grapevine and secrecy	Open communication
Control of staff	Empowerment
Inspection & Fire-fighting	Prevention
Internal focus on rules	External focus on customer
Cost and schedule	Quality of conformance
Stability seeking	Continuous change & improvement
Adversarial relations	Co-operative relations
Allocating blame	Solving problems at their roots

Fig.2.18. Cultural Change (Pike, 1996)

It should be noted that the above list relates to management style and attitude directed towards employees. Pugh (1990) with a slightly different approach defines culture as a collective mental programming of people in an environment and implies that cultural conditioning is possible.

Many of the above have tried to define, control, change and manage culture and, in their own eyes, had varying degrees of success, but the fact remains that they all feel that it is a very significant part of an organisation's ability to learn.

2.5.8. Summary

The literature covered in this review represents a cross-section of management philosophies throughout the Twentieth Century and into the twenty first century. All the views considered seem to be occupied with achieving excellence or organisational improvement in some way but all with the exceptions of the learning organisation theory plan to achieve this aim by using an elemental or functional approach. Indeed it can be argued that in the short term each of these philosophies in turn achieved success for the people proposing and using them. However the success seemed not to stand the test of time in that each was superseded by the next philosophy and this is born out by the chronological dating of each philosophy. This is possibly due to the fact that with a systems approach there are certain criteria to be accounted for and, as such, those using

the systems become familiar with the rules of the system. As a consequence, results can be exaggerated to fit the criteria, misinterpreted or even falsified. The latter seems to be particularly true when a blame culture exists within the organisation and hence people find alterative data to present.

If this is true then an alternative to the 'systems approach' may need to be considered that will stand the test of time and will provide no use for distorted data. The author believes that one such alternative is to use Learning Organisation Theory. By using this approach it is the people within an organisation that are most important and in particular the attributes of the people and their characteristic elements that contribute to the working towards organisational success. It is also believed that that there are many influences on the individual both from within the organisation and from the past experiences of the individuals that can affect how people react and work. These must also be considered, in particular workplace culture and management.

If a conceptual framework can be produced from this background of the literature review then it can be used within case studies in order to give a deeper insight into an improved framework and to gain an understanding of why such elements are important elements of the framework. Although a large number of studies would be needed to test the framework that is not the objective of this research. The ideal outcome from this research would be to confirm the existence of the elements of the framework which can be taken from each of the management philosophies and to look for the interrelationship of such elements. Further research projects at some future date may want to test the framework more fully.

Chapter 3

3. Methodology

3.1.Introduction

In order to achieve the aims and objectives of this research project a research methodology needs to be designed. It would be helpful, therefore, to understand some of what has been written about research methodology in order to make a decision on the methodological design.

Collins (1992, p837) states that a methodology is *"A system of methods and principles used in a particular discipline."*

More explicitly Cohen (2001, p2) says *"the aim of methodology is to help us to understand, not the products of scientific enquiry but the process itself."* In support Walliman (2001) says that research methodology is about how research is conducted and includes such items as measurements and analyses performed. Robson (2002, p81) expands the explanation slightly when he says *"Methodology is about what specific techniques will be used to collect data? How will the data be analysed? How do you know the data is trustworthy?"* Zickmund (2000), however, sees methodology as the procedures for collecting knowledge.

There seems to be no specific criteria for the selection of a research method as it depends on the nature and scope of the thesis. Armed with these views as a guide a research methodology is proposed for this project providing a framework for the research and including the tools the methodology uses to collect the data and how the data is analysed. In short the following sections explain the way the research is to be conducted.

3.2. Choosing a Research Philosophy

Two main philosophical positions are advocated in research. Collis (2003) calls them positivistic and phenomenological, whereas Cohen (2001) calls them Positivism and the Naturalistic Approach. Collis (2003) produces a table (Table 3.1) summarising the alternative terms used for each of the philosophical positions but also reports that these terms are regarded as the extremes of a continuum. By this he explains that as one

moves along the continuum the features of the one philosophy blend with those of the other extreme, passing though a middle period until they eventually take the extreme position of the opposite philosophy.

Positivistic	**Phenomenological**
Quantitative	Qualitative
Objectivist	Subjectivist
Scientific	Humanistic
Experimentalist	Interpretivist
Traditionalist	Futurist

Fig. 3.1 Summary of Terms for Extreme Philosophies (Collis, 2003, p47)

In assessing these two extreme approaches to research, and understanding that each is not necessarily polarised, then it is necessary to understand the assumptions related to each in order that a choice can be made. Collis (2003) compares each extreme under five headings namely, ontological, epidemiological, axiological, rhetorical and methodological.

Under the ontological assumption the comparison is between whether or not the world is objective and external to the researcher (quantitative) or whether the researcher sees reality as subjective and participative, (qualitative). The epidemiological assumption compares research being independent from the researcher (quantitative) to an interactionary role taken by the researcher (qualitative). The values taken from such research can be seen to be value-free and unbiased (quantitative) or value laden and biased (qualitative). Even the language used by each research approach is reported to be different. The quantitative approach uses a formal, personal language based on set definitions and using quantitative words. The language used in the qualitative approach is personal and informal using qualitative words and revealing evolving decisions.

For a comparison of the methodological differences Collis (2003) produces a table in which he summarises the process of the research and the differing methodological approaches, part of which is seen in table 3.2.

Methodological Approach	
Quantitative	**Qualitative**
Deductive process *Cause & effect* *Static Design –* *Categories isolated before study* *Context-free* *Generalisations leading to prediction, explanation and understanding.* *Accurate and reliable through validity and reliability*	*Inductive process* *Mutual simulations shaping the factors* *Emerging design –* *Categories identified during research process* *Context-bound* *Patterns, theories developed for understanding* *Accurate and reliable through verification*

Fig. 3.2 Methodological difference (Collis, 2003, p49)

Thus, overall Collis produces a complex and detailed comparison of the two philosophies. However, Bryan (1988) takes a more simple approach. He makes a very clear statement that Quantitative research is typically to be taken to be exemplified by the social survey and by experimental investigations. Qualitative research tends to be associated with participant observation and unstructured, in depth interviewing. Walliman (2001), reports that, qualitative research was regarded, until recent times, as being limited, unreliable and lacking in solidarity. By way of illustration Hussey and Hussey (1997, p54) produced a table 3.3 showing the features of each approach.

Qualitative	*Quantitative*
Uses small samples	*Uses large samples*
Concerned with generating theories	*Concerned with hypothesis testing*
Data rich and subjective	*Data is highly specific*
The location is natural	*The location is artificial*
Reliability is low	*Reliability is high*
Validity is high	*Validity is low*
Generalises from one setting to another	*Generalise from sample to population.*

Fig. 3.3 the two main paradigms (Hussey, 1997, p54)

This illustration is supported the thinking of by Walliman (2001, p203) when he says *"the qualitative approach tends to be unstructured, allowing concepts and theories to emerge, whilst the quantitative approach begins with concepts and theories and tests them in a rigorous, structured fashion with the result that they are either supported, amended or rejected."*

Amaratunga (2002, p21) stresses the advantages of good qualitative data taken from real life situations when saying that one major feature is that they focus on naturally occurring, ordinary events in natural settings, so that there is a view on what 'real life' is like. She further explains such data as being rich and having the benefit of having properties over and above those of its individual parts. The fact that qualitative data is collected over a substantial period makes it powerful for studying any process.

According to Gummeson (1999) qualitative research is concerned with identifying certain phenomena based on in depth exhaustive investigation and analysis as opposed to the quantitative approach that is more concerned with issues such as 'how much' and 'how often'. This is supported by Bell (1999) when he explains that qualitative research is more to do with understanding of an individual's perception of the world, seeking insight rather than statistical analysis. It is true to say that these simple facts lead to the qualitative approach being adopted but as Robson (2002) suggests there is a case to be made for using both approaches in any one study.

3.3. Strategy

When considering a research strategy the case study approach seemed to offer the most potential for this type of investigation. As Yin (2003) explains the case study is an empirical inquiry and investigates a contemporary phenomenon within a real life context especially when the boundaries and the context are not clearly evident. In contrast to this the strategy of an experiment clearly divorces a phenomenon from its context and in turn the context is invariably controlled in an unnatural environment. Historically the qualitative strategy, although tackling the how and why questions, was felt to be not contemporary. The survey approach had its limitations to the extent that of the number of questions that could be asked and the variability of the organisations in which they were conducted.

Some researchers, having a concern over the lack of rigour, advocate an argument against case study research. However it is agreed that if the case study investigation works towards reporting the evidence fairly thus eliminating bias then the method can produce in depth, rich data that is sound. Alternatively it can be argued that bias can enter other forms of research strategy even experiments that are supposed to be held in a controlled environment. Another common concern is that of scientific generalisation when using just one study. However the same can be asked of a single experiment. In this situation there is an argument for more than one study as there is an argument for more than one experiment. Hence more than one case study can be considered.

Possibly the biggest draw back to case study research is the time consuming aspect of the task, and hence the vast amount of data that can be generated. Yin (2003) argues against this explaining that it can be overcome by the skill of the investigator. Collecting evidence is the key to good case study research and to this end the six sources of evidence collection are shown in table 3.4, all of which are to be used in the case studies.

Using such techniques properly can be regarded as producing significant research evidence hence supporting the decision to use case study research.

3.4. Research Design

The desire for a logical plan to identify elements of a Learning Organisation and their possible grouping guided the author to consider a conceptual framework for containing these elements in order to understand not only the existence of them but the relationship between them. In the light of the review it is decided to construct a framework of the 'people factor' within organisations that includes all the positive attributes needed for success within organisations.

As a result of such a framework a methodology was needed to establish, not only that these elements existed but reasons as to how and why they were important. Once identified the elements of the framework can be grouped into areas of similarity in order that interrelationships between elements can be considered. If this is successful then, in the longer term, it might lead to a framework that, if tested and verified over a large number of organisations, could be considered as a standard for organisations wanting to move towards organisational improvement or excellence. As a result it might lead to a

rich understanding of an organisation without using operational data and tick lists. In the short term, the basic elements of the framework need to be verified.

Sources of evidence	Strengths	Weaknesses
Documentation	Stable – can be reviewed repeatedly Unobtrusive – not created as a result of the case study Exact – contains exact names, details etc. Broad coverage – long span of time, many events, many settings	Retrievability can be low Biased selectivity if collection is incomplete Reporting bias – reflects bias of author access – may be deliberately blocked
Archival Records	Stable – can be reviewed repeatedly Unobtrusive – not created as a result of the case study Exact – contains exact names, details etc. Broad coverage – long span of time, many events, many settings precise & quantitative	Retrievability can be low Biased selectivity if collection is incomplete Reporting bias – reflects bias of author Access – may be deliberately blocked Accessibility due to privacy reasons
Interviews	Targeted – focuses directly on case study topic insightful – provides perceived casual inferences	Bias due to poorly constructed questions. Response bias. Inaccuracy due to poor recall. Reflexivity – interviewee gives what interviewer wants to hear
Direct Observations	Reality – covers events in real time contextual – covers context of event	Time consuming Selectivity – unless broad coverage Reflexivity – event may proceed differently because being observed Cost – hours needed by observers
Participant Observations	Reality – covers events in real time contextual – covers context of event insightful into interpersonal behaviour and motives	Time consuming Selectivity – unless broad coverage Reflexivity – event may proceed differently because being observed Cost – hours needed by observers Bias due to investigators manipulation of events
Physical Artifacts	Insightful into cultural features Insightful into technical operations	Selectivity availability

Fig. 3.4 Six Sources of Evidence – Strengths and Weaknesses (Yin, 2003)

Such verification can be considered in several ways, by experiment, by survey, by history or by case study. Yin (2003) argues that the case study is well suited to the needs

of this research on the grounds that firstly, it tends to be a strategy for establishing the why and how parts of the investigation. Secondly, the focus is on contemporary events and finally it requires no control of behavioural events. This research method also lends itself to both group theories and organisational theories. It thus remains to establish whether or not a case study approach can verify the elements of a conceptual framework proposed for this study.

Yin (2003, p14) defines the case study as a research strategy as "*an empirical enquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly defined.*" In defending its use as a research strategy he states "*the case study as a research strategy comprises an all-encompassing method; covering the logic of design, data collection techniques and specific approaches to data analysis.*" He further defends the suitability of the strategy, explaining that the repetition of data collection procedures that establish the same findings, endorses reliability, hence reducing errors. Yin (2003, p38) confirms this when he states *"the general way of approaching the reliability problem is to make as many operational steps as possible and to conduct research"*. Bell (1999) writing on the subject, takes into account that individual researchers have the chance to view the subject of study in depth within a limited time scale and hence can attempt to identify various interactive processes at work. This given strength by a variety of evidence sources such as documents, interviews and observations that may be unavailable to conventional studies. By way of endorsement of this Nisbett & Watt (1980) point out that sometimes it is only by taking practical situations that the interaction of the elements can be fully observed. He goes on to warn that although observations and interviews are of high profile, in such studies all techniques should be considered.

Another matter for consideration is whether to use a single case study or multiple case studies. Perry & Coote (1994) explain that the number of case studies chosen is at the discretion of the researcher and there is no rule for the number to be chosen in qualitative research. Yin (2003, p53) states *"even if you can only do a 'two-case' case study, your chances of good case study will be better than using a single case-study. Single studies are vulnerable if only because you have 'all your eggs in one basket'. More important, the analytical benefits from two cases may be substantial"*. The argument is that with two or more cases there is a possibility of direct replication and *"the analytical conclusions independently arising from the studies will be more*

powerful than those of a single case study". It is also argued that if the two case studies are different in some way then common conclusions will expand the possibility of verification.

As a result of this information it has been decided to adopt the case study approach for this research in order to gain an in depth understanding of people issues in a learning organisation. As Collis & Hussey (2003) stress, it can be an extensive examination of a single instance of phenomenon of interest and is a good example of phenomenological methodology. It is adopted also because it would be suitable for the type of research conducted and be in line with the time constraints available. It allows the researcher to focus on a particular topic of research and attempt to identify interaction processes at work. It has the additional advantage of being able to look at a variety of evidence such as self administrative questionnaires, documents, interviews and even observations.

3.5. Data Collection

The procedures for gathering data and data sources used within research activities is generally regarded to as 'research techniques'. Ghuari (1995) states that research techniques are primarily concerned with how data is collected. Such techniques are well documented and those primarily concerned with phenomenological research are stated by Bryman (1995) as being: - Documents, archival records, self-administrated questionnaire, structured interview, unstructured interview, direct observation, participant observation, simulation and focus groups.

Collis & Hussey (2003) list very similar and they stress the importance of the structured and unstructured interview. Sekaran (2003) observes that unstructured interviews are usually conducted to obtain definite ideas about what is and is not important and relevant to the particular problem situation. Structured interviews on the other hand give more in depth information about specific variables of interest. It is Jankowski (2000) that states semi-structured interviews are a powerful data collection technique when used in the context of a case study research method. The one restriction is the time-consuming aspect of interviews for the interviewee. Easterby-Smith (2002, p8) says *"nowadays, managers have to count very carefully the cost of their time and therefore short interviews are likely to be more feasible than unstructured observations and discussion which can take a lot of time".*

Questionnaires are seen by Sekaran (2003) as an efficient mechanism for the collection of data especially the self-administered questionnaire where the respondent completes the questionnaire in their own time. In particular Collis & Hussey (2003) suggest that the phenomenological approach lends itself to questionnaires which have more open-ended questions rather than the closed question more suited to the quantitative approach. However, Robson (2002, p231) warns that *"when the self-completion questionnaire is used its complexity has to be kept to a minimum. You also lose contact with the question order in this situation; respondents can answer the questions in any order, which may affect the answers given".*

Observation is again a method of collecting data associated clearly with phenomenological methodology. (Collis & Hussey, 2003) and can take place in a natural setting. However, they point out that the observation in the natural setting may lead those being observed to wonder why they are being observed and then they become nervous. This characteristic is known as a 'demand characteristic' because demands are made on the individual and this, in turn, may affect the research. It is important to be aware of such a characteristic and minimise any effects. This is not difficult to achieve once the researcher is aware of the possibility of the effect. Observations can be conducted in two ways, participant and non-participant. The purpose of non-participant observation is to observe and record what people do without the researcher being involved. Participant observation on the other hand is a method of collecting data where the researcher is fully involved with the participants and the phenomena being researched. Some of the factors which the researcher should take into consideration when choosing participant observation are –

- *the purpose of the research*
- *the cost of the research*
- *the extent to which access can be gained*
- *the extent to which the researcher is comfortable in the role*
- *the amount of time the researcher has available*

(Collis & Hussey, 2003, p172)

Yin (2003) points out that, case studies are not limited to a single source of evidence and in fact most of the better case studies rely on a variety of sources. He goes on to argue that observational evidence is often useful in providing additional information about the topic being studied. In particular he sees participant observation being particularly suited to informal small groups.

Focus groups, as Collis & Hussey (2003, p167) point out are normally associated with phenomenological research. They are used to gather data relating to the feelings and opinions of a group of people who are involved in a common situation. *"The explicit use of group interaction to produce data and insights that would be less accessible without the interaction found in a group provides the researcher with rich data"*. Focus groups combine both observation and interview and the data produced is qualitative and as Brown (1999) points out complex studies can use several focus groups. Robson (2003, p284) provides a list of advantages and disadvantages for focus groups.

Advantages: -

- *A highly efficient technique for aualitative data collection since the amount and range of data are increased by collecting from several people at the same time*
- *Natural quality controls on data collection operate*
- *Group dynamics helps in focusing on the most important topics and it is easy to assess the extent which there is a constant and shared view.*
- *Participants tend to enjoy the experience*
- *The method is relatively inexpensive and flexible and can be set up quickly*
- *Participants are empowered and able to make comments in their own words.*
- *Contributions can be encouraged from people who are reluctant to be interviewed on their own*

Disadvantages: -

- *The number of questions covered at one time can be limited*
- *Facilitating the group process requires considerable expertise*
- *Bias may be caused by the domination of one or two people*
- *Conflicts may arise between personalities*
- *Confidentiality can be a problem between participants*

By way of summary it is intended in this research to use a number of these research techniques as they are compatible with the phenomenological approach adopted. The use of different techniques in the same study will overcome the potential bias and inadequacy of a single method approach. These techniques will include focus groups, structured and unstructured interviews, questionnaires, observations, and documentary evidence. From the reading included it would seem that the use of questionnaires will help to establish whether or not the elements exist in the framework, the 'what' factor. The other techniques will be used to try to establish the interrelationships of the elements and 'how' and 'why' they are important.

3.6. Building a Framework

In order to provide a focus for the case studies it was decided to construct a conceptual framework. As the elements of the research are considered, it seems appropriate to organise them into some logical sequence. The sequence chosen was a modification of Ishikawa's Cause and Effect diagram with the 'effect' being the destination, a learning organisation, and the causes being the elements of the framework grouped into categories. It is a familiar framework to organisations and it will indicate that 'causes' all lead to the end result of the project aim.

During the 20th Century many management systems and quality initiatives had been advocated but few, it seems, stood the test of time. Each seemed to work for a period at their introduction but few sustained the level of achievement. It was decided to study the development of these initiatives in order to identify the valuable and lasting elements of each. This may establish the basis for a lasting structure for the necessary cultural change.

Learning Organisations of the present day contain many elements that existed in the work of the early pioneers of management (Section 2.1.). (Gilbraith, 1911; Drucker, 1977; Fayol, 1949) Motivation theory and training both play a big part in the concept of what today is understood to be a learning organisation. It is particularly pertinent that some of the work of the Pioneers of Management provides the infrastructure in which these organisations operate. The Gurus however were more concerned with the quality factors and the move towards business excellence (Section 2.2.). From the 1950's onwards the gurus developed management thinking and as a result many of the systems and techniques used today were developed from this work. It is also true that the advocates of learning organisations all, without exception, acknowledge the work of the gurus and some, like Peter Senge, admit to being disciples of them. In the same way Quality and Management initiatives that were developed to promote business excellence take their roots in this work.

The background to managing excellence leads to the study of the advocates of learning organisations and the specific theories that ensue there from (Section 2.5.). Both Senge and Argyris are principal players in this field and it is from them that much of the advanced thinking generates.

By studying this range of informed management theory and by extracting the key and common elements from the work of each, a framework can be built depicting the 'Learning Organisation'. The source of these elements is shown in tables 4.1, 4.2, 4.3, 4.4, 4.5 in Chapter 4. By collecting elements from these philosophies and establishing a structure rather than a system, a framework can be established that has the promise of giving several possible advantages in providing a logical sequence for the verification of the existence of such elements and the relationship to one another.

It could provide a vehicle for checking and evaluating organisations that claim to be learning organisations and at the same time provide the basis for comparison of organisations. This could be an advantage if such a comparison is of the people and the culture rather than that of the results of an organisation's achievements. By establishing such a benchmarking vehicle it may be possible to identify the areas of weakness within organisations and hence provide information and direction for improvement. From such a framework it could be possible to establish the individual importance of the elements in order that it can be understood why they are important.

The desire for a logical plan to identify elements of a Learning Organisation and their possible grouping guided the author to consider a framework containing these elements in order to understand, not only the existence of the element, but the relationship between them. In the light of the review it is decided to construct a framework of the 'people factor' within organisations that includes all the positive attributes needed for success within organisations.

As a result of such a framework a methodology was needed to establish, not only that these elements existed but reasons as to how and why they were important. Once identified the elements of the model can be grouped into areas of similarity in order that interrelationships between elements can be considered. If this is successful then, in the longer term, it might lead to a model that, if tested and verified over a large number of organisations, could be considered as a standard for organisations wanting to move towards organisational improvement or excellence. As a result it might lead to an understanding of an organisation without using operational data and tick lists. In the short term, the basic structure of the framework needs to be verified.

Such work can be considered in several ways, by experiment, by survey, by history or by case study. Yin (2003) argues that the case study is well suited to the needs of this research on the grounds that firstly, it tends to be a strategy for establishing the why and how parts of the investigation. Secondly, the focus is on contemporary events and finally it requires no control of behavioural events. This research method also lends itself to both group theories and organisational theories.

3.7. Establishing the credibility of the elements of the Framework

In establishing the credibility of the elements of the framework it was decided that a large sample was premature and undesirable until the build up and structure was substantiated. As a consequence it was decided to carry out an in-depth study of the elements of the framework that would enable importance and interrelationship of the elements to be established. Completed validation could possibly then be an option at a later time by other research when the individual elements could be seen to be relevant. This would need to be the subject of a separate research project. Two methods were selected for the element study. Firstly, a questionnaire technique is to be used in order to establish the credibility of the elements by confirming their existence in a real life situation. Secondly, case study methods are to be used that are designed to go some way to establishing why these elements are important. By observing and researching the interrelationship within the organisations, the significance of the elements can be established.

The choice of the questionnaire technique was taken in the light of the advantages and disadvantages of the method as expressed by Robson (2000). As explained, questionnaires provide a relatively simple and straightforward approach to the study of attitudes, values, beliefs and motives and can produce large amounts of data in a standardised form in a short time period. They also provide for anonymity that can encourage frankness where sensitive issues are involved. Also, as indicated by Walliman (2001), data can be collected from a geographically dispersed population relatively easily thus allowing for balanced samples to be taken. As previously indicated by Bryman (1995) questionnaires are a valuable contributor to the phenomenological approach to data collection.

As Yin (2003) reports the researcher needs to be aware of the potential disadvantages of questionnaires. Here data can be affected by the characteristics of those completing the

survey, such as memory, knowledge, experience, motivation and personality. There is also a danger that respondents will not report their beliefs accurately but rather respond in a way that gives a socially desirable bias. Further dangers such as questioning techniques can also be a pitfall. To overcome some of these disadvantages and to take advantage of the benefits of questionnaires, a questionnaire was used that had already had some success as part of an earlier project (Rossiter, 1997).

Understanding why those elements are important to the framework is to be investigated by using the technique of Action Research. Kurt Lewin first introduced the term action research in the mid 20th Century (Lewin, 1946). He viewed it as a way of learning about organisations through trying to change them. Robson (2000) explains action research as 'for those who want real world enquiry: research on and with people, outside the safe confines of the laboratory.' He goes on to point out that practitioners are more likely to make better decisions and engage in more effective practices if they are active participants in research. He explains that it is not only about research covering the studies of people but also trying to take account of the advantage accruing from the fact that enquirers themselves are people. Kemmis (1992, p133) argues *"to do action research is to plan, act, observe and reflect more carefully, more sympathetically and more rigorously than one usually does in everyday life"*. He further explains *"action research is concerned equally with changing individuals, on the one hand, and on the other, the culture of groups, institutions and societies to which people belong"*. Welliman (2000) relates action research to experimental research but in the real world rather than in the confines of a closed experimental system.'

Probably it is Cohen (1994, p234) who summarises what action research is in the simplest terms. *"A small scale intervention in the functioning of the real world and a close examination of the effects of such an intervention"*.

Taking this simplistic approach, and relating to the other more involved writings, it is necessary to establish the basics of action research and the resulting advantages and disadvantages of the process. McKernan (1991) lists the characteristics of action research and suggests: -

- Makes for practical problem solving as well as expanding scientific knowledge
- Enhances the competencies of participants
- Is collaborative

- Is undertaken directly *in situ*
- Uses feedback from data in an ongoing cyclical process
- Seeks to understand particular complex social situations
- Seeks to understand the processes of change within social systems
- Is undertaken within an agreed framework of ethics
- Seeks to improve the quality of human actions
- Focuses on those problems that are of immediate concern to practitioners
- Is participatory
- Tends to avoid the paradigm of research that isolates and controls variables
- Is formative, such that the definition of the problem, the aims and methodology may alter during the process of action research.
- Includes evaluation and reflection
- Is methodologically eclectic
- Strives to render research usable and shareable by participants
- Is dialogical and celebrates discourse
- Has a critical purpose in some forms
- Strives to be emancipatory

It is within the remit of this research to fulfil many of these points.

In addition to these characteristics Walliman (2000) proposes there are three types of action research, namely: -
'Technical' akin to Argyris single-loop systems (Argyris, 1990); Grundy (1987) argues that technical action research is designed to render an exciting situation more efficient and effective.
'Practical', akin to Schon's 'Reflection on action.', and is an activity of understanding and interpreting social situations with a view to their improvement (Grundy, 1987).
Emancipatory that Grundy (1997) explains as seeking to develop interpersonal constraints that are preventing the exercise of their autonomy and freedom. This critical praxis according to Grundy fuses theory and practice within egalitarian social order.

The catalyst for change possible within this approach to research, provides an opportunity for in-depth observation of people and the elements itemised in the framework. Although there are considerable advantages to this style of research there

are areas that are highlighted as being potential dangers to the method. Robson (2000) presents a list of questionable practices that can be detrimental to this research.

- Involving people without their knowledge or consent
- Coercing people to participate
- Withholding information about the true nature of the research
- Otherwise deceiving the participant
- Inducing participants to commit acts diminishing their self esteem
- Violating rights of self-determination
- Exposing participants to physical or mental stress
- Invading privacy
- Withholding benefits from some participants
- Not treating participants fairly, or with consideration, or with respect

These may be seen as obviously wrong but he goes on to quote that from reports 81% of studies published in the top journals use deception in their procedures. Practical difficulties can arise from the time taken to collect data, as this is often extensive, lasting months or even years. In some cases, because of the involvement over long periods of time, researchers have been reported as 'going native' moving from the role of researcher to that of advocate.

However, all should not be considered to be doom and gloom. Many positive aspects surround action research. Robson (2000) lists the following as being beneficial for the researcher for whom this technique is suitable.

- You see interactions, actions and behaviours, and the way people interpret these, act on them etc.
- You believe that knowledge can be best gained by observing real life settings
- You consider that generating data on social interaction in specific contexts, as it occurs, is superior to retrospective accounts or their ability to verbalise and construct a version of what happened
- You view social explanations as best constructed through depth, complexity and roundedness of data
- You are happy with an active, reflexive research role
- You feel that it is more ethical to enter into and become involved in the social world of those being researched, rather than standing outside

- You see a positive way of collecting data that you require for your research questions

He particularly emphasises the fact that it is common to focus on behaviours, events etc., which occur frequently so that there is an opportunity to develop understanding of their significance.

Validity of research can always be a problem but the validity of qualitative research seems to be more of a concern. Walliman (2000, p46) explains that there are many kinds of validity and different types of reliability and hence there are several ways in which they can be addressed. In particular when arguing for validity of qualitative research he explains that "*qualitative data may be addressed through the honesty, depth, richness and scope of the data achieved, the participants approached, the extent of the triangulation and the disinterestedness or objectivity of the researcher*". Maxwell (1992, p81) slightly changes the situation when he suggests *"understanding is a more suitable term than validity in qualitative research"*. He nevertheless itemises five kinds of validity.

- Descriptive validity – the factual accuracy of the account that is not made up, selective or distorted.
- Interpretive validity – the ability of the research to catch the meaning, interpretations, terms, intentions that data reveals
- Theoretical validity – the extent to which the research explains phenomena.
- 'Generalisability' – the view that theory generated may be useful in understanding other similar situations
- Evaluative validity – the application of an evaluative framework, judgemental of that which is being researched, rather than a descriptive, explanatory or interpretative one

Triangulation is paramount to the whole process and as Campbell (1959, p42) says *"Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research."* Denzin (1970) advocates several types of triangulation for qualitative research including: -

- Time triangulation – stability over time
- Combined triangulation – individual, group, organisation, society
- Investigator – more than one observer
- Methodological – same method on different occasions

All of these are to be attempted in the studies that are to follow. Independent observation will be sought and more than one observer will be used on occasions by asking members of the management team to take part. These methods will be used independently in order to eliminate bias.

Two action research studies will be undertaken, both qualitative and both in the field of the phenomenological approach. The argument, as previously stated, is that with two or more cases there is a possibility of direct replication and the analytical conclusions independently arising from the studies will be more powerful than those of a single case study. It is also argued that if the two case studies are different in some way then common conclusions will expand the possibility of verification. Perry & Coote (1994) explain that the number of case studies chosen is at the discretion of the researcher and there is no rule for the number to be chosen in qualitative research. The particular studies were chosen to be in two areas, those of the service industry and the manufacturing industry in order to see if the framework would be compatible to each. This may give an indication that the framework is suitable for more than manufacturing organisations from this small study and hence have a more universal potential following further work.

As Walliman (2000, p96) concludes, *"As a research device action research combines six notions"*.

- A straightforward cycle of: identifying a problem, planning an intervention, implementing the intervention, evaluation of the outcome.
- Reflective practice
- Political emancipation
- Critical theory
- Professional development
- Participatory practitioner research

3.8. Data Analysis Methods

A general point concerning data analysis made by Phillips (1994) is that researchers are very close to their materials. He explains *"That this involvement is very important as it is the psychological basis that gives researchers the facility to see data from different*

angles in terms of different theories. It enables them to 'test' their material against new innovative, off-beat ideas" (Phillips, 1994, p87).

Yin (2003) explains that data analysis is difficult and advocates three strategies that can be used with five techniques, those of pattern matching, explanation building, time-series analysis, logic models and cross-case synthesis. He summarises the process as consisting of *"examining, categorising, tabulating, testing or otherwise recombining the evidence to address the initial propositions of the study"* (Yin, 2003, p109). The preferred strategy is that of following the theoretical proposition that led to the case study. He gives the reason for this as being *"The original objectives and design of the case study were based on such propositions"* Yin, 2003, p112). In summary, Yin explains that the overall aim of data analysis is to treat the evidence fairly, produce compelling analytical conclusions and rule out alternative interpretations.

