

**AN EXPLORATORY STUDY TO INVESTIGATE IF PEOPLE WHO WERE
INFLUENCED BY GURU PRODUCTS EXHIBITED A PARTICULAR
COMMUNICATIVE BEHAVIOUR**

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Abstract

This was an exploratory applied study in which an instrument was developed based on Myers-Briggs (1985); Belbin (1891); Rogers (1983); Spence (1995), and Grunig (1997), for the purpose to investigate communicative behaviour of management guru product adopters. The research developed a predictive instrument of limited application, and brought together many writers theories on adopters of new ideas in a creative and diagrammatical way. The study showed that there were communicative behavioural traits exhibited within the participating group, represented by intuition and attitude. The instrument used, whilst recognisably limited, may be applied to situations of selection, training and development. This has implications for the management of organisational learning.

Chapter One: Introduction And Background To The Research

The aim of this chapter was to identify the rationale for the thesis, by identifying the elements involved in the diffusion of a new idea. The chapter explained the primary characteristics of new ideas as defined by Rogers (1983), and clarified through definition some of the descriptors. The chapter then continued to review what small, medium enterprises (SME's) were, and the difficulties involved in the diffusion of new ideas.

1.1.0 Chapter One – Segment One

1.1.1 The aim and objectives of the research:

1.1.2 The AIM of the research was:

To undertake an exploratory applied study using Grunig's (1997) theory of problem recognition, constraint recognition, and level of involvement to evaluate if managers (individuals) of an organisation, who were influenced by guru products, exhibited a particular communicative behaviour.

1.1.3 The OBJECTIVES of this research were:

1. To undertake an exploratory applied study of individual communicative behaviour relating to the management of organisations in the Northwest.
2. To collect consistent data.
3. To test if characteristics, of users who were influenced by guru products, could be identified.

1.1.4 The Hypothesis And Null-Hypothesis Of The Project

1.1.5 The reason why some Guru Products were embraced by some individuals and some were not, was dependent upon the players involved having a high recognition of and high involvement in the three independent variables:

1. Problem recognition
2. Constraint recognition
3. Level of involvement

1.1.6 Because the adoption of new ideas inferred change, and change could be recognised as positive and negative, change implied some form of learning. Therefore if a guru product could influence an individual, even in a very small way, then it could be argued that the individual had been through a process of learning, even if that learning had a negative impact. Knowing how not to do something was just as powerful as knowing how to do something. There was a definite need for both types of knowledge.

1.1.7 Taking this thought process further, if people could be encouraged to open their minds to the influences of guru products and new ideas, then it could be argued, that this could be the first step in creating a learning organisation. If research could show that people who were influenced by guru products exhibited a particular communicative behaviour, then it could lead to further research, which could develop specific behavioural strengths.

1.1.8 THE HYPOTHESIS:

People who were influenced by guru products exhibited a particular communicative behaviour.

1.1.9 THE NULL-HYPOTHESIS:

People who were influenced by guru products did not exhibit a particular communicative behaviour.

1.2.0 Chapter One – Segment Two

1.2.1 The Structure of The Study And The Key Issues Identified In Each Segment

1.2.2 The key to the numbering system used throughout the study was as follows.

The study was structured into *six chapters* and *EIGHTEEN SEGMENTS*. The narrative numbering system indicated the chapter, then the segment, then the narrative paragraph or heading sequence. For example this paragraph was in *Chapter 1*, segment 2, and was the second narrative (2).

The diagrams and tables throughout the study had a similar numbering system. Each diagram was prefixed with the word '*Figure*' followed by the number of the '*segment*' then followed by a sequential number for the diagram. For example after narrative 1.3.33 there was *Figure 3.1: Influence Model Number 1*. This number indicated that this diagram was in segment three and was the 1st diagram in the study. Another example could be study reference 3.8.4 – the diagram immediately following this narrative was *Figure 8.19: Behaviour Model 1*. This number indicated that this diagram was in segment eight, (8) and was the nineteenth (19) diagram in the study.

Tables throughout the study had the same concept of numbering in that the first number denoted the segment, while the second number denoted the actual sequence of the '*Table*' within the study.

Some of the text was in 10 point and was not spaced. This had been a deliberate decision by the author to make the work flow better, and to allow the reader to make connections within the particular narrative.

- 1.2.3 The thesis was always intended to be an exploratory empirical study of why some people adopted new ideas and some people did not. The study was to identify if there were any specific measurable and identifiable communicative behaviour among the population.
- 1.2.4 The term 'guru product' was adopted as a means of identifying the source of a new idea and the study identified that the initial vehicle for such ideas was primarily through published work as suggested by Huczynski (1996). Although word of mouth, seminars and the media as defined by television and radio played a significant part also, they tended to build on existing published work in one form or another. In Chapter One, the study discussed the diffusion of a new idea and the elements involved in the process. A literature-based research was conducted into the influences that affected the diffusion of a new idea, the characteristics and the boundaries. The key issues from this research highlighted the significance of the problems involved in diffusing a new idea throughout a population.
- 1.2.5 Chapter One not only identified the influences relating to the diffusion of a new idea but also developed new and interesting diagrammatical evidence of these influences. These diagrams merged into 'Figure 6.14, Figure 6.15, Figure 6.16 and Figure 6.17: The New Idea Influence Diagrams, which were significant, because these diagrams indicated the relationships and interconnectedness of the influencing factors.
- 1.2.6 In Chapter Two the study discussed some research methodologies.

- 1.2.7 Another key issue relevant to the research was the development of a proposed 'Behavioural Model' see Figure 8.19 Behavioural Model 1. This model proposed specific behavioural outcomes from specific inputs. This model in conjunction with 'Figure 6.18: The Diffusion of a New Idea Influencing Diagram 1 was used to develop a questionnaire that was used to collect the empirical data for this study.
- 1.2.8 The development of the questionnaire was shown throughout Chapter Three. This chapter also showed how people were selected for interview and it identified the difficulties encountered in collecting the data. A spreadsheet was compiled so that patterns and relationships could be identified, see appendix 3A: The Master Spreadsheet for the First 18 Participants.
- 1.2.9 Descriptive comment was compiled for each participant using the tools developed, to test the validity of the tools and to see if the results of the data collected correlated or contradicted the 'Figure 8.19: Behavioural Model 1.
- 1.2.10 A key issue coming from this Chapter was that some of the initial comments compiled for each participant were showing signs of contradiction.
- 1.2.11 Chapter Four analysed the data collected in line with 'Figure 6.18 The Diffusion of a New Idea Influencing Diagram 1 and addressed the contradictions with interesting findings.