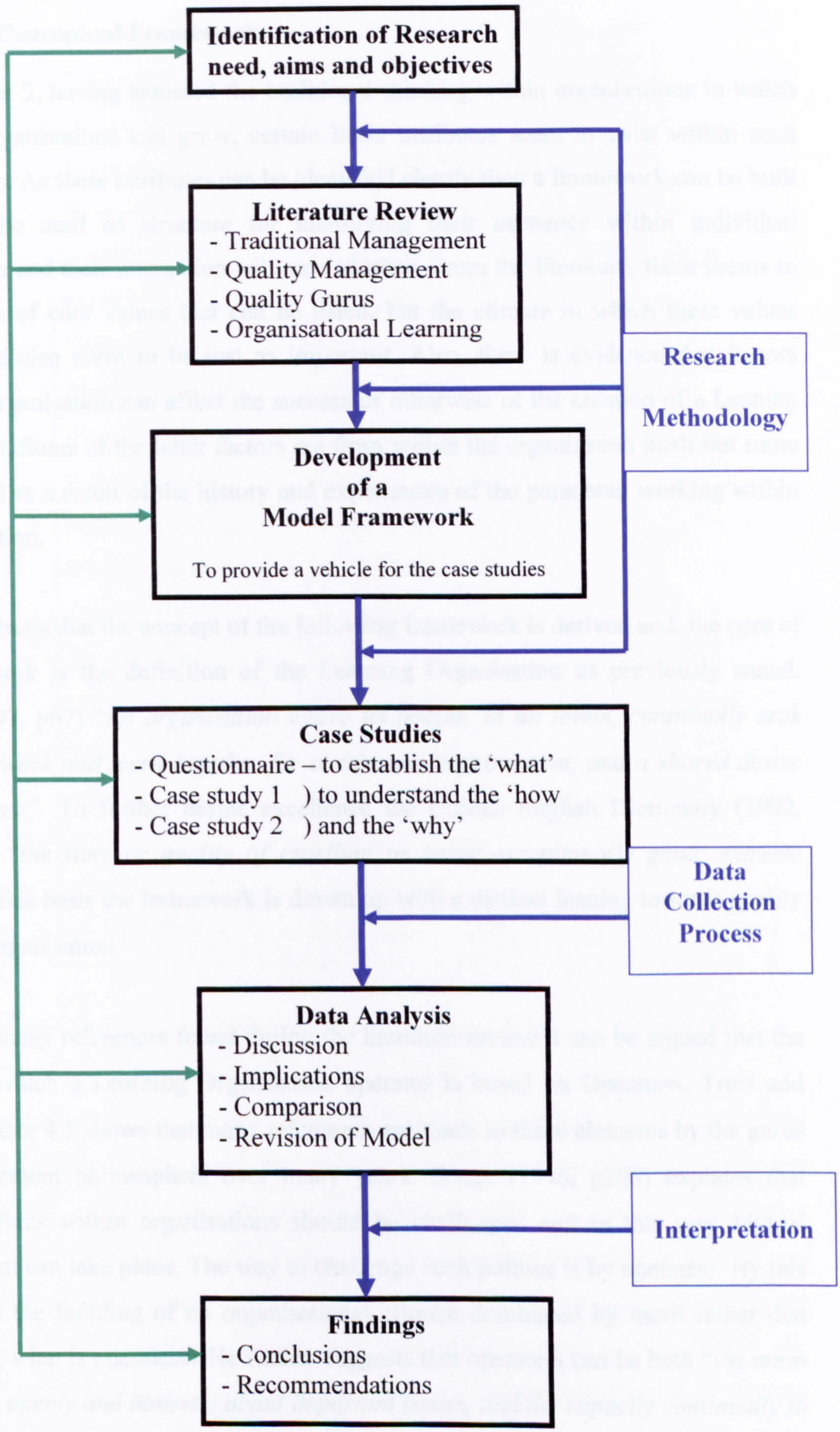
Collins (2003) overviews the main challenges to qualitative analysis as being those of reducing the data, structuring the data, anticipating data reduction and detextualising data. She explains that *"The synthesis and reorganisation of data should lead to the development of themes and patterns which can be confronted by existing theories or used to construct new theories"* (Collis, 2003, p279).

Each of these thoughts were to be considered in the data analysis of this research.

3.9. Summary

The phenomenological methodology developed in this chapter is designed to fulfil the aims and objectives of the research. The development of a conceptual framework from the literature with the contents clarified by research is central to the work. The qualitative approach through the medium of case study and action research will give every chance to such a clarification of ideas. The use of organisations both in the manufacturing sector and the service sector will give the research a little more scope. The whole systematic approach to the research is summarised in fig. 3.5.

Fig. 3.5 Research Phases



Chapter 4

4.1. The Conceptual Framework

From Chapter 2, having assessed the traditional thinking within organisations in which Learning Organisations can grow, certain basic attributes seem to exist within such organisations. As these attributes can be identified clearly then a framework can be built that could be used as structure for identifying their existence within individual organisations and their interaction with one another. From the literature, there seems to be a nucleus of core values that can be listed, but the climate in which these values thrive would also seem to be just as important. Also, there is evidence that factors within the organisation can affect the success or otherwise of the creation of a Leaning Organisation. Some of the latter factors are from within the organisation itself but some are imported as a result of the history and experiences of the personnel working within the organisation.

It is on this basis that the concept of the following framework is derived and, the core of that framework is the definition of the Learning Organisation as previously stated. (Rossiter1997, p67) "*An organisation where its people, at all levels, continually seek knowledge, work and learn together for continuous improvement, and a shared desire for excellence*". To further define excellence the Collins English Dictionary (1992, p445) says "*the state or quality of excelling or being exceptionally good; extreme merit*". On this basis the framework is drawn up with a distinct leaning towards quality within the organisation.

Due to the many references found during the literature review it can be argued that the climate in which a Learning Organisation operates is based on Openness, Trust and Honesty. Table 4.1 shows that many references are made to these elements by the gurus and management philosophers over many years. Senge (1996, p205) explains that internal politics within organisations should be challenged and in this way Mutual Development can take place. The way to challenge such politics is by openness. By this he suggests the building of an organisational climate dominated by merit rather that politics. So, what is openness? He further suggests that openness can be both "*the norm of speaking openly and honestly about important issues, and the capacity continually to challenge one's own thinking*". He concludes that without openness it is generally

impossible to break down the game playing that is deeply embedded in most organisations.

Element	Literature reference		
Openness	Brown (1998);	Nieto (2002)	Curteis (1994);
	Hodgkinson (2002)	Fincham (1988);	Senge (1994);
	Senge (1992);	Deming (1986)	Corbett (2001)
	Argyris (1996);	Juran (1993)	Hodgkinson (2000)
	Schein (1996);	Vogt (1993);	
	Welch (2001);	McQueen (1998);	
Trust	Maslow 1954);	Argyris (1996)	
	Argyris (1974);	Schein (1994);	
	Senge (1994);	Senge (1992);	
	Fincham (1988);	Welch (2001)	
	McQueen (1998);	McGregor (1960);	
	Chawla (1995);	Hodgkinson (2002)	
Honesty	Brown (1998);	Curteis (1994);	Pedler (1991);
	Kim (1994);	Senge (1992);	Hodgkinson (2000)
	Senge (1994);	Gabriel (2002)	
	Argyris (1996);	Murdock (1997);	
	Covey (1994);	Kofman (1995a);	
	McQueen (1998);	Lessem (1991)	
	Byham (1994);	Feigenbaum (1991)	

Table 4.1 Summary of References for Honesty, Trust and Openness

Commitment to the truth is another of the principles of Senge (1996, p213). The basis of this work is honesty with oneself. He explains that: *"Commitment to truth does not mean seeking the absolute final word or ultimate cause. Rather, it means a relentless willingness to root out ways we can limit or deceive ourselves from seeing what is, and to continually challenge our theories of why things are the way they are."* Brown (1998) defines honesty as "to be open, candid and ethical in work activities." He also puts the argument that organisations that value honesty, integrity and openness consider that they should act accordingly. Argyris (1996) devotes a whole chapter to 'seeking truth' and the concept of being honest with oneself as well as seeing the realism of

situations without bias from previous experience. Kline (1998, p14) talking of his "*ten steps to a learning organisation*" emphasises that "*you can't move ahead on any of the ten steps until the corporate decision makers are ready and willing to face the truth and what all employees are thinking*". Byham (1994, p106) emphasises that "*honesty is the key ingredient of the philosophy of empowerment*".

Chawla (1995) features a report by Jayme Rolls that links trust with responsibility. This supports the Personal Mastery discipline advocated by Senge. Argyris (1996, p187) went further when he indicated "*the higher one goes in an organisation's hierarchy, the more potent are the interpersonal relationships and the less the individuals tend to trust each other*". Senge (1992, p11) observes that "*outstanding teams within organisations develop an operational trust where team members can be counted on to act in a way which complements each other's actions*". Another aspect of trust is trusting oneself. Kline (1998) argues that intuition may be blocked by self-imposed barriers that cause one to mistrust ones judgement.

By having a climate of honesty, trust and openness surrounding the core values of the framework, protection is given from some of the outside influences that may affect the security of a learning organisation.

The core values themselves relate strongly to the work of many of the writers on learning organisations but mainly to the work of Senge (1992), Argyris (1996) and Deming (1986). There are five core areas and they are explained as follows but as a general point: -

Individual Focus relates closely with Personal Mastery (Senge, 1992).
Mutual development relates closely with Shared Vision (Senge, 1992).
Self-Awareness relates closely with Mental Models (Senge, 1992).
Interactive Learning relates closely with Team Learning (Senge, 1992).
Holistic Approach relates closely with Systems Thinking (Senge, 1992).

The individual, and his awareness of his own needs, is crucial to the area of Individual Focus according to the various studies of Senge (1996) the culture from which the individual comes has a great influence on this factor but it is important that there is a detachment from the past and a realisation of the present and a commitment to the future. Awareness is the key to individual focus. From the concentration of seeing

reality together with a focus on the results of individual's actions come a commitment to growth and this can lead to a focusing of an individual's energies. As a consequence personal vision is clarified, hence providing a motivation for progress (Senge, 1992). Motivation itself is personal and the work of Maslow (1954) is particularly poignant in this area. From the clarity of motivation factors, reward systems may be clarified thus providing further commitment to the deepening of personal vision. It is also important for individuals to contemplate on how reward systems affect judgement and attitude when making decisions. The development of the Individual Focus factor of the framework needs a commitment to truth from the individual not a seeking of truth that in turn may require much he art searching and the development of patience. In itself

Element Ref.	Element	Element Ref.	Element
a	Motivation	f	Clarification of personal vision
b	Seeing Reality	g	Commitment to growth
c	Developing patience	h	Commitment to truth
d	Focus on the results of actions	i	Focusing energies
e	Deepening personal vision	j	Reward systems

Literature Reference	Literature Reference
Senge (1992) a, c.	Schein (1995) a, b, d, e, f, g,
Vincent (2001) a, b, c, d, e, f, g, h, j.	Murdock (1997) e, f, g.
Carnall (1990) a, b, c, f, j.	McQueen (1998) a, b, c, d, e, f, g, h, j.
Covey (1994) d, e, f, g, h	Lessem (1991) a, c, d, e, f, j.
Burgoyne (1994) a, b, c.	Corbett(2001) c, g, h,
Pedler (1991) c, d, e, f, g	Jatiner (2003) a, d, e, i.
Brown (1998) c, d, f, h,	Maslow (1954) a, f, j
Senge (1996) a, b, c, d, e, f, g, h, j,	Argyris (1996) a, b, c, d, e, f, g, h, j,
Yeo (2005) a, b, c, d, e, f, g, h, i, j	Gorlick (2005) a, b, d, e, i, j.

Table 4.2 References for the Elements of Individual Focus

Individual focus comes from within and can only be achieved by seeing connectedness to the world and integrating reason and intuition. It is a process within people not something that is possessed. Further references to the elements of Individual Focus are summarised in table 4.2 shown above. Each of the elements is referred to by each of the authors and the table summarises this situation.

Element Ref.	Element	Element Ref.	Element
a	Awareness	f	Observations & generalizations
b	Recognising bias	g	Recognizing ones own needs
c	Honest investigation	h	Skills of reflection
d	Responsibility & authority	i	Attitude
e	Recognizing barriers to learning		

Literature Reference	Literature Reference
Senge (1992) a, b, c, d, e, f, g, h, i.	Schein (1995) a, b, c,
Haze (2001) b, d, e, f,	Fayol ((1949) a, b, c, d, e,
Carnall (1990) b, d, e, f, h,	McQueen (1998) a, b, c, d, e, f, g, h, i
Deming (1986) a, b, d, e, f, g, h, i	Lessem (1991) a, b, c, d, e, f, g, h, i.
Chawla (1995) c, d, e, g, h,	Cole (1989) b, c, d, e,
Pedler (1991) a, b, d, e, f, g, h,	Jatiner (2003) a, b, c, d, e, f,
Peters (1995) a, b, c, d, e, g, h, i	Drucker (1993) a, b, c, e, f, g
Senge (1996) a, b, c, d, e, f, g, h, i	Nieto (2002) a, b, d, e, g, h,
Argyris (1996) a, b, c, d, e, f, g, h, i	Senge (1999) a, b, e.

Table 4.3 References for the Elements of Self- Awareness

Closely related to Individual Focus is Self Awareness, which looks in detail at the understanding of the inner self (Senge, 1992). Once understood this is the area that gives the individual the most leverage for change. Understanding leads to honest

investigation and facing up to the distinction between what people do and what people say people do. In order to achieve this, individuals need to recognise bias and also recognise barriers to learning. The recognising of facts from observation rather than generalising from unproven theory, leads to possible needs for change. The process of self-awareness is a very slow process but can be accelerated by enquiry – slowing down people's thinking process to become aware of how people form their mental models. In this way the individual can become aware of how cultural background and personal background can form the decision making process. Part of this process is not only recognising one's own needs but also being willing and able to explain those needs to others. Openness and honesty are essential for this area of self-awareness to be developed. Further references to the elements of Self-Awareness are summarised in table 4.3. Again, each of the elements is referred to by each of the authors and the table summarises this situation.

Element Ref.	Element	Element Ref.	Element
a	Motivation	e	Individual part to play
b	Positive thinking	f	Reinforcing process
c	Increasing clarity	g	Commitment
d	Enthusiasm		

Literature Reference	Literature Reference
Senge (1992) a, b, c, d, e, f, g,	Oakland (1996) a, b, g,
Hertzberg (1966) a, b, d, f, g,	Kline (1998) a, b, c, d, e, f, g,
Harris (2002) a, g,	McQueen (1998) a, b, c, d, e, f, g
Deming (1986) a, b, f, g,	Ishikawa (1985) a, b, c, d, e, f, g,
Maslow (1954) a, b, d, f, g,	Gabriel (2002) a, b, g,
Fincham (1988) a, e, f, g,	Jatiner (2003) a, d, f,
Juran (1970) a, d, f, g,	Hodkinson (2000) a, d, f
Senge (1996) a, b, c, d, e, f, g	Nieto (2002) a, b, d, h,
Argyris (1996) a, b, c, d, e, f, g	Yeo (2005) a, b, c, d, e, f, g.

Table 4.4 References for the Elements of Mutual Development

Mutual Development arises from the sharing of Individual Focus (Senge, 1992). It stems from the continual sharing of personal visions and can mature quickly but can manifest itself in several possible levels of commitment. These can range from complete apathy where individuals are neither, for or against mutual development and have no interest or energy, to the ultimate total commitment where individuals not only want it but also are prepared to make it happen. Enthusiasm for common themes leads to discussion that in turn increasingly clarifies common ground. In itself this becomes a reinforcing process that clarifies ideas and tends towards positive thinking. The individual takes a prominent part but becomes aware of the views and visions of others. If tackled in the correct manner, Mutual Development can be a great motivator especially if session results are converted into specific goals at the end of each session. Ultimately, as Senge (1992, p206) states, *"it is not an idea but a force in people's hearts"*.

Further references to the elements of Mutual Development are summarised in table 4.4. All of the authors tabulated mention each of the listed elements in their writings.

Fundamentally, Learning Organisations need to learn, and Interactive Learning, another of the core areas, is essential to this process. The team approach is essential to this area but it must be emphasised that it is not a team building process but team learning process. As Senge (1996) points out the team must be constructed first. Interactive Learning requires many skills ranging from enquiry and reflective skills to discussion where views are presented and defended. Openness and honesty are especially necessary for the discussions where collective exploration of complex issues involves listening to others and suspending ones own views. The process takes a great deal of practice especially when self-control is necessary to avoid automatic defensive routines. An important feature of Interactive Learning is the recognition of the strengths and weaknesses of others. Handled correctly this can lead to a bonding together and hence can enable the crossing of structural barriers which in turn can lead to innovative and coordinated actions. Further references to the elements of Interactive Learning are summarised in table 4.5. Again, all of the authors tabulated mention each of the listed elements in their writings.

Element Ref.	Element	Element Ref.	Element
a	Discussion	f	Dialogue
b	Crossover structural barriers	g	Bonding together
c	Understanding individual strengths	h	Barriers to learning
d	Innovation and coordinated action	i	Individual part
e	Understanding individual weakness	j	Listening & hearing

Literature Reference	Literature Reference
Armstrong (1992) a, f, g, h, i, j,	Murdock (1997) a, c, d, f, h, j,
Briner (1996) a, b, f, h, i, j,	Kline (1998) a, b, g, h, j,
Brown (1998) a, b, c, d, e, f, g, h, i, j,	McQueen (1998) a, b, c, d, e, f, g, h, i, j,
Deming (1994) a, c, d, e, f, h, j,	Harris (2002) a, c, h, i, j,
Lessem (1991) a, b, c, d, e, f, g, h, i, j,	Gabriel (2002) a, c, d, e, f, h, j,
Fincham (1988) a, c, d, e, f, h, j,	Jatinder (2003) a, c, f, g, h, j,
Burgoyne (1994) a, c, d, e, f,	Ishikawa (1985) a, b, c, d, e, f, g, h, i, j,
Belasco (1995) a, b, c, d, e, f, g, h, i, j,	Chawala (1995) a, c, d, e, f, h, j,
Fulmer (2002) a, b, c, d, e, f, g, h, i, j,	Yeo (2005) a, b,f, g, h, i, j.

Table 4.5 References for the Elements of Interactive Learning

The Holistic Approach depends for its success entirely on feedback and is based on the Systems Thinking of Senge (1992). It relies on seeing interrelationships between people, systems, departments etc. not on direct cause and effect links. The philosophy is based on seeing the entire situation, interrelationships and underlying structures in order that changes can be predicted in other areas as a result of actions taken in one particular area. Within organisations many systems interlink and as a result of change in one area reactions can be experienced throughout many other systems. It has already been stated that feedback is the basis of the Holistic Approach. This implies true communication is necessary, two-way communication is essential. The tool of process mapping can

greatly assist in the understanding of how systems interact but whereas process maps deal with tasks or steps, the interaction of systems deals with variables not actions. However, the two are complementary and it can be argued that all process mapping should be a supplement indicating the effects on other systems. This in itself would require a further skill of global thinking. Further references to the elements of Holistic Approach are summarised in table 4.6.

Element Ref.	Element	Element Ref.	Element
a	Many systems	f	Underlying structures
b	Global thinking	g	Interrelationships
c	Process of change	h	Communication
d	Seeing the whole	i	Process mapping
e	Feedback		

Literature Reference	Literature Reference
Senge (1992) a, b, c, d, e, f, g, h, i,	Kline (1998) a, b, c, d, e, g, h,
Pedler (1991) a, b, c, d, e, g, h,	McQueen (1998) a, b, c, d, e, f, g, h, i,
Deming (1994) a, b, c, d, e , h,	Fulmer (2000) a, b, c, d, g, h,
Lessem (1991) a, b, c, d, e, g, h,	Argyris (1996) a, b, c, d, e, f, g, h, i,
Fincham (1988) a, b, c, d, e, g, h,	Jatinder (2003) a, c, d, e,
Burgoyne (1994) a, b, c, d, e, f, g, h,	Englehadt (2002) a, c, f, g, h
Juran (1992) c, d, g, h,	Fulmer (2002) a, b, f, g, h
Yeo (2005) a, b, d, e, g,	Gorlick (2005) a, b, g.

Table 4.6 References for the Elements of Holistic Approach

The five core areas of Individual Focus, Self Awareness, Mutual Development, Interactive Learning and the Holistic Approach, are primarily concerned with the people working within the organisation and their relationships with one another and also their

relationships with the systems of the organisation. For the people to be effective there needs to be harmony within the organisation and a great deal of trust. If the organisation can be trusted it fosters the openness and honesty required for these core areas to flourish. However, this climate of protection can be influenced for both good and bad by the factors of the organisational infrastructure.

4.2. Organisational Infrastructure

The list of components of the infrastructure is considered by the author to be potentially influential in its effect on the framework because each of the components impacts on the behaviour of individuals in their working environment. Hence they may influence the manner in which the individual reacts in certain situations.

Systems

Management systems and particularly Quality Management Systems are used by many organisations in an attempt to achieve 'excellence'. Unfortunately many organisations use systems for systems sake. The result of this is that those using the system, if they are not fully conversant with the philosophy, may cheat the system for the reasons of compliance. As Deming (1994) points out the prevailing system of management must undergo transformation. A system cannot understand itself. Deming (1986. p.350), when talking of common causes of variation made by management, says that management or supervision, *"Ascribe a variation or a mistake to a system when in fact the cause is special"*. Senge (1992) points out that, systems are a reinforcing process, and are set in motion to produce a desired result. It creates a spiral of success but also creates inadvertent secondary effects that eventually slow down the success. He later argues the case that, people shift the burden of their problem to other solutions. Kline (1998 p.172) talking of systems theory explains *"it helps to see the interacting elements in a complex situation work together to make something happen. A system is anything so designed that if you change an operation of one part of it, every other part is affected as well."* The core of the framework deals with the interrelationships of systems in the Holistic Approach but nevertheless systems as individual entities can have a very strong influence on the infrastructure surrounding this inner core of the framework. By way of summary Kline (1998) quotes Deming who argues that when things go wrong in organisations it's virtually never the fault of individuals, it's the fault of the systems that dictate how individuals behave. It is nevertheless true that all TQM initiatives regard systems as a key component.

Communication

The subject of communication can be very complex. Commented upon by such diverse characters as Welch (2001) and Deming (1986), and from Oakland (1995) to Kolarik (1995) each having their own points to make. So in the context of the model what is meant by communication? Covey (1994) explains that when you communicate you are simply opening your mind and heart and expressions to new possibilities, new alternatives and new options. Possibly a more basic approach is from Bethanis, reported in Kofman (1995), who summarises communications as listening, expressing, clarifying, generating and reflecting. She also explains that she feels that communication is vital to learning organisations. Deming (1994) with his theory of 'Profound Knowledge' implies within the theory that communication is essential. Possibly an idea closely linked to the model is that of Lessem (1994) who places great emphasis on lines of communication when advocating the functional field within learning organisations. He insists that lines of communication be both vertical and horizontal. Kolarik (1995) goes further suggesting circle networks, chain networks, 'Y' networks and wheel networks. Communication fits into the infrastructure in that, depending on the type and intensity of communication, so can opinion be changed or coloured. Welch (2001 p.393) is an extreme case of such actions when he reports that *"whenever I had a message or idea that I wanted to drive into an organisation, I could never say it enough. I repeated it over and over, at every meeting and review, for years"*. Such actions could greatly change the perception of people within organisations either for better or for worse. but in either case it would stifle personal vision.

One big problem in connection with the subject of communication is that of availability of information. In the opinion of the researcher, this can seriously affect the core elements of the framework in that only fully informed organisations can grow.

Education & Training

Total Quality Management advocates hold great regard for education and training programmes but it can be considered a more high-risk strategy for learning organisations. Covey (1994) is an advocate of continuing education. He claims that it 'hones and expands the mind'. This revitalisation can only be good for the organisation providing it is not indoctrinated with extreme ideas. Kline (1998) as part of his

assessment of learning organisations goes to great lengths to investigate whether or not learning takes place within organisations as a result of training and education. Wood reported by Kotman (1995) is very critical of education and training arguing that organisations are not receiving what it needs from providers, and advocates that leadership is a much needed and neglected area. Argyris (1974) devotes a whole chapter to redesigning professional education. He sees this as a step towards increasing professional effectiveness. Brown (1998) sees the importance of education and training in the area of support for new cultural systems and overcoming the resistance to change. However bias from the providers can be a problem and should be monitored. Vincent (2001) puts the case of personality type tests in order to determine individual learning styles. By way of summary Corbett (2001) links learning and education and training to learning organisations when he concludes: -

- learning is a competence
- learning affects change (single and double loop)
- learning organisations are best at facilitating change
- learning organisations effect greater strategic change

Management

There are several aspects to management that may have a bearing on the framework ranging from policy setting to organisational structure, and from planning to customer focus. One definition of management given by Kotter (1990, p114) states simply that "*management is about planning, controlling, and putting appropriate systems and structures in place*". Rollinson (2001, p17) goes deeper by saying a manager is "*a person formally appointed to a role in the organisational hierarchy, associated with which is formal authority to direct the actions of subordinates. Among other things the role is concerned with some combination of planning, organising, directing and controlling the activities of human resources towards the achievement of set organisational objectives*". The one in depth definition is given French (1983) that comes from the Directory of Management '*To carry out the task of ensuring that a number of diverse activities are performed in such a way that a defined objective is achieved, especially the task of creating and maintaining conditions in which desired objectives are achieved by the combined efforts of a group of people*". By way of summary, managers establish systems, create rules and operating procedures, and put into place incentive programmes. Management, however, can be about the business not the people. It is the people that are important as a way of getting a job done hence

managers are charged with the execution of strategy. Because bias is inherent in individuals the management bias can enhance or interfere with the core of the framework.

Specific responsibilities of management can also greatly influence the core of the framework. Policy creation is a classic example of such a management responsibility. Both the Deming Award (section 2.4.) and the European Quality Model put great emphasis on policy. Hakes (1996) explained this when he outlines the self-assessment of policy. He advocates five criteria that look at mission, vision, values and strategies and the link between these and the management policy of an organisation. These criteria are: -

a) The policy formulated
b) How the policy is based on relevant and comprehensive information
c) Business plan deployment
d) Policy communication
e) Regular review and updating of policy

Oakland (1993) sees the need for policy and emphasises that, it is the top management who are required to come up with the ideas and the organisation and resources for policy to be implemented, published and reviewed. Johnson (1990) clearly makes the case that management must establish and document policy to relate management's directives and to satisfy company and contractual requirements. He goes on to say that management must assign responsibility and authority for the fulfilment of these policies. Unfortunately it is this very commitment to the policy of the organisation that can influence, positively or negatively, the core of the framework. Being too prescriptive can have detrimental effects.

Similarly, planning (Deming, 1986), which can be seen as a principal duty of management, can greatly interfere with Individual Focus and Mutual Development if not properly phased to the inner culture of the organisation. If one is not careful personal agendas and target fulfilment can stifle cultural change. This also applies to Customer Focus (Deming, 1986). It is normally accepted that customer satisfaction is the heart of business excellence and is greatly promoted in all the Total Quality Management philosophies. However, management style (McQueen, 1998) can help to hinder this basic concept depending upon the degree of involvement.

Another aspect of management can help with the smooth running of the organisation and the reduction of negative influence, and that is organisational structure. With flat, personal management structures as opposed to cumbersome hierarchical structures, communication can be greatly enhanced (Deming, 1986). As a consequence the Holistic Approach to the success of the framework may be greatly enhanced.

The infrastructure of the organisation greatly influences the culture of the organisation and is the key to business excellence. Brown (1998) looks closely at organisational culture and throughout his theories and supporting case studies, explains the importance of the 'outside factors' in the development of organisational culture.

A diagram of the assembled framework, developed by the author, can be seen in fig.4.1. It is based on the Cause and Effect diagram (Fishbone Diagram) first introduced by Ishikawa (1985) and the implication is that each of the supporting 'Fishbones' feeds into the ultimate result, in this case, the creation of a Learning Organisation. The diagram format is commonly used within organisations and as a result has a familiarity and hence leads to easier understanding.

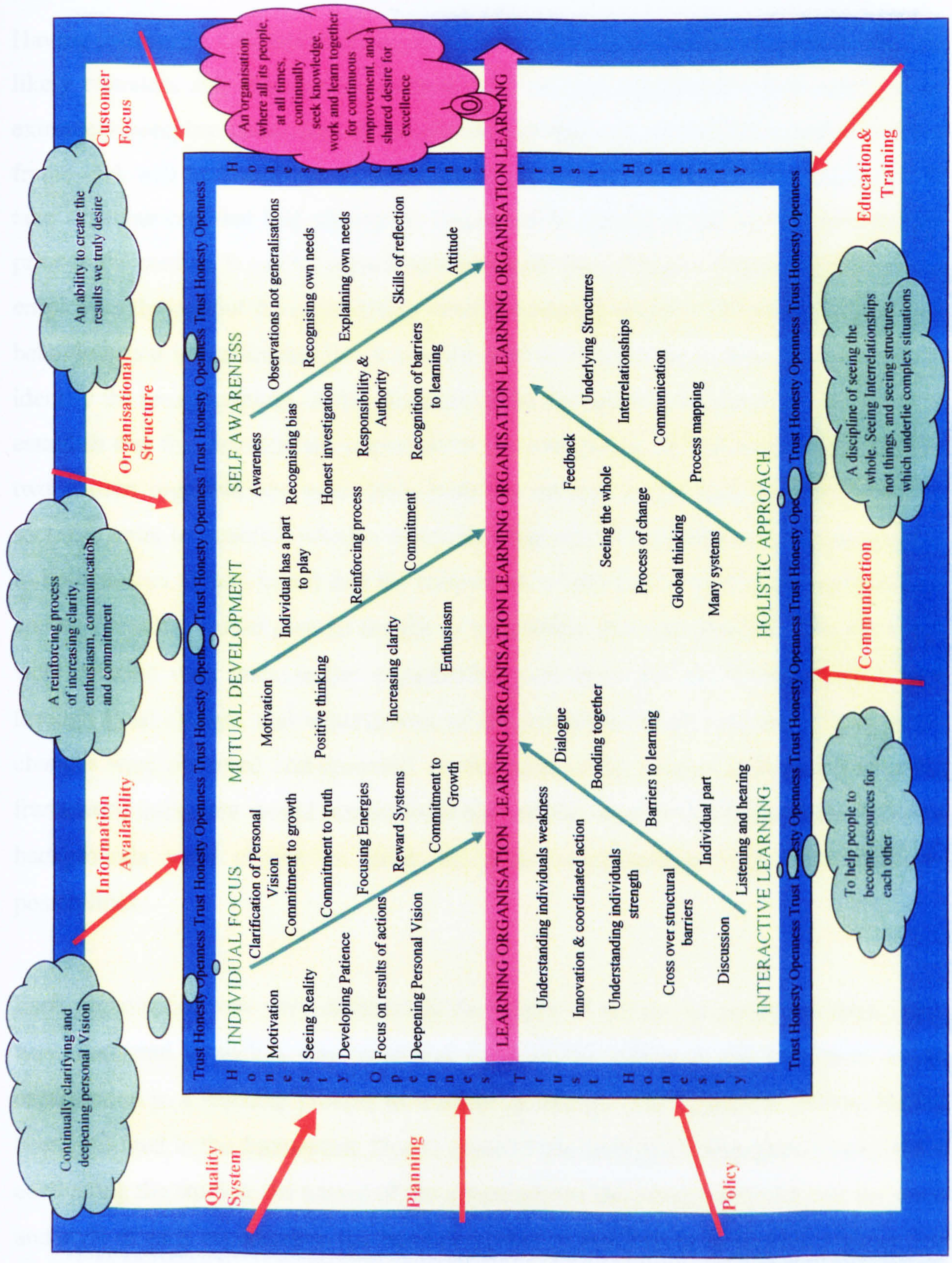


Fig.4.1. Conceptual Framework

Chapter 5

Organisational Studies

5.1. Overview

Having produced a Conceptual Framework of a Learning Organisation together with the likely restraints and effects that come to bear on any organisation as a result of an extremely complex interaction of people and systems, it seems that a test of such a framework will be beneficial. Whilst looking for appropriate studies it was decided to take organisations that had undergone considerable change in the period immediately prior to the studies. It can be argued, as a result of such changes, both management and employees throughout the organisation would be acutely aware of the details of personal behaviour and interrelationships. It was decided to observe three organisations, one to identify the area groupings of the elements of the framework and a further two to try to establish that the elements are important to the framework. In the second selection the two chosen organisations were from both the service sector and the manufacturing sector in order to establish whether or not the elements of the framework are compatible to both sectors. It was hoped that the framework would be relevant to all organisations and such studies would give an insight as to whether this was possible. The three that were selected were because the organisations concerned had in the recent past gone through great change, and observations of the people involved with the effects of the changes were observed and recorded. At the start of the process it wasn't clear what framework indicators would accrue from each of the studies and hence three different backgrounds were chosen in order to cover organisations with three different possibilities.

Each organisation was very different in its supply of service or goods but each study was conducted in such a way as to test some of the effects of the influences on an organisation in a learning process as a result of change. The 'potential' effects having been indicated in the framework. Due to some of the sensitive information found whilst conducting the studies, the names of the organisations have been withheld, but the work and style of each organisation has been described in detail so as to provide a direct link between one with the other and with the framework. The three organisations were: -

- An organisation involved with Higher Education that had previously featured in a study. (Chosen because, since the previous study, the organisation claimed to

have moved towards a Learning Organisation and the subsequent changes made to the organisation, claimed by management, were documented.)

- A small to medium sized manufacturing company that had in the recent past been forced to review its business techniques and structure because of loss of orders (Chosen because a new Managing Director had been appointed and he had made drastic changes to the organisation).

- An organisation where the author was invited, by the senior team, to try to facilitate a change in the culture of the organisation and then to produce a 'vision' for the future development of the organisation (Chosen because practical experience could be obtained of working in a change situation – eventually for a three-year period. Care was taken to avoid researcher bias as explained in Chapter 3, Methodology).

The study approach in each of the three cases also proved to be different for each organisation. The reason for this was twofold. Firstly to endeavour to find an approach that could be used in future in order to assess other organisations, and secondly in two of the organisations time within the organisation was restricted. The third organisation however provided an in-depth three-year study which is ongoing and as a result seems much more meaningful.

In all cases the immortal words of Leonardo da Vinci were seen to be of great importance when he said in 1842 "*I do know that all knowledge is vain and full of error when it is not born of experience, and so experience will be my mistress*" (Richter, 1939 p151). As a result, each of these studies is an account of a personal working experience that is intended to establish why the changes take place in the organisations in line with the conceptual framework.