- 1.2.12 The key issue from Chapter Five was that it took the interesting findings identified in Chapter 4 and developed a 'Figure 14.21: New Predictive Behavioural Model. The study then showed how a second set of participants was identified and interviewed to test Figure 14.21: New Predictive Behavioural Model, which indicated if the hypothesis of the study was proved or disproved.
- 1.2.13 The results of the second set of participants strongly suggested that there was a specific communicative behaviour evident in people who actively seek 'guru products' and that this behaviour could be measured and identified. This was strongly indicated, as Figure 14.21: New Predictive Behavioural Model correctly predicted the results of the second set of participants.
- 1.2.14 This was significant because one of the reasons for the research was to determine if there was a link between people, working in an organisation, who actively seek guru products, and a specific measurable communicative behaviour. By identifying such a link it was possible to add to the knowledge and development of the concept of a continuous learning organisation
- 1.2.15 These benefits could often have significant implications, for many management-training programmes were designed and delivered to 'the management team' as a whole. The training was delivered the same for all the managers. This research had shown that those people who could grasp and identify new ideas had specific characteristics. Those characteristics were not present in those individuals who did not embrace the new idea paradigm. Therefore it was proposed that the latter types of individual might not benefit as much, from the training needed by the 'people who seek new ideas'. This implied that Individuals, who did not embrace the new idea paradigm, would need a different training programme for the training programme to be really effective.

- 1.2.16 Work carried out by Pagel and Westerfelhaus (1999) in the Journal of Business Communications showed that managers expressed a clear preference for obtaining information about new ideas through seminar attendance rather than read a published work. This created a barrier immediately for many potential guru products, as they never reached the seminar stage and remained published work only.
- 1.2.17 Chapter Six was a critical review of the questionnaire and the limitations of the study. The research did not identify skills and knowledge of participants.
- 1.2.18 The Appendixes followed the main body of text and then the Bibliography and Sources used throughout the study.

1.3.0 Chapter One – Segment Three

1.3.1 The Diffusion Process

- 1.3.2 The diffusion of an idea, either socially constructed or objectively available through a third party medium among a population, even when it had obvious advantages, was very difficult. Many new ideas were simply ignored, misunderstood or distorted. It was a common perception that advantageous ideas would sell themselves - that the obvious benefits of a new idea would be widely realised by all potential adopters, and that the new idea would diffuse quickly. Seldom was this the case as most new ideas diffused at a disappointingly slow rate.
- 1.3.3 Scurvy control illustrated how slowly an obviously beneficial innovation spread. In the early days of long sea voyages scurvy was a worse killer of sailors than warfare, accidents and all the other causes of death. For instance, from Vasco de Gama's crew of 160 men who sailed with him around the Cape of Good Hope in 1497, 100 men died of scurvy, Mosteller (1981).
- 1.3.4 In 1601 an English Captain, James Lancaster, conducted an experiment to evaluate the effectiveness of lemon juice in preventing scurvy. Captain Lancaster commanded four ships that sailed from England on a voyage to India. He served teaspoonfuls of lemon juice everyday to the sailors in one of his four ships. Most of these men stayed healthy, but on the other three ships, by the halfway point in the journey, 100 out of 278 sailors had died from scurvy, Mosteller (1981).

- 1.3.5 These results were so clear that it would have been expected that the British Navy would have adopted citrus juice for scurvy prevention on all ships. But it was not until 1747 about 150 years and many deaths later that James Lind, a British Navy physician, who knew of Lancaster's results, carried out another experiment on HMS Salisbury.
- 1.3.6 Lind prescribed citrus fruits to some of the crew on board the ship and to other members of the crew he prescribed different diets. These different diets did not include citrus fruit. The scurvy patients who were prescribed the citrus juice were cured in a few days and were able to help care for the other patients. With this evidence of the ability of citrus fruits to combat scurvy, one would expect the British Navy to adopt the new idea immediately for all ships and crews on long voyages. In fact the British Navy did adopt citrus fruits to combat scurvy, but not until 1795 - some 40 years later. This was almost 200 years from Captain James Lancaster's original findings. When the British Navy did adopt citrus fruit, scurvy was immediately wiped out. However this was not the end of the story for it took another 70 years before the British Board of Trade adopted a similar policy for the Merchant Navy, Mosteller (1981).
- 1.3.7 Was James Lancaster the first management guru? He identified a management technique that would drastically improve the organisation. Why were the authorities, the senior management of the organisation, so slow in adopting the idea of citrus fruit for the prevention of scurvy? Why were other managers of other related organisations also inhibited to take up the idea?
- 1.3.8 What was interesting was that while the British Navy resisted scurvy prevention for years, other new ideas like new ships, new sailing techniques and new guns were readily accepted, Mosteller (1981)

- 1.3.9** This posed the question of adoption. Why was it that some new ideas were adopted and some were not? How was the success of management gurus explained? Some scholars argued that it must have been due to external factors, such as the context in which the gurus presented their ideas or how they were delivered. This was because the actual content of the guru's theory could not explain its influence. Scholars argued that the guru's theory was frequently contradicted by empirical evidence or was simply spurious. Writers like Clark and Salaman (1996) suggested that the power and influence of management gurus could be found in their performance rather than in the content of the ideas they presented. It was the manner in which the gurus actually communicated the idea rather than the actual idea itself. This argument seemed to discard the actual theories and techniques of management gurus.
- 1.3.10** There may well be a whole range of external factors that contributed to the success of particular ideas. Not only could there be external factors that contributed to the success of a particular idea, but there may well have been other factors influencing the adoption. What part did the recipient or client play regarding the adoption of a new idea?
- 1.3.11** Clearly, not all guru ideas could be effective, and for this reason they should all be subject to critical scrutiny. The reason for this was that there was a real possibility that the application of poorly conceived ideas adopted by an organisation may result in substantial costs, both financial and human. This could be illustrated by the case of Stephen Roach (1996) that, having inspired a wave of corporate re-engineering and downsizing, later renounced much of this activity as a loss of valuable resources.

1.3.12 Depending on the definition of a small medium enterprise (SME's), according to Storey (1997), 92 per cent of UK businesses fall into the small, medium category (a business with ten or less employees). This clearly showed that any new ideas instigated by the 'guru product' could have had significant consequences on small, medium enterprises in the UK. It was necessary therefore to determine a sensible way to behave when assessing a guru product. What was a sensible way to behave? If the guru product were 'generically a good idea' then it would seem a sensible thing that every guru idea should be adopted by every small and medium enterprise, where the idea was appropriate for that enterprise. But then how could it be determined if an idea was appropriate for a particular business or not? Here was another problem. What were the rules that determined whether a new idea should be adopted by a business or not? What were the rules in place at the time of Captain Lancaster's experiments with citrus fruit - why did the senior management of the British Navy ignore his good idea? Why did the Merchant Navy continue to ignore the good idea even 70 years after the adoption by the Royal Navy.

1.3.13 Grint (1995) pointed out that rules were inherently ambiguous because there could never be enough rules to cover every contingency, and rules were not self-explanatory. We needed rules to explain which rule we should apply, and to interpret the meaning.

1.3.14 Elements Involved In The Diffusion Of A New Idea

1.3.15 How was a new idea defused into a population? Rogers (1983) suggested that there were four main elements of diffusion.

1. The new idea
2. Communication channels
3. The element of time
4. The social system

1.3.16 1. The new idea

This was an idea, a concept, methodology or ideology that was perceived as new by an individual, or group of population. The newness of the idea was measured not in the actual time the idea had been present in the world environment, but by the fact that it was new to the potential adopter(s). The perceived newness of the idea for the individual or group would determine the reaction to the idea. If the idea seemed new to the potential adopter(s), then the idea was a new idea.

1.3.17 Newness in an idea did not just involve new knowledge. Someone may have knowledge, they may have known about the new idea for some time but had not yet developed a favourable or unfavourable attitude towards it. Nor had they adopted or rejected the new idea. Newness of an idea may be expressed in terms of knowledge, persuasion or a decision to adopt.

1.3.18 The author suggested that new ideas could be classified into two main elements:

Hardware

Software

1.3.19 Hardware types of new idea constituted something materialistic in nature - something that could be seen, touched, observed or was a colour. Software types of new ideas were concepts of thought, methodologies, ideologies, a method of behaviour or information.

1.3.20 An example of this was the knowledge of how a new technology like a computer could change working practices. The software knowledge of the benefits of using a computer could be diffused to a population. However using this new knowledge would incorporate the use of a physical piece of hardware - a computer. This was an example of a new idea that needed a tool to be effective. In many cases this tool could itself be a new idea or technique (software) or a physical piece of equipment.

1.3.21 Technology was often a catalyst for change and consequently was the seed that began the diffusion of the knowledge process. This thesis was to concentrate upon the software types of new idea, those ideas that were related to new knowledge or perceived new knowledge. However it was recognised that new software ideas often came with a hardware element.

The thesis was more interested in software knowledge that needed changes in behaviour within the individual or population group.

1.3.22 2. Communication channels.

The communication of information was a two-way cyclical process, rather than a one way linear action. The change-agent-client relationship could continue through several cycles, as a process of information flowed between the parties. These processes made diffusion of ideas a special type of communication in which the messages were new and involved a change and some degree of uncertainty, Rogers and Kincaid (1981).

1.3.23 Uncertainty was the degree to which a number of possible alternatives were perceived from the knowledge of the new idea. This uncertainty implied a lack of predictability unless supported with evidence - either material or information. Even when supported with hard evidence - as in the case of Lancaster and his experiment with citrus fruits - uncertainty perceived by the recipients of the new idea could and often did still persist to the point where the new idea was ignored. In some instances positive steps were taken to disassociate or disprove the new idea.

1.3.24 Diffusion of new ideas therefore was a type of social change that could be defined as a process by which alteration occurred in the structure, function or culture of a social system.

This diffusion of ideas could happen in many ways: through verbal communication, the written word, television and other media, through a revolution, through natural events like a drought or earthquake, or by means of regulations either political or self-imposed. Diffusion in this sense was the adoption of new information communicated to a population in either a planned or spontaneous way.

1.3.25 3. The element of time

Time was a dominant influence in the process of diffusion of new ideas. In the case of Captain James Lancaster and his new idea for reducing or eliminating death through scurvy, the new idea of using citrus fruits was out of time with the implementers of the day. It has been said that certain people were ahead of their time. Sometimes people hear of a new idea and immediately dismiss the idea as not important or unworkable because they were thinking in the past. This could be termed the rear view mirror thinking habit, Benedetti and Dehart (1997).

1.3.26 4. The social system

A social system was an interrelated population that was engaged in achieving a common goal. The members of the social system may be individuals, informal populations, or organisations and/or subsystems. Diffusion of a new idea occurred within a social system. The social system formed a boundary within which the new idea would diffuse. The structure of a social system could facilitate or impede the diffusion of new ideas within that system. It was therefore necessary to have some knowledge of the social structures that influenced all potential adopters of new ideas.

1.3.27 Steps Involved In The Decision-Making Process

1.3.28 The individual or populations moved the decision about a new idea through a process. This process passed from first knowing about the new idea to forming an attitude towards a new idea. It then passed through to a decision to adopt or reject, to implement and use the new idea, and then to confirm acceptance of it.

There were five basic steps in this decision-making process.

1. Knowledge
2. Persuasion
3. Decision
4. Implementation
5. Confirmation

1.3.29

1. Knowledge

Knowledge occurred when an individual or population learned of the existence of the new idea and gained an understanding of it.

2. Persuasion

Persuasion occurred when an individual or population formed an attitude towards the new idea. Here the participant wanted to know the advantages and disadvantages of the new idea to their personal situation. This could be favourable or unfavourable.

3. Decision

Decision occurred when an individual or population actively participated in activities that would lead to the choice of adoption or rejection of the new idea.

4. Implementation

Implementation happened when an individual or population put into practice the new idea. Customisation was more likely to occur at this stage in the process.

5. Confirmation

Confirmation of the new idea happened through feedback messages. These messages could be actively sought or have occurred passively, and the new idea could be reversed at this stage, depending on this feedback information.

1.3.30

This new idea decision process happened over a period of time-ordered sequence of influencing events. The new idea decision period was the length of time required to move through the new idea decision process.

1.3.31 Diffusion Of An Idea: Influence Models

1.3.32 It was now possible to construct an influence model by using the elements involved in the diffusion of a new idea and relate them to the steps involved in the decision-making process.

1.3.33 Any new idea needed knowledge of the idea and also needed the participant to be persuaded through the knowledge about the idea, before an idea could exist. Without some form of persuasion taking place the client could not form an attitude towards the new idea, and this attitude would only form through knowledge. Therefore the three elements of the new idea, knowledge, and persuasion were interrelated, each element directly INFLUENCING the other. See Figure 3.1 below.