5.2. Organisation 1

5.2.1. Abstract

The organisation chosen was an Institute in the Higher Education Sector. It had undergone considerable change over the previous seven years and indeed, the first three-years of the 'change situation' have been researched previously by the author. The changes made within the organisation, that had been made since the previous research

had been conducted, had consisted of a restructuring of the management system and reducing the senior management team to three senior managers. A new working structure had been introduced changing the working year to a semester system rather than that of terms. Departments had been regrouped and relocated around the main site of the campus. A reorganised management structure governed the new structure. Change was immense but the system was beginning to settle when a series of events occurred that completely disrupted the organisation once again. One of three members of the senior team left under a cloud and a suitable replacement was not found for some considerable time. As a result several of the functions within the organisation were not developed in line with the original planning. Then another crisis developed when the Principal died after a relatively short illness. In the short term the remaining manager took control but the post of Principal was advertised nationally. As a consequence a candidate from outside the organisation was appointed to the position and the result was that the caretaker manager chose to leave the organisation. This resulted in the organisation being left with only one senior manager, the new Principal, and he was not fully familiar with the people, the district and the structure or systems at the college. There were 330 full time employees and 245 part time employees on site, the author being one of the full time personnel.

5.2.2. Background

This organisational study was conducted some two years following the appointment of the Principal and in a climate that his style and structure had produced. The stated aim of the Principal was to work towards a Learning Organisation and as a result he made changes in the structure and systems hoping to change the culture.

By way of changes, the concept of schools and faculties was abandoned and in its place were introduced directorates and subject clusters. This led to some employees being relocated and grouped with previously 'outside' sections. In charge of the directorates new appointments were made, two from inside the organisation and two from outside the organisation. Under these appointees new section heads led the subject clusters. In addition other senior appointments were made particularly in the areas of finance, resources and personnel that in turn led to restructuring within these areas. Once again the organisation had been remodelled and inevitably this restructuring led to some employees leaving the organisation.

However as part of the plan, considerable efforts were made by the new management to develop a climate of openness and good communication. Strategies and plans were broadcast electronically and personally by both intranet and a series of briefing sessions with each directorate in turn. In addition the profile of the institute was raised due to the high level contacts made by the Principal both locally and nationally in both the private sector and in government. Communication with the surrounding district was also greatly increased. In all information availability was seen as being extended. A massive drive was made to further document the quality system and detailed training and education programmes were introduced. The above points were considered by management as a major contribution to the creation of the desired learning organisation. All these points are contained in the framework and hence any significant changes within the organisation may be seen as contributing to the justification of factors contained within the framework. After two years of change and some settling down period this research was conducted in order to see if the framework could pick up any indication of the changes within the organisation.

5.2.3. Technique

The questionnaire technique proffered in the methodology, chapter 3, was used to identify elements of the framework in their specific areas of the framework. The matrix (Appendix 9) shows the questions linked to the areas of the framework. The questionnaire used was one that had been used previously by Rossiter (1997) in a research programme and had proved to be mature and with the added dimension of the framework it was felt that the same questionnaire could be used to great effect. This would be seen to be relevant because the detailed breakdown within the framework gives the researcher chance to compare the findings from the questionnaire with specific areas and elements of the framework. The questionnaire had been proved in the previous research situation and hence was considered to be a valid indicator of organisational learning. However, it was recognised that a questionnaire may not identify all of the elements of the new framework and hence more research would be needed to further the understanding of the framework. The elements not covered are disclosed in the breakdown of the areas later in this section.

Hence, the logic for the questionnaire is as follows: -

1. Elements of the framework are directly linked to the questionnaire.
2. The questionnaire collects the opinions of people
3. Therefore the opinions can be related directly to the framework.

Seen diagrammatically it can be represented as: -

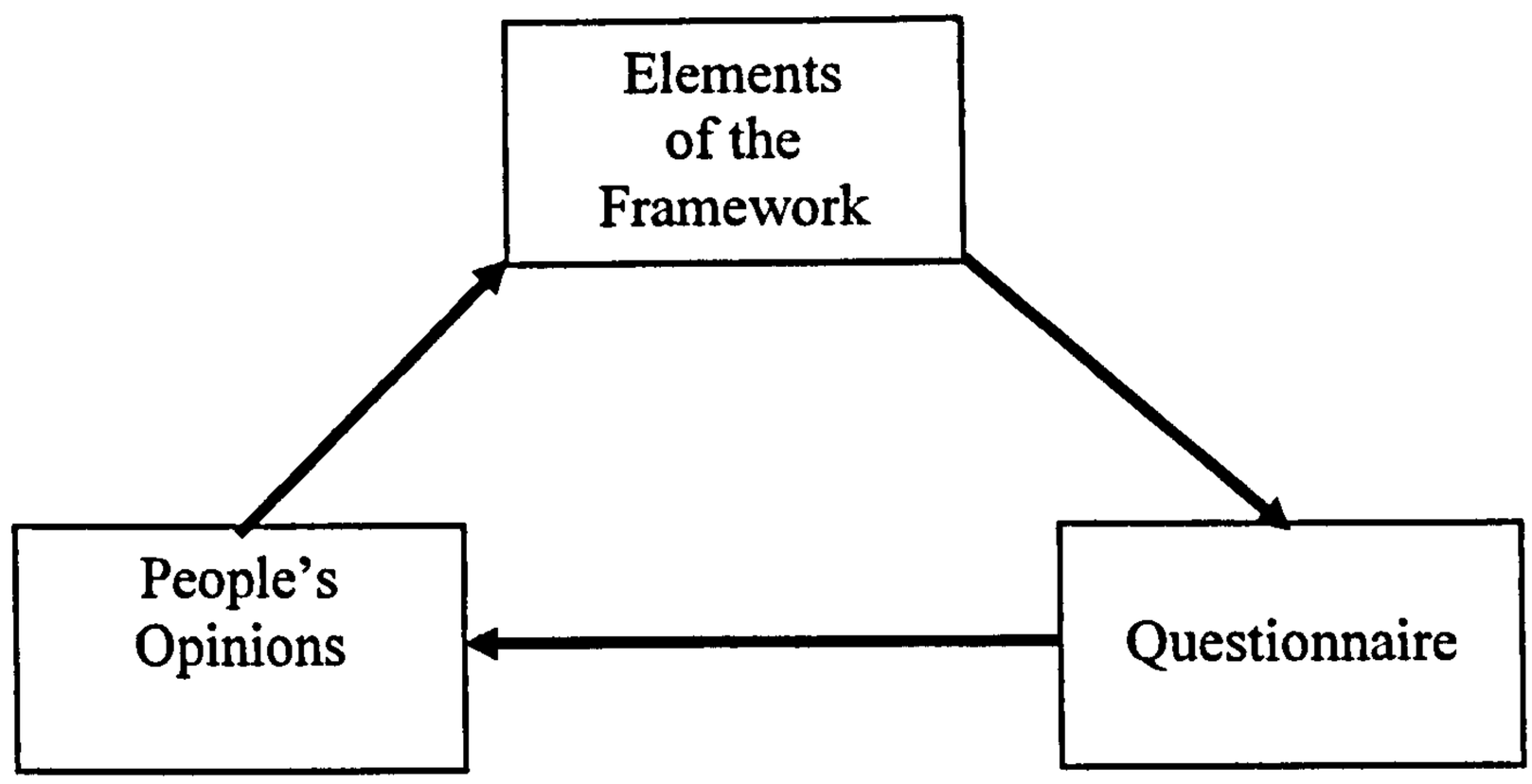


Fig.5.1 Elements Link Diagram

It can be argued that this gives an indication as to the sensitivity of the framework.

The simplicity of the questionnaire (See Appendix 6) seemed to be an advantage in that it only takes approximately five minutes to complete, without supervision and all levels in the organisation would find it meaningful. The framework relates closely to the questionnaire and the analysis is enhanced by the use of a matrix that emphasises the six areas of the framework namely, Self Awareness, Mutual Development, Focus, Interactive Learning, Infrastructure and Holistic Approach. To take the analysis further the components of Culture, Communications and all the other relevant factors can be considered.

It was decided to target the full time employees only for the sample because they were readily accessible whereas part time employees would have varying knowledge of the organisation, dependent upon the hours of service and length of service. Those targeted fell into one of three categories, these being Management/Supervision, Lecturers or Operational Staff. The questionnaire was exactly the same for each category and participants were unaware of any categorisation. This categorisation was achieved by a colour coding system, a different colour questionnaire for each group, but this in no way compromised the anonymity of the participants. Participants were taken at random and all sections and departments within the Institute were covered.

5.2.4. Results

For each of the persons taking part in the study the scores for the 48 questions are shown in Appendix 7. Also indicated is the category to which each person belongs. From this breakdown persons with extreme scores can be identified very easily. However without the benefit of the matrix this information is probably meaningless except to indicate individuals who wish to use the survey to make a protest or those individuals at a very low level of morale. Some of the answers given were tending towards the minimum perhaps indicating a particular problem not readily identifiable. The question raised by this is, were the responses to the questionnaire that are linked directly to the framework, perhaps indicating that the changes made by management are not effective in the change to a learning organisation. Nevertheless the evidence suggests that the elements of the framework could be identified which is the main intention of the questionnaire approach.

By taking the analysis of the questions and the link with the matrix, it highlights significant elements of the framework. Combinations of questions representing the six main areas of the framework become more meaningful because the questions and the matrix were drawn up to be complimentary.

It can be seen from the matrix that each area of the framework, for example Individual Focus, is covered by a number of questions. In the case of Individual Focus twelve questions, numbers 1,6,7,17,19,28,29,30,32,33,35,36,41. This process has been completed for each area of the framework for each person and presented in the relevant category. Average score for each area has also been calculated per category.

When not looking at the sample in total but looking at the individual categories of the framework separately, further analysis is possible. The following section shows a comparison of each area in turn from the total sample and indicates the elements of the framework covered by the questions.

Individual Focus

This section of the framework, singled out for analysis, is concerned particularly with individual 'personal vision' and a clear understanding of where individuals see themselves within the organisation. The questions involved with this section of the

model are nos. 1,6,7,17,19,28,29,30,32,33,35,36,41 and the elements of the framework covered are shown as: -

Seeing reality	Clarification of personal vision
Developing patience	Commitment to truth
Focusing energies	Commitment to growth
Focus on results of actions	Reward systems
Deepening personal vision	Motivation

An analysis of the elements under this area of the framework can be summarised thus. Seeing reality is covered by eight questions within the questionnaire and all but two produced a strong feedback of results. It can be said that this element makes this area of the framework very positive. Clarifying Personal Vision was covered by six questions only one of which gave a very positive result, that being question one. It seems from the results that this element was recognised by some and not by others. Developing Patience was not covered by the questions. Commitment to Truth was only covered by four questions but they gave strong positive reaction to this element in that most participants. It would seem from this study the element is important to the framework.

Focusing Energies was recognised in the questionnaire by six questions all but one recording positive feedback that indicated recognition of the element. The exception was question seventeen. It would seem that the 'rewarding of taking initiative' was felt by most answers not to be recognised. Commitment to Growth was only seen to be recognised in the answers to three questions although covered by seven questions. Focus on Results of Actions produced the least number of recorded responses in this area and although covered by six questions all but one showed no recognition. Motivation faired considerably better having three of the top five results of questions considered. Nine questions covered the element and its inclusion in the framework seems very important. Both Reward Systems (eight questions) and deepening Personal Vision (six Questions) produced feedback that the elements were significant and can be seen as an important part of this area of the framework.

All in all the results from the elements indicate that Individual Focus is a key area of the framework. Indeed, it proved only second in strength to Self Awareness, another of the individualistic areas.

Mutual Development

The questions involved with this area of the framework are nos.

2,4,5,6,7,12,14,19,22,23,24,26,28,29,31,35,36,37,38,39,40,43,46,48 and the elements of the framework covered are shown as: -

Motivation	Individual's part to play
Positive thinking	Reinforcing process
Increasing clarity	Commitment
Positive thinking	Enthusiasm

When analysing individual questions in the area relating to the framework it should be noted that it is by far and away the biggest area including the results of twenty-six questions. The particular strength of this area lies in the management of the workforce and knowledge of where people stand and the position of individuals within the organisation. The results show a lack of interactivity between departments. This was further enforced by the indication that people were reluctant to speak their mind for fear of repercussion. Both points can inhibit progress towards a learning organisation and the framework elements have reflected this fact.

When examining the overview definition from the framework of Mutual Development '*A reinforcement process of increasing clarity, enthusiasm, communication and commitment*' the results indicate a move towards a better and more cohesive workforce brought about by openness and expansive communication programmes. Indeed, the high results from the Management/Supervisory category are essential for this process as they have the responsibility to influence most strongly this area of progress.

The least number of elements, seven in all, represented this area of the framework but they included the results from the most questions, twenty-five. These can be summarised as below. Motivation in connection with Mutual Development was only covered by six questions all of which produced average feedback. This was also true of Individual Part to Play (six questions), Enthusiasm (six questions) and Positive thinking (seven questions). The two elements showing the most positive feedback in this area were Reinforcing Process (11questions) and Increasing Clarity (13 questions) but even these elements were barely above average for the study. Strangely, Commitment represented by only three questions proved the weakest element. The study showed that this element of the framework was not considered to be of the greatest significance.

Self-Awareness

Another area of the framework that deals with the individual and their position within the organisation is Self Awareness. Defined it is *'The ability to create the results we truly desire'* and implies that the environment needs to be conducive to self-development for this area to produce good scores on the matrix. The questions involved with this area of the framework are

nos. 1,6,7,11,14,16,17,18,19,26,28,29,30,31,33,35,41 and the elements of the framework covered are shown as: -

Awareness	Observations not generalisations
Recognising bias	Recognising own needs
Honest investigation	Explaining own needs
Responsibility and authority	Skills of reflection
Recognition of barriers to learning.	Attitude.

Eight of the ten elements in this area of the framework proved very positive making this area the overall strongest area in this study. It must be recorded however that once again one element was not covered by the questions, that of Skills of Reflection. Recognising Barriers to Learning, only covered by three questions, was the weakest element. Whereas Attitude again only covered by three questions was the strongest. The elements of Awareness (nine questions) and Recognising Bias (five questions) provide to be very well recognised as being important to the area. It is also encouraging that the four elements that consider personal awareness of the work surroundings were very positive in their recognition. They were Honest Investigation (four questions), Observations not Generalisations (seven questions), Recognising Own Needs (four questions) and Responsibility and Authority (four questions). All were equally above average and contributed to this being the strongest area of the study. To the remaining element, Explaining Own Needs, (three questions) the response from the study was even more positive.

Interestingly the two most personal areas of the framework Self-Awareness and Individual Focus proved to be the areas that have the most impact in this study.

Interactive Learning

The questions involved with this section of the framework are nos. 4,8,9,12,13,2,23,24,25,26,28,29,31,36,37 38,39,40,44, and the elements of the framework covered are shown as: -

Understanding individuals weakness	Dialogue

Innovative and co-ordinated action
Understanding individuals' strengths
Cross over structure barriers
Listening and hearing
Bonding together
Barriers to learning
Individual part
Discussion

Considering the fact that this study was chosen partly because of management's claimed move towards a Learning Organisation, and that a considerable effort, is claimed, was made to improve communication in the change situation, it is surprising that this area is so weak in the study. All but two of the ten elements record disappointing results. The following elements all brought a weak response and were well below average. Dialogue (six questions), Bonding Together and Discussion (eight questions each), Cross over Structural Barriers (eight questions) and Innovative and Coordinated Action (four questions). Both Barriers to Learning (six questions) and Understanding Individual Strengths (four questions) proved average whilst the only two positive elements were those of Individual Part (four questions) and Understanding Individual Weakness (two questions).

Of the five core areas of the framework this area of Interactive Learning produced the weakest response. Helping people to be resources for each other seems to be an area of minimal importance in this study for this organisation.

Holistic Approach

The Holistic Approach is defined as 'seeing the whole, seeing interrelationships not things and seeing structures which underlie complex situations'. As a result the expectancy is for people and departments to have interaction. The questions involved with this area of the framework are nos. 3,4,5,9,10,11,15,24, 36,37,38,40,42,43,44,46,48 and the elements of the framework covered are shown as: -

Feedback
Seeing the whole
Process of change
Global thinking
Many systems
Underlying structures
Interrelationships
Communication
Process mapping

Only eight elements were considered in this area the ninth element being process mapping. Of the eight considered all were represented by between four and eight questions each, none of which were very strong in their response or very weak. This proved to be a very average response to all elements of the framework from this study although there was recognition that each of the elements considered was significant.

Infrastructure

This area of the framework is not an immediate component of the progress towards a Learning Organisation but rather the environment in which the framework needs to operate. The questionnaire is particularly concerned with the internal conditions of the organisation rather than the conditions bringing pressure to bear from outside the organisation. It can be argued that in order for the key sections of the framework to be fruitful the Infrastructure needs to be in a sound condition. The questions involved with this section of the framework are nos. 2,3,4,5,9,10,12,13,20,21,23,24,25,27,34,39,42, 45,47 and the elements of the framework covered are shown as: -

Communication	Planning
Policy	Education & Training
Management structure	Information availability
Quality systems	Customer focus

Infrastructure is the one area of the framework that is organisational rather than personal and this seems to have been reflected in the results from the questionnaire study. It showed that all the elements considered under this area were very disappointing in terms of response with the single exception of Management Structure which was represented by four questions which gave an above average response. Customer Focus (two questions) and Education and Training (three questions) were particularly poor, hardly being recognised at all. It was also a significant fact that the questionnaire did not seem to recognise this area of the framework greatly, it being organisational rather than people based. Indeed five of the eight elements had three or less questions attributed to them. Nevertheless all the elements were recognised to some extent giving them some credibility within the framework. By far and away the weakest results recorded for any of the areas.

5.2.5. Further Analysis

The results from the previous section and the analysis fit closely to the basics of the framework but it was perceived that by developing a different matrix further information could be gained from the same questions thus further understanding elements of the framework. This was deemed possible because the results from the previous section led the author to believe that the framework could be enhanced by the inclusion of further elements. This further analysis concentrated on the three main

influences upon the core of the framework namely Leadership, Culture and Communication. By using the new matrix shown in Appendix 10, that was developed by the author for this specific analysis, these three areas were isolated from the questionnaire and the results computed using the same breakdown categories as previous, namely Management/Supervision, Lecturers and Operational Staff. It can be argued that by analysing these results of questions in a second way, then, more influences on the framework may be identified from within the infrastructure, for example leadership in addition to management. This is because the questions directly relate to the elements of the framework. The data was taken from the questionnaires and collated using the matrix shown in appendix 9. The recognition of Leadership as a possible inclusion into the framework was indicated in a negative sense in that the great majority of the responses indicated a non positive impact on themselves. This extreme view possibly indicates that the individual recognised the importance of Leadership as an element even though they were not experiencing positive leadership themselves. The Operational Staff in particular made the point that there was a lack of leadership. By making this point perhaps leadership was an important element for them. It would seem that more investigation was needed in this area. Communication also was recognised in the negative sense in that most of the responses were less than satisfied with the element. Again this extreme view may indicate that they consider it an important factor in the overall framework. This view was expressed by all the categories Management, Lecturers and Operational Staff alike. The issue of culture, as analysed, recorded a more equal response. Both Management and Operational Staff indicated positive responses and only the Lecturers made a very negative impact. Nevertheless all recognised the area and provided for some evidence for including it into the framework. Further studies would be needed in order to investigate these findings more fully and this could be provided by the other studies.

5.3. Organisation 2

5.3.1. Abstract

The second study, the smallest of the three to be carried out, was chosen because it was a small company that recently had gone through a severe management change situation. The company business was to make large-scale control mechanisms that were to be fitted to equipment for use in the construction industry. The site used for the study was the sole producer of such equipment within a larger group of companies. Although the site had just less than one hundred employees it had employed nine persons with the title Director. Because of falling sales, increased competition and loss of profits the Managing Director was replaced and the new incumbent, promoted from another part of the group, immediately dispensed with the services of all but three of the 'directors'. The disciplines of the three left in place were significant as the new Managing Director was a financier and not an engineer. Those remaining were the Marketing Director, useful for his business contacts and knowledge of the specialist industry, the Engineering Director responsible for product design and the Technical Director responsible for product development. The workforce was stable there being very little labour turnover within the organisation, and under the control of the Production Manager, production systems and techniques were observed to be very basic.

5.3.2. Background

As a result of this contact, and because it was made by the Managing Director, a 'one to one' meeting was arranged at which the position of the company was discussed and it became clear that things had changed and that the Managing Director was prepared to take things forward in order to improve the existing position. The concept of a Learning Organisation was discussed at a subsequent meeting and it was at that time that the Managing Director thought that too many changes to the organisation too soon would further disrupt an already nervous workforce. Agreement was reached that attempts should be made to select those existing within the organisation that wished to take the company forward. It was also decided to observe the working group in order to establish the relevance of all parts of the framework. It was argued that this would give individuals chance to develop their own interests and at the same time progress the new policies of the organisation.

The author planned to observe any changes in personnel behaviour and agree with management as to whether or not there was any link to the elements of the framework. Following long discussions as to how to attempt this and on how to select those to take part, it was agreed that volunteers would be asked to be recognised and freedom given to those volunteers to select their own way forward. In the event nearly half the organisation's employees volunteered. This in itself caused a problem because some employees would need to be left out. The proposed solution, suggested by management, was the setting up of a feedback system so that all those not selected would be kept fully informed of the nature of the activities taking place. This was to be done in an official manner by means of introducing a monthly newsletter, together with the unofficial form of 'one to one' feedback by the selected team member within the departments in which each worked.

Management also agreed that following the completion of phase one the initial team would disperse and other teams containing new membership would be selected to take the scheme forward. It was on this basis that eight persons were duly selected, each from a different section or department within the company. The selection was made and in all cases, by the Managing Director, from the volunteers, with the exception of one person, who was nominated by the Production Manager and she came from the production department. It was also agreed that the author should be the facilitator for phase one of the project. Great care was taken to reduce researcher bias by the fact that the author was to have no input to the team task other than the teaching of the 'Quality Tools' and organising the timing and duration of meetings. All results and outcomes were to be confirmed by the team, the facilitator and then the senior management team. From the point of view of the framework, observations were made by the author and independently confirmed by the Managing Director at interview sessions. One morning per week was allocated to the work and facilities were provided on site.

5.3.3. The Project

Prior to the study starting within the organisation, the Managing Director had called a general meeting and had talked to all members of the company on site about the forthcoming campaign and of a new quality initiative to be introduced entitled 'Drive' that was intended to improve the quality of products to the customer. It was following this talk that the volunteers were requested to join the first project team. As already stated fifty percent of the workforce volunteered and as a result a team of eight persons

was selected to represent each of the important areas of the company business. These were representatives from: -

Software Design

Sales

Production

Production/Inspection

Test

Product Development

Product Design – two persons

In addition the Senior Management team consisting of the three directors, the Production Manager and the Managing Director, were to meet weekly, following the project team meeting, in order to review the findings of the team from their report. This report was produced each week by a different member of the team and verbally reported to the Senior Team thus creating ownership and involvement. After some six weeks one member of the team was chosen to do all of the report back sessions. This was a team decision and reflected an important decision making process of realising the strengths and weaknesses within a team. (This is a significant element of the framework under Mutual Development and Interactive Learning). Following discussion, the Managing Director explained that he was expecting positive results from the team, training of teams in the skills of problem solving, closer relationships between departments, giving a clear sign to the company that the 'Drive' initiative was active and, the formation of a nucleus of trained staff to be used as facilitators to take the campaign forward in the future. Other expectations of the team's work included eliminating complaints and reducing the cost of failure in the field.

Initial meetings of the project team involved training sessions in the 'Seven Basic Tools of Quality' and in each case real life company problem areas were used to illustrate the concept. As a result of this approach very early on in the procedures there was observed a great enthusiasm and a team bonding even to the extent that work from training sessions was being taken home for completion in order that work may progress more quickly. This previously had not been heard of within the organisation. From an early stage it was evident that within the team there was a great deal of trust and crossing of barriers, but there was one obvious problem that came to light at a very early stage. This problem was because of the inclusion of the representative of the production

department, who had been nominated directly by the Production Manager. The individual, a junior supervisor, was seen by the other team members to be reporting back to the Production Manager who in turn affected working relationships during the week ahead. The trust was not there and this affected the honesty of the comments within meetings. The author was spoken to separately by two individuals from within the team, outside of the meetings, each explaining the situation and highlighting the difficulty of being open minded in the particular situation. Luckily for the success of the venture this person left the team after three weeks due to 'pressure of work'. Harmony was restored and teamwork thrived.

Having talked freely of the problems concerning the organisation and, using brainstorming techniques, a list of problem areas was produced. Following a prioritising session, a clear problem area for investigation was identified, in order for them to be able to move forward. This was to investigate the cause of 'commissioning faults'. This area, surprisingly, was not the direct responsibility of any individual team member but affected everyone. This seemed to be evidence of honest investigation crossing structural barriers. It is at this part of the study that evidence can be seen and was recorded of the elements of the Self-Awareness part of the framework particularly on the part of senior management. Because of honest investigation recognition of bias was observed and admitted to the working group by the senior team. They also recognised that their knowledge was limited in some areas and this manifested itself in barriers to learning. The report and feedback session that followed this work clearly affected the Senior Team in that three of that team took it upon themselves to collect further information. The Managing Director spent all of one day in the test department, with the help of the testing staff, observing and recording problems. He then went out into the field, with the service engineers, compiling a list of problems. The Engineering Director spent all of one day at production inspection observing and recording problems and the Sales Director commissioned his field engineers to present a report on typical faults found in the field from a Customer Service Review. Each of these works was sources of valuable information fed back to the project team to help with their deliberations.

There was evidence that the whole culture of the organisation was changing. As a direct result management allocated a second session per week to the scheme, another half day. The involvement of the senior team was commented upon during one of the project team sessions. Interactive learning was evident and elements of the framework such as

discussion and dialogue were very evident and linked with move toward a bonding within the organisation. This closeness within the group and their new relationship with senior management was discussed informally many times in the group meetings. Management also recognised that, in some areas, their knowledge was limited and that this manifested itself in barriers to learning and understanding.

Honest investigation was replacing the covering of mistakes. Software design introduced a new system of involving product design in their work at an early stage. A report was produced, without it being requested, by the statistics department indicating a steady reduction of warranty requests and field service requests over the last twenty weeks of this initial project. The Managing Director received a telephone call from the biggest customer congratulating the company on a distinct change in customer focus and at the same time asking him how he had achieved such a change in such a short time. Little had actually changed within the factory other than an awareness of the problems experienced by all.

Following thirty weeks of work it seemed that more questions had been raised than those answered, and it was the job of the facilitator to finally report to the Managing Director on the result of the project. An extract from that final report is read as follows.

"The results of the pilot project concluded that there were many wide ranging and deep rooted problems within the company and that communications and attitudes had a considerable effect on the quality of service and product offered to the customer.
It is suggested that a new project can achieve success by considering the following areas to take the company forward.

- *Learn what barriers are preventing the organisation from realising its potential*
- *Overcome those barriers by understanding and improving organisational competencies important to commercial success.*
- *Develop the internal skills needed to systematically plan and implement 'learning by doing' improvement projects that concurrently develop competencies needed for long term success and to fix a priority problem influencing bottom line performance."*

It was as a result of this final report and respectful of the important work completed by the first project team that not only systems but also the policy changed within the company. There was an Holistic Approach to the work that seemed to keep faith with the elements of the framework. Many systems and subsystems had been recognised within the organisation together with underlying structures that in some cases aided and in some cases prevented progress. It was evident from management reports and team

feedback that there was a process of change and that the whole picture was indeed being seen. It was also evident from the results of the work carried out that all aspects of the framework were affected and a summary of the elements is given at the end of this study. It seemed impossible to isolate any aspect of the framework from the whole and it seemed to be an integral unit. This fact was admitted indirectly by the Managing Director, in his report to the management following the completion of the pilot project. One extract from the report says, "*The team was formed and chose the task of finding out why equipment was being delivered with defects. Originally it was believed that the cause of the problems was simple but after extensive work by the team it was established that the causes were both wide-ranging and deep-rooted. Issues such as documentation, training, communication, morale, attitudes all had their part to play in almost every aspect of the production chain.*" Another extract says "*however, other issues such as communication and attitudes, whilst being generic were specifically linked back to quality issues and still have to be addressed.*" Further in the same report he went on to admit "*the management vision has now opened up from being product defect focused to one that is calling for greater communication and innovation everywhere.' and 'the pilot identified people management issues at junior management and supervisory levels. This has principally had the effect of stifling problem solving at the coal face.*"

True to his word, the Managing Director asked for volunteers in order to set up two more teams. On this occasion teams were to be selected from specific departments namely production and testing. Following the initial training period in the concept of 'The Seven Basic Tools of Quality' each team chose a task specifically related to their department. The first team from Test progressed well and as a result new simulation testers were designed and financed by the management. Faulty products were no longer getting through to the customer on the same scale as previously. However, the new techniques threw up a bigger problem, that of production. Indeed, the production team were encountering serious problems themselves. It became obvious at an early stage that there was no team spirit and individuals were working for their own ends. In addition there were strong signs of favouritism on behalf of the Production Manager and this served to unsettle the team. As a result of this and the subsequent weekly report-backs to Senior Management, the Manager involved was called to interview by the Managing Director. The result of this interview manifested itself in a personal training programme for the manager. As a consequence the production project team was

suspended until such time that the position had improved. In the meantime the Test team progressed and many of the aspects of the framework came into play particularly areas concerning the Holistic Approach. Considering that the project was internal to the department it was surprising how many issues were addressed and helped within other departments. People were helping each other for the benefit of the whole.

As a general summary of this case study it was claimed to be a great success by the company but it left many unanswered questions for the author. If one looks at part of the definition of a Learning Organisation, specifically 'all its people, at all levels' then there were serious problems. Perhaps personnel selection should be included as part of the infrastructure of the framework? Perhaps psychometric testing should be used for team selection? It was obvious that the framework worked within the company for the people directly involved but for others there was a void. The positive side was shown from the list of elements covered in the summary. Perhaps better communication would solve this problem? Another problem that arose throughout was that the more the teams succeeded the more work they became involved with and the less time there was to take things forward.

5.3.4. Summary

The following elements of the framework were observed during the course of the project and are corroborated by any one of the following methods: -

a. Verbally between the individual and the researcher
b. Verbally between the individual and management
c. Verbally between the researcher and management
d. In writing between the individual and management
e. In writing between the team and management
f. In writing between the team and researcher
g. In writing between the researcher and management
h. System changes
i. Outsiders to the organisation reporting

With particular reference to the written evidence this could be presented in one of three forms: -

Notices displayed by management

Minutes of meetings issued by management

Reports between management and the team and the author.

The elements of the framework observed were as follows: -

Holistic Approach

All but one of the elements included in the Holistic Approach category were evident, some in many ways. *Feedback* came from outside the company by way of a major customer on one occasion. Otherwise feedback was widespread with management encouraging the team, the team reporting to the rest of the workforce, the management reporting progress to the workforce, the author reporting to management and management reporting to the author. (a-h) *Underlying structures* were evident when the incident of the team member reporting back to the line supervisor caused disruption within the team. (a,b). The exercise in choosing the initial project provided evidence of 'seeing the whole' in that the team ignored their own day to day problems, that were significant, to concentrate on the bigger issue for the common good. (a,e,g). *Interrelationships* developed between the production section and the test section, the test section and the design section, the evidence being the change in the system of design and design of tests. This became a particularly strong development providing a great reduction in production problems as reported by the field service team. (a,c,e,f,g,h,i.). *Process change* was evident in the areas of on line testing, design control and field service. (e,i). It was recognised very early in the process by the team that many systems exist and the interrelationship of the team members appreciated that each was important to any one individual. (a-c). This in turn manifested itself in a policy of *global thinking.*

Communication and *feedback* possibly were two of the elements that were the key to the success of the working group and the process of change helped to stimulate this. It seemed from the researcher's point of view, and indeed reported by the working group, that for the first time in the organisation the 'bigger picture' was being considered and that, as a result of the global thinking, interrelationships between not only the systems within the organisation but between the people within different departments, was stimulating the work process. There seemed to be links between the elements. This area of the framework it was apparent was not isolated as there was evidence, from discussion and from observation of considerable cross-over to other areas such as

Individual Focus. Here commitment to truth and commitment to growth were particularly to the fore.

Interactive Learning

The elements of this part of the framework seemed to be linked to each other to such an extent that they were interwoven. As a result of the *dialogue* and *discussion* in the isolated environment of the group meeting arena, there was much reported evidence of *listening and hearing*. Persons not normally very active in discussion were contributing in such a way that they were taking in the views and opinions of others. This in itself served to *cross barriers* between previously independent departments, leading to innovative and coordinated actions. Management, individuals and the group all reported at some time or other that there was a clarification of the part to be played by individuals. This in itself helped to eliminate *barriers to learning*. Individuals from both management and the group, unashamedly admitted to personal weaknesses and shortcomings, and conversely they were *recognising the strengths and weaknesses* of others. It was felt that because of the openness of discussion concerning these matters and the trust that was engendered, closeness and bonding was observed within the working group and between the working group and management.

There was considerable evidence of meaningful dialogue not only between team members from different departments but particularly between management and the shop floor. Common problems were being shared and the solutions published for all to see. Customers had contact with 'named people' within the organisation and as a result problems were solved quicker. (a-c). The elements of *'understanding individual weakness'*, *'bonding together'* and *'recognising individual strengths'* were all evident during the report back to management after each meeting of the team. At first each team member took it in turn to report to management both verbally and in writing. After several weeks the team approached the author pointing out that certain people had great difficulty with the feedback process and suggested that, in future, one individual report all findings of meetings. (a-h). *Listening and hearing* was evident throughout but one specific incident not related to the team's work directly provided further evidence of change. That was of the Sales Director taking a personal interest in the work of the team and, unsolicited, providing a source of information that would help with the team's deliberations. (g). Discussion was continuous throughout the weeks of the project

between all parties. Little evidence, if any was seen of discussion between team and the remainder of the workforce.