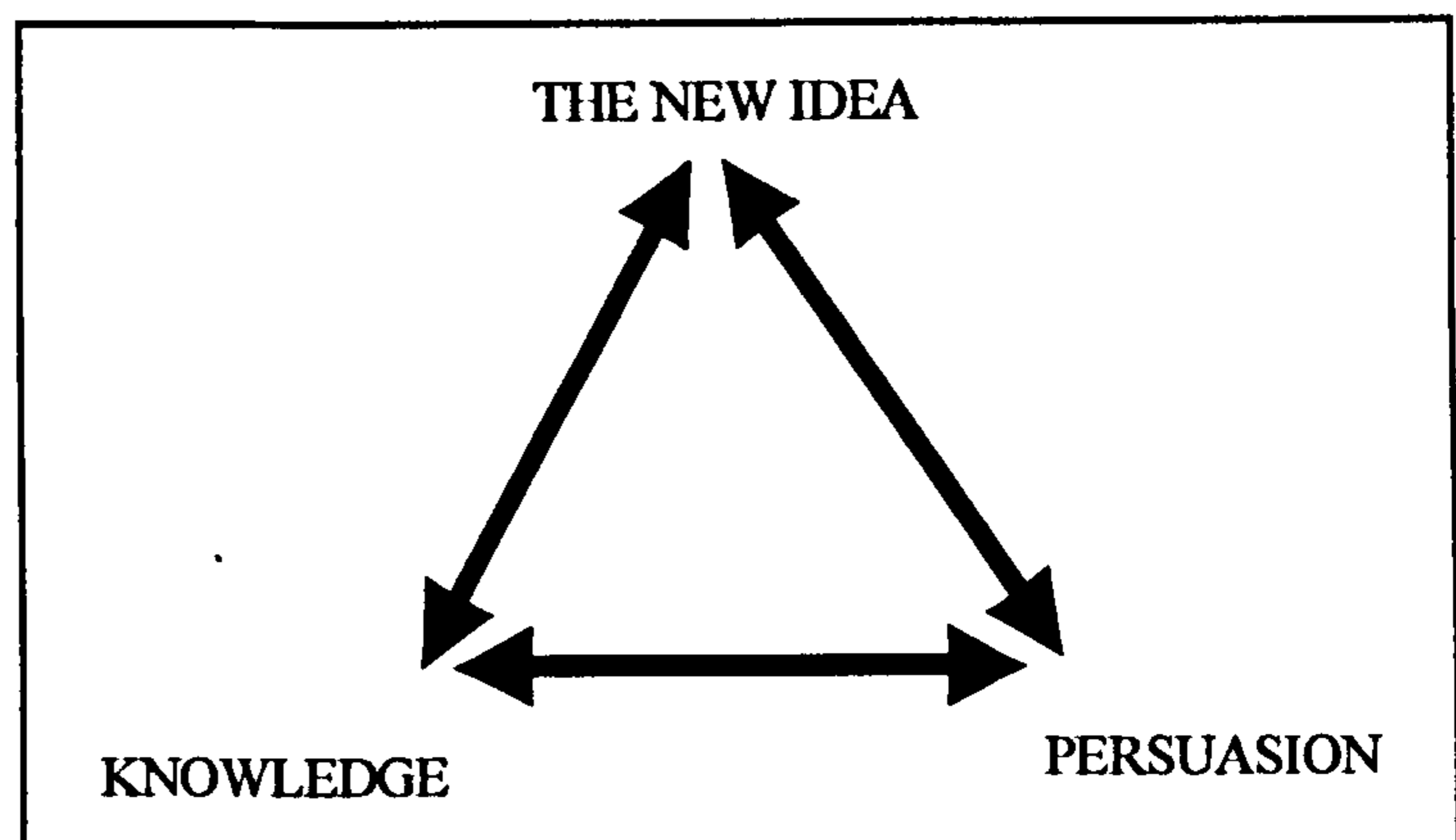
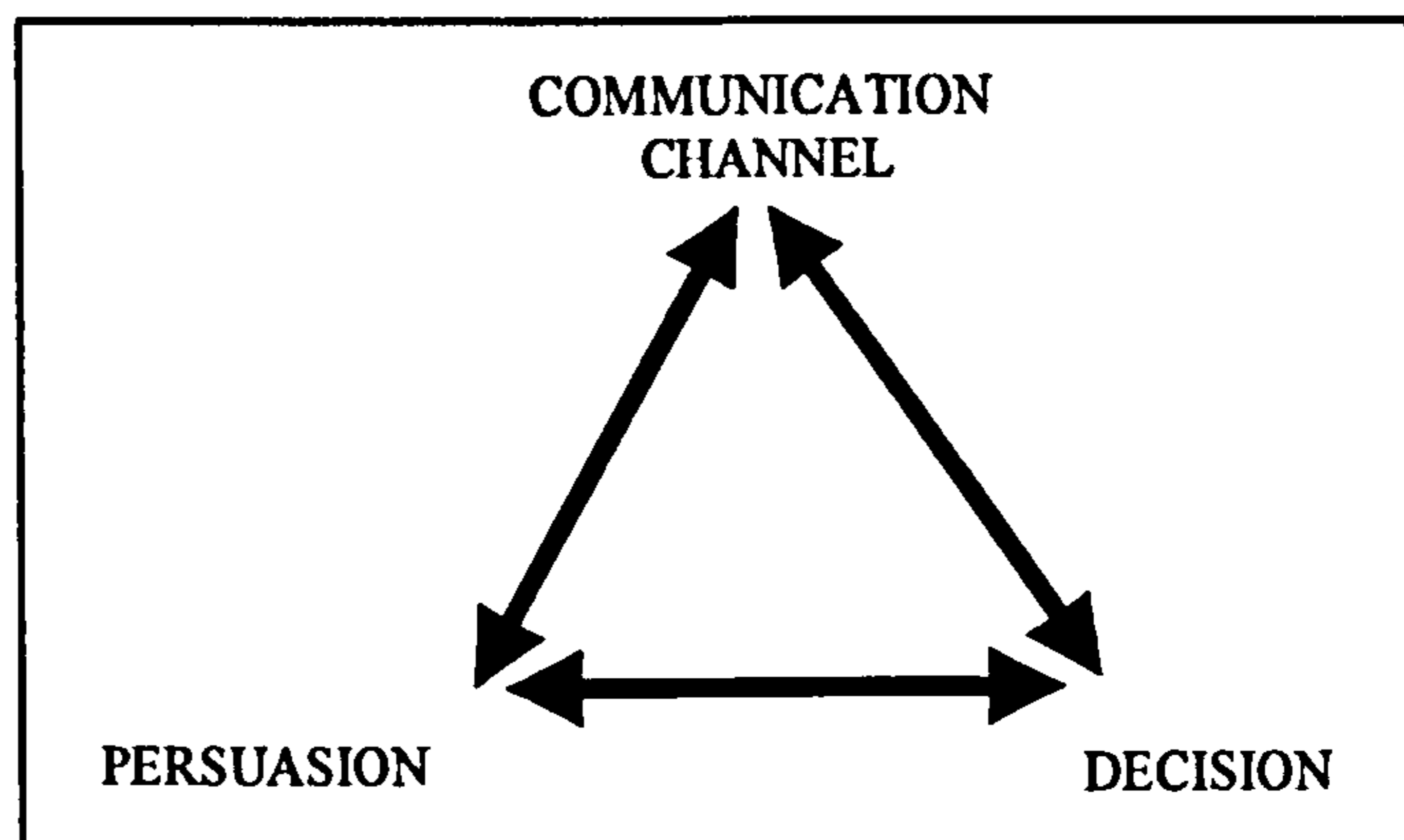


FIGURE 3.1:
INFLUENCE MODEL NUMBER 1

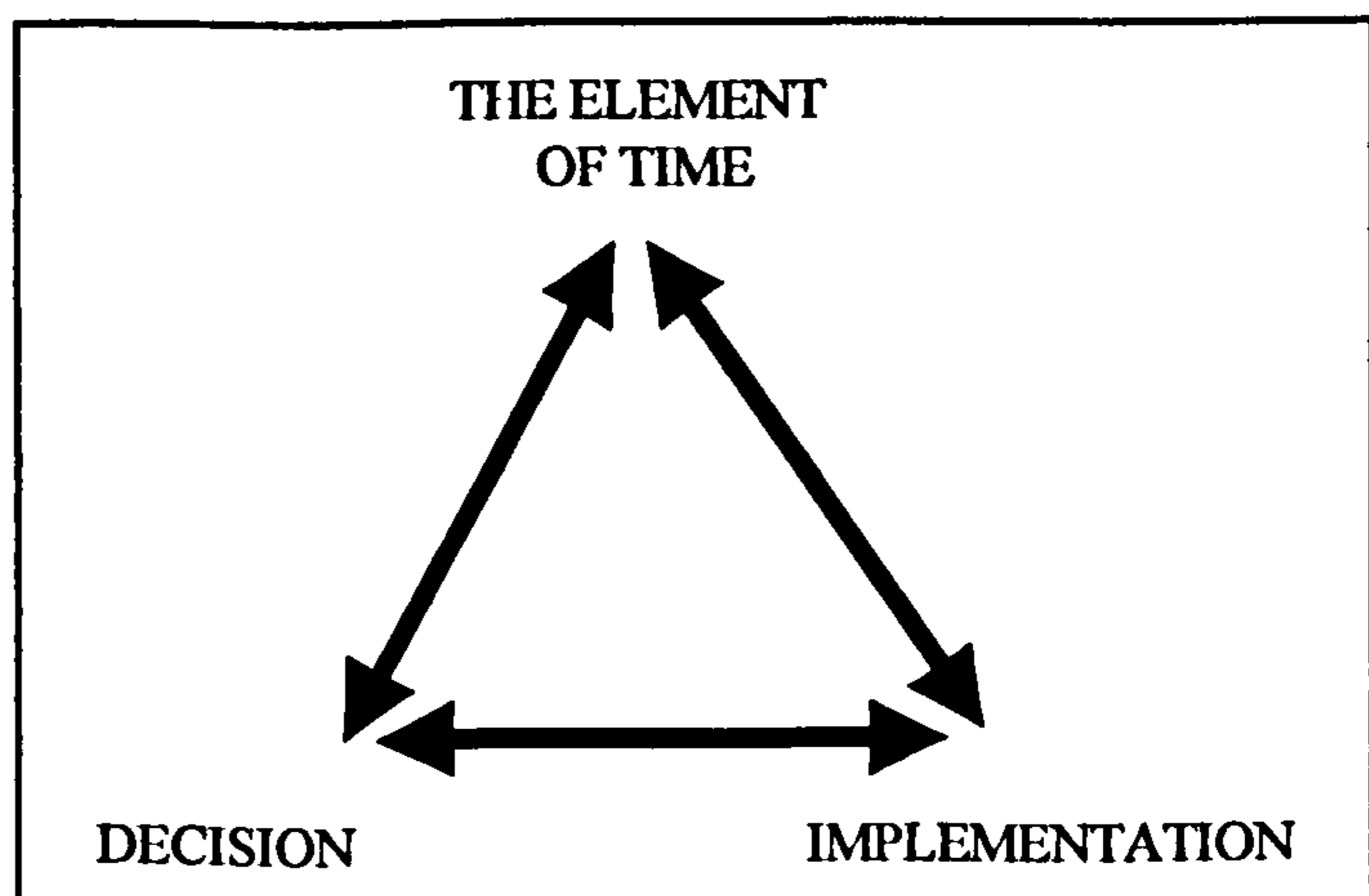
1.3.34 The communication channel would be influenced by persuasion and through persuasion, the client would make a decision. This decision may be negative or positive, and may cause adoption or rejection. There may even be a non-decision; the client may listen to the 'persuasion' but may not form any opinion. Therefore the three elements of the communication channel, persuasion, and the decision were interrelated. See Figure 3.2 below.

FIGURE 3.2:
INFLUENCE MODEL NUMBER 2



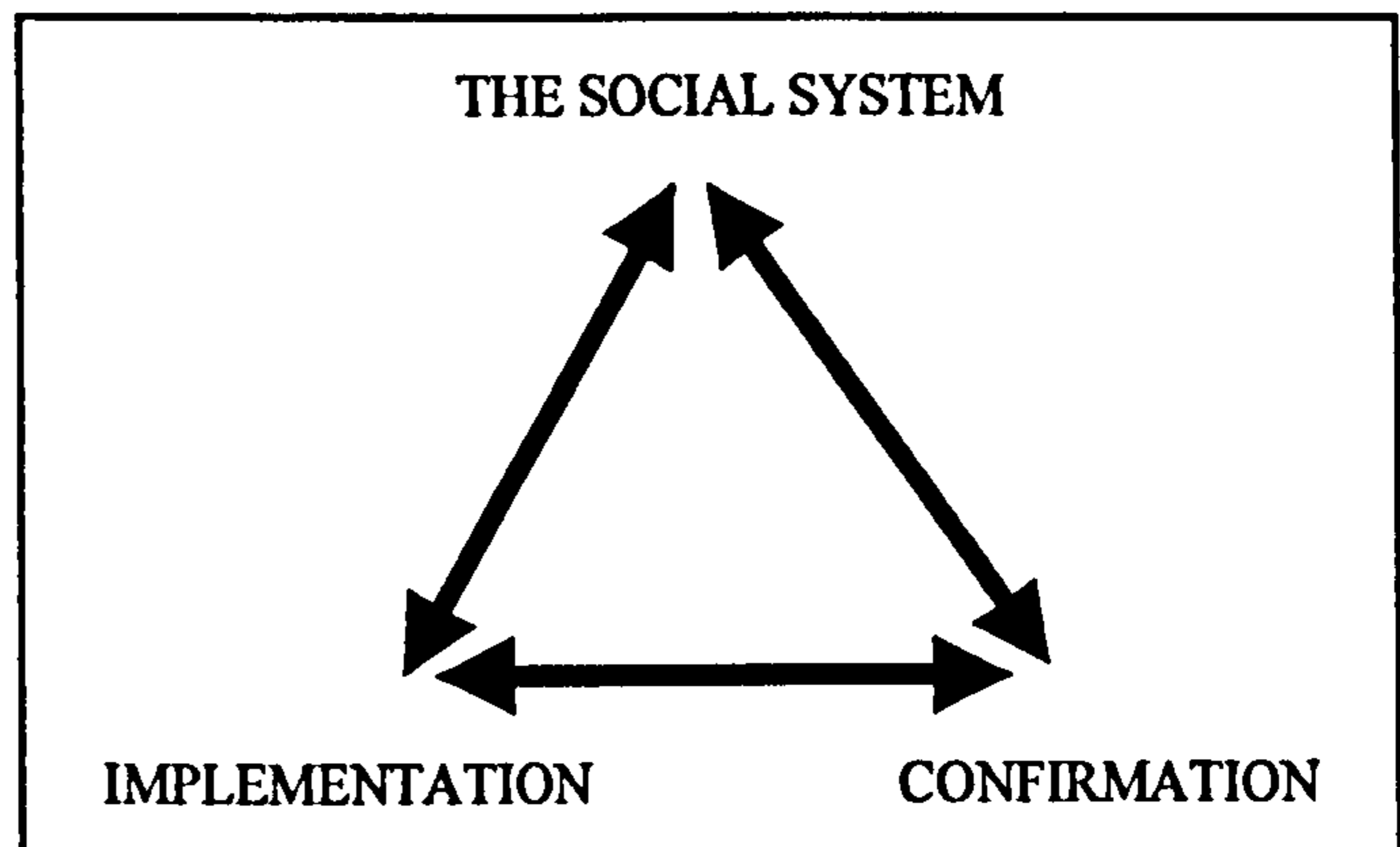
1.3.35 Time clearly was an influence in all aspects of the diffusion process, however it could be argued that the element of time had a more critical influence on the decision and the implementation processes. In relation to the decision making process, time was particularly important in relation to the client's need to understand and adopt or reject the new idea. In terms of the implementation process, this only happened when an individual put into practice the new idea. The process of putting a new idea into practice always involved an element of time. See Figure 3.3 below.