Self-Awareness

This area of the framework is probably the most difficult to get written evidence for although people, both as individuals and as management were prepared to talk on the subject. As elements of this are, some of them are difficult to quantify. For instance, *awareness* and *skills of reflection* are built up over a period of time and as a result don't come to the surface readily as subjects for discussion or reporting. It is only the observations of the researcher supported by the views of management at the end of the project that served to provide any insight into these elements. Both parties in their overview of the project recognised that honest investigation had taken place and that, over the period of the study, people had changed and that their skills of reflection had been honed. It was also agreed that the team as a whole were prepared to seek evidence on matters rather than to just theorise. Therefore by means of observation and discussion these elements were evident. Some of the elements were indeed reported in writing, such as *recognising barriers to learning*, *recognising bias* and *clarifying authority and responsibility.* The latter was very positive in that both authority and responsibility were taken by members of the team and management were happy for them to do so.

Both written and verbal feedback, by both management and the team, recognised the areas of bias and responsibility. Team members were prepared to admit, that before the project, they sometimes disguised the facts in the defence of their own area of work in order to avoid possible comeback. It is evident from all the reports, produced by the team and from the management that *personal responsibility* was recognised and taken by all. (d-f). Within the work context *attitudes* were changing within the team/management relationship but evidence was also around to suggest that attitudes of non-participants had not changed a great deal. This was reported at a feedback session to management by the team. (b,e). All team members confided in the author on different occasions that they had recognised there own barriers to learning and were committed to *honest investigation.* (a).

Mutual Development

This is the area of the framework that highlights the elements of *enthusiasm, communication* and *commitment* among others. All three elements were at the forefront of the work within the organisation. It seemed that the enthusiasm of the team was infectious and that each member was caught up in the need for the organisation to succeed and for each of them to play their part in that success. The 'new' approach of team working and problem solving seemed to motivate them. As has been indicated earlier, communication changed considerably as a result of the work done. A newsletter was launched, posters were displayed, 'one to one' and team interviews were conducted, meetings were held and the whole organisation was made aware of the work that was being engaged in. Both the management team and the project team were fully committed but the rest of the workforce was not as buoyant. All were truly committed to turning the organisation around. (a-g). This was reflected in the figures and in the further commitment of the management to take the project to the next stage. (e-f). The main observation of the researcher within this field was that of *positive thinking*. No one talked of the past problem areas, all were enthusiastic about the future. Positive thinking seemed to extend from the fact that each team member felt that they had a part to play and a sense of achievement developed as each stage was completed and seen to be successful. In addition, as a result of this, reports indicated that there was an *increasing clarity* of purpose as the work progressed. This was confirmed by team reports and management feedback. (e-g). To quote part of one management report 'the management vision for this (the campaign) has now opened up from being product defect focused to one that is calling for great communication and innovation everywhere'. (g). Individuals approached management pledging their commitment and offering themselves as a means to take the organisation forward. (b). People were aware of the problems and reacted positively. (a-b). All the elements in this area of the framework seemed to be closely interlinked and supportive each of the other.

Individual Focus

This area of the framework has probably showed the most positive response but very little was recorded in written evidence. The enthusiasm and excitement, exuding from within the organisation, was experienced by the researcher and the management often spoke of the change in culture. (c).

One rare written quote from a management report says 'having now established the beginning of an improvement culture in the company this is designed to push further ahead and instil the culture of Continuous Improvement'. (e). Not surprisingly as the name of this area of the framework, Individual Focus, implies, members of the team reacted in different ways to the project work but indications were that the elements of the framework were in evidence and interlinked. *Reward systems* seemed to change from the physiological rewards of being paid beyond the need of security in the workplace, to the higher level of Maslow's theory, that of esteem. Team members one buy one were respected not only by fellow team members by management. *Personal ambition* linked with *personal vision* was released and discussed with management in some instances. However, *patience* was not an element that all the members of the team realised, especially in the early days of the project. There seemed to be a conflict between *motivation* and patience, and for some members the two were not compatible. From the global perspective, the management team and the project team recognised the trust, openness and frankness that had developed over the course of the project and these were issues often discussed on a formal basis between the author and the Managing Director and indeed between the author and the project team.

5.4. Organisation 3

5.4.1. Abstract

The third case study was conducted on an organisation not usually considered for management studies. The opportunity to work with this organisation gave the chance of looking at 'why' the elements of the framework were important and related to one another. This small organisation had a strong and successful history that involved three outlets for the service that they provided, all of which were located within a short distance of one another, approximately three miles radius. The service offered to the customers fell into eight categories all of which were essential to any community but all of which had seen a dramatic turndown of business over a fifteen to twenty year period. Indeed the organisation was considered to be at its lowest level in its history. The reasons for this were given, by observers both within and without the organisation, as 'the changing times' and mismanagement. The people trying to provide the eight categories of service to the customers were observed to be frightened, confused, disorganised and without leadership. In addition a 'blame culture' was observed to be rife and as a consequence people would not take decisions for fear of being wrong or being out of favour with the management. As a result over fifty percent of the people within the organisation had left and consequently a great deal of the expertise went with them.

Of the three outlets for the organisation one had recently been rebuilt, a new building, but had not brought in the extra customers envisaged. Indeed the customers serviced had fallen to approximately one quarter of those of its hay-day and was, as a result, a drain on resources to the whole organisation. The main outlet was the largest and best positioned commercially and had the most potential for development, but required a great deal of money in order to take it into the 21st Century. The third outlet had been declared structurally unsafe and hence was closed to the public. Because of the importance of this building to the local community the premises could not be disposed of and local residents were opposing 'change of use'. This left the organisation with a building that it could not use and could not sell, hence a cost it could not afford.

The importance of this case study is that it provided an opportunity to observe the actions of people in an 'organisational change' situation that had dramatic effects on both their lives and their business environment.

A new chief executive was installed after a prolonged and agonising 'leaving' of the previous incumbent, and his view was a need to change the culture of the organisation and, as a result, to raise morale. The organisation being studied is a church. The author was asked to facilitate these changes as a consultant and to help create a vision for the future.

5.4.2. Background

The background to this study involves many years of mismanagement the evidence of which manifested it in many ways. In the late 1970s the organisation had been regarded as both successful in fulfilling the needs of the customer, hence the largest customer base recorded, and successful in its financial stability as seen by the annual accounts. Both of these areas were to change for the worse over a period of eighteen years. Research has shown that the new leader at this time was of high profile and liked by many outside the organisation but inside the organisation he surrounded himself with a small team of very strong managers that either could not or chose not to control. He made very few of the decisions. The strong managers were in key areas and were chosen and put into place by the leader. This is not an unnatural course of action for a new person taking over an organisation as can be seen from the first two studies.

However the nature of these persons was to be aggressive and dominant and to change what had previously been a successful practice. One of the new posts was to manage the newly built outlet as a separate unit with few connections to the main outlet. This led to a feeling of isolation and, as a result, the customers voted with their feet and left. Within the main outlet the new accountant moved money from dedicated sources without permission to enhance the look of the finances. This fact was confirmed later by a check of the accounts and a check of the corresponding minutes of the management meetings. When challenged, again he appeared aggressive and uncompromising. People chose to leave. The third person involved was one of two people responsible for the day-to-day running of the main outlet. She dominated her

fellow managers and presented an image of confrontation to the customer base. Once again customers left.

The end result of this was that, after some sixteen years, those left to work within the organisation were living and working in an atmosphere of fear and confusion. Their appearance was that of being subservient and no one would make a decision for the good of the organisation without getting permission from one of the three principals, but not from the chief executive. People were unwilling to be proactive and as a result the product fell behind the times and the organisation lost momentum. Interviews with some of the people left within the organisation from that earlier time confirmed this fact. This may have been compounded by the fact that nationwide there seemed to be a reluctance to take forward the work of such organisations. The third outlet had been closed on safety grounds and became a millstone around the neck of the organisation. Conflict was fuelled between the organisation and the local residents concerning the third outlet and no attempt was made to defuse the situation. In fact the aggressive nature of the dealings only led to further entrenchment and ill feeling.

There was worse to come. Both the chief executive and the manager of the new outlet left the organisation within the space of a few months and in the interim period before getting the new incumbent. In the meantime the day to day running of the business was the responsibility of the two remaining principals. As a result yet more people within the organisation were upset and left and there was a major decline in the customer base and the workforce. A further result was that the financial situation became considerably worse but was disguised by creative accounting. This situation lasted some eighteen months.

As a result when the new incumbent took over he immediately replaced the position of accountant. Further to this, another very strong manager was appointed to work alongside the remaining principal. It was within this environment created by the historical situation that the author was asked by the new leader to try to change the culture of the organisation and create a vision for the future. The co-chairman for the venture was to be the replaced accountant who was still a very influential figure within

the organisation. Hence this case study is a record of the subsequent events and the elements of the framework were observed as the situation changed.

5.4.3. Vision Creation

The brief given to the co-chairmen by the chief executive was to 'Identify a Parish Vision'. As Griego (2000, p7) states *"A vision provides members of an organisation a direction by which they can navigate."* A strategy was agreed and, in good learning organisation mode, it was suggested that the Vision should be a combination of personal visions from within the organisation, this being the 'Individual Focus' aspect of the framework. As a start to seeking such individual visions it was decided that key areas of the organisation be identified and the reaction of the people within the organisation be sought as to their opinions of each area. The following eight areas were decided upon for discussion and research.

- Management team and Leadership
- Youth policy
- Worship
- Fellowship and Social activities
- Prayer and study
- Giving
- Outreach and Pastoral care
- Use and development of buildings

Each and every member of the organisation was then invited to attend a meeting for the purpose of discussion. Prior to the meeting facilitators were chosen in order to structure and record the discussion. The author was not a facilitator and consequently had no influence on the ensuing information. Care was taken to choose persons for the task who were acceptable to the general population rather than existing leaders. The idea was to create a relaxed atmosphere that could foster truthful comments. On entry to the meeting everyone was given a ticket with a number ranging between one and fourteen. This individual number was to indicate the discussion group to be attended. As a result of this tactic few people managed to be in a group with close friends and certainly not with the person they had travelled with to the meeting. Hence there were fourteen discussion groups of mixed personnel. A fifteenth group was formed consisting of the youth that attended the event, the feeling being that in a group of their own they would not feel intimidated by adults. None of the management took part in the group

discussions. In order to assist the facilitators in structuring the sessions, and, in order to provide cross co-ordination between groups, a cover sheet was provided. See Appendix 10. As can be seen from these sheets not only were the eight topics for discussion but in addition four other areas for consideration, the idea being to provoke discussion. These took the form of questions as summarised below.

- What do we do well?
- What changes will we have to make to do these better?
- What differences do you expect to see in the future, and what would you like to see?
- List the main obstacles to change.

Armed with this structured approach some two hours of discussion ensued and in each of the fifteen groups all comments were recorded. In addition various personnel who were unable to attend the meeting on the day subsequently put their opinions in writing for inclusion in any analysis.

At the end of the meeting all of the records of information gathered were taken away by the co-chairmen for analysis and summary. Before such work took place the co-chairmen met to exchange views and agree the future course of action. It was evident from this meeting that there was a considerable difference of opinion in the views of the two people involved. One had an open mind and was insistent that all views be reported whilst the other was in favour of editing out the unfavourable comments. Later it was to be revealed that the chief executive had deliberately chosen the two individuals for their conflicting views. The 'Mutual Development' aspect of the framework was already under considerable pressure as a result of this executive ploy. Eventually, agreeing to disagree on certain issues, a proposed strategy was outlined for the next phase of the project. The first priority was seen to be an analysis of the data already collected.

This was to be presented in two ways. Firstly was a list of observations under the four 'question' headings. (Appendix 11) It can be seen that when this information was collated that the views of the youth were kept on a separate list. This was because, at first, many of the views expressed seemed to be particular to the youth only and may have been swamped by the opinions of the other fourteen groups. However, on further analysis, it can be seen that the underlying issues are very similar. A very clear example of this is the similar problems caused by poor communication proved by comparing the

results of both samples. Nevertheless the main observation from this data was that the comments made were very shallow in nature and very few root causes or in-depth issues were recorded. The exercise was not providing the individual focus hoped for at the outset.

Secondly, a collation of views presented by the teams in each of the eight topic areas was ranged under the two headings Strengths and Weaknesses. (Appendix 12) Again the results on the surface were disappointing because, when analysed, for every recorded positive statement there seemed to be a negative counter statement. It was difficult to see how these views could be used to advantage. It was also noted that there were many more negative views than there were positive views.

The co-chairmen met to consider the position and it was agreed that more in depth information was needed and that the source of such information was the very same people who had contributed to date. All however was not bad news. Those observing agreed that a new degree of openness existed within the organisation together with a degree of optimism on the part of those taking part in the discussions. People were being motivated by their involvement and facts were being reported back to the senior management team by some of those involved. This could be considered as a classic Elton Mayo scenario. Section 2.1.3

The recommendation from the analysis was that there should be a report back of the situation to date to those who had contributed and that further help would be sought. The chief executive agreed to this and a meeting was convened.

As a result people within the organisation were asked to volunteer to take part in in-depth discussion sessions centred round the eight chosen areas originally identified. In most cases the challenge was taken up with enthusiasm confirmed by the fact that most groups were oversubscribed. In order to overcome this, people were asked to choose their favourite two areas and indeed each individual was restricted to only two of the topic areas. Everyone seemed satisfied but it was significant that two of the topic areas had no volunteers. These were 'Giving' perhaps money was seen as a controversial topic, and 'Management Team and Leadership' perhaps in the past this area had not

been an area for comment? It was agreed to tackle these areas in a different way. Meetings were arranged each week and one of the chairmen agreed to attend every meeting in the capacity of a facilitator and recorder of events. Because individuals were permitted to be in more than one team cross-fertilisation of ideas across the groups occurred naturally. The Interactive Phase of the framework was beginning to have an influence. Indeed as a result of specific topics discussed, groups combined on occasions and further interaction was achieved. Indeed it was decided towards the end of the discussion period to hold a combined meeting where each group explained to the others the areas and basis of their deliberations. The whole process took a twelve-month period. At no time did the chairman contribute to the discussion or share opinion. He only served to record and occasionally to arbitrate on the practical aspects of the group's discussion but more importantly in addition the researcher kept records of the elements of the framework observed

Vast amounts of in-depth information and opinion were collected together with ideas for taking the vision forward. This information consisted of records kept of each meeting and agreed as being a true record. These records were in fact read out at the meeting immediately following in order to refresh the memory of all attending. It was time for the chairmen to deliberate and report to the chief executive. It was at this stage that the major differences between the two chairmen became apparent. One wanted to present the information as a record of the events whilst the other insisted on interpreting the information and presenting it along with his own views that had little if anything to do with the consultative period that had taken place.

Each put his individual view to the chief executive who decided that the members of the whole organisation should hear the different approaches. A meeting was called and the presentations made after which the management waited for reaction. As a result one of the two chairmen resigned his position and left the organisation without any explanation. The person resigning was the ex accountant responsible for creative accounting in the previous regime and the person who had used 'bully-boy' tactics in the time when no chief executive was at the organisation. The people had decided and the level of motivation to take the organisation forward was high. The sole remaining chairman was then given the responsibility to draught a vision and to formulate a plan to take the organisation forward.

This work was duly completed and presented to the senior management team that in itself changed over the twelve-month period of the discussions. They gave the scheme a positive response and it was then presented, after more detailed work, to the full management team. Again it was unanimously accepted as a way forward and permission was given to unveil the plan and present it to the whole organisation. At the end of the delivery of a full presentation, followed by a constructive question and answer session, the whole organisation stood, as one, to applaud. This sort of response had never been witnessed at any time in the past and seemed to be a vindication of the trust, honesty and openness that had surrounded the work from the very first meeting. The vision had been created, accepted by all and was awaiting implementation. Management and the people were delighted and it became the common talking point for some time.

The base line seemed to be set and the people were enthusiastic to take the vision forward. However, in preparing this base the elements of the framework had been observed in all the groups and the findings of such follow. The main observation was that all the groups seemed to react in a similar manner. The information is taken from observation in the meetings by both chairmen, by feedback from the senior team and from the records of the monthly meetings of the management committee.

As a general comment the observation from all the individual working groups was that openness had not been experienced before within the organisation. When told facts concerning the organisation it caused confusion and some disbelief. Questioning of facts became commonplace and a 'seeing of reality' was confusing to most people. Also confusing was the idea of personal vision contributing towards the corporate vision. It was established that in the past opinions were not asked for and those who dared to put forward opinions were either treaded badly or, in some cases, forced to leave the organisation. A list of such people was compiled for future reference and people in all groups were happy to put names of such people forward. This was particularly true of people who had put forward opinions on either money matters or procedures.

Honesty amongst those participating was true to everyone but trust was almost nonexistent in the early stages of the work. Opinions were canvassed and there was a great reluctance to understand the need for such opinions. In the group looking at 'giving' there was a great deal of time taken persuading people that their opinions on the subject were valuable and that future systems and plans would only work with the acceptance of all involved. Similarly in the group studying 'worship' the liturgy, times of service and types of service had always been dictated without consultation and for to be asked for the customer's opinion proved to be a culture shock.

Records also show of an excitement that existed when it was realised that things might change. This was excitement rather than motivation to be involved in such changes at the early stages of all groups. People seemed to have bonded into small groups, possibly for self preservation, but each group carried considerable bias. This was certainly true in the area of 'fellowship' where several small cliques existed within the organisation, and each did not associate with the others. on the 'leadership' question it was also recorded that there were two camps, one supporting the new leadership and one supporting the old ways and from discussion there seemed to be no middle ground. This was recognised and discussed in the appropriate working group.

One major concern with all the working groups at the outset was the 'listening and hearing' element of the framework. Opinions were so entrenched that great difficulty was experienced in encouraging people to understand the whole rather than their particular area of interest. It was also documented that the only reward system that apparently concerned people was survival hence a lack of vision existed. This was particularly true of the group working on 'buildings' and from discussion it was felt that the people concerned tended to be practical in nature and hence felt they had a role to play. However this role had been restricted to one of maintenance.

The final common factor from the groups was that of lack of communication and the issue was tackled not on a group basis but across the organisation. It was the common approach to the communication problem that seemed to break down the barriers and encourage people to show their commitment.

5.4.4. Vision Forward

Taking the vision forward was deliberately and carefully planned. Great care was taken to maintain the boundaries of the framework and the whole ethos on which the framework is based namely Openness, Honesty and Trust. Within these boundaries the five areas of the framework were observed namely Individual Focus, Mutual Development, Self Awareness, Interactive Learning and the Holistic Approach. Bearing down on the nucleus of the framework was the area of the Infrastructure, some of which continually affected the situation and changed the implementation of the vision. These components can be listed as: -

Information Availability	Education & Training
Organisational Structure	Policy
Customer Focus	Planning
Communication	Quality System

Working within this involved framework, the aim of the organisation was to move towards a Learning Organisation and it is worth restating the definition. 'An organisation where all the people, at all levels, continually seek knowledge, work and learn together for the continuous improvement and a shared desire for excellence.' The explanation of working towards this aim is summarised by reflecting on the eight areas originally considered to be the customer focus of the organisation. The summary covers the results of three years of study.

By way of general comment, the issue of communication was seen by many to be vital to the success of the vision and, as a result, certain procedures were put in place in order to ensure the acceptance of all.

- A small team of five non-managers, but respected persons, was charged with taking the vision forward under the guidance of the chairman. This group was supported by four of the senior team who were kept fully informed by the group but were regarded as being in an advisory role rather than that of a decision-making role.

- A dedicated notice board was prominently displayed and updated monthly regarding progress. Photographs of the management team were also displayed here.
- Senior management were updated on a weekly if not a daily basis.
- The organisations' monthly magazine carried an update that was received by the wider community.
- At six-monthly intervals, the whole organisation was addressed by the chairman of the vision committee updating everyone on a first hand basis of the state progress and at the same time welcoming questions and comments.

The vision itself encompassed all eight of the areas originally identified and each is covered in 5.4.4.1 - 5.4.4.6. In addition each area was used as a catalyst for observing further behaviour in a changing organisation. The area that appeared to generate the most interest was that of 'Use and Development of Buildings' and hence will be considered first.

5.4.4.1. Use and Development of Buildings

As already indicated, this area for consideration generated the widest and deepest interest within the whole organisation. In addition it had the potential of being the area of highest impact in order to demonstrate early success. There were also more pressing reasons for this choice of area to be considered first. Legally the organisation was required to make changes to its facilities and in addition the lack of maintenance of the building was of serious concern due to lack of funding.

Up for consideration were five buildings and one piece of land that had been left in trust for the use of the community. Each was taken in turn and each was considered under the five areas of the framework together with the influence of the infrastructure.

Historically, the Church Hall did not generate income of any significance and was requiring some £50,000 of maintenance to put in order. Because of the seriousness of the situation the group looked at alternatives to the current situation seeing the reality was the element of the framework which immediately came to the fore, closely followed by the commitment to growth. The truth facing them was that the organisation could not

survive under present conditions and they, as a group, felt a responsibility, as on of only two areas, that could solve the problem by generating extra income. Once the personal bias left the group members, and this seemed to leave all at the same time when faced with the stark reality of the situation, they became strongly motivated to find a solution. The decision to let the property, **not** to sell, brought into play all the factors of the framework and the effect of the infrastructure. It forced the organisation to look at reality as well as commitment to growth. It developed positive thinking and, in general, everyone was motivated by the fact that there was a possibility of turning a liability into a financial asset. Attitudes were changed and dialogue was encouraged. People banded together to support the project. At last global thinking was making an impact and the 'whole' was recognised as being the development of the individual parts. This change was so evident that it was reported at the management team meeting as well as at the senior team meetings. Nevertheless the culture of the outside community was reluctant to accept the change. People outside the organisation were critical of such changes but were ignorant of the policy and planning. It was a lesson that needed to be learned for the future. The pressure from outside the organisation seemed to stimulate the group and they took full responsibility for making their project work. The elements of Mutual Development became most apparent in this situation of challenge. Also to the fore in this situation were the elements of Individual Focus. Individuals were changing in their approach to the problems and were becoming very clear as to what they needed to achieve in assisting towards the group's success. There was a complete transformation since the early discussions of the working group. It was only when it was realised by the public that the new business was to be a children's play scheme, an asset to the community and in keeping with the ethos of the organisation that criticism stopped and the change was accepted. All the above is carefully documented in the minutes of management meetings.

The land left in trust was not a liability as such, but neither was it an asset. There were two problems surrounding the land, one was that the facility was not generating income to help the community, and secondly that the facility was not being used for the purpose for which it was intended. Much bitterness existed from the outside community and from the organisation within, because part of the land had been used for other purposes and was not reclaimable. This had occurred under the previous regime but had not been forgotten or forgiven. Attitudes needed to be changed, and they were, as can be seen in

section 5.4.4.2 Social. The use of the land it, it was decided, was not matter of urgency and so it was left unchanged.

There was further bitterness within the management team with regard to the financial dealings under the previous regime that had left one property with negative equity and no apparent solution to the problem. Under the strong leadership of the new incumbent the management team grasped the nettle, sold the property and stemmed the ongoing loss. The positive side to this process was that there was seen to be 'openness' within the organisation not previously seen, admitting mistakes from the past, and not apportioning blame. Honest investigation, the development of patience and positive thinking were rewarded by this solution. The management minutes record this and people talked openly of it in the organisation.

The main effort for change under this category of 'buildings' was to be the principal establishment, the main provider of the services offered. The whole organisation had an interest in this project and many inputs were received and encouraged from many different sources. These included the active group working on the project, other working groups in the organisation working on other projects with different needs, members of the public, people who had left the organisation and of course the management team. It was obvious to all that with the loss or potential loss of the Church Hall as venue, then space and a facility was needed elsewhere for various activities. A group volunteered to research and collect any relevant information and a plan was agreed to take this forward. One surprise in this exercise was the number of people outside the group who made contributions. The elements of Mutual Development were recorded to be in great number. Open discussion and dialogue were encouraged and individuals took responsibility for collecting information and researching possibilities. For the first time in many years people were saying that they were being listened to.

The plan, it was decided, was to bring the building and its facilities into the 21st Century without damaging the existing structure and the treasures held within. All changes were planned to be reversible. This plan required the complete commitment of all within the organisation and the full endorsement of every aspect of the framework. At the same time all the negative aspects of the infrastructure came into play. It was essential at this

stage to emphasise the Holistic Approach within the framework. Underlying structures were carefully analysed and an information package was developed to explain the 'seeing of the whole'. The changes were planned to take place over a ten-year period with eight separate phases, money being the restraining factor. A realisation of global thinking, interrelationships and the process of change, were essential to the success of this project. There were many systems and many individual agendas to consider. Interactive Learning involved dialogue and discussion in order to cross the barriers between different factions. There needed to be a bonding together. Because of the honest approach adopted by the management team, individuals became honest with each other and recognised bias that might inhibit progress. There was considerable motivation and deepening of personal vision. Positive thinking prevailed and enthusiasm was tangible. However it was recorded that not everyone was enthused as first thought. A small number of people that seemed to be on the periphery of the organisation together with a few that had left the organisation previously but were still in contact expressed their dissent of the plan. The problem was immediately recognised by the working group and a small team took it upon themselves to investigate the situation. The conclusion was that these few people were ignorant of the facts in spite of the efforts made to communicate. As a result the relatively new communication format was evaluated and updated. In addition to this small setback there was a considerable dampening of enthusiasm over time due to the outside culture that delayed phase one of the project for twelve months. Bureaucracy and bias interfered through central office and a lack of understanding at central office inhibited progress.

Eventually with strong leadership from the Chief Executive and the provision of information to central office, phase one was started. Within days the enthusiasm was rekindled and a new bonding took place. Many lessons were learned from these stages that were to stand the team in good stead in the future phases, mainly with concern to outside influences. However, one major concern dominated the whole project and that was money. The cost and funding of the ten-year scheme seemed overpowering to some. As a result a subtle education programme was developed and, following much discussion and listening to concerns, fears were allayed. Eventually the internal organisation and the outside factions could see changes taking place and they accepted them as progress. The plans were posted on the notice boards and reported at meetings and the only comments were positive.

5.4.4.2 Fellowship & Social

In order to bring people together within the organisation, thus fostering the principle of Mutual Development, and to involve many people from within and many organisations from outside the organisation, it was decided to create an annual event of having a Village Fair. The underlying structure of the scheme was to be that the organising and running of the 'Fair' would be managed by a committee chosen mainly from outside the organisation but the organisation would have strong representation on that organising committee. In all, twenty-seven organisations eventually benefited from the idea. It was hoped that there were to be many spin-offs from this ploy including the generation of income, the use of the trustees' land for the purpose for which it was originally intended, thus integrating the community with the organisation, providing the forum for the development of personnel, and advertising the wider commitment of the organisation.

Once again the elements of the framework were observed to play a significant role as the project was organised and taken forward. There was a Holistic Approach to the event. Many systems were integrating and interrelationships were being strengthened. On one occasion a press report commented that rarely did one experience the Mothers Union and the local public houses involved in the same event each providing entertainment for the public. Stakeholders from outside the organisation wrote to recognise the inclusiveness of the event and the benefits of that to themselves and to the public. The elements of Individual Focus and Mutual Development were particularly strong, creating an enthusiasm and clarity of purpose both within and without the organisation. The attitude of the organisation members was proactive. Following the event over a three year period individuals approached the organising committee offering suggestions and even volunteering to assist. This would have been unheard of at the start of the vision campaign. After the first year the bell ringers approached the committee offering to ring the bells on the following year not wishing to be left out. Stallholders were enthusiastic to take up the 'fancy dress' theme and great rivalry grew between them each try to impress. Groups joined together to provide a facility on 'the day' that they couldn't provide alone. Bias was being broken down and people and organisations were keen to help one another. Over the three-year period care was taken not to let it be seen that the project was a moneymaking operation but primarily for it to

provide a catalyst for the community life to develop. So successful was this approach that Local Government took a close interest and wanted to be part of the process. This was confirmed by the approach of Councillors from both sides of the political spectrum. Indeed, in the third year of the fair five mayors or ex mayors were in attendance and it was recognised that they stayed the full time and an extract from a letter from a letter of recognition from a Councillor she commented *"The Village Fair brings together people from all parts of the town and provides a day of celebration for many groups and organisations. The organising team should be congratulated."* (Andrews, 2004)

As a result of this early success in breaking down barriers and encouraging different groups to meet and to work together, another initiative was proposed. This initiative involved the restructuring of the service provision in order that dedicated factions within the organisation were encouraged to meet socially between the times of service provision. It seemed to be a true Holistic Approach where many systems were interacting and changes in the area were affecting changes elsewhere. Once again success seemed to be achieved in that bias was broken down and people were committed to growth. Both of these initiatives were examples of innovative and co-ordinated action that, in itself, is a cornerstone of Interactive Learning.

People within the organisation were observed to be beginning to trust the management team to be open and honest and, as a result, further activities were organised involving internal people and outsiders, all of which strengthened the new feeling of belonging. These included events with other churches and a Music Festival

5.4.4.3 Worship, Study and Prayer

The services to the customer under this heading had traditionally been the most controversial. Indeed it was proposed changes in this area, most of which were rejected by the organisation, that had lead to the resignation of the original co-chairman. It was also the area that had caused the division between the separate service outlets under the previous regime causing so many people to leave the organisation. Some of these people later confirmed the reason for their leaving. Considerable bias existed and so, as in many organisations, there was a conservatism that resisted change. Great efforts were made to focus energies and to create interrelationships across the several factions

that had grown up from the past. Indeed many different systems existed, few of them in line with the official policy, and care was needed to break down the existing barriers in order for people to focus on the results of their actions.

The approach chosen by the Chief Executive was to attempt to listen to concerns and to develop a system that was to take into consideration the needs of all parties. This he achieved by broadening the range and frequency of the different services offered. As a result people became comfortable in their own space and at the same time naturally came into contact with those with differing views. At the early morning service provision people were asked to vote on their preference of service with the proviso that should a change be voted for then an extended trial period would be given to such a change. This in fact took place. The elements of interactive learning were being exercised. The other big change was that people from the outlying outlets were encouraged to meet on a regular basis with everyone else. In addition it was seen to be important for each outlet to have a representation on the management committee. This request was noted and was arranged and, as a result, it provided first hand information to all parts of the organisation, something that had not been available in the past. In addition, the information was devolved throughout the groups using persons who were trusted and respected within their own groups. A feeling of togetherness was created providing a crossover of structural barriers. The culture was changing and the service provision enhanced. This is a position readily admitted by people from all the different positions.

5.4.4.4 Leadership

It should be noted at this stage that the Chief Executive was the sole instigator of the creation of the 'Vision'. His foresight and strength of character had lead him to realise that the organisation that he had inherited could not survive in the form in which it first existed. Aided by natural wastage and careful selection he had surrounded himself with a trusted, hard working team that shared his expectations. Some of the old regime still existed but they were in the main supportive of change. His good judgement of people within the organisation fostered their rise to positions of influence and his hard working attitude encouraged all around him to be the same. His passion and commitment were obvious to all and his ability to delegate both responsibility and authority to chosen people provided those close to him with the way to make improvements throughout the

organisation. No better examples of this can be seen than in the areas of Outreach and Youth.

The new team was in the main very strong and multi-talented and, with the care given to the learning process, hurt and bias left from the previous regime was overcome. There were, however, disadvantages. Communication to outside the organisation was reactive rather than proactive resulting in difficulties of organisational image. Because of this and because of the major changes that were taking place, wrong interpretations were being made and considerable time was spent in defending and explaining the position.

An investigation was carried out amongst the leadership team as to their views on the leadership during the change period. This was by way of the 'plan, do, check, act' part of the framework. Each team member was interviewed separately and the comments recorded. One general comment about these findings was that the members still existing from the previous regime, they all were more circumspect than the newer members. New members were always positive. Many of the comments made were directed at the Chief Executive directly rather than at the team in general. These included the feeling of a new excitement because the leader was not inward looking and was seen as a man of vision. He was empowering people by the changing philosophy and had managed the resistance to change very well. His personal involvement in every day activities had given a boost to the project, the management team and the whole organisation. Aspects of the framework such as Individual Focus and Mutual Development flourished because there was commitment to the project through ownership. This had created a warm culture and a feeling of acceptance and of not being left out. There was evidence from the survey of suspicion still existing from some members of the team and a reluctance to accept the evidence as presented without looking for ulterior motives. Even these individuals admitted that the management of the change had been impressively done. On the down side it was recognised by most that the Chief Executive was not the best communicator of day to day information and indeed one person thought him to be autocratic which in turn inhibited innovation. Although the clique of the previous regime had disappeared it was still seen that only certain people were being trusted.