FIGURE 3.3:
INFLUENCE MODEL NUMBER 3



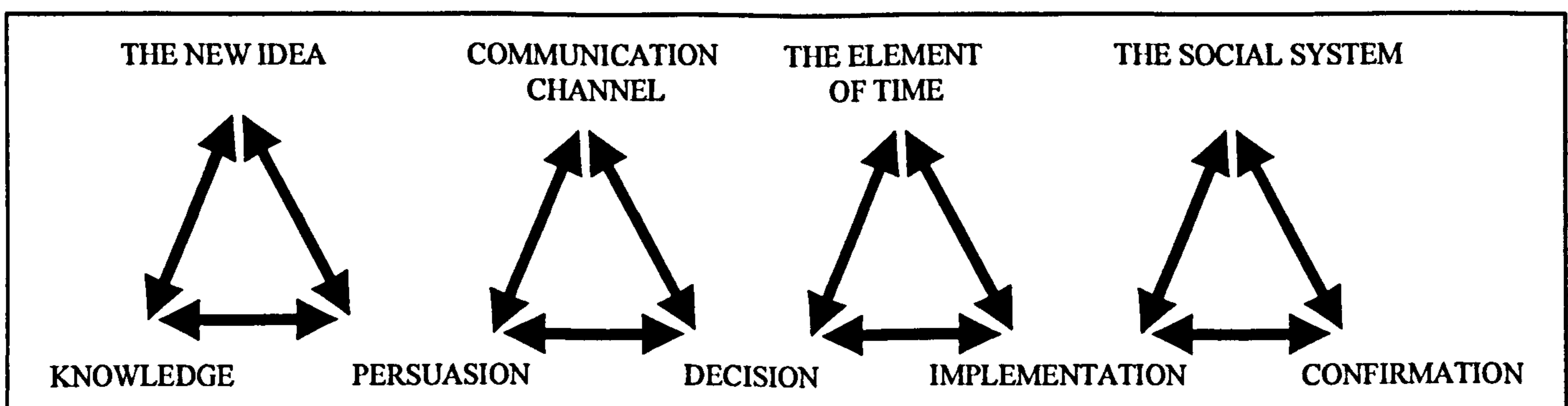
1.3.36 The social system primary influences were the implementation process and the confirmation process. The new idea would be implemented within the social system boundaries and confirmation that the new idea was acceptable within this boundary would be needed. Therefore these processes were 'intrafluenced', and they were, influenced by each other. See figure 3.4 below.

FIGURE 3.4:
INFLUENCE MODEL NUMBER 4



1.3.37 Figure 3.5 showed the relationships between the elements involved in the diffusion process and the steps involved in the decision-making process. The model indicated the primary factors influencing each of the elements specifically. It also demonstrated the interdependency of all the elements to each other and how the steps of knowledge, persuasion, decision, implementation and confirmation were all inter-related and involved in the diffusion of a new idea.

FIGURE 3.5: INFLUENCE MODEL NUMBER 5



1.3.38 The Sources Of New Ideas

1.3.39 The author proposed that new ideas came from six primary sources:

- Gurus
- Philosophers
- Prophets
- Critics
- Commentators
- Self

1.3.40 To facilitate an understanding of each of these primary sources it was necessary to clearly define each source. To facilitate each definition Brown et al (1993) New Shorter Oxford English Dictionary had been used in every instance.

1.3.41 GURU

Definition: Anyone looked up to as a source of wisdom on knowledge - an influential leader. The words, expert, authority, instructor, master, teacher, leader, tutor, mentor, guiding light describes the social perceptions of a person given such a title.

1.3.42 PHILOSOPHER

Definition: a person who loved the study and pursuit, through argument and reason, of wisdom truth or knowledge that dealt with the principles governing the material universe, perceptions of physical phenomena and natural science.

1.3.43 PROPHET

Definition: a person who spoke for God or a god, who was a divinely inspired teacher or a person who foretold future events by divine inspiration.

1.3.44 CRITIC

Definition: a person who pronounced judgement or censorship on the qualities of literary or artistic works.

1.3.45 COMMENTATOR

Definition: a person who commented on current events especially through the media of television and radio.

1.3.46 SELF

Definition: this was an individual who had a distinct personality.

1.3.47 Throughout this thesis the term guru would imply 'management' guru; that was to say a source of information that was involved in the discipline of management in relation to small, medium organisations. The term guru throughout this thesis would mean a person who had been or who was a catalyst for the adoption of new ideas.

1.4.0 Chapter One - Segment Four

1.4.1 Ideas From Management Gurus

1.4.2 Huczynski (1996) suggested that there were three types of guru:

- 1. Academic guru**
- 2. Consultant guru**
- 3. Hero-manager guru**

These types of guru produced four categories of 'product' in the form of a book or publication.

1.4.3 The first category of publications was aimed at business executives. They appealed to the customer through the promise of how to make things better; for example, how to communicate more effectively, how to market and sell more goods and services, how to increase profits through effective team working. These books were classified as 'HOW-TO-BOOKS', and they generally formed the largest share of the guru product market.

1.4.4 The second category consisted of books and publications, which analysed and commented on the inner workings of successful organisations. These tended to focus on individuals within an organisation and related the methodologies and philosophies of a key individual within a company. These books could be classified as WHAT-WE-CAN-LEARN books as they endeavoured to learn from evidence of success and indicated that if the reader could emulate the characteristics of the management hero in the book, they too would be successful. Examples included how Steve Woznaik and Steve Jobs dropped out of school and developed the Apple Corporation from their bedrooms. How IBM became the biggest computer company in the world and how the Lee Iacocca (1985) and John Harvey-Jones (1988)

turned their organisations into multi-million dollar international players, often turning them around from loss-making to profit making. One of the most commercial books on the market during the 1980s was Peters and Waterman's (1982), *In Search of Excellence*. Many of these types of books were biographical and autobiographical. Examples were; Robinson (1985), Kay (1985), Ritchie and Goldsmith (1987) and Peters and Austin (1985).

1.4.5 The third category of business book - guru products, endeavoured to explain the FINANCIAL MYSTERIES and complexities of the financial world. These included books on the stock market, exporting, importing and the implications of the single currency throughout the European Community. Examples of these products were Tyran (1986), Jameson (1988), Pitchford and Cox (1997).

1.4.6 The fourth category was books that endeavoured to guide and help the reader to cope and manage through difficult times. This type of publication could be classified as PREDICTING DISASTER. Examples here were Batra (1988), Ruff (1979), Casey (1983) and Naisbitt (1982).

1.4.7 *The Influencing Routes Of Diffusing A New Idea*

1.4.8 The diffusion process was the exchange of information through which one individual communicated a new idea to a single client or a population. This process involved two stages of evolution.

1. Champion-client relationship.
2. Past experience of the client.

1.4.9 The relationship between the champion or the champion's message and the client was important and could vary. Examples of the relationship between the champion and the client could be:

A friend

An enemy

A relative

An acquaintance

A business colleague

An unknown celebrity - in the sense of not having met each other

An unknown writer - in the sense of not having met each other

Or the message from the champion could be passed to the client through a communication channel by another client or someone who had slight knowledge of the champion's message.

1.4.10 The past experience of the client could have a significant effect on the influence of the champion's message. For example, if the client had had previous experience of the champion and that experience resulted in a negative impact to the client, then the client's perceived value of the champion's message would be tainted. The client may have had experience of a similar message from another source and this too may have resulted in a negative experience for the client. Again the client would have a perceived value of the new idea that would create a barrier to understanding and adoption.

1.4.11 The Characteristics Of New Ideas

1.4.12 It should not be assumed that all new ideas had the same characteristics and units of analysis. It would be naive to make the statement that all diffusion of soft knowledge could be treated the same way and would be adopted by all populations. This obviously was not the case and could not possibly be so simplified.

1.4.13 It was Rogers (1983), who identify five primary characteristics of new ideas. They were:

- relative advantage
- compatibility
- complexity
- trial-ability
- observe-ability

1.4.14 RELATIVE ADVANTAGE

This was the degree to which a new idea was perceived as better than the idea it superseded. The degree of relative advantage could be measured in economic terms but other factors like social prestige, convenience and satisfaction were also factors of importance. As shown by Captain James Lancaster and his new idea of how to overcome scurvy, it did not matter so much if a new idea had a significant objective advantage. What did matter was whether an individual or group of population perceived the new idea to be advantageous. The greater the perceived relative advantage of a new idea the greater the rate of adoption.

1.4.15 COMPATIBILITY

This was the degree to which any new idea was perceived as being consistent with the existing values, past experiences or needs of the potential adopter. Any new idea that was incompatible with the values and standards of the current social system would not be adopted as rapidly as a new idea that was. This was somewhat of a generalisation in that, if the current social system was a major concern and not acceptable to the individual or group of population, different value social systems could be considered viable. However, this would depend greatly upon the drivers and restraining factors motivating the potential adopters to change the current social system. An example here could be the incompatibility of contraception methods in countries where religious beliefs discouraged the use of family planning and the standard level of general education was very low. Conversely the same paradigm was approached differently in countries where the level of general education was higher. This was due to the social systems and values in these countries being different.

1.4.16 COMPLEXITY

This was the degree to which a new idea was perceived as being difficult to understand and use. If the individual or most members of the group, population, or social system understood the new idea, then it would have more chance of being adopted than if the new idea were perceived as complicated. The fact that a new idea was not difficult and could be understood by the potential adopters did not mean that it would be adopted. An example could be the attempts to introduce improved health into Peruvian villagers. The health gurus tried to encourage village people to install latrines, to burn rubbish daily, to control houseflies and to boil water. These new ideas however involved major changes in thinking and behaviour for Peruvian villagers who did not understand the relationship between sanitation and illness, Rogers (1983).

Unless the villages boiled the water, patients who were cured of infectious diseases in the village medical centres often returned within a short period of time to be treated again for the same disease. The reasons for this were themselves complex and were embodied in the Peruvian village social system. Boiled water and illness were closely linked in the values of the Peruvians. By custom only the people who were ill, used cooked or hot water. Therefore villages learned from early childhood to dislike boiled water. There was no village belief system that connected bacteriological contamination to water. The villagers themselves or their social system also did not trust outsiders or their ideas, therefore the diffusion of a simple new idea that had significant benefits to the potential adopters was too difficult to understand.

1.4.17 TRIAL-ABILITY

This was the degree to which the new idea may be experienced, or experimented with on a trial basis. Ideas that could be tried on a sale or return basis would generally have more potential to be adopted more quickly than new ideas that were buy-in only. Involvement was perceived as being better than total commitment at the early stage of adoption. The example that comes to mind was the good old English breakfast of bacon and eggs. The hen was more likely to get involved with the idea, but the pig would be reluctant. The new idea that was trial-able represented less uncertainty to the individual, group population or social system that was thinking of adoption, as it represented the possibility to learn by doing.

1.4.18 OBSERVER-ABILITY

This was the degree to which the outcomes of the new idea were visible to potential adopters. The easier it was for potential adopters to see the inputs, involvement and outcomes of a new idea, the more acceptable it became for the new idea to be given detailed consideration, and the more likely for its adoption.

1.4.19 Ideas that were perceived by individuals or groups of populations as having greater relative advantage, compatibility, trial-ability, observability, and were less complex to understand, would be adopted more rapidly than other new ideas according to the research by Rogers (1983), Leonard-Barton and Kraus (1985). The existence of these variables did not automatically endorse adoption - they were general characteristics but not a prescribed formula that would always produce adoptive results.

1.4.20 Some new ideas may be adopted as a framework or guide and were customised by adopters. The ability to customise a new idea may influence the individual or group to adopt a new idea faster than they would have if the new idea were unable to be customised. Eveland et al (1977) identified that some researchers attempted to measure the degree of customisation of a new idea in relation to the original new idea, to try to determine how much of the original concept had been adopted. Or they may determine that the customisation had in itself created a separate new idea. The dispersion and dissemination of knowledge needed communication to take place if the knowledge was to spread.

Spence (1995) identified similar aspects of innovation. However, he included a category of cost and collective action.

1.4.21 COST

Any new idea that had a high cost associated with it was likely to be adopted more slowly than one that involved a lower expenditure. While any new idea may have an element of a cost factor it must be stated that the cost factor did not necessarily have to be a financial cost factor. As explained earlier in the example regarding the Peruvian villages and the need to boil water; the primary cost of the new idea was loss of faith within the community with regard to drinking water that was meant for the sick and unhealthy.

1.4.22 COLLECTIVE ACTION

While many decisions regarding new ideas were made at an individual level there were some situations that required group or collective action. The Peruvian village and boiling water new idea, was an example where collective action would need to be taken before the new idea would be universally acceptable.

1.4.23 The Boundaries Of A New Idea

1.4.24 Diffusion of a new idea occurred within a social system. The social system formed a boundary within which a new idea would diffuse. This boundary was affected by:

- Norms within the social structure
- Roles of opinion leaders
- Change agents within the social structure
- Types of new ideas and the consequences to the social system

1.4.25 Norms were the established behaviour patterns for the members or of a social system. They defined a range of tolerable behaviour and served as a guide or a standard for the member's behaviour in a social system. The norms of a system told an individual what behaviour was expected. A system's norms could be a barrier to change, as in the example of water boiling in a Peruvian community. Another example would be the sacred cows that roam the countryside in India while millions of people go undernourished. The Indian culture or norms and standards of making the cow a sacred animal prohibits a common-sense approach to feeding its people.

- 1.4.26 Opinion leaders were very important in populations. An individual client was a member of a population and would be subjected to pressures from opinion leaders within that social system. These pressures would influence the client. An opinion leader was someone within the social system who was respected, and who was perceived to have a valid opinion of a new idea. Lazarsfeld (1948), and Katz (1957) hypothesised that information flows from the mass media to certain opinion leaders in the community, who pass information on by talking to peers. This became known as the 'two-step flow' hypothesis. Opinion leaders are in all groups of the population and are difficult to distinguish from other group members because opinion leadership is not a trait, but a role taken by an individual in certain circumstances.
- 1.4.27 A change agent was an individual who influenced the client in terms of the new idea. The change agent may endeavour to obtain the adoption of a new idea, but may also attempt to slow down diffusion and prevent the adoption of undesirable new ideas. Change agencies were normally the most educated members of a population, or they had access to a wide breadth of knowledge that allowed them to influence other members of the social system.
- 1.4.28 Within a social system individuals may be influenced about a new idea, in terms of the consequences to the social system as a whole. If the new idea were seen as beneficial to the whole population then individuals would feel it necessary to adopt the new idea, even though individually they may disagree with or disapprove of the new idea.