Comments about the project team, from the senior team interviews, were almost always positive. This is not surprising but much of this comment provided evidence that the Holistic Approach was healthy and that the culture was changing. The senior team, to a man, felt energetic and motivated and felt that there was a serious message being sent out to the organisation and beyond. There was a new excitement that had given the team a boost and they could see the crossing of barriers. Indeed, what had once been the sole preserve of individual sub-teams was now looking for help and ideas from other parts of the organisation. Good practice was being devolved and mistakes were being classed as a source of learning rather than a disaster.

The unanimous general view was that an honesty and openness existed and although the standard of communication was coming from a very low level, things were improving and the vision project was in itself raising awareness of such problems. Interactive Learning was alive and well.

5.4.4.5 Youth, Outreach and Pastoral Care

These particular three items of service offered were considered by the senior team to be vital to the organisation and, indeed, vital to the future existence of the organisation. The Self Awareness section of the framework was seen to be very strong in its influence within these areas.

'Youth' particularly benefited from the new culture of openness. With the freedom given to the provider, the service given was expanded to all parts of the community and within the organisation a nucleus of help was generated. Freedom to innovate and authority to take action provided many avenues for growth. Barriers were being erased in that the work of this sector branched out into other services. In addition the areas of 'Social' and 'Fellowship' were also benefiting from the work. So successful was the area that more staff was required to maintain expansion but there was little available finance to support the cause. Thanks to innovation and hard work more staff was acquired, albeit a temporary scholarship, but as a result, the provision was enhanced both for the organisation and also for the surrounding community.

'Outreach' was probably the most difficult area of the services to tackle. The newest member of the senior team took responsibility for a new approach to the development of

the 'outreach service'. This responsibility was not enough in itself to effect change and, due to the insight of the Chief Executive the policy of the organisation was modified in this area. As a result of the subsequent work, the new team member attracted great numbers of new people to use the services of the organisation and, indeed, many were persuaded to become part of the organisation. Mutual Development was impacting on the organisation and the results were evident.

At the same time as these changes were taking place; changes in the traditional provision of service were being effected. Up to date, meaningful provision was in evidence and people from within the organisation were being encouraged to help with these new initiatives. People were developing a new focus and a greater awareness was evident.

'Pastoral Care' had been successful under the previous regime but had almost completely disintegrated during the changeover period. It was realised late in the proceedings that this was a great loss of provision, and it took a concerted effort and changes of procedure by the Chief Executive and the management team to bring the service back to the forefront. One great advantage of this process was that involved the management team in a true team activity. The new policy had entrusted each team member to contribute to the whole system and each part was vital to the success of the system. After some confusion, and some reluctance to conform, all team members realised the importance of the service and joined enthusiastically to re-establish the provision.

5.4.4.6 Giving

This is another area of the organisation that once again caused serious conflict within the organisation and highlighted the worst cases of bias from the old regime. The third outlet for services, the one temporarily closed for structural repairs, was seen by the rest of the organisation as a liability and a drain on resources. The facts were there to support this claim but the day-to-day conditions were even worse. Because of lack of trust under the old regime, when money movement was a mystery to all except a privileged few, it was quite openly admitted by many that no money would be provided for any of the outlets for fear that it would be diverted to the 'wrong' area. This put

considerable pressure on the organisation as it was becoming more and more insolvent. Further pressure had been brought by the fact that vast numbers had left the organisation and the result was a continual decline.

The leadership had chosen not to tackle the problem head on and as a result there was a steady decline in the funding provision. Even worse was the contrast between the day-to-day finances and the income generation for the vision project. Money was given freely for the vision and people worked long and hard for the project. A new split was beginning to materialise between those working to promote the vision and those struggling to maintain the core organisation.

The Chief Executive believed that when the vision project is near completion then the two areas will become one and hence the problem would be solved. However, in the interim he has decided to call upon the management team to form a working party to address the issue.

This area has the advantage to this study of showing limitations of the framework. The Holistic Approach is practically non-existent in that small factions are working their own systems and there is no cross-fertilisation of ideas and resources. Views are entrenched and Mutual Development is not only non-existent but is actively being worked against. The elements of the infrastructure such as policy, management and communication could all be causes of such a situation but, whatever the cause it stands out as an area of deep concern not only to the organisation, but also for the validity of the framework.

5.4.5. Summary

All areas of the framework were covered by this study and the vast majority of elements. A review of the coverage of the elements is given below and they are corroborated by any one or more of the following methods: -

a. Team records per group – 134 records
b. Management team minutes – 27 sets
c. Senior management team minutes – 27 sets
d. Outsiders to the organisation reporting

e. Written reports to the organisation – 31 reports

f. Verbally between individual and researcher - weekly

g. Verbally between individual and management - weekly

h. Verbally between researcher and management - weekly

i. System changes

The elements of the framework observed were as follows.

Individual Focus

Several elements of this area were of high profile from the initial stages of the study. Motivation was very high after the initial launch of the study and maintained its status throughout (b, c, g). Interestingly motivation faltered for some people at one stage of the Building Development phase when the bureaucratic system slowed down progress but this quickly rejuvenated later (f, g, h). The Deepening of Personal Vision and the Clarifying of Personal Vision was very much part of the building of the Parish Vision. Deepening Personal Vision and clarification of personal vision were also examples of elements being important but not being identified until later in the project. An example of this was in the buildings group when members of the group realised for the first time that there was a solution to the problem of the Church Hall and they had a significant part to play (a, f, h, i). Many people in many of the different teams were deeply committed to their role in the organisation. It appeared that Reward Systems were evident not in the areas of personal gain but in the freedom to express opinion and to work towards an end in which the individual had belief. The reward here was also that of personal recognition the esteem level of Maslow's hierarchy of needs (a, b, d, i). This was also recorded in the teams of Youth, Pastoral Care and Worship, Study and Prayer. In the team concerning Building Development, seeing Reality was very obvious and when combined with Focusing Energies and a Focus on Results of Actions the small team took the project forward at a great pace (a, b, c, e ,h, i).

In true Learning Organisation tradition the final organisation vision came from the personal involvement of many. Once individuals were committed to the truth they became committed to the growth of what they saw as a change for the better. The final element of this area was Developing Patience and this was observed to be present even before the study began. People were prepared to wait for change (a).

This area of the framework seemed to have chain a reaction effect. People seemed reluctant to participate at first but once started each of the elements followed rapidly one after another and it could be recorded that eventually every member of the group displayed all the elements (a, f, g, h).

Mutual Development

Unlike that of Study 1, Mutual Development was very strong in this study. All the elements of the area were evident in many of the team activities. Enthusiasm itself was probably the best example in that people attended meetings for up to three years without any remuneration, only the reward of taking the organisation forward (a, b, c, h). This must be a testament to the motivation, one of the other elements. Never, in the whole study was negative thinking recorded anywhere from reports, observations or interviews. People took their role personally and as such saw that they had a part to play. It was a joy as an observer to see so many liberated people seeking the truth of situations and committing themselves to the betterment of all. This was true of all the groups recorded with the exception of those looking into the problem of giving. It may be significant that giving was the one area where people were uncomfortable because at first giving was regarded as giving money. Once the realisation dawned that there were other things to give like time and talent then things relaxed somewhat (a). It may also be significant that the type of person in this team seemed to be of one mind, finance orientated. The building team worked and learned together through the realisation of the change of use of buildings to the decisions regarding the use of the trust land. A happy and hard working environment prevailed throughout and it was notice and commented upon on many occasions both by the senior team and the management team (a, b, c, e, f, g, h). This was also true of the Fellowship and social group who likewise treated their work in a happy and outgoing manner (a, b, c, e, f, g, h).

Interactive Learning

This was also true of Interactive Learning. In the preliminary meetings held, people were so taken to cross-communicate with other groups and to assist when people had difficulties. This was commented upon in many management meetings and recorded in reports (b, c, h). Indeed sub groups that had not seen eye to eye in the past, such as the choir and the flower arrangers experienced barriers being lifted and genuine dialogue and discussion coming to the fore. People were prepared to listen to other points of view. This was never more evident than in the management team when, for the first

time in many years, people were allowed to express opinion without fear of reprisal. People could ask about previously forbidden subjects such a finance and expenditure (a, b, c, f, g, h). Bonding within teams was evident to the extent that there was a danger that cliques were being formed. Luckily the cross-membership of team members stopped this becoming a reality. Some areas of the Vision were struggling, such as pastoral care and social, and it was recorded that individuals had recognised strengths and weaknesses and were actively helping one another (a, h).

Innovative Action was never more prevalent than when the time came to let the Parish Hall. It came as a culture shock to many to be without the historic facility, but given the alternatives and having the benefits explained, there was no dissent. All were in favour, not one single report of a negative nature. This area of the framework was alive and well in this study and the basis of "helping people to be resources for each other" was very evident.

There was however one significant observation that may cast a warning. All the above was true but it didn't happen instantly. Unlike the area of Mutual Development which seemed to explode into reality progress in this area was just as positive but much slower in most groups. Discussion and dialogue of course were instantly recognisable but it took some time for the understanding of individual strengths and individual weaknesses. It took a great deal of time for people to recognise that the Chief Executive was not a good general communicator (a, f). Because of the previously encountered fear factor, people were reluctant at first to recognise the individual part they could play and at the same time contribute to the team learning situation. In the building team in particular, members were very ready to collect information and to investigate problem areas but needed a great deal of coaching to share that information with the group by way of a presentation. These were not people unused to such presentations. This in some cases only came about after deep discussion with one or more of the management team (h).

Self-Awareness

Throughout the study people were observed to be growing in stature. One person, who was known to be, and admitted to being very insecure, was encouraged to take responsibility for a major programme in the social group. This she not only did but is still doing so and indeed has greatly expanded the role. Another person, again somewhat reserved took a responsibility for an informal music group which has grown in stature

(a, f). Apart from one individual who left the organisation, no record was made of anyone taking backward steps. An attempt was made to contact this person but he refused to discuss the matter (c). Bias had been recognised and dealt with in many sections of the study from those as diverse as Building Development to Outreach. Times and timing of the service provision had for along period caused conflict and people were deeply entrenched in their views. With patient and careful coaching by the Chief Executive together with an agreement formulated by those concerned, a change of system was introduced that, after a period of time, not only worked in a positive way but was preferred. Another area of contention had been Outreach as it had always been seen to be the domain of a small, select group. With an expansion of the provision and coaching by two of the senior team members barriers were broken and relationships softened (a, c, g, i). The whole attitude of individuals had changed. People were given the chance to explain their own needs and indeed recognise their own needs, but at the same time help the whole organisation. A person working within the social group had apparently suffered from stress for some considerable time due to pressures brought to bear in the work situation. The work within the group had provided a release where she was allowed to express herself and get due recognition for her work and talents (a, b, g). Those who demonstrated the required attributes were not only given responsibility by management but also given the authority with which to operate. This was most apparent in the Fellowship and Social group where people used their person, sometimes hidden, talents to take projects forward. People were observed to be dynamic (a, b, e, f, h). Each of the team activities recorded an awareness of what was important to themselves, within the team and to the whole organisation (a). Self Belief, an element not in the framework, was evident for many within the study. Perhaps because of the climate that had been created previously or perhaps because opportunity had not been provided in the past, many people at the start of the study were reticent and unsure both in the groups and in their general demeanour. As time progressed a self belief was observed, not only by the researcher but by members of the senior team (a, h).

Holistic Approach

It is probably due to the nature of the organisation that the Holistic Approach is essential to the survival of this organisation. Indeed, no individual part of the organisation could survive without the others. Nevertheless, the elements of the area needed to be confirmed. They were indeed confirmed and were seen to be very strong. Many systems had existed within the organisation prior to the study and it soon became

evident that most were working independently from one another. This was not only confirmed by the working groups but almost boasted about. A climate of one-upmanship prevailed (a). Within the groups over a twelve month period systems were manage to provide assistance for each other. Perhaps one example of this is with the weakest of the groups, the one studying giving. Members progressed from individuals being protective of their own responsibility such as planned giving or collection, to making suggestions how each could help the other to the common good. This manifested itself in a change of system, change of responsibilities and the inclusion of a broader giving in terms of time and talent. The group itself recognised the benefits of the change (a, b, c, e, f, g, i). The only doubt was Process Mapping. This was a skill not familiar to the organisation so the only time it was used was by the chairman in order to clear his thoughts in order to take the vision forward (h). All the elements were constantly being observed and generally discussed, global thinking was a prominent element and was observed in four of the bigger project areas. In the social and fellowship group, plans were considered to include the whole town into the activities; in the worship group the plans were concerned with the closer integration of the outlying points of service; in the building group the members were not only looking to provide an income from the Church Hall but also to provide a facility for the use of the local community. Also within this group the prime reasons for change for the main service venue were given as to serve the wider community (a, b, c, d, e, f, g, h, i). The process of change element was almost enforced at the start of the study in that the senior management team had made it abundantly clear that the organisation needed to change or die (c). The original concept of the 'Vision' was seeing the whole. Management from the inception sold the concept of the vision as all embracing and in all of the groups all of the time never questioned the fact that what they were trying to achieve was for the whole organisation (a, b, c, e). The awareness of underlying structures was certainly clear to management and to those involved in the financial side of the organisation. In a negative sense the controversy over the service venue that was closed for structural repair caused many hidden problems for the management especially on the legal side. It was clear that an outside group with only a tenuous link to the organisation were trying to undermine it. This, from a financial point of view, severely affected certain income streams from entering the organisation (a, b, c). there was certainly evidence of interrelationships between not only the formal groups but the informal groups in addition to relationships with outside bodies. Problems that had apparently existed for many years between the bell ringers and the choir were improving noticeably as a result

of the new openness policy. Relationships with providers of similar services were welcomed and joint ventures began to be planned and executed (b, c, e).

Infrastructure

Some of the elements of this area were observed to be very strong whilst others were non-existent. Twice management had made major changes to Policy to accommodate the advancement of the Vision but on the other hand a formal Quality System did not exist. In the formal sense Education and Training didn't exist either but there was some evidence of coaching of individuals. This was primarily the concern of the Chief Executive coaching his Senior Team. Communication was probably the more prevalent of the elements with the specific introduction of notice boards, articles in the organisation's magazine, weekly news items, open meetings and formal presentations. At all times people inside and outside the organisation were being kept fully informed. The strength of the whole project was in that it was Customer Focused. The Vision only existed for the benefit of the customer, both internal and external. Planning had been essential, both in the early stages of the project and more especially in the area of team activities where finite planning was essential particularly in the Building Development section. Another interesting recorded fact was the constant changes within the management structure. Leadership and foresight shown by the Chief Executive greatly enhanced the whole project. The facts contained within this report are confirmed over a three-year period by the minutes of senior team meetings, management team meetings and specially convened meetings. In addition, by way of a check, ten senior team members were interviewed and specifically asked for their reaction to changes that had taken place. The findings from these interviews have been used throughout this write up to support the observations of the author. A number of feedback sessions with the Senior Executive proved very supportive of the observations. One short paragraph from a report from the senior management team typifies the changes that were observed to be taking place. 'The Parish Vision is alive and well. How do we know? Apart from the physical changes that we can all see, there are far more fundamental changes taking place. The Vision is all about people and their relationships...' Another quotation confirms this. 'The change in our hearts as we clear out the clutter is far more profound and important'.

Chapter 6

6. Discussion

6.1. Use of the Conceptual Framework to Interpret Findings

The definition of a Learning Organisation is central to the framework and as a result a reaffirmation of the thinking is important to the work that has been carried out. To achieve excellence is the objective of many organisations but the Quality Gurus and management philosophers alike have advocated the achieving of excellence, on many occasions in the past. As can be seen from Chapter 2 it is Argyris, Senge and Wheatley who diverted the thinking completely away from the systems approach to the people approach to achieving this aim. Culture became important and in particular, culture change was vital. The framework developed in Chapter 4 is a reflection of this in that it captures the elements that affect culture concerning both the people and the organisation.

Five crucial areas were looked at in the framework, all concerned with people and their relationships with others. These were broken down into smaller elements in order that the composition of them could be studied within real life situations, particularly in change situations. It can be argued that the framework was built in the reverse order in that the elements that affect culture and relationships were developed and then grouped together into complementary areas. These areas are five in all. Either way there is observed to be great interaction between these areas, a point that is observed to be classic to Senge's 'Fifth Discipline' (Senge, 1996). Equally relevant to this fifth discipline thinking is the sixth area of the framework, Infrastructure. In theory this area galvanises the other areas together but in practice it can be the area that destroys the integration of the whole. The elements of this section became of particular importance to the studies.

Taking each element in turn and assessing its value to the framework is necessary in order that the framework can be advanced. The following section of the discussion looks at each element in turn and relates it to the case study observations.

6.1.1. Holistic Approach

The results collected from the area of the 'Holistic Approach' were most revealing in the sense that all the elements were covered comprehensively over the three studies. Although the matrix in organisation study one covers seventeen questions it was found

that not all the elements were considered. *Process mapping, systems and underlying structures* were hard to justify in this area and indeed *process mapping* is hard to justify in any of the studies. This certainly shows a possible weakness in the questionnaire but in fact the questionnaire was solely used to identify the existence or otherwise of the elements of the framework. On reflection the non identification of process mapping, it can be argued, was also a weakness in the framework in that all the other elements of the framework were aspects of personality or traits of character whereas process mapping is a skill that can be taught. Hence, if that skill has not been taught then it is difficult to see how it should appear in the framework. In addition it can be argued that it was only considered in study three, and only by way of incidental coverage when planning for the way forward, because the person using the skill had acquired it previously from elsewhere.

Feedback was clearly identified by the questionnaire in study one. *Feedback* was also evident in each of the other studies and gave a tremendous boost to the participants of organisation study two when outsiders and customers recognised the change within. This was in spite of the outsiders being unaware of what the actual changes were. During study three, feedback was a key strategy and group members made it a priority to cross-fertilise with other groups. They also had two-way feedback with management as did study two.

Underlying structures were most evident in both of the later studies. Interestingly, individuals in both studies were previously entrenched in a survival mode. The evidence for this was when participants in the second study openly approached the researcher explaining that the creative work in which they were participating was being undermined by non-participating factions. In the other study it showed when pre-change structures were advocated by some as being better than the structures evolving from the change. Again people became entrenched in their beliefs and much cross fertilisation of the groups was necessary to allay fears.

Seeing the whole was an element that was superficially treated by the questionnaire in questions three and thirty seven and the latter question regarding 'understanding the aims and objectives of the organisation' was particularly negatively answered. Conversely in the two working studies evidence showed that the consideration of the whole picture was vital to the success of the work being done. Indeed, the creation of

'Vision', in organisation three, was all about seeing the whole. Even in study two, by choosing an area of study not related to any particular individual or department, the participants demonstrated the need to consider the bigger picture.

Study one was weak in recognising strong *interrelationships*. *Interrelationships* were particularly strong in the second study where there was strong evidence of groups working together for the common good. Also, there was cross fertilisation of membership in the third study but beyond the individual's group there was little effort, on behalf of the members, to contact a wider field.

The *process of change* was very evident in the second study where testers, design control and field service all made efforts to recognise the changes. The biggest change awareness took place in the third study. Participants and observers were adamant that change was not only necessary but also expansive. The most obvious result of this was in the attitude to global thinking when senior management constantly commented on their observations of 'a breaking down of groups and going forward together as a unit'.

In all three studies *communication* was seen as a massive change. Considering that it was the cornerstone for change in organisation one it was surprising that the sample group felt so negative about the change according to the questionnaire results and were reluctant to admit that the communication had changed for the better, but they did concede that the element did exist. Once again it was the second study that constantly updated everyone in many different ways with the latest relevant information, and in study three a new system of communication had been introduced and was recognised as being effective. In both the latter studies communication was a two way process.

The elements of the 'Holistic Approach' were very strongly indicated in the latter two studies. This is possibly explained by the team approach to both studies, by the very nature of the tasks involved it required members to look at the whole organisation. Nevertheless they did just that, hence the holistic elements were highlighted. Another interesting finding from both studies was that as a result of the feedback element systems within the organisations were changed. This might indicate the strength of area of the framework as being an influence on management opinion. A link with the area of Individual Focus was also of interest. The elements of developing patience and reward

systems could be in the widest sense incorporated into the Holistic area from a global perspective, whereas they appear in Individual Focus from the personal perspective.

6.1.2. Interactive Learning

From observations of the studies, those studies involving the team approach appear to emphasise the importance of 'Interactive Learning'. Strengths and weaknesses of both individuals and groups appear to be highlighted without any obvious embarrassment to those individuals or groups. Taking the elements in turn showed that in each of the studies results were forthcoming.

Dialogue was certainly covered in the questionnaire but again it was one of the elements negatively received by the sample group. Conversely in the third study the whole basis of the first part of the work, study groups, was dialogue. It was well received by both participants and management alike. Management were also encouraged by the results of the dialogue that existed during the second study. They were not only encouraged by the feedback in a constructive way to themselves, but also in the dialogue between teams, something that had not been picked up prior to the study.

Understanding of Individual Weakness was evident from the initial work of the team involved in study two when group work soon showed individual positions. Other team members encouraged each individual's strengths and those with weaknesses were helped. A surprise example of this was the reporting back to management phase, when all helped to prepare the feedback but one person delivered. It was remarkable in study three how many of the working group admitted a lack of knowledge of the other areas of study from that in which they were participating.

This admission led to a *bonding* between the groups, as they were able to help one another with information. The bonding factor was observed to be particularly strong in the second set of group meetings when people had chosen their specific interest. This was further enhanced and observed when groups fed back their findings to the whole population. Bonding showed itself much earlier in the second organisation when, immediately after the early training sessions, small groups were taking themselves away to conduct extra studies.

The questionnaire covered the area of *Innovative and Coordinated Actions* superficially but nevertheless identified the elements. There were more spectacular observations from the other studies. In study two members of the senior team took themselves off to conduct studies that were not requested but supported the work of the group. The final result of the study in organisation three produced a 'Vision' that could not have been foreseen at the start of the study.

Recognising Individual Strengths and *Individual Part* were both evident from the self-selection groups in study three. The perception of the individual of themselves and of others was a factor that evolved as meetings progressed. There was also evidence produced by negative selection for those groups that were understaffed in the initial process, like Giving and Ministry Team. In study two the recognition of strengths and part to play were slower in being drawn out. It was interesting that only at the point of maturity of the group, when members felt more comfortable with the task in hand, did they reveal their acceptance of the elements.

The *Crossing Over of Structural Barriers* was strongly evident in organisation one but only at the management level. It did not appear to exist at grass roots level. In organisation two the one massive barrier appeared to present itself as Production Department or more specifically the Production Manager. Having recognised this fact from the teams working, it was observed that this problem needed to be solved. People were deeply entrenched in their thinking in organisation three and again the element of the framework highlighted the fact. It also highlighted an area that appeared to have been missed in the work. This was the contribution played by the Youth. Indeed the Youth specifically requested feedback sessions from other groups and as a consequence were able to express their own position. Perhaps this is one of the dangers with working in groups.

Listening and Hearing, particularly by management, was evident throughout. This evidence manifested itself when management in both latter studies created extra communication channels for the workforce and in both studies changes in the systems used.

It was particularly encouraging to see this section of the framework so forthcoming with the feedback elements. Many examples existed from all the studies that the elements

were an integral part of the area of investigation. It seemed that management was learning from the workforce and the workforce learning from the management and both learning from the new innovative techniques that were being used for the first time in the organisations.

6.1.3. Self Awareness

By contrast it seems that the area of 'Self Awareness' was the area that proved the most difficult to see the relationship between the elements. Perhaps this reflects an individual's reluctance to look inwardly at themselves and to consider their own position within the bigger picture. The one study that did address the issues was the questionnaire which was used to identify the existence of the elements and some seventeen questions were directed at the area. Over all the studies it was difficult to find evidence that four of the elements had been addressed in any depth. These were those of *Observation not Generalisation*, R*ecognising ones own needs* and *Skills of Reflection.* However the remaining five elements were well covered. This asks the question as to how vital they are to the framework.

Responsibility and Authority was clearly investigated and judging by the positive nature of the responses to the questions, understood by the people asked. It was also seen to be a strong element in organisation two where team members took the responsibility upon themselves to investigate and promote change at the same time management delegated the required authority. This element was picked up in a negative way by organisation three where observations showed that the previous regime had intimidated the members and, as a result, no one had authority and only a very limited number took responsibility at the start of the study. Group members were subsequently seen to grow in confidence and some eventually took the responsibility for many aspects of the work.

This entrenchment also reflected itself in the element of *Attitude*. Forgiveness of the previous regime was almost nonexistent but at least the framework highlighted this fact. One important observation from study two was that non-participants in the teamwork had little or no change of attitude.

Barriers to Learning were recognised in study two when participants made personal admissions of their bias to the researcher. On a more positive note *Skills of Reflection*

were evident when participants started to admit their faults rather than cover them up. This, also, was particularly true of organisation two.

The *Recognition of Bias* within oneself was very evident within organisation three, especially within the management structure. For long periods it was seen to inhibit progress in the advancement towards the 'Vision'. The questionnaire strongly indicated the lack of openness that tended to suggest bias was a restricting factor. In study two, recognising Bias was very evident in the early days of the study when Honest Investigation was limited by the existence of bias. The results from all three studies showed that the Recognition of Bias was an integral part of the framework.

It was only in the first study that both Recognising and Explaining One's Own Needs was fully addressed. Many questions were directed at these elements. It seems that they were extremely reluctant to identify in general in studies two and three. However in the infrequent cases when individuals were speaking personally to the researcher, occasionally there was some information forthcoming on the subject. Perhaps an interview technique is a more direct way of getting information in this area.

Overall 'Self Awareness' seems to have some very strong elements but certain other elements cannot be so evaluated in depth due to the lack of evidence from the studies. Perhaps individuals were too concerned with the problems of the day rather than reflecting upon their own position within either the team or the organisation. The author failed to notice this at the time of the study.

6.1.4. Mutual Development

Each of the elements of this area were covered in the questionnaire, and thus identified. However, it was from the latter studies that demonstrated very strong evidence of the elements being necessary to the framework. Again this may be attributed to the fact that the objectives of the work completed would be to advance the organisation and hence be of mutual benefit to all.

Enthusiasm was most evident as an integral part of the framework as demonstrated in the second study. Long before the project started in the organisation and after the declaration by management that change was imminent, fifty percent of the workforce was eager to take part. This reinforced itself with the actual team members chosen who

constantly showed their enthusiasm for change and for the betterment of the organisation. At one point it was obvious to the author and to management that enthusiasm had waned considerably. The cause for this was investigated by management and eliminated and the element returned almost immediately. Perhaps this is an indication that enthusiasm can be created and destroyed very easily. Evidence existed that this element also existed in the wider population as a result of the work were communicated. This was certainly true of the third study when the wider population with a response that was observed by management, the teams and the author alike greeted positive changes to the organisation. There is great deal to link enthusiasm to motivation. It seems that when the enthusiasm increased then the motivation factors came to the fore. Both elements seemed to generate a happy working atmosphere.

Increasing Clarity brought its own reaction as the third study saw the 'Vision' materialising. It was constantly reported that work in one area was having positive effects on the work in other areas. This increased clarity manifested itself in the enabling of different groups being able to help one another. In the second study problems existing within various departments of the organisation were highlighted and understood for the benefit of all concerned. It was reported by management that people outside the working team understood the problems that existed in other departments. Unfortunately the questionnaire did not address this element.

During the early days of the study of the third organisation *Positive Thi*nking was almost non-existent. Fear of the old regime seemed to force people into a defensive mode. However, when there was a realisation that things had changed within management, new ideas were generated in order to take the work of the team forward. This was observed across all the working groups without exception. In the second study there was no reservation. Positive Thinking existed from the first moments and the need to move forward together was part of the driving force of the project. Added to this, the responses to the questionnaire were a clear indication of the existence of this element.

Commitment seemed to vary. The persons involved in the work were absolutely dedicated, but those on the outside varied considerably from the negative, obstructive to the positive and supportive. Perhaps this is the reason for such varied results from the questionnaire, some people felt involved and others didn't feel involved.

In all three studies the elements of *Individual Part and Reinforcing Process* were very evident. This was true whether or not the contribution was positive or negative. Also, throughout all the studies there was a great awareness of everything that was happening as part of the changes.

Evidence shows that 'Mutual Development' is an important area of the framework and all of the elements are of significance and each seem to contribute to a happy working environment.

6.1.5. Individual Focus

Organisation three provides the most convincing evidence that the elements of 'Individual Focus' were important to the framework but also in the questionnaire six of the eight elements showed up very strongly. The framework is about people and one would expect this area of the framework to be of high profile. As a result much evidence supported this thought.

Seeing Reality and *Commitment to Truth* were the two areas not well covered by the questionnaire but they were recognised to exist. Both were seen to be of high profile in the other two studies. From the start of the work in organisation two the stark reality of the situation was most evident to the study team and a resolve to establish root causes of problem areas was most evident. Management reported, on several occasions, on the positive and realistic approach of the team and as individuals, involved in the third organisation, and that there was a cultural change; the developing of their personal commitment to the reality of the situation blossomed. An honest approach rather than a guarded approach was evident.

Reward Systems and *Motivation* were the two elements best covered by the questionnaire. Surprisingly Reward Systems featured to a much less extent in the other two studies but Motivation was very high in both. The motivation factors that seemed to carry the most influence in study two were 'esteem' and 'self-actualisation' taken from Maslow (1954) whilst in study three the 'belonging' factor played a prominent part. In neither study did the 'basic' reward motivators play any noticeable part.

Although the elements of *Deepening Personal Vision* and *Clarification of Vision* are both well covered in the questionnaire, it is in study three that significance of these

elements to the framework is clearly seen. As time passed, it was observed that ideas changed and were consolidated and the senior team positively reported this when they were debriefed at the end of the work. As a result of these elements being active a *Focusing of Energies* made the progress of work faster than it had been in the initial stages and it became clear that the groups were very conscious of the results of their individual actions.

6.1.6. Infrastructure

Communication was a vital part of the study of organisation one in that management used the element as its vehicle for change from what was regarded as a standard organisation to be a learning organisation. Unfortunately the communication seemed to be only one way and as a result the envisaged degree of change did not happen. Evidence of this was provided by the questionnaire, for although the element was well covered, change did not occur to any great extent. The implication is that communication is not vital to the framework. However, communication within the other two organisations proved that this was not true. Two-way information changed policy in one organisation and provided the basis for ultimate success in the other. This element of the framework seemed sound.

In all three studies senior management set their policies at the start of change. In all cases the *policy* was a driving force to advancement. The question as to whether or not the policy was correct is open to discussion for in study one changes of policy were superficial. In organisations two and three the changes in policy had caused a complete rethink on the part of individuals as to the culture that existed under the new ideas.

Planning was basic in its influence to organisations two and three in that it planned for change not for specific results. This planning did not inhibit the work carried out because of its flexibility. In the case of study one planning was rigid and as a result restricted human reaction, according to the results observed.

Education and Training was vital to success in organisations two and three and the elements of the framework reflected change in the motivation, self-confidence and positive thinking of participants involved in the studies. This was in addition to the acquisition of new skills that enabled them to carry out the mission set for them.

Without the training the studies could not have taken place. The questionnaire amply covered the effect of the element in organisation one.

Other elements amply covered by the questionnaire were those of *Organisational Structure and Management.* It is in this element in particular that questions arise as to the completeness of the framework. In all three studies, the Organisational Structure changed dramatically and the management changed in its approach to the workings of each organisation. However, it would be seen that there is a gap from the observations made. Interference from management, or put in a more positive way, timely and positive intervention suggested that in studies two and three there was a question of Leadership rather than Management. As a result *Customer Focus* was the ultimate force in these organisations and participants in these studies reflected this in their work. This was not true of organisation one. The Chief Executives in the latter studies were leaders and people followed their lead, whereas in organisation one, management principles dictated. It can be said that Management is mainly about systems, Leadership is about people. This factor probably sums up the one major difference between the studies. A case is made for the inclusion of leadership somewhere in the framework.

6.1.7. Comparison with Theory

The management theory observed through the literature review that led to the construction of the framework has both positive and negative aspects. Many attributes of the management philosophies seem to gain strength by comparing them to the framework in the three organisational studies.

The motivation element, so necessary to the areas within the framework of 'Individual Focus' and 'Mutual Development' follow very strongly the thinking of Maslow (1954) and Elton Mayo (1933). In Maslow's 'Hierarchy of Needs' (see section 2.1.3.) all aspects of the hierarchy were evident in the organisational study two where the team were held in great esteem by their peer group whilst at the same time they provided the opportunity for the basic needs of the organisation and, some members achieved their own personal goals, 'self actualisation'. All of this is in line with the elements of the framework. In both of the action research studies the 'Hawthorne Experiment' findings seemed to have great credence in that, although the teams in both cases worked for the achievement of their aims, the spin-off throughout the organisations was positive. It was

also evident that effort for material gain was not a factor in these studies perhaps suggesting that the 'Taylor Principle' (Taylor 1947) is not relevant to the framework.

The Drucker thinking of 'Five Dimensions' (Drucker, 1977) held great sway especially in the areas of recognising human limitations, the physiological dimension; work within groups, the power dimension; and development of society in the social and community bond dimension. The latter was particularly emphasised in the findings of studies two and three but not in study one. The work of Fayol (1949) was also reflected in the framework as the studies showed. The 'Points of Management' most recognisable were those of 'Division of Work, Initiative and Esprit de Corps' (See section 2.1.2.).

Training was essential in the case of the Quality Improvement Team exercise in study two and the tools of Ishikawa (1985) were used to great effect in the two action research studies. Indeed the basis of the core of the framework is the 'Fishbone Diagram'. By using brainstorming and the analysis and presentation of results adapting these tools, barriers to learning were overcome and the 'Interactive Learning' area took great strength from the work. The 'Breakthrough and Control' technique indicative of Juran (1951) was evident in a non-statistical sense. In study three, people worked to a level of achievement, consolidated, then chose to progress to higher achievement. At the same time, in line with the elements of the framework, personal needs were being recognised and honest investigation prevailed.

Strangely it would seem, the word 'Quality' had a very low profile in the framework and in the studies, except in the fact that self-assessment was always evident. There was no recognition of a 'Quality Policy' in any of the studies and yet the highest expectations were evident from each task considered. Banks' (1992) need to set goals for continuous improvement was not followed to the letter and yet clear targets evolved from the work. The one aspect taken from Banks that was evident throughout was that of communicating results. However, there was some doubt on behalf of the author as to whether or not some of the results communicated had bias from those communicating in order to further their own cause. Perhaps communication needs to be more clearly defined. In study one for instance, management made great play of communicating progress but the results of the questionnaire seemed not to recognise this statement. It can be argued that the Leadership element added to the revised (See fig.6.1.) could influence the dogmatic management and systems approach adopted by this organisation.

It would seem that it is not only necessary to claim good communication practice but to check that the communicants agree. Yet again the evidence showed that communication in the action research studies enhanced the work of the group in all cases. Although quality held very little relevance within the framework the elements of quality were ever present.

Dr McQueen's practical approach to excellence (See section 2.5.5.) was ever present within the framework and the studies that examined the framework, even though his work purported to be a journey from 'Quality' to 'Learning Organisation'. This journey across the 'TQX / TQY Bridge' was based on management control of the situation and like Dr McQueen the author found from the studies that the aspect of Leadership as opposed to Management is a significant factor. The reality of the situation was that leadership gradually changed the culture of each of the organisations and the framework picked up that in most cases this was in a very positive sense. The framework for culture as defined by Miller (1984) was observed to be very much to the fore. His views on 'Integrity' were evident in the model when considering 'Trust and Openness'. In addition the areas for cultural change listed by Pike (1996) were seen to be an integral part of the core of the framework. There is no doubt that the culture change observed in organisation study three reinforced the thoughts of Pugh (1990) when he advocated that 'culture conditioning was possible'.

It seems that many aspects of the works included in the philosophies of the 20th Century are relevant to the framework and, indeed was observed in the studies undertaken. One difference between this research and previous studies was that there was no attempt at measurement of progress towards excellence but it was left to the realisation of the participants. Nevertheless the true test of the framework was the achievement of the aim at the core of the framework for each organisation.

6.1.8. Framework

The framework or structure for the framework is based on a modified version of the Ishikawa, Cause and Effect Diagram (Appendix 4). This is explained in section 3.6. 'Building the Framework'. Traditionally such a diagram states clearly and simply the effect and arranges around it in a 'Fishbone' formation potential causes of the effect. For the framework the effect part was left intact and the clear statement was that of the definition of a learning organisation. However the feed into the effect, instead of being causes, were the elements of the human values considered as being important to the

people involved within learning organisations. This in itself gave an array of attributes taken from the work of Deming (1986), Senge (1994), Argyris (1996) and Wheatley (1992). These were then grouped into areas of compatibility under the five headings within the framework. This grouping and concentration of the elements seemed to be a natural structure for the components. However it was observed that on occasions there was an overlap of elements from one area to another. Technically there is no reason for the area segregation of elements but it is far easier to visualise the concept of the framework with them included.

The protection for these core items of Trust, Honesty and Openness were a new idea but taken from the work of the early philosophers who were involved with motivation. Such a person was Maslow (1954) whose work evolved around these attributes. This element of the framework proved to be vital within the organisational studies considered.

People within organisations are influenced by many factors some from within the organisation and some brought to the organisation by them by way of experience. These elements are included in the 'Infrastructure' section of the framework. Deming, for instance was involved with organisational structure, whilst all the Gurus were prominent in the areas of company policy and management commitment (Section 2.2.). Quality systems have long been prominent within organisations and exert great influence with organisations both for good and for bad. It was recorded throughout the organisational studies how these factors had influence on the people within the organisations and indeed more elements came to the fore as a result of the studies. These included value systems, reward systems costing systems and timing all of which were observed to have an influence on behaviour. In all, the framework held together the elements and formed a logical structure for the study of the elements.

6.1.9. General

The framework was created in an attempt to provide a recognisable list of attributes that would make up the structured environment for the existence of a Learning Organisation. All of these attributes are concentrated at the centre of the framework and are concerned with the personnel within the organisation. In creating a Learning Organisation there is a concept that trust and honesty must exist and in order to realise this, a climate of openness is preferred. From the studies of the three organisations it would seem that this 'protective coating' to the five core areas of the framework was essential for success.

Indeed, there was an occasion during the studies when trust was taken away and immediately the elements of the core areas seemed to be greatly diluted if not eliminated altogether. In another study the trust, honesty and openness had been missing for so long a period that it was with some trepidation that the members of the organisation eventually realised that there was a change in the culture. It seems that these three major attributes need to be earned. In one of the studies only lip service was paid to them and as a result insecurity existed.

Although the elements of the core were grouped together into five areas there was some doubt as to whether or not they were located correctly. A degree of crossover existed at times and this took the form of an element being suitably located in either of two areas. This was felt to be unimportant in the sense that, as long as the element was covered somewhere, then the framework was complete.

6.1.10. Framework Review

At this stage when considering the shape of the framework, and the necessity for inclusion of those elements that seem to be unimportant within the framework, and any elements that might warrant inclusion into the framework, a critical assessment of the framework can be made. As can be seen from the previous discussion the vast majority of the elements of the framework were well recognised as being important and essential to the framework, but there was a considerable question mark against Process Mapping. Senge (1994) considers this element an asset along with Global Thinking but observations showed that in these studies it was not recognised. This possibly could be that it is considered to be a tool rather than an element and as such, unless taught and used, has no place in the framework. In each of the organisational studies there was no evidence that it was an essential element and hence could possibly be eliminated from the Holistic area of the framework.

On a more positive note, one element not included in the framework but one that showed to be a force in both the active research studies, was Self Belief. This element is not mentioned by any of the authors researched with the exception of one small mention by Senge (1994) who uses it in a negative example and a mention by Glaser (2001). Nevertheless, in organisation study two all of the team displayed Self Belief from the outset and in the opinion of the researcher it contributed greatly to the success of the study. In the third study management recognised and reported that many members of the

work groups changed their attitude over a period of the study from a position of lack of confidence to a position of Self Belief. If this element should be added to the framework it would probably sit comfortably in the area of Self Awareness. This area is possibly in need of bolstering up because, as reported previously, four of the elements were very weak. This of course does not mean that they are not relevant but perhaps the studies did not observe their importance. Indeed Argyris (1996) and Senge (1996) both gave the elements a high profile. Indeed, in more recent research both Yeo (2005) and Merx-Cherman (2005) both have the elements at the forefront of their work.

It is probably true that the area of Infrastructure gave the most cause for concern, and it is also the area that could have other elements included. To take the existing elements in turn can give an idea of the contribution each has made to the framework. Many systems can be introduced into organisations and even more relevant other systems evolve. For example Quality Systems are usually introduced whilst Value Systems tend to evolve. In the case of Reward Systems, they can either be introduced or can evolve. As Fincham & Rhodes (1988, p283) indicate *"systems have boundaries, in the sense that they can occupy definite graphical areas"*. He goes on to indicate that systems can be divisive if imposed, in that, sections can be overprotective of their involvement with a system and build that system for the good of the individual or department not for the good of the whole. The only system mentioned in the framework is the Quality System and perhaps in organisation studies one and two the latter was the case. No formal system existed in organisation three. Despite any negative comment systems are an integral part of organisations and as such perhaps some of the other types should be introduced into the framework. These could be Value Systems, Costing Systems and Reward Systems and providing they are not allowed to modularise then the lack of openness and mistrust that modularisation generates, doesn't occur. Yeo (2005) puts the case for systems and both Oakland (1996) and Argyris (1996) see the value of rewards in a formal way while these two and Deming (1986) put great emphasis on value systems within organisations. Harris (2002, p79) claims that *"prevailing organisational systems actually encourage conformity and stability, rather than learning"*. This seems to suggest that there is danger in the reliance on systems if creating learning organisations.

Education and Training has always been important to the success of business even before the advent of the Training Boards of the 1960's. Work over the years advocate

training and modern research by Poell (2005) sees training as paramount to learning organisation development. Unfortunately the provision of training does not necessarily mean that learning takes place. As Atkinson (1990, p88) points out "*too many managements think that their enthusiasm for training will be shared by the employees*". He also makes the point about learning v training when he goes on to say "*organisations fail to realise that the quality of their people is determined by experiences and if these experiences are all short term outcomes with little opportunity to develop, then it must not be expected that people come up with innovative ways of doing things and solving problems.*" Argyris and Schon (1994) go one stage further when they say that learners must learn how to put their learning into practice. Tobin (1993) sums up by pointing out that inclusion of Education and Training is essential, it is just as essential to establish that education and training leads to learning. Although the framework picked up evidence of the element it was not sensitive enough to establish the resultant learning if any. The one aspect of training that resulted in learning in studies two and three was that of training in the use of the basic tools that resulted in the projects being taken forward and as a result the framework being observed and analysed.

Of Policy Senge (1994, p9) says "*No-one can make policy by himself, not only do you need political clout to carry the day but your emotional stamina depends on a group support.*" Drucker, quoted by Lessem (1981), says of policy that it is the foundation of priorities, strategies and plans. This was seen very clearly in organisation three with the development of the 'Vision' as a result of the management policy of openness and trust. Indeed in study two the Company policy was changed on more than one occasion as a result of the work of the teams. Policy is an essential part of the area of Infrastructure for as Senge (1994) says that reflected in, or developed from policy come personal vision and shared vision. One aspect not considered in the framework and perhaps most relevant to the subject is the relationship between policy and mission.

Customer Focus is advocated by all the authors researched and is obviously very necessary in influencing the core of the framework. Deming (1986) devotes much time to the customer whilst Oakland (1995) also emphasises the existence and importance of the internal customer. Kofman and Senge (1995, p97) quote Jayme Rolls of Rolls & Co. as saying "*Learning organisations must be market driven and customer focused.*" In

each of the studies satisfaction of the customer was paramount to the success of the organisation and the framework suitably reflects this.

The one big element within 'Infrastructure' is Communication. The subject is a very difficult one to assess and this observation is given credence by Senge (1995) when he says that information gathering mechanisms seem to evolve in ways that result in the top of the system having limited, incomplete and even biased understanding of reality. By way of explanation Argyris (1992) hypothesises that this is because the human mind must assemble information by using abstractions to aggregate many individual cases. There was much evidence of communication in all of the studies but the subject is so vast that it is difficult to interpret as to whether or not the communication was complete, meaningful or even viable. Perhaps the subject should be broken down into more manageable packages. However, in some way or another communication must be a vital part of the framework because by implication, without communication of information within organisations, organisations cannot learn. In organisational study two in particular methods of formal communication were changed on more than one occasion with the resultant benefit to the organisation. This manifested itself in the management changing the way it received information from the working groups to the changes made by them in imparting findings to the wider organisation. Individuals themselves, in their small groups, made changes on who and how they communicated their work implying that it meant much to them as individuals as to the method of communication and also the way they saw their work progressing within the organisation. It would seem to enhance the thinking that communication was a vital part of the framework.

An element not in the framework but one that made an impression on the researcher in all three studies was that of 'Timing'. It seemed crucial to the success of all three studies that timing was correct and indeed Senge (1996, p211) states *"Timing means having a sense of an unfolding dynamic. Although every organisational setting is unique, all organisations develop learning capabilities according to the same generic pattern. Some changes are intrinsically long term; they cannot be achieved quickly".* All three studies were conducted in an atmosphere following dramatic change. In all the studies people wanted to go forward although sometimes afraid. Perhaps time and timing should be included in the framework in order to make sense of changing culture. If so then it must certainly be included in the area of infrastructure in that it has a bearing on all the other areas.

One outstanding feature that was difficult to relate to in the context of the framework, which was present in all of the studies, was that of the influence of the Chief Executive in each organisation. In two of the three studies the Chief Executive was seen to be proactive and assumed the role of leader not just of manager. They were both respected and followed. In the other organisation the Chief Executive set the policies, the standards and the management system without the same degree of respect. Perhaps Leadership is another essential ingredient to be added to the framework?

It can be reported that the subject of 'leadership' is seriously considered not only, by all those who write on the subject of learning organisations, but also those who aspire to achieve excellence within an organisation. The following are comments by some of those who have already made a contribution to this research: -

Juran (1988a, p3.19) *'be a leader not a cheerleader'*. He also states Juran (1988, p78) *'Management commitment is necessary but not sufficient. To inspire action within a company, the single most important element is managerial-leadership'*.

Oakland (1994, p.32) concludes *'effective leadership and Total Quality Management result in an organisation doing the right things, right first time'*.

Homer Sarasohn as far back as 1948 said of a leader that his main obligation is to secure the faith and respect of those under him. The leader must be the finest example of what he would like to see in his followers.

Senge (1994, p.339) philosophises *'You can always sense the presence or absence of leadership when you begin working in a new organisation ... you become aware that a field of competence and learning exists – enhancing and reinforcing people's efforts'*.

This fact seemed to be confirmed by the studies

Deming (1986) defines some attributes of a leader.

1. Understands how the work of his group fits into the aims of the company
2. Works with the preceding and following stages of the system.
3. Tries to create for everybody 'joy' in work. He tries to optimise the education, skills and abilities of everyone and helps everyone improve.
4. Is a coach and counsel, not a judge
5. Uses figures to help him understand his people and himself. He understands variation. He uses statistical calculation to learn who if anybody, is outside the system and in need of special help.

6. Works to continuously improve the system that he and his people work in
7. Creates trust
8. Does not expect perfection
9. Listens and learns

Many of these attributes were reported as missing in study one, and on numerous occasions they were confirmed to exist in study two and study three.

Mitra (1998) reports that Deming goes on to say supervisors must be trained in this philosophy before they can be leaders. It was evident from the findings in all three of the organisations studied that leadership was an important influence on each of the organisations. In organisation one the organisation seemed to be managed rather than led and several of Deming's leadership attributes seemed to be missing. Trust was lacking throughout the organisation and working towards continuous improvement was not evident in fact but only talked about. There was certainly evidence of a judgemental regime rather than one of coaching and counselling. In both the other organisations there was much evidence of leadership being very positive in that the leaders listened and learned about and from their organisation. Continuous improvement was always high on the agenda of the senior management teams and an atmosphere of good will and excitement was generated by their support and understanding of the work being carried out. They acted as facilitators rather than managers.

These observations fall in line with McQueen (1995) when he discusses what he terms as an essential paradigm shift from traditional management to the management of a learning organisation. Senge (1992, p339) agrees with the concept when he points out *"learning organisations need a new view of leadership"*

The one anomaly in the whole issue of leadership appears to be Welch (2001). Welch is arguably the most successful leader of an organisation in history. For two decades in the late twentieth century he was Chief Executive Officer of General Electric and during that time, irrespective of business and political climates he took the organisation forward in terms of size and profitability. His secret of success is difficult to establish but the basis is his success is the employment of the right people in the right job at the right time and hence managing change.

Sufficient to say the subject of leadership catches the imagination of all who take organisational management strategies seriously. If this were true then the idea would be to position leadership into the framework not as an element of the infrastructure but as a safeguard around the principle of trust, honesty and openness forming a barrier between the infrastructure and the inner core. Glaser (2001, p5) makes the case for openness as a strategic approach to conflict and communication. The implication of this change would mean that the leadership would take full responsibility for the influences that the elements of infrastructure have on the core values. In the past it was seen that there has been a fear that infrastructure can dictate attitudes and influence personnel in a threatening manner. Should this still be the case under the new framework then the leader would take full responsibility for the consequences. The word Infrastructure then takes on the meaning of Organisational Culture and the implication would be that the leadership would be solely responsible for the culture of the organisation and how it affects the personnel. This change in culture is recognised as being difficult to execute and as Burgoyne et al. (1994, p131) reflects that *"changes in culture are likely to take years rather than months, even when they are the miraculous sort"*. However, Curteis (1994) confirms that as the role of hierarchy is reduced and working teams are empowered, culture becomes an important means of control. Pewitt (2003, p9) sums up the potential problem when he says *"plenty of literature encourages your organisation to embrace the learning culture. However, very little of it will assist you in tackling the leadership development needed before an organisation can fruitfully initiate efforts to become a learning organisation"*. The revised framework is depicted in fig. 6.1 and it includes some thoughts taken from this discussion.

The framework whether revised or as original will need to be proven over many more studies before it can be used as a benchmark between organisations or a benchmark within the same organisation following the passage of time, but the signs are hopeful. In other words it could be used as an indicator as to progress or otherwise being made in the quest for Learning Organisation and as a result a move towards excellence.

What the framework does not address is the plight of those persons not directly affected within an organisation. It was obvious that in the active research studies, those not directly affected by the work being carried out were distancing themselves from the activity but were nevertheless content to observe with interest.

It can be said that by way of summary that the elements of the framework match those espoused in the theory and stand as an indication that a framework is viable in this area of research.

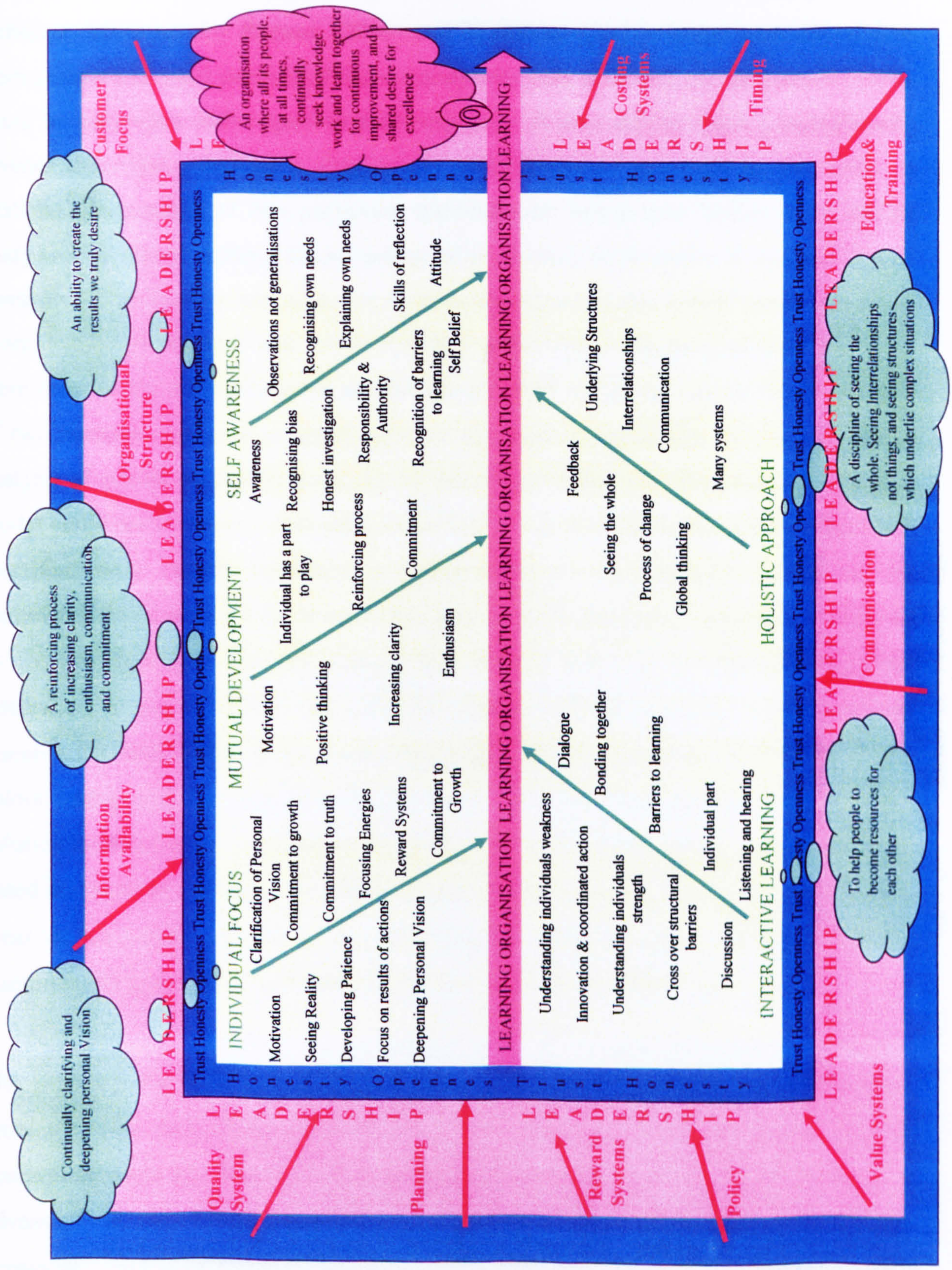


Fig. 6.1. The Revised Framework

6.2. Discussion of Research Methods

The research technique of using a questionnaire confirmed all the advantages of the technique advocated by Robson (2000) and Walliman (2001). Large amounts of data were gathered in short periods of time. Anonymity was achieved and as a result people could be very open with regard to their responses. It was able to reach geographically diverse areas and provided a simple and straightforward approach to the study of attitudes. As a result of this particular questionnaire being used before in an earlier study and was found to have the advantage of producing valid results, it was used in this research. Consideration was given as to how the questionnaire would assess the much more detailed framework and it was felt that as the five main areas of the framework were basic to the study, then the questionnaire would suffice giving all the advantages of two research studies five years apart on the same organisation. It was only at the analysis of results stage that it was found that all the aspects of the more sophisticated model could not be clearly evaluated. However, it was felt that those elements that were identified were clearly indicated as being important and integrated parts of the framework. In all only six from the forty-eight elements were only superficially covered by the questionnaire. The big plus to this method was that it assumed a detached researcher, to guard against the researcher having an effect on the findings of the research (Robson 2000). It also gave the opportunity to categorise respondents by the colour coding method, thus making the results obtained more specific. One possible solution to the problem for future research is to develop a series of short questionnaires, based on the same principle, each addressing a single core area or a combination of core areas of the model. In this way every element could be clearly targeted and the questionnaire approach could maintain its simplicity for the person answering.

The studies using active research, however, presented the researcher with far greater problems. The main problem encountered was the vast amount of time needed to conduct the research. Although this time did seem to be excessive it did have one great advantage in that it was possible to crosscheck opinions and findings on many occasions. This however is in itself a double-edged sword. As Robson (2000, p.91) highlights *"prolonged involvement reduces the threat to validity but increases the threat to researcher bias"*. However, he further says that respondent bias is reduced. To counteract this negative possibility the author went to great lengths to adhere to the initial principles of the work and not to become involved. This was also achieved by triangulation of results. This triangulation was achieved in many ways. Firstly between

separate working groups and the researcher, then between management, the researcher and a group. Also, it was achieved between the researcher, management, the groups and outsiders to the study. The characteristics that typify successful research were all present throughout the studies namely: -

- *Activity and involvement*: Good and frequent contacts both out in the field and with colleagues.
- *Convergence*: Coming together of two or more activities
- *Intuition*: Feeling that the work is important
- *Theory*: Concern for theoretical understanding
- *Real world value*: Problem arising from the field and leading to tangible and useful ideas.

Furthermore the other advantages of the practitioner-research role were also very evident namely:

- *Insider opportunities:* having a pre-existing knowledge and experience base.
- *Practitioner opportunities:* substantial reduction of implementation problems
- *Practitioner-researcher synergy*: practitioner insights and role help in the design, carrying out and analysis of useful and appropriate studies.

Winter (1989) advocates that an investigation by a practitioner can lead to genuine new insights and that experienced practitioners approach their work with a vast and complex array of concepts, ideas, etc... A research process must demonstrably offer something over and above this pre-existing level of understanding Robson (2000).

The challenge of this particular research was, not only to observe and record the work of the participants, but also to relate this to the elements of the framework. This in itself proved to be difficult in that it was not only the observations that were important but also the verification that they were accurate. This was to be gained from another source such as management or outsiders. The researcher is confident that this was achieved and all the results are confirmed by a second, or even a third source.

6.3.Organisation Studies

Before choosing the kind of study in the original instance it had been necessary to reflect on two of the objectives of the research, namely: -

"to study two organisations in order to establish the elements of the framework, and their significance, within those organisations."
"to identify methods of analysis and evaluation."
As was argued in section 3.2, an endeavour was made during the studies, firstly to identify the relevant elements of the framework and then by further study, to establish how these elements manifested them in the framework.

Other options had been possible but rejected. A sampling approach could have been attempted where many organisations could have been contacted in order to fill out a questionnaire. For this a very large sample would have been necessary and, at this stage of the research, it was considered to be of more benefit in clearly establishing the elements of the framework by using individual investigations. Such more expansive work could be left for a later study.

Another option would have been to select a study on an organisation that is considered to be an excellent organisation or what is considered to be a Learning Organisation. The question would be "Do we know before studying the organisation as to what level it is meant to be?" In any case such an organisation would be difficult to find and difficult to spend much time in evaluating it. Again there is an argument for refining the framework before using it as an indicator for excellence.

As can be seen the decision was taken to study three companies all with a major similar characteristic – that of an extensive, recent management change. It was felt that such change within organisations raises the awareness of the individual to the organisation and, as a result, fosters the formation of opinion. It was also felt that, because each organisation had intentions of moving towards excellence then the personal attributes of individuals concerned with the changes would be recognisable. For these reasons, three studies were chosen but in themselves they brought out potential problems. The main one of these was researcher behaviour. This researcher was very conscious of the phenomena from the start. Extracts from Cohen (2001, p159) were never far from the centre of attention. *"Should the researcher choose to abuse their data for whatever reason, the behaviour is categorically wrong: If there is such a thing as clearly ethical behaviour, such abuse is unethical. Ethical injunctions would hardly be appropriate in the context let alone enforceable. The only answer is for the researcher to have a moral code that is relationally derived and intellectually applied"*. By way of fulfilling these

criteria the author constantly questioned the feedback received and constantly sought a second opinion of the observations.

The first study, using the questionnaire, was the simplest technique to be used but one difficulty as is the case with most questionnaire surveys, was to recover the required number for a significant sample. It was felt that this was achieved but the analysis of the data proved to be an even greater problem. The difficulty was separating the verification of the model elements from a study of the advancement of the organisation. The two criteria are closely linked as changes made by management were being addressed through the workforce by being picked up as elements of the framework. This was triangulation in a different context.

It can be argued that this approach needs to be modified in order for it to be used with a bigger sample of organisations. Two main areas need to be considered. Firstly, the questionnaire may need to be retargeted at some of the elements of the framework rather than the general area of the framework. This would provide for a deeper study of the relevance of each element as apposed to the identification that the element exists. In doing this it would be possible that two or three smaller questionnaires would cover the subject thus reducing any trauma that may arise from using a single, large questionnaire. The other major area for consideration is the volume of data. Such changes would inevitably lead to massive quantities of data being collected and it would be reasonable to assume that some sort of computer based analysis would considerably enhance the study.

Reflecting on the organisation in itself, it would seem fairly conclusive that a Learning Organisation was not created by a few management changes in the elements of communication and training even though the policy is changed. Atkinson (1990) makes the point that too many managers think that their enthusiasm for training will be shared by the employees and that organisations fail to realise that that the quality of their people is determined by experiences. Both Deming (1986) and Argyris (1994) place great emphasis on communication but as a means of acquiring knowledge. There was no feeling of progress and little evidence of any in this study as there had been in the other two studies. The main reason for this could be the leadership of the organisation, or in this case the observation of lack of leadership.

The second study, of working with a Quality Improvement Team within an organisation using real problem areas, provided the opportunity to observe the elements of the framework in great depth. Leadership here was inspired without interfering with the work. A paradigm shift was observed. The author when working with Dr McQueen in Las Vegas had experienced the same phenomena previously. Section 2.5.5 Again it left a lasting impression on the author.

The elements of the framework were clearly detectable from this study and some seemed to be more to the fore than others. This may be due to the nature of the work being completed rather than its importance to the framework but further research may be needed to establish this as fact.

Several important issues came to light as a result of this study. On the positive side the approach had led to many problems being solved within the organisation with regard to business. In doing so the teams had highlighted the importance of the elements of the framework. It was also clear that aspects of the Infrastructure could seriously affect not only the results of the project but also the elements of the framework. This was shown in various ways as seen in section 5.3 but overall the study produced recognition of the elements. For instance, Policy changed as a result of the team showing management positive adaptation of elements of the framework. Adversely, motivation was destroyed at the interference of a manager. Generally, communication channels were created in order that other members of the organisation could share in the knowledge of the success. Even the failure of part of the team approach gave positive recognition to the elements of the framework. If there was to be a downside to this approach of using Quality Improvement Teams then it is that persons not actively involved in the studies were not necessarily motivated. Again although negative the elements of the framework were being recognised.

All in all, this was regarded as a very successful study as seen in the summary in section 5.3.4. One frustration point is that, time would not allow observation of the next stage that was to be the creation of a corporate vision from personal visions.

Organisational study three provided this opportunity. Yet again the study proved to be different from those that had gone before. One major difference should be highlighted, as it is not always so obvious. The whole organisation consisted of volunteers with the

exception of two members of the senior team. This in itself meant that everything needed to be done by persuasion. Conversely there were no executive disciplinary powers. In the realisation of this the study began.

The early stages of the project were observed at a distance and it was not always clear as to the accuracy of recording at the group meetings nor indeed, if there was an influence brought to bear by the facilitators. What was noticeable was the observation that trust and honesty were recorded as a result of the openness displayed by management. The second phase of the work was much more productive as regards the observation of elements of the framework. The author attended all of these meetings over the twelve-month period, recording the work of the group but at the same time observing and recording the elements of the framework. The expected difficulty of confirmation of these elements was surprisingly minimised. Evidence from the groups themselves, other groups, management, the Senior Executive and outsiders were all generous with volunteering their opinion without being asked. A major change in culture was taking place and was being recorded.

The one aspect not mentioned in the study that was very significant but as yet not mentioned was that of the part played by the Chief Executive. He overcame his inheritance of a near impossible situation combined with an undermining of the situation by his superiors through leadership of the highest standard. Again all the aspects of leadership were evident as in the previous study. It is the recorded evidence from the two latter studies that leads the researcher to believe that leadership is perhaps a missing element of the framework.

Once again the question of researcher bias arises, this time because of the sheer length of the study. Sufficient to say that Action Research is a valid form of research and has the advantage quoted earlier of Leonardo da Vinci that good research is born by personal experience. Three years from the start of the study the Chief Executive is already considering the project a success and that things are improving on a daily basis. By this he means that there is a culture change with all the implications that go with it and this fits with the framework. Outsiders are casting their opinion and people who had left the organisation are returning in small numbers. All observations have been confirmed by triangulation.

6.4. Meeting the Aims

By following the objectives of the research in Chapter 1 and adhering to the research methodology in Chapter 3 it is felt that the aims of the research have been achieved.

The aim was to develop a framework from an understanding of traditional management thinking and learning organisation theory. By examining the framework closely it can be seen that the core is very much based on learning organisation theory but further developed in order to identify the finite elements involved. This is endorsed by including some core values identified by Argyris (1996) and Senge (1994). The traditional management aspects are included mainly in the infrastructure that encapsulates the whole framework. These are tempered in the revised framework by the inclusion of 'Leadership' that acts as a filter to the traditional culture.

The framework was only studied in three organisations as planned but in each it was evaluated and found to be substantial. The need to study the framework further now that the fundamentals are in place is for future research to take forward.

6.5. Contribution and Originality

The Conceptual Framework as shown in fig. 4.1 and modified in fig. 6.1 is considered to be original in that, for the first time the areas regarded as essential to a learning organisation are combined with their individual elements that have been identified, and presented in diagrammatic form. Together with this, outside elements that may play on the success or failure of a learning organisation are also depicted in relationship to the core. This in turn is filtered from these outside influences by firstly, honesty, openness and trust and eventually by leadership as an addition. The whole relationship is depicted diagrammatically for the first time.

The framework, in the form that it is presented, is considered to be an original approach to the understanding of the elements that go to build a Learning Organisation. Although the basics of the framework take their roots from learning organisation theory the detailed nucleus leads to an understanding of the factors that make up the people element within organisations. Although more research will be needed to prove the authenticity of these elements enough information has been gleaned from the three organisational studies to lead one to believe that the concept of the nucleus is sound. Again within the framework the concept of Trust, Honesty and Openness is an idea in

that it acts as a protection for the nucleus. Indeed it might well be argued that this nucleus cannot exist without this protection.

It has been known for many years that the elements of 'Infrastructure' within an organisation have an influence on the move towards improvement within that organisation but to link it directly to the people elements is most poignant. Indeed if the findings from the organisational studies are found to be universally accepted and the improvements to the framework justified then the role of 'Leadership' is possibly the most significant factor in the achieving of excellence. The author is comfortable with the concept of such a framework and the work conducted within the three organisations gives confidence that there is a future for such a concept.

The questionnaire that was produced by the author was also an original tool for use with the framework and also the matrices developed from it were new. It can be shown from the results that the areas of the framework can be identified using the questionnaire so, as a result, it was justified for the small sample of three organisations.

The active research approach in conjunction with the framework was original and though it had its own difficulties it served to enhance the research. It proved to be a powerful tool in the understanding of why the elements of the framework were important and also the relationships between the areas of the framework. The main difficulty with the approach was the time element in that because the author needed to be careful not to influence the pattern of proceedings, such proceedings take much longer to evolve.

The overall results of the research can be considered to have shown originality and a contribution to knowledge in the following ways. The research is based around a framework created for a Learning Organisation that has the added benefit of the inclusion of certain outside factors that affect the people aspect within organisations. Within this framework the internal attributes of the organisation are specified through the people and as a result they could become measurable. By enclosing these attributes in a secure casing of trust, honesty and openness it protects them from outside influences and, if the casing is breached in any way, it becomes obvious to those involved by the change in status of the internal factors. The studies carried out justify the content of this core to the framework but also highlighted the significance of the

outside factors called, for the purpose if the framework, the infrastructure. Another highly significant feature evolving from the studies was the role of Leadership as opposed to management. If this element is included in the framework as a filter between infrastructure and the core, then the framework is enhanced. This in itself could provide a structure for organisations and they can identify areas for improvement. This would need to be researched further.

6.6. Further work

As a result of this research and the successful achievement of the aims it provides several opportunities for further research around the subject area. Great benefits would accrue from developing the questionnaire further in order to provide a diagnostic tool. This would need to be done in conjunction with the matrices that support the questionnaire but the result could possibly be a set of tools to assess organisations wishing to plan improvement. In conjunction with this there is a case for developing a computer software programme in order that results can be analysed more quickly. The present method is time consuming. If further research were to be carried out then the author would recommend modification to the questionnaire in order to make it more specific to the elements of the framework rather than the areas of the framework. The danger then would be that the questionnaire could become unwieldy and not user friendly and hence lose its tremendous asset of being easy to complete. Perhaps a series of questionnaires researching just one individual area of the framework at one time would be preferable. Certainly the structure of the questionnaire that forces a choice by having only four categories of answer should be kept as it was this aspect that was considered to be the prime mover in stopping the sample population from taking a neutral stance.

Each study has its advantages and disadvantages and they are well documented throughout the text. However, for future studies the following comments are worth noting.

Study 1: The questionnaire is an easy technique to operate but if used again needs to be specifically written.

Study 2: The Quality Improvement Team approach can show many positive aspects but it is extremely dependent on Senior Management commitment.

Study 3: Seems too long to be practical but it gives an insight into why the individual elements are so important to the framework. Again senior management

commitment is vital for success.

Research on a far greater scale is possible country wide to establish the authenticity of the framework. This could take the form of recognised Learning Organisations or 'Excellent' companies with a view to testing the framework further. One problem with this would be the identification of such companies. Many organisations claim excellence but the degree to which such a state exists needs to be established. Organisations could be contacted nationwide to assess the existence of learning organisations but again some criteria would need to be established in order to check their authenticity.

Leadership is an area that warrants further investigation as a result of the findings of this research. It was possibly an error to treat the element so lightly in the building of the framework but the organisational studies certainly brought the matter to the fore. Oakland's (1994) effective leadership approach could well be researched in line with the framework. Indeed McQueen (1995) with his theories on Paradigm Shift fit comfortably with the position of leadership as it is built into the framework. Perhaps there is even a case for considering the Walsh (2001) approach considering the excellence of his organisation. Although the subject has been the centre of study on many occasions in the past the connection of leadership in conjunction with the framework could produce rewarding data. By using the framework for further research it is just possible that a Benchmarking system could be developed for learning organisations. This could have the advantage of highlighting weaknesses and giving pointers to training and development within organisations. Indeed this could lead to the development of a plan for organisations to move towards learning organisations from an existing low level and for them to develop the framework as a working tool for this purpose that would be potentially most rewarding.

Chapter 7

7.1. Conclusions

The conclusions that can be drawn from this work and its research into Learning Organisations and a journey towards excellence can be summarised as follows: -

1) A complex framework of a Learning Organisation was developed from the study of the work of management specialists, Quality Gurus and modern thinking into Learning Organisations taken over the past 100 years. It was felt that many of the philosophies over this period had their attributes but all had the one downfall in that they tried to develop systems. The strength of this framework is in the fact that it is based on the attributes of people and as such does not lead easily to quantifiable data being produced. As a consequence such data cannot be compromised. The framework is about the attributes of the people in an organisation needed to achieve excellence within that organisation.
2) The complex elements of the framework, grouped in areas at its core, greatly enhance the understanding of the build up of the framework and hence a Learning Organisation. The division of these elements into areas is to help the understanding of the concept of the learning organisation approach but it is in fact the individual elements that are of greatest importance. Much emphasis has been placed on the protectionist elements of Trust, Honesty and Openness, as it is believed that a learning organisation concept cannot exist without these attributes. The outer frame of the framework called the 'Infrastructure' is in place to represent the factors that influence people in the natural course of the business within organisations. In many ways the elements contained within this area should be a positive contribution to the working of the organisation but because many of the areas involve systems, and all the potential problems associated with systems, then they may affect the organisation adversely.
3) The elements of the framework were checked and tested by the use of three separate studies: -
   a) Study one - using a questionnaire technique
      - Most elements were clearly identified
      - A few of the elements were less positively identified
      - The matrix clearly identified the principal areas of the framework
      - The second matrix led to a deeper understanding of the culture, communication and leadership within the organisation tested.

It is felt that greater benefit would have been achieved had the questionnaire be written specifically for the elements of the model rather than the general areas. This change would have helped with the identification of elements lacking or weak within an organisation. The matrices produced however may well prove to be useful tools in the assessment of organisations at some later stage.

b) Study two - using a Quality Improvement Team approach

- All elements were clearly identified and confirmed by secondary sources.
- The practical aspect of the study made it very popular with the organisation.
- The identification of the elements relied on an understanding of the framework.

Action research in this study greatly enhanced the understanding of how these elements of the framework interacted with one another and indeed why they were so important to the framework. The benefits of being involved with the people and the sharing of their thoughts and anxieties leads to an involvement that could not be conceived with the questionnaire approach. The danger is of course in being involved rather than observing.

c) Study three – using active research techniques to change the culture of the organisation.

- Most successful in identifying the elements of the framework.
- Difficulty arose because of the long involvement with the study in avoiding research bias.
- The aspect of group working proved very productive and enhanced the chances of identifying elements of the framework.
- The element of Leadership and the part it plays was most pronounced in this study.

This study provided the most rewarding results as far as the framework was concerned. Unfortunately, it is difficult to recommend as a method for every research project in that certain factors make it difficult to complete. These include finding an organisation that is prepared for such a project to last so long; having the unwavering support of the chief executive who is prepared to have faith in a new concept; having a workforce that is not only prepared to accept the researcher but have the stamina to carry the work through.

4) Over the three studies all elements of the framework were identified and confirmed to be significant to the whole. For a major survey that would be needed to further

test the framework nationwide only the questionnaire technique is a practical possibility.

5) The framework can be enhanced by the inclusion of the Leadership element thus both protecting the core areas and at the same time making management directly responsible for the use and abuse of the Infrastructure elements. The influence of leadership was seen very clearly throughout each of the studies either in a positive way or in a negative way. It may have been a mistake not to include the element in the model earlier but the revised framework clearly establishes the element in its rightful position.
6) By using a purpose written questionnaire for an organisation together with the matrices, analysis can be made of an organisation.
7) As a result of 6, the organisations progress can be monitored. This could prove to be beneficial to an organisation attempting to monitor its progress towards excellence.
8) This work if further developed can be used as a benchmarking tool.
9) The framework can be used as a starting point for further research into the area of Learning Organisations.

By way of a general conclusion it can be seen that the aims of the research were achieved in that a conceptual framework was produced and in line with the stated methodology it was tested in three organisations in order to confirm the structure. It also agreed with the prescribed theories that were studied. This in itself contributed to knowledge as it was original work, but added to this the development of the questionnaire and matrices provided a new understanding of organisational structure.

7.2. Recommendations

Reflecting on the work of this research study the following recommendations are suggested for further research: -

a. Further develop the questionnaire technique to establish a working tool for future study.
b. Develop computer software to assist with the analysis of the results of future studies.
c. Conduct a survey of many organisations nationwide to assess the existence of Learning Organisations.
d. Conduct a study on a recognised Learning Organisation or on an 'Excellent' organisation.
e. Research and develop the role of leadership within a Learning Organisation.
f. Research the possibility of developing a plan for an organisation to move towards a Learning Organisation.
g. Research the possibility of Benchmarking for Learning Organisations.

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Appendix Summary

Appendix 1 Deming's 14 points

Appendix 2 Crosby's 14 points

Appendix 3 Basic Tools of Quality

Appendix 4 Further Quality Tools

Appendix 5 Relationship of the Elements of the Conti Model

Appendix 6 Questionnaire for Organisation Study One

Appendix 7 Data from Organisation Study One

Appendix 8 Matrix 1 for Organisation Study One

Appendix 9 Matrix 2 Organisation Study One

Appendix 10 Cover sheet for the use of facilitators

Appendix 11 Summary sheet of results Organisation Study Three

Appendix 12 Collation of views listed within eight topic headings for Organisation Study Three

Appendix 1

Deming's 14 Points

1. Constancy of Purpose - "Create constancy of purpose for continual improvement of products and service, allocating resources to provide for long-range needs rather than short-term profitability, with a plan to become competitive, to stay in business, and to provide jobs."

To improve the competitive position of the company – putting resources into research and education. Constantly improving the product and services provided.

2. The New Philosophy - "Adopt the new philosophy. We are in a new economic age, created in Japan. We can no longer live with commonly accepted levels of delays, mistakes, defective materials, and defective workmanship. Transformation of Western management style is necessary to halt the continued decline of industry."

The normally accepted levels of rejects can no longer be accepted. New improved quality rejects and costs need to be removed by the adoption of the fourteen points. Performance targets need to be achieved. Rejects and mistakes cost money. The obstacles to reducing waste should be eliminated

3. Cease Dependence on Inspection - "Eliminate the need for mass inspection as a way to achieve quality by building quality into the product in the first place. Require statistical evidence of built-in quality in both manufacturing and purchasing functions."

Prevention rather than detection will save money. It is not possible to inspect quality into a product – quality comes from improving the process and mass inspection is generally an unreliable technique.

4. End "Lowest Tender" Contracts - "End the practice of awarding business solely on the basis of price tag. Instead, require meaningful measures of quality along with price. Reduce the number of suppliers for the same item by eliminating those that do not qualify with statistical evidence of quality. Move towards a single supplier for any one

item, on a long-term relationship of loyalty and trust. The aim is to minimise **total** cost, not merely initial cost. Purchasing managers have a new job, and must learn it."

Price itself has no meaning without a measure of the quality of the product or service being purchased. The initial costs compared with the lifetime costs of the product can give a very different picture when maintenance, downtime, and poor performance are taken into account. Single sourcing provides reduced lot variation, better understanding of requirements and reduced stocks.

5. Improve Every Process - "Improve constantly and forever every process for planning, production and service. Search continually for problems in order to improve every activity in the company, to improve quality and productivity, and, thus to constantly decrease costs. It is management's job to work continually on the **system** (design, incoming materials, maintenance, improvement of machines, training, supervision, retraining)."

Never-ending improvements in quality and performance in every stage of the process are required. The next project must be completed quicker than the last with fewer mistakes and problems. The design must be better than the last.

6. Institute Training on the Job - "Institute modern methods of training on the job for all, including management, to make better use of every employee. New skills are required to keep up with changes in materials, methods, product design, machinery, techniques and service."

Training for all but particularly training for management in order that they understand the company philosophy, interrelationships and problem areas.

7. Institute Leadership - "Adopt and institute leadership aimed at helping people to do a better job. The responsibility of managers and supervisors must be changed from sheer numbers to quality. Improvement of quality will automatically improve productivity. Management must ensure that immediate action is taken on reports of inherited defects, maintenance requirements, poor tools, fuzzy operational definitions, and other conditions detrimental to quality."

Modern methods of leadership and supervision must be employed; moving from numbers or output dominated thought to improvement in quality being the key issue.

8. Drive Out Fear - "Encourage effective two-way communication and other means to drive out fear throughout the organisation so that everyone may work effectively and more productively for the company."

The fears are numerous: fear of change, improvement, new ideas etc. Fear that having made a suggestion for improvement that it may not work and so one may look foolish. Also fear of job loss if improvements are made including peer group pressure for the same reason.

9. Break Down Barriers - "Break down barriers between departments and staff areas. People in different areas such as research, design, sales, administration and production must work in teams to tackle problems that may be encountered with products or service."

Team working is essential in order to identify and predict problems. Winning and losing together is important and strengthens bonds between departments rather than having a 'blame culture'.

10. Eliminate Exhortations - "Eliminate the use of slogans, posters and exhortations for the workforce, demanding zero defects and new levels of productivity, without providing methods. Such exhortations only create adversarial relationships; the bulk of the causes of low quality and low productivity belong to the system, and thus lie beyond the power of the workforce."

Only temporary improvements are achieved by the use of such methods. This flies in the face of Crosby's theories and methods. (See 2.2.2.)

11. Eliminate Arbitrary Numerical Targets - "Eliminate work standards that prescribe numerical quotas for the workforce and numerical goals for the people in management. Substitute aids and helpful leadership; use statistical methods for continual improvement of quality and productivity."

Systems for target setting provide a climate for dishonesty. If the organisation's workforce is judged on quotas rather than quality they will inevitably cheat the system when the standards are too high.

12. Permit Pride of Workmanship - " Remove the barriers that rob hourly workers, and people in management, of their right to pride of workmanship. This implies, *inter alia*, abolition of the annual merit of rating (appraisal of performance) and of management by objective. Again, the responsibility of managers, supervisors, foremen must be changed from sheer numbers to quality."

Responsibility for the quality of the product or service comes from the freedom to make judgements when completing a task. This fosters the pride in the workmanship, a pride in the product or service and a pride in the organisation.

13. Encourage Education - "Institute a vigorous programme of education, and encourage self-improvement for everyone. What an organisation needs is not just good people; it needs people that are improving with education. Advances in competitive position will have their roots in knowledge."

A daily improvement in knowledge can breed confidence, enhance career opportunities and make for a contented work environment.

14. Top Management's Commitment - "Clearly define top management's permanent commitment to ever-improving quality and productivity, and their obligations to implement all of these principles. Indeed, it is not enough that top management commit themselves for life to quality and productivity. They must know what it is that they are committed to - that is, what they must do. Create a structure in top management that will push every day on the proceeding 13 Points, and take action in order to accomplish the transformation. Support is not enough: action is required."

Appendix 2

Crosby's 14 Points

1. **Management Commitment.**

   Objective: To clearly define the management position towards quality.

   Action: A policy statement so all employees will understand the management's position with regard to quality.

2. **Quality Improvement Team.**

   Objective: To establish the improvement team's role in operating the quality improvement programme

   Action: To schedule the improvement programme. This involves team members representing their department on the team and representing the team in their department, together with facilitating the team's proposals within their department.

3. **Quality Measurement.**

   Objective: To establish the quality measurement areas that will allow evaluation and correction.

   Action: to determine what needs to be measured, how will the data be obtained, how to display the data, including targets and identify the problem in terms of priority, seriousness, cause and responsibility.

4. **Cost of Quality**

   Objective: To quantify the cost of quality

   Action: To identify, quantify and total all the factors that go to constitute the total cost of quality. To assess the figures obtained against targets.

5. **Quality Awareness**

   Objective: To make all employees aware of the teams' activities.

   Action: This involves two activities; holding regular meetings between management and employees to discuss non-conformance problems and to provide information regarding the quality programme i.e. posters, articles etc.

6. **Corrective Action**

Objective: To establish a structured, organised and permanent approach to resolving problems.

Action: Correct the identified problems and prevent recurrence.

7. **Zero Defects Planning**

Objective: To complete the preparation for launching a Zero Defects programme.

Action: Determining the most suitable method of launching the ZD programme. Defining what is to be achieved and the method of recognition in praising improved performance. Establishing the time scale and participants. Identifying the **Error >> Cause >> Removal Programme**

And explaining the error, cause removal concept to supervision. This can include obtaining the supervisor's visible commitment to Zero Defects programme by requesting the supervisor to voluntarily sign a pledge. The pledge confirms the supervisor's commitment to doing the job right first time and making all efforts to improving quality performance.

8. **Supervisor Training**

Objective: To determine the training that the supervisors require in order to accomplish quality improvements.

Action: Training in the measuring system, cost of quality, corrective action system, purpose of quality awareness and the Zero Defects programme.

9. **Zero Defects Day**

Objective: To let employees realise that a transformation has happened.

Action: a series of presentations and speeches celebrating the introduction for the Zero Defects programme. Possibly create an opportunity for employees to sign the ZD pledge.

10. **Goal Setting**

Objective: To turn the pledges into action by setting goals.

Action: Team discussion to allow personnel to establish their own goals and to publish each team's targets and goals.

11. Error >> Cause >> Removal

Objective: To provide a method for employees to communicate any problems which the employees have in achieving the right first time goal.

Action: A form, which is known so that each employee can complete an E.C.R form, when such a problem is encountered.

12. Recognition

Objective: To recognise all those employees who have participated in the programme and who have achieved goals.

Action: Using praise and competition as a means of encouraging achievement. Once the goals have been achieved then showing gratitude and recognition for those employees who have achieved goals.

13. Quality Council

Objective: to promote discussion and communication between specialist quality people.

Action: regular meetings between quality specialists and employees to exchange ideas, information and approaches.

14. Do it over again.

Objective: to maintain the momentum of the improvement programme.

Action: once the goals are achieved the programme could run out of steam and the quality improvement plan stop. To avoid such circumstances it may be necessary to rebuild teams and review the targets and goals.

Appendix 3

Basic Tools of Quality

a) Data Collection

Application: - In order to obtain a clear picture of the facts, systematically to gather data

Description: - A template for collecting and recording data that promotes consistency of data and facilitates comparisons.

Procedure: - It is essential to establish the specific purpose of collecting the data together with the identification of categories of information. The method of analysis should be clearly stated and the method of presentation of results.

b) Affinity Diagrams

Application: -Organise a large number of opinions, ideas or concerns.

Description: -This tool organises the information into groupings based on natural relationships that exist amongst them. Works well with small groups in that members are accustomed to working together.

Procedure: -A card system is used for individuals to record their responses to the stated issue. The cards are then spread and sorted into related groups. Each group should then be identified by giving it a heading and the contents transferred onto paper.

c) Benchmarking

Application: -Identify opportunities for quality improvement.

Description: -The measurement of products, processes or services against those of market leaders. This helps to establish priorities and targets that will lead to competitive advantage in the marketplace.

Procedure: -For each item to be benchmarked the key characteristics of the output should be related to the needs of the customer. Establish which organisations are to be 'Benchmarked', this is usually considered to be 'best in class'. Collect and analyse the data by testing, surveys, interviews, personal and professional contacts, technical journals, advertisements etc.

d) Brainstorming

Application: -Identify possible causes of quality loss, and identify opportunities for quality improvement.

Description: -A team technique for tapping the creative thinking of team members. There are three separate phases that are the generation phase, the clarification phase and the evaluation phase.

e) Cause and Effect Analysis. (Fishbone diagram)

Application: -Analyse cause and effect relationships. Identify root causes of problems.

Description: -The fishbone diagram represents the relationship between a given effect and its potential causes.

Procedure: -The problem (effect) should be defined clearly and objectively together with the major categories of possible causes. Brainstorm the possible causes and feed onto the diagram. Analyse each cause to focus on specific causes and identify the likely root causes. Gather data to verify the most likely root cause.

f) Flow Chart

Application: -Describe an existing process or design a new process.

Description: -A pictorial presentation of the step in a process, useful for investigating opportunities for improvement. Examination of how the steps in a process relate to each other. Flowcharts are constructed with a set of conventional, easily recognised symbols.

Procedure: -List the inputs to, and outputs from, the process. The flowchart symbols show activities and discussions involved in converting the inputs to outputs.

g) Tree Diagram

Application: -Show relationship between a subject and its component elements. Show means and procedures for achieving a goal. Identify potential root causes of a problem.

Description: -A systematic breakdown of a subject into its basic elements indicating the logical sequence between the subject and the elements.

Procedure: -Clearly state the core-issue and define the major categories. Construct the diagram and add subcategories with continually branching out sub elements for each category.

h) Control Charts

Application: - Monitor the performance of a process.

Description: -Control charts monitor the ongoing performance of a process. They show departures from standard and illustrate the level of statistical control of a process over time. They can be used to study process capability, to help define achievable quality objectives and to detect changes in process average and variability that may require corrective action.

i) Histogram

Application: - Display the dispersion or spread of data.

Description: -A histogram is a visual representation of the distribution of variable data. The information is represented by a series of equal width columns of varying heights. Measures of central tendency can be derived e.g. mean, mode, median.

Procedure: -Collect data and arrange in volume and ascending order. Determine the range and then determine the number of columns needed. Use scales on the diagram, interval on the horizontal axis, and frequency on the vertical axis.

j) Pareto Analysis

Application: -Identify the most important causes of quality losses, and identify improvement opportunities, rank improvement opportunities and set objectives.

Description: -A Pareto diagram displays, in decreasing order, the relative contribution of each cause to the total problem. Relative contributions may be based on the number of occurrences, the cost associated with each cause, or other measure of impact on the problem: - blocks are used to show the relative contribution of each cause while a cumulative line is used to show the cumulative contribution of the cause.

k) Scatter Diagrams

Application: -Display the relationships of two associated sets of data, discover such relationships or confirm such suspected relationships.

Description: -A simple graphical technique displayed by a cloud of spots. Relationships or inferred relationships based on the shape of the cloud.

l) Stratification

Application: -Dividing sets of data into meaningful groups.

Description: -A technique usually used in conjunction with another of the basic tools such as histograms or scatter diagram.

Appendix 4

Further Quality Tools

a) The Relations Diagram Method:

The Relations Diagram Method facilitates solutions to problems by allowing the whole problem to be viewed from a broad perspective. By constructing the diagrams as members of a team, team members generate new ideas that may lead to effective solutions. The method can be used to: -

* Determine and develop Quality Assurance policies.
* Establish promotional plans for Total Quality Control Introduction.
* Design steps to counter market complaints.

Improve quality in the work process (especially in planning to eliminate latest defects.)

* Promote quality control in purchased or ordered items.
* Provide measures against troubles related to payment and process control.
* Effectively promotes small group activities.
* Reform administrative and business departments.

b) The K.J. Method (promoted by Kawakita Jiro, reported by Costin 1994)

This method attempts to clarify the nature, shape, and extent of problems that feature where there is little or no knowledge and /or experience. The reliance is upon team members gathering ideas, opinions and experiences and organising such data in terms of mutual affinity. The method can be used to: -

* Establish a Quality policy for a new company and implement the plan.
* Establish a Quality policy concerning new products, new projects or new technology and to implement the plan.
* Conduct quality assurance market surveys.
* Find a starting point for a quality promotion.
* Promote teamwork within various groups.

c) Systematic Diagram Method.

This technique searches for the most appropriate and effective means of accomplishing given objectives. It enables workers to have an overview of the whole situation at a glance, effectively delineating the means and measures necessary for achieving the desired objectives.

The Systematic Diagram can be used to: -

* Deploy a design quality plan in the development of a new product.
* Depict the relationship between a QC production process chart and the development of certified levels of quality designed to improve the accuracy of quality assurance activities.
* Create a cause and effect diagram.
* Develop ideas in order to solve problems dealing with quality cost and delivery that arise in new business.
* Develop objectives, policies and implementation steps.
* Purchase the specification of increased efficiency in parts and control functions.

d) The Matrix Diagram Method

This technique clarifies problematic spots through multidimensional thinking. It identifies corresponding elements involved in a problem situation and displays them in rows and columns on a chart. Matrix Diagrams can be used to: -

* Establish idea conception points for the development and improvement of system products.
* Achieve quality deployment in product materials.
* Establish and strengthen the quality assurance system by linking certified levels of quality with various control functions.
* Explore the application potential of currently available technology and new materials.

e) Matrix Data-Analysis Method

This technique arranges data presented in a matrix diagram so that the large array of numbers can be visualised and comprehended easily. Information is arranged on a matrix diagram as in 'c' but the elements are qualified by obtaining

numerical data for intersection cells.

The matrix data-analysis technique can be used for: -

* Analysis of production processes where factors are complexly intertwined.
* Analysis of causes of nonconformities that involve a large quantity of data.
* Grasp the desired quality level indicated by the results of market survey.
* Classify sensory characteristics systematically.
* Accomplish complex quality evaluations.
* Analysis of curvilinear data.

f) The PDPC Method (Process Decision Program Chart)

This technique helps to determine which process to use to obtain desired results by evaluating the progress of events and the variety of conceivable outcomes. The method anticipates potential outcomes of events and prepares counter measures that will lead to the best possible solutions.

The PDPC method can be used to: -

* Establish an implementation plan for management by objectives.
* Establish the implementation plan for technology-development themes.
* Establish a policy of forecasting and responding in advance to major events predicted by the system.
* Implement countermeasures to minimise non-conformities in the manufacturing process.
* Set up and select adjustment measures for the negotiating process.

g) Arrow Diagram

This technique establishes the most suitable daily plan and monitors its progress efficiently. It illustrates the network of lines that connect all the elements related to plan execution, and provides visual evidence of the progress of a plan.

The Arrow Diagram can be used to: -

* Implement plans for new product development and its follow up.

* Develop product improvement plans and follow up activities.

* Establish daily plans for experimental trials and follow up activities.

* Establish daily plans for increases in production and their follow up.

* Synchronise the preceding plans with QC activities.

* Develop plans for a facility more and for monitoring follow up.

* Implement a periodic facility maintenance plan and its follow up.

* Analyse a manufacturing process and draw up plans for improved efficiency.

* Plan and follow up QC inspections and diagnostic tests.

* Plan and follow up QC conferences and QC circle conference.

Appendix 5

Relationship of the Elements in the Conti Model.

Positive characteristics of the quality system	*...lead to properly functioning processes*	*... and therefore to quality 'results' for users.*
The company has good vertical alignment (good hierarchical communication, systematic involvement of lower levels in decision-making processes)	Identification of improvement goals and their diffusion in the company is correct and effective.	Improvement goals that best match user expectations. Reduction of differences between results and goals.
Deep-rooted customer culture.	Identification of user requirements is effective Wide use of methodologies like quality function deployment to increase ability to interpret the market.	The company's results are more competitive because the quality of goals improves (positive quality rises. Costs and execution times are decreased (internal user satisfaction).
Good horizontal integration.	The internal process chains are managed with the supplier-customer logic. Goal planning and horizontal deployment processes function correctly, as does supervision.	Benefit for external customer and internal user satisfaction (optimisation of global costs and execution times).
Adequate training system.	All processes are managed professionally.	Better results throughout, externally and internally.
Information is viewed as the vital 'sap' of the organisation and the pivot of the decision-making processes.	Processes have the necessary indicators for management, control and supervision. Simple, streamlined information systems enable information and data to circulate rapidly to the right users.	Gradual moves away from management by opinion towards management by facts, with significant benefits for external and internal users.

Appendix 6

Higher Education Learning Organisation Questionnaire

Using the response options below, write in the blank space before each statement the number which best describes your personal opinion.

1. Not at all
2. To a slight extent
3. To a moderate extent
4. To a great extent
5. To a very great extent

____ 1. I have a clear understanding of my authority.

____ 2. I have a clear understanding of the authority of my immediate superior.

____ 3. I understand the role of all the non-teaching, support departments.

____ 4. I understand the different priorities in academic departments.

____ 5. I am encouraged, as part of my work, to interact with academic departments.

____ 6. I have a detailed knowledge of the academic quality system.

____ 7. I have a detailed knowledge of the non-academic quality system.

____ 8. Informal groups meet regularly to share information between departments.

____ 9. Formal groups meet regularly to share information between departments.

____ 10. I am constantly aware of the progress of students who have left the college in the past three years. (Academic staff only to answer)

____ 11. Subject syllabuses are constantly updated in line with customer needs. (Academic staff only to answer)

____ 12. I constantly receive help and support from other departments.

____ 13. Changes in the marketplace are communicated to me regularly, from within the organisation.

____ 14. I am familiar with the mission statement of the organisation.

____ 15. I am familiar with the standards in other similar organisations.

____ 16. I am recognised for taking initiative in my work.

____ 17. I am rewarded for taking initiative in my work.

1. Not at all
2. To a slight extent
3. To a moderate extent
4. To a great extent
5. To a very great extent

____ 18. I am encouraged to learn new skills.

____ 19. I am officially involved in planning my own development.

____ 20. My training is planned on a long term basis.

____ 21. I have received regular training in the last two years.

____ 22. I am guided in my work by my manager.

____ 23. My manager takes an active part in the planning process for my work.

____ 24. I am given time to communicate problems which arise.

____ 25. I receive regular feedback on performance from my immediate superior.

____ 26. Meetings attended are meaningful.

____ 27. Meetings attended are time saving.

____ 28. Senior management are trusted to be fair.

____ 29. Departmental management are trusted to be fair.

____ 30. Colleagues are trusted to be supportive.

____ 31. An air of openness exists within the organisation.

____ 32. I have a clear idea of my future within the organisation.

____ 33. I am progressing towards my ultimate aim.

____ 34. I receive help in progressing towards my ambition.

____ 35. I enjoy my work.

____ 36. I have a clear understanding of the aims and objectives of the department.

____ 37. I have an understanding of the aims and objectives of the organisation.

____ 38. All employees are working for the common good.

____ 39. People speak their mind without fear of repercussion.

1. Not at all
2. To a slight extent
3. To a moderate extent
4. To a great extent
5. To a very great extent

____ 40. Everyone constantly works towards a better way of doing things.

____ 41. I am encouraged to experiment.

____ 42. Management continually update their practices.

____ 43. The reputation of the organisation is being enhanced.

____ 44. I perceive the organisation as wanting to solve problems.

____ 45. There is a healthy, manageable level of stress in the organisation.

____ 46. Continuous improvement is preached by the organisation.

____ 47. Groups are rewarded for innovative action.

____ 48. My immediate superior has considerable skills for sharing information.

Appendix 7

Higher Education Organisation Study 1

The following data is a collation of the responses of 91 interviewees and their response to 48 questions.

S = sample number

Q = question number

Key:

M Management and Supervisory Staff

L Lecturing Staff

O Operational Staff

S/Q	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
1	4	5	3	4	5	5	5	3	3	1	3	4	4	5	5	5	5	2	3	3	2	4	5	3	M
2	4	4	4	3	5	4	2	2	3	2	4	3	2	5	5	4	4	4	4	3	3	3	3	4	M
3	5	4	3	2	4	1	2	1	4	x	x	4	1	5	3	5	3	4	5	2	2	3	3	2	M
4	4	4	4	3	4	3	4	3	5	x	x	4	3	5	3	3	2	4	5	2	3	3	4	4	M
5	4	4	4	2	4	4	1	4	4	x	x	4	2	5	2	1	1	3	4	2	4	3	3	4	M
6	3	2	2	2	2	1	1	2	1	x	x	3	1	2	2	2	1	2	4	1	1	1	1	2	M
7	4	3	2	2	4	2	3	3	2	x	x	3	2	2	2	4	3	4	3	2	2	4	3	3	M
8	4	4	4	2	4	2	3	2	4	x	x	3	2	4	3	3	2	3	3	2	3	3	2	3	M
9	2	3	3	2	3	3	1	2	2	1	3	2	1	3	2	2	1	2	2	1	1	1	1	1	M
10	2	4	3	2	5	1	1	4	4	1	2	4	4	2	2	4	5	5	3	2	1	2	2	3	M
11	2	3	3	1	2	4	1	2	3	2	4	3	2	5	2	4	2	3	2	1	3	4	3	3	M
12	2	2	2	2	3	3	1	1	2	1	2	2	1	4	2	1	1	1	1	1	1	1	1	1	M
13	4	3	3	2	3	4	2	2	2	2	4	3	1	5	5	4	2	3	3	1	3	2	2	2	M
14	2	3	1	3		4	1	2	2	2	5	3	1	3	2	3	3	4	1	1	1	2	2	1	M
15	3	3	3	1	1	3	2	2	1	2	1	1	1	3	2	4	1	1	1	1	1	1	1	1	M
16	4	3	2	1	2	1	1	1	1	x	x	2	1	4	1	2	1	2	1	1	1	1	1	2	M
17	4	5	3	1	2	1	1	1	1	1	2	3	2	3	3	5	1	4	3	1	1	3	2	5	M
18	1	1	4	1	3	3	2	1	4	1	4	2	1	4	2	2	1	2	1	1	1	2	1	2	L
19	4	3	2	1	2	3	3	1	1	1	3	1	1	2	4	1	1	2	4	1	1	2	2	3	L
20	2	2	2	1	1	2	3	1	1	1	2	1	1	1	2	1	1	2	1	1	1	1	1	1	L
21	1	2	2	2	1	1	1	2	2	1	5	3	1	1	1	1	1	1	2	1	1	1	2	2	L
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26	3	3	2	1	2	3	1	2	4	1	2	2	2	4	1	1	3	2	3	2	1	2	2	3	L
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30	5	3	3	4	1	4	1	1	2	2	4	2	1	2	3	1	1	2	2	1	2	2	1	4	L
31	3	3	3	2	2	2	2	1	2	1	2	2	2	4	4	3	1	3	2	1	2	1	2	3	L
32	1	2	4	2	2	2	1	2	2	2	4	1	2	3	3	3	2	2	4	3	3	2	1	2	L

S/Q	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
33	2	2	3	3	2	2	1	2	2	2	2	2	1	2	1	1	1	2	4	2	3	1	1	2	L
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35	1	2	1	1	1	2	2	1	1	2	3	2	1	2	3	1	1	1	2	2	2	2	1	2	L
36	3	2	3	4	3	4	2	1	2	1	3	1	1	3	3	2	2	1	2	1	1	1	1	1	L
37	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1	1	L
38	3	1	2	2	1	2	2	1	2	2	2	1	1	1	2	2	1	2	1	2	1	1	1	2	L
39	3	2	3	1	2	2	1	1	2	3	5	1	1	2	2	3	1	2	1	1	1	2	2	3	L
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41	4	3	4	2	1	3	1	1	1	1	2	2	2	4	2	2	2	3	1	1	3	2	1	3	L
42	4	3	4	3	2	2	2	4	5	2	3	2	2	4	3	2	1	2	2	1	2	1	1	2	L
43	4	4	4	3	5	3	2	3	4	4	5	3	3	4	3	4	3	4	5	3	1	3	2	3	L
44	4	4	3	3	3	4	4	2	3	3	4	3	2	4	4	4	4	4	4	2	1	4	3	4	L
45	4	3	1	3	2	2	2	4	3	4	4	1	2	2	3	1	1	2	2	1	1	1	2	3	L
46	4	4	3	4	3	4	3	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	L
47	3	3	4	5	2	4	2	1	2	2	3	3	3	5	2	5	3	4	2	1	1	3	2	4	L
48	1	1	2	1	2	1	1	1	1	X	X	2	1	2	1	1	1	1	1	1	1	1	1	1	O
49	3	2	4	3	4	3	1	3	2	X	X	3	1	3	2	4	1	1	1	1	2	1	1	1	O
50	3	3	4	1	4	3	1	3	5	X	X	2	2	2	1	2	1	3	1	1	2	2	2	3	O
51	3	5	5	3	5	4	1	1	2	X	X	4	2	4	2	3	1	2	2	1	1	3	3	4	O
52	4	5	3	3	3	1	2	2	2	X	X	1	1	4	3	3	3	5	4	3	3	5	5	3	O
53	3	3	2	1	4	1	4	1	1	X	X	1	1	2	1	1	1	2	1	1	1	1	2	1	O
54	3	4	3	2	4	4	3	2	2	X	X	2	2	3	3	3	1	3	3	1	1	4	3	3	O
55	3	4	3	2	3	1	1	3	3	X	X	3	1	1	1	3	1	3	3	1	1	3	4	4	O
56	3	4	2	3	2	2	3	3	3	X	X	2	2	4	3	3	2	3	4	2	1	2	4	2	O
57	2	3	4	1	3	1	1	1	4	X	X	2	1	4	1	2	2	2	1	1	1	2	2	2	O
58	2	1	3	1	3	1	2	1	2	X	X	2	1	3	3	1	1	1	2	1	1	1	1	1	O
59	3	3	3	3	4	2	2	4	2	X	X	2	1	3	2	1	1	4	1	1	3	2	2	1	O
60	3	4	4	2	4	2	3	1	1	X	X	1	2	4	2	4	1	5	3	1	2	4	3	5	O
61	4	4	3	1	2	1	1	1	2	X	X	1	1	2	2	3	1	2	1	1	3	3	3	3	O
62	5	3	2	1	4	2	3	2	4	X	X	3	1	3	2	3	1	4	4	2	4	3	2	4	O
63	3	4	3	3	2	1	1	2	1	X	X	3	1	4	1	3	3	4	4	2	1	4	4	4	O
64	4	4	4	3	3	3	4	3	3	X	X	3	3	4	3	3	2	3	4	4	3	2	2	2	O

S/Q	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
65	3	3	3	2	4	4	2	2	2	X	X	2	1	3	3	2	1	4	2	1	3	2	2	3	0
66	3	4	2	3	5	2	3	3	3	X	X	4	3	3	4	3	4	4	4	2	1	4	4	4	0
67	1	1	1	1	1	1	1	3	3	X	X	2	1	2	1	1	1	3	1	1	1	1	1	2	0
68	4	3	4	4	3	3	2	4	4	X	X	2	2	5	3	5	2	3	3	2	2	2	3	2	0
69	4	3	3	2	3	4	2	2	3	X	X	3	3	4	4	3	1	3	1	2	3	3	2	4	0
70	4	1	1	1	1	1	1	1	1	X	X	1	1	3	1	1	1	2	1	1	1	1	1	1	0
71	2	1	3	1	1	1	1	1	1	X	X	1	1	2	1	1	1	1	1	1	1	1	1	1	0
72	3	3	3	3	2	1	2	2	3	X	X	3	3	4	1	2	2	3	1	1	2	3	2	3	0
73	3	3	2	1	2	1	1	1	1	X	X	1	1	3	1	1	1	2	1	1	1	1	1	1	0
74	4	2	2	1	1	1	1	1	1	X	X	1	1	3	1	1	1	1	1	1	1	1	1	1	0
75	2	2	4	1	2	1	1	1	3	X	X	2	3	3	2	2	2	2	1	1	2	4	4	4	0
76	4	4	3	2	2	2	3	2	3	X	X	2	3	5	1	2	1	3	1	3	2	3	3	3	0
77	3	4	1	3	3	1	1	2	3	X	X	3	2	4	1	3	3	4	3	2	3	4	3	3	0
78	4	4	3	2	4	3	3	3	4	X	X	2	3	5	3	4	3	3	3	2	3	3	2	3	0
79	4	3	3	1	4	1	1	1	1	X	X	2	1	4	1	4	1	1	3	1	2	3	2	3	0
80	3	5	3	2	5	1	1	1	2	X	X	4	1	2	1	2	2	3	2	1	1	3	1	3	0
81	5	3	4	2	3	1	3	2	2	X	X	3	2	5	3	3	2	3	4	4	1	3	2	3	0
82	3	3	3	1	2	2	3	2	2	X	X	2	2	3	2	3	1	2	2	1	3	2	3	3	0
83	3	3	2	2	5	1	1	2	2	X	X	1	1	3	2	2	1	4	2	1	1	4	3	2	0
84	3	4	3	1	2	1	1	2	1	X	X	1	2	2	1	3	1	4	3	1	3	3	2	4	0
85	3	3	3	2	3	2	2	2	2	X	X	2	2	3	3	1	1	1	1	1	2	1	1	2	0
86	3	4	3	2	4	2	3	1	1	X	X	4	1	3	1	3	1	1	1	1	3	2	2	4	0
87	2	3	3	3	3	1	1	1	1	X	X	1	1	2	1	3	3	3	4	3	2	1	1	3	0
88	1	1	2	1	5	1	1	1	1	X	X	1	1	4	1	1	1	2	2	1	1	1	1	1	0
89	3	3	3	2	2	2	3	2	1	X	X	1	1	4	1	3	1	4	4	3	3	2	2	4	0
90	1	4	4	2	3	2	4	3	3	X	X	2	2	4	2	3	1	3	4	1	2	2	2	2	0
91	3	2	1	1	1	1	1	1	1	X	X	2	1	3	3	4	1	4	1	1	1	1	1	1	0

S/Q	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	
1	5	3	1	4	4	4	4	5	4	3	5	5	5	3	3	3	5	3	4	4	3	4	3	4	M
2	3	2	2	3	4	4	2	3	3	3	4	4	4	2	2	2	3	2	2	2	3	3	3	3	M
3	2	3	2	4	5	4	4	3	3	2	4	5	5	4	4	4	4	3	4	5	2	4	2	4	M
4	2	3	2	4	4	4	4	4	2	3	4	5	5	3	4	5	3	3	5	4	3	5	3	3	M
5	3	3	2	3	4	5	3	3	3	3	4	4	4	3	3	2	4	3	3	4	4	4			M
6	1	2	1	1	3	4	1	1	1	1	3	3	2	1	1	3	3	3	2	2	1	3	1	2	M
7	3	4	3	3	4	3	3	3	3	3	3	3	3	3	2	4	3	3	4	3	4	4	3	3	M
8	2	3	2	3	3	3	3	3	3	2	4	4	3	3	2	3	3	2	4	4	3	3	2	3	M
9	1	2	1	1	1	3	1	1	4	1	4	3	3	1	1	1	1	1	2	1	1	2	1	1	M
10	2	3	2	2	2	3	3	2	1	2	5	3	3	2	3	2	4	4	4	5	2	5	3	2	M
11	2	3	1	3	3	3	3	1	3	1	3	4	3	4	3	3	2	3	4	3	4	4	2	3	M
12	1	1	1	1	1	4	1	1	1	1	3	1	1	2	1	1	1	1	2	1	1	2	1	2	M
13	1	3	1	3	4	4	3	3	4	3	4	4	4	3	4	4	3	3	3	3	3	2	3	2	M
14	1	2	2	1	1	5	2	1	3	1	2	4	3	2	1	3	2	5	3	3	3	5	4	1	M
15	1	1	1	1	1	3	1	1	1	1	3	3	3	3	1	2	1	1	1	1	1	1	1	1	M
16	1	2	1	1	2	3	1	2	1	1	3	3	2	1	1	2	1	1	2	2	3	3	2	3	M
17	4	4	4	4	5	5	4	2	3	2	5	5	4	4	3	4	5	4	4	4	4	3	2	5	M
18	1	3	1	3	3	4	2	1	1	1	3	2	2	1	1	2	2	2	3	3	1	4	2	2	L
19	3	3	2	2	2	3	1	3	3	2	4	3	2	4	1	3	3	2	3	3	3	3	2	3	L
20	1	1	1	2	1	2	1	3	2	1	2	1	1	1	1	1	1	3	2	1	1	2	1	1	L
21	1	1	1	1	1	5	1	2	5	1	3	3	1	1	1	1	2	3	1	1	1	2	1	1	L
22	3	3	1	3	4	5	4	3	3	3	5	4	3	3	3	4	3	3	4	3	2	3	3	4	L
23	1	1	1	1	4	5	3	1	5	1	4	4	4	3	4	3	3	5	3	3	3	5	2	2	L
24	1	3	3	2	3	4	2	1	3	1	4	3	3	3	2	2	2	2	2	2	2	4	1	1	L
25	1	2	1	2	3	3	3	4	4	4	4	3	2	3	2	3	1	2	4	3	3	2	1	2	L
26	2	3	3	3	3	4	3	4	3	2	4	2	4	2	3	2	1	3	3	1	2	3	3	3	L
27	1	3	2	3	3	3	2	3	3	3	4	3	3	3	2	2	2	2	3	2	2	3	2	2	L
28	1	3	2	2	3	4	4	2	2	1	4	2	2	2	3	2	2	3	3	2	1	2	1	1	L
29	1	3	2	1	1	5	3	2	2	2	4	5	3	2	2	2	1	1	1	1	1	5	1	3	L
30	1	3	1	1	2	4	2	4	4	1	2	3	3	2	2	2	2	4	3	1	1	4	1	2	L
31	2	2	1	2	2	3	2	1	2	2	3	2	4	1	2	2	3	2	3	4	3	4	1	2	L
32	3	3	2	2	3	4	3	3	3	3	4	3	3	2	2	2	2	2	2	3	3	3	1	2	L

S/Q	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	
33	1	2	1	2	1	4	2	2	1	2	5	2	2	2	1	2	1	1	2	2	1	3	1	1	L
34	1	2	1	1	1	2	2	1	2	2	3	2	2	1	1	2	2	1	3	2	2	2	2	1	L
35	1	2	1	2	2	3	1	2	5	1	2	2	1	1	1	2	1	1	1	1	4	2	1	2	L
36	1	3	1	2	1	2	1	1	4	3	2	1	1	1	2	1	1	1	2	2	1	2	1	1	L
37	1	1	1	1	1	3	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	L
38	1	2	1	1	2	4	1	1	2	1	4	3	2	2	2	2	1	1	2	1	1	2	2	1	L
39	2	2	1	2	2	5	1	3	3	2	3	3	3	1	1	1	1	5	3	1	1	2	2	4	L
40	2	2	2	3	3	5	4	4	4	4	4	4	3	3	4	4	4	4	3	4	3	4	1	4	L
41	1	3	2	3	3	4	3	3	4	2	3	3	3	3	3	2	2	3	2	2	3	4	2	1	L
42	1	3	2	2	2	4	2	2	2	2	4	3	3	3	2	3	1	2	3	3	3	3	2	1	L
43	3	3	2	4	4	4	3	3	3	3	4	4	4	3	5	4	4	3	4	4	3	4	3	4	L
44	3	2	1	3	5	4	3	4	3	4	5	3	3	2	4	3	4	3	4	4	3	3	4	4	L
45	2	1	1	1	2	3	2	2	3	1	3	1	2	1	3	2	4	4	3	2	1	2	1	2	L
46	4	4	3	4	3	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	3	4	4	L
47	2	4	3	3	3	4	2	3	4	2	4	4	4	3	2	3	4	3	3	3	2	3	2	3	L
48	1	1	1	1	1	1	1	1	1	1	2	2	2	1	1	1	1	1	1	2	1	1	1	2	O
49	1	2	1	2	3	4	2	1	1	1	2	4	3	3	2	3	1	5	3	2	2	5	2	3	O
50	1	2	2	3	3	4	2	1	2	2	3	4	3	3	1	3	2	5	4	3	3	4	2	2	O
51	3	4	2	3	3	4	2	3	3	2	4	4	4	3	1	2	3	2	3	2	1	4	1	4	O
52	3	5	4	4	3	5	3	2	3	3	5	3	4	2	3	3	4	3	4	3	3	3	3	4	O
53	1	1	1	1	1	5	1	2	1	2	5	3	1	1	1	2	1	1	3	2	1	2	2	3	O
54	1	3	3	2	3	5	3	2	3	3	5	5	3	2	2	2	3	2	2	2	2	2	2	4	O
55	1	3	2	3	4	4	3	2	2	1	3	4	3	3	3	3	4	1	1	3	3	2	1	4	O
56	2	3	2	4	4	3	2	2	4	1	3	4	4	3	2	3	1	2	2	2	2	3	2	3	O
57	2	3	2	1	3	2	1	1	1	2	4	4	4	1	1	1	2	2	1	1	1	5	1	2	O
58	1	2	1	1	1	3	1	1	1	1	3	1	1	3	1	2	1	1	2	1	1	3	1	2	O
59	1	2	2	1	1	4	1	1	3	2	4	4	2	2	1	1	2	5	1	2	1	5	1	2	O
60	1	3	2	3	5	3	3	2	4	3	3	4	4	2	4	3	4	4	4	3	4	2	1	5	O
61	1	3	1	1	3	3	2	1	1	1	4	4	3	3	1	3	2	2	2	2	1	3	1	4	O
62	4	3	2	3	3	3	3	2	2	2	4	5	5	3	3	4	4	4	4	5	4	5	2	3	O
63	2	4	3	3	4	4	3	2	2	2	3	4	4	4	3	4	3	3	4	3	3	4	3	4	O
64	2	3	2	3	4	4	3	4	3	3	3	4	3	3	3	3	2	3	3	3	2	3	2	3	O

S/Q	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	
65	1	3	3	2	2	2	3	1	1	1	4	1	2	2	1	2	3	2	3	3	3	4	1	3	O
66	4	3	3	4	4	4	3	3	1	3	5	4	4	3	3	3	4	3	4	4	4	5	4	4	O
67	1	1	1	1	1	2	1	1	1	1	2	1	1	1	1	1	1	1	2	1	1	2	1	1	O
68	2	3	2	3	3	3	3	2	4	2	4	3	4	3	3	3	2	2	4	3	3	5	2	2	O
69	2	4	4	4	4	5	4	1	1	2	4	4	4	4	4	3	3	3	4	4	4	3	1	4	O
70	1	1	1	1	1	3	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	O
71	1	1	1	1	1	4	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	O
72	1	3	2	3	3	3	3	2	2	2	4	4	3	3	2	3	2	3	3	3	3	4	3	3	O
73	1	1	1	1	1	3	1	1	1	1	3	3	3	1	1	1	1	2	1	2	1	3	1	1	O
74	1	1	1	1	1	3	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	O
75	2	3	3	1	1	1	1	1	2	1	4	4	4	4	1	1	2	2	3	2	2	1	1	2	O
76	2	2	1	3	3	4	4	4	4	1	4	3	3	3	3	4	2	3	3	4	2	4	3	3	O
77	2	3	2	3	3	3	2	2	2	2	4	4	4	4	2	3	2	2	3	3	2	4	2	3	O
78	2	3	2	3	3	4	4	4	3	3	4	4	4	3	3	3	3	3	3	3	3	4	4	3	O
79	1	3	1	3	4	4	1	3	2	2	3	4	4	4	1	4	2	3	3	3	4	2	3	3	O
80	1	1	1	4	3	5	3	1	3	1	5	4	2	3	2	3	1	2	4	4	3	5	2	5	O
81	2	3	2	3	3	3	3	3	3	3	4	4	3	3	3	3	3	3	4	3	3	3	3	3	O
82	2	2	2	3	3	4	3	1	2	1	4	3	3	3	2	2	2	2	3	3	2	3	1	2	O
83	3	3	3	1	1	3	2	3	2	2	3	3	2	1	1	2	3	1	1	2	2	4	1	2	O
84	2	2	1	2	4	4	3	2	1	1	4	4	3	2	1	2	3	3	2	2	1	3	1	4	O
85	1	3	2	2	2	4	3	3	1	1	3	2	3	3	1	3	1	2	2	2	2	3	1	1	O
86	1	3	2	2	4	4	3	4	1	1	3	3	2	3	2	3	3	3	3	2	3	4	2	3	O
87	1	3	2	2	2	4	3	1	3	2	4	3	2	3	3	3	3	1	3	3	3	4	1	2	O
88	2	2	1	1	1	5	3	1	1	1	5	3	3	2	1	1	1	1	2	2	4	2	1	2	O
89	1	3	2	3	3	3	3	4	3	3	4	4	4	3	3	3	1	2	3	1	3	4	1	4	O
90	2	3	1	2	2	4	3	3	4	3	4	4	4	4	2	4	3	3	2	2	2	4	1	2	O
91	1	1	1	3	3	5	2	1	4	1	4	1	1	1	3	4	2	1	2	1	3	2	1	1	O

Appendix 8

Matrix 1, for Organisation Study 1

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Individual Focus		■	■	■	■			■	■	■	■	■	■	■	■	■		■		■	■	■	■	■
Mutual Development	■		■							■	■		■		■	■	■	■		■	■			
Self Awareness		■	■	■	■			■	■	■		■	■		■					■	■	■	■	■
Interactive Learning	■		■		■	■	■			■	■			■	■	■	■	■	■	■	■			
Holistic Approach	■	■				■	■	■				■	■	■		■	■	■	■	■	■	■	■	
Infrastructure	■					■	■	■			■			■	■	■	■	■	■			■		

	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
Individual Focus	■	■	■				■			■			■	■	■	■		■	■	■	■	■	■	■
Mutual Development	■		■			■		■	■	■							■	■		■	■		■	
Self Awareness	■		■					■		■		■	■	■	■	■		■	■	■	■	■	■	■
Interactive Learning			■			■		■	■	■							■	■	■		■	■	■	
Holistic Approach	■	■	■	■	■	■	■	■	■	■					■		■				■		■	
Infrastructure		■		■	■	■	■	■	■		■	■	■	■		■	■		■	■		■		■

Appendix 9

Second Analysis Organisation Study 2

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Leadership																								
Communications																								
Culture																								

	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
Leadership																								
Communications																								
Culture																								

Appendix 10

Cover sheet for facilitator use at vision meetings

Side 1.

"Vision" Sunday

Towards a Parish Vision

There are four main areas for discussion. Please make sure that you deal with each one for they are equally important.

Side Two may help you to be specific about certain aspects of Parish life by noting in a few words what you see as the strengths or weaknesses under each heading.

(A) Make a list of the positive factors/strengths of our Parish today.
What do we do well?

(B) The main concern of the church is to **worship** God and bring others to know Jesus Christ

What changes will we have to make in order to do these better?

(C) If you could look into the future and see the Parish in 2010, what differences would you expect, and differences would you like to see?

(D) List the main obstacles to change in the life of the Parish.

Do not just consider the services but also look at our work in the community.

Side 2.

Under the following headings note down what you see as being the strength or the weakness of how that it is featured in the life of the Parish at the moment.

KEY SUCCESS FACTORS	STRENGTHS	WEAKNESSES
MINISTRY TEAM? LEADERSHIP		
WORSHIP FOR ALL THE FAMILY		
YOUTH & CHILDRENS WORK		
FELLOWSHIP AND SOCIAL		
PRAYER & STUDY		
GIVING		
OUTREACH & PASTORAL CARE		
USE & DEVELOPMENT OF BUILDINGS		

Appendix 11

Summary of preliminary discussion (Four Questions)

Towards a Parish Vision - young peoples' responses.

1 What do we do well?

Play area
Lasting Impact
Youth club
Youth weekend
Holiday club
Fun days for youths
Family day (e.g. treasure hunt)
Choir
Youth work
Involving young people

2 What changes will we have to make?

Young family service is too focused on adults
All but one thought the service was too early
Services too long and boring
Holiday club has become boring
The children were unanimous that they miss Sunday School and want it back. They would prefer to be in Sunday School and return for just a small part of the service (i.e. the end) as they used to. They understood the teaching better in Sunday School and most of the family service is not understood by them.
More 'fun' services for young families and children
Different weekly services to stop them becoming boring

3 What differences would you expect, and what differences would you like to see by 2010?

They want it now not in 10 years time
Holiday Club for older children not just primary age
More children in church
Supervised play in children's area
Children's choir and music group – more variety of music

4 Obstacles to change in the life of the parish.

Teaching is too hard to understand – they want simple teaching to gain understanding of what it is to be a Christian
Lack of encouragement – really miss annual prize giving
- want to take part in services and church life
- want to have a voice and feel that the adults listen
  and take them seriously.

They feel that this Vision Sunday is very positive but that this is probably the only time and chance that the adults will listen to them. Will they respond? They think so.
People – us – can be obstacles
We need to be an example, people see us as Sunday people only, we need to have more fun events well publicised
We lack confidence in what we present as being good enough to invite people to.

Toward a Parish Vision – Adult peoples' version.

1) What do we do well?

Staff / team / social

Friendly and welcoming
Vicar's sermons
Visiting to hospitals and home etc
Lay groups
Welcoming people new to church
Ministry team very strong
Lots of lay readers, supportive of clergy
Members are encouraged to use their gifts
Lot of talent (some unused)
Good team (mixed)

Services

Good musically
Good choir and music
Variety of forms of service
Choice of times of worship
Opportunities for members of the congregation to receive teaching, join prayer groups, meet socially if they wish
Family services
Eucharist
Services well organised / good atmosphere
Efforts to open up to uncommitted through 9.30 services / other activities like 'Praise and Play'
Training readers
Co-ordination service times

Utilisation of buildings/ money/growth (personal and parish)

Good appearance in our churches especially inside buildings
P & A/Catalyst / Posters

Youth / social

Outgoing in social events e.g. concerts
Youth work
Youth director and her work
Congregation very caring to each other
'fringe' folk not really involved and can feel left out
ecumenical relationships 9services, drop in centre, choir, house groups)
P & A / Catalyst / Posters

2) What changes will we have to make?

Staff /Team /Helpers

Visiting
More welcome teams not just for church but area
Clergy to visit (doorstep)
More contact
Elderly and families – 10:45 (not sure where this fits)
Encouragement to all
More structured programme for education and training (and use of Diocesan programmes)
"Learn how to be Christian in our daily life"
More emphasis on every person ministry
Building up awareness / confidence of gifts and how to use them

Services

Re-emergence of Sunday Schools
Go back to old services and old Lord's Prayer
More well known and brighter Hymns
More ecumenical services
Possible 1662 once a month?
Shorter services – more of a youthful approach
Sermons a turn-off – 20mins too long, 10 mins enough
'parish' services once a month
explain why we worship services for the uncommitted
greater emphasis on personal prayer
more joint services – larger congregation attractive

Utilisation of buildings/money/growth (personal and parish)

More outreach targeting areas
Practical presence on 'Ringway' – old shop / drugs/ counselling / finance
Need to go out more in form of events and being seen to do things in community
More outreach – more pastoral visiting – especially between ourselves
Outreach – drop-in centre
Target certain area e.g. mid 30's
Get out into the community
Need external audit
Parish Church – need to change the building
More seating
Improving communications to people outside church

Youth / social

Family days out

3. What differences would you expect and what differences would you like to see by the year 2010?

Staff/team/helpers

As a parish we need to be aware of peoples' needs
Disestablishment
More people

Services

Good to see all local churches together
More ecumenical services
Would like to see more unified services in parish church like today (Vision Sunday)
Re-look at timing of services
Maybe combine some congregations
Find children distracting in main Eucharistic services
Re-instate Sunday Schools because they get little religious instruction in school
More evening services – particularly targeting young people
Extend instrumentalists
Parish service once a month
Whole family church in a full church of believers
More flexible worship times, hours and days of worship

Utilisation of buildings / money/ growth (personal and parish)

Bigger congregations everywhere Lots more young people please
Young families welcomed
More advertising
Change ourselves to show Christ better
More men
Complete re-organisation of parish Church building
Rip out pews – chairs
St Thomas' rebuilt with strong worshipping community
These ideas need to be followed up to move forward
Positive shift away from the secular values that entice folk away from faith, especially our young people
More young people in services – need to attract 20/40
Modernise the building to be user-friendly
More weekday social activities
More weekday Bible and prayer –oriented activities
Greater commitment to work in the community i.e. outside the catchment's area
Doing what we do in love – in response to God's love for us (not because we 'ought' to)
Giving what we give – in response to God's love for us (not because we 'ought' to)
Difficult
Caring for each other how best can we do it?
Key area – young adults and families
Do we follow up young married?

Youth / social
More involvement in the community
As a parish we need to be aware of peoples' needs

4. Obstacles to change in the life of the parish. Services and work in the community

People are so busy nowadays
So many other 'attractions' outside
Everyone's lack of time and resources
So many pulls on other peoples' lives so we have to be more attractive than others
Social pressures – materialism

People being reluctant
A reluctance to change
People resist change – major barrier

Apathy
Diffidence/ apathy

People find it difficult to volunteer spontaneously – need personal approach
Also fearful of joining in / risk of exposure / commitment
Money – imbalance with charitable work outside the church
'Lost people'– why? Are they even noticed as missing or visited?

Too many factions of the church
The three churches are not working together
Not united, not with same aims and goals, need more united services to meet each other

Not enough people taking the church's message out into the community
We do not know what we can do in the community – need vision and leadership for this, but are willing to try things
The community not knowing who they can contact in the neighbourhood regarding church affairs, organisations etc

Need better communication between clergy, P.C.C and congregation
People not consulted enough
Team – split responsibilities

Too many leaflets in services
Make buildings more attractive from outside
Church needs to be more flexible – as with the woman who wanted a baptism at 11.am
Occasionally offer afternoon baptism

Appendix 12

Collation of views under eight topic headings

1. Management Team and Leadership

Strengths	Weaknesses
Individuals	
Differences Approachable Communicate well Lot of help Vicar good communicator Clergy give a warm welcome Just	More of a social mix – too many middle class Bit confusing – who's doing what Vicar seen as shy Not always willing to listen
Work carried out by individuals	
Quality Get on well Work together Lot of help Pastorally strong Good sermons	Poor clergy follow-up of people in nursing homes Poor clergy follow-up of clergy after bereavement Poor clergy follow-up of house bound Sick visiting Don't go to the people Sermons too long Attendance at daughter churches by vicar
Teamwork in the ministry team	
Large ministry team Quality of people Unity Support within team for each other Beliefs Complement each other Work well together	Spread too thinly Maybe need more help Clique element, hard to break in

2. Youth and Children's Work

Strengths	Weaknesses
Attendance at Services	
	Need closer links with daughter church No church parade by Boys Brigade Youth not attending services except those in choir More needed in services When will youngsters make a commitment? When will youngsters become integrated with adults
Type of Service	
School assemblies Special teenage services at the daughter church Positive involvement with church services 'Lasting Impact'	Some families and children upset at missing parts of services Need for a service suited to young children Facility for toddler groups and pre-school children Room for improvement Nothing for 14+, especially boys
Other	
Excellent, lots going on Holiday schemes Wednesday club Youth leader Good helpers Work with older children	Poor publicity No youth attached to church other than Boys Brigade Room for improvement More visiting of youth leader to daughter church Leader needs more assistance

3. Worship

Strengths	Weaknesses
Timing	
Families seem to go to 9.30 service 9.30 service very good 9.30 service relaxing 9.30 service attracting new people Development of 9.30	No communion at 9.30 so people go elsewhere Ignorance of the service Later timed services less suitable for pattern of life on Sunday 9.30 service too early for families Want communion at 9.30, 11.00 too late 11.00 too late for young families
Fragmentation	
	Many children have stopped attending communion – older people do not get to know them Too much to go to two services one after another No socialising with clergy after services at daughter church Would prefer communion services at other times People torn between services All the family is catered for but not at the same time Services fragment the church
Content	
Appropriate services for all ages Family service Visual aids Children's corner Sermons not boring Relaxed atmosphere Sketches simplify readings Prefer communion Appeal to a wide range	No Sunday School No zip Family services don't work at daughter church Sermons too long Not hitting the mark No blessing for children Children sometimes pushed too much in services
Congregation	
Appeal to a wide range Appropriate services for all ages	Elderly congregation 9.30 does not satisfy those people more mature in faith Same people each week Not many families attend Upset and worry caused by changes at daughter church

4. Fellowship and Social

Strengths	Weaknesses
Listed individually	**Losses**
The few we have are good There are opportunities for social activity if you want to join Young at heart Fellowship group at daughter church Harvest celebration Friendship Thursday coffee – good outreach	Not so many socials as in the past Coffee after communion has gone No chance to find out about people Coffee before the service not appropriate Loss of coffee Loss of fellowship
Split between churches	
	Three churches all separate Need more events Major weakness where separated services is an issue Need regular services, monthly, for all churches together
Needs	
	Need more social events that involve the community Young married families No fellowship group at daughter church Nothing for women in the evening
Other	
	Too few stay after services so the fellowship is lost Clergy to spend more time talking to people Fellowship on Tuesday deadly

5. Prayer and Study

Strengths	Weaknesses
Timing	
Prayer leader's work Many prayer groups Special evening service is working On-going prayer throughout the year is good	Do we need a prayer group at a more convenient time? More corporate prayer needed during the week People don't like to or can't go out at night
House Groups	
House and study groups working Home group teaching is good and relaxed House groups are good	Content not always well explained People may find it difficult to volunteer Misunderstanding of what goes on in house groups Feeling of 'too heavy' Need more house group activity
Other	
Plenty of opportunities Lent prayer group of great strength Parish Hall library Lot going on	Not enough publicity Could or should more people join in Prayer is too intense in the evening sessions

6. Giving

Strengths	Weaknesses
Listed Individually	**Numbers**
Envelope scheme good Not pressured to give more than you can afford Outward giving Planned giving Strong base of givers	Can be a 'closed shop' feel to it Too few people being asked to support Planned giving needs to be increased Number of organisation members very small compared with the catchment area
Giving of time	
	Time Time giving is down Time and talents have been forgotten
Quantity given	
	Poor Education programme needed to help people to see what they can afford to give Financial problems
Communication	
	Tithing not understood as Parish outreach More special collections needed Some people don't like to give through the church to other charities Reliance on a strong base of givers Feeling that the church is rich Givers from outside needed Need Parish action plan Bad sell in sermons Poor communication of details Unaware of how desperate the situation is Need constant reminding

7. Outreach and Pastoral Care

Strengths	Weaknesses
Pastoral Team	
Capability is there to make an impact There is talent and willingness within the organisation Team is OK Good after bereavement by clergy and others Wonderful in caring for the individuals Good team Hospital visiting Care home visiting	Need to establish a new pastoral care team Team needs to be enlarged to cover the catchment area Weak area
Newcomers	
Visiting	People should be emissaries of the organisation Welcome more newcomers Bereavement visiting by non-management has ceased Need to visit people on the fringes More people to be going out Ignorance of what goes on at present
Strategy or Plan	
	More flexibility of baptisms needed 'Church watch' wanted Ability to get to places in the evening Ignorance of what goes on at present Need for systems Network system needed More guidance and communication needed
Communication	
	Need for a list of helpers Need for constant reminders Daughter church feel that they are not involved Difficulty in contacting management team

8. Use and Development of Buildings

Strengths

Listed Individually

Fair
Daughter church needs to be part of the organisation
Buildings seem to be in good order

Weaknesses

Cost

Can't afford four buildings
The closed daughter church is a drain on time and resources
Too many buildings – restrict the use to one for worship

Need for change of use

Too much community work
Not relevant to today's society
Buildings are not versatile
Only one building needed for worship

Under use

All facilities underused
Organisation membership has fallen leaving the facility too large

Other

New catering equipment wanted