1.4.29 Environmental Influences Of A New Idea

1.4.30 The diffusion of new ideas throughout an organisation was directly related to how the people within the organisation communicated both internally and externally to its stakeholders and its environment. Organisations did not have autonomy from their environments and therefore were not a closed system model. Organisations were interdependent with other organisations and other groups. Examples of these environmental influences were:

- Technology changes
- Government - legislation – interest rates
- Economic changes both local and global
- Natural events like earthquakes, floods, and other acts of God
- Competition – Market demands
- Environmental issues both local and global
- Customers both internal and external
- Suppliers
- Employee groups

1.4.31 These issues influenced both what goals an organisation chose, and the extent to which they could meet those goals, Katz and Kahn (1978). The success in meeting goals depended on how effective the organisation was. Pfeffer and Salancik (1978) page 11, defined effectiveness as, *'an external standard of how well an organisation was meeting the demands of all the various groups and organisations that were concerned with its activities'*.

1.4.32 Communication fitted into what organisational sociologist called a boundary-spanning role. This helped the organisation to manage its relationship with the environmental influences. As a result, communication contributed to the organisational effectiveness rather than to the efficiency.

- 1.4.33 Organisations struggled constantly to achieve the goals that were defined by internal decision-makers, due to the constraints imposed by the environmental influences. Because of this they were constantly seeking new ideas of how to be more effective in the belief that this would improve the financial surplus of the enterprise. Financial surplus was the main objective of any organisation, whether it was a commercial entity or a non-profit making entity, the author Gatiss (1996).
- 1.4.34 This interdependence of an organisation on its environmental influences existed whenever one actor did not entirely control all the conditions necessary to achieve the goal or outcomes desired. Gray (1989) defined interdependence in terms of the multiple stakeholders of an organisation, which in effect were the environmental influences. Gollner (1983 and 1984) then defined communication as the management of interdependence. A stakeholder is defined as anyone who is actively involved in an organisation, examples being a customer, a supplier, all employees, Gatiss(1996).
- 1.4.35 From this it could be determined that the effectiveness of communication throughout an organisation was paramount to the organisation's survival and well being. Farace, Monge and Russell (1977) suggested that the communication system of an organisation was an increasingly powerful determinant of the organisations overall effectiveness and it may have a limiting effect on the ability of the organisation to grow. Robinson and Stern (1997) suggested that any organisation that had not got the ability for growth would not survive. It was therefore not surprising that the industry of new ideas, the guru phenomenon, had developed.
- 1.4.36 Building upon the work of how diffusion of an idea occurred according to Rogers (1983) and Spence (1995) it was now possible to expand the influencing models presented earlier.

1.4.37 In Figure 3.1, it indicated that 'Knowledge and Persuasion' mainly influenced 'The New Idea'. It could now be suggested that 'knowledge' be primarily influenced by the sources of new ideas,

- How to
- What-can-we-learn
- Financial mysteries
- Predicting disasters

Knowledge was also affected by the 'influencing routes,'

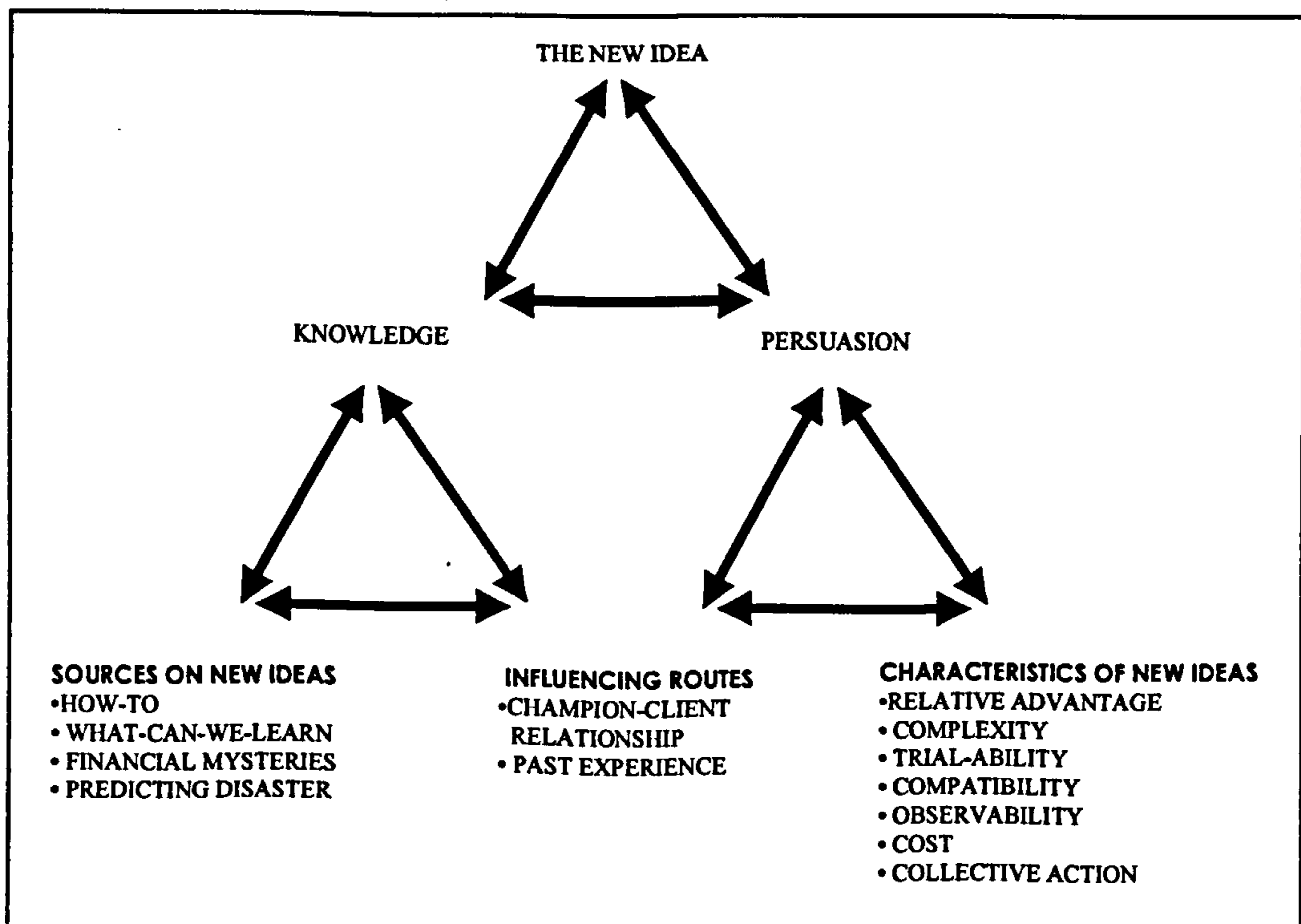
- The champion client relationship
- Past experience

Whereas 'persuasion' was primarily effected by the 'Influencing Routes' also, plus the 'characteristics of new ideas':

- Relative advantage
- Complexity
- Trial-ability
- Compatibility
- Observability
- Cost
- Collective action

See figure 4.6 below.

FIGURE 4.6: INFLUENCE MODEL NUMBER 6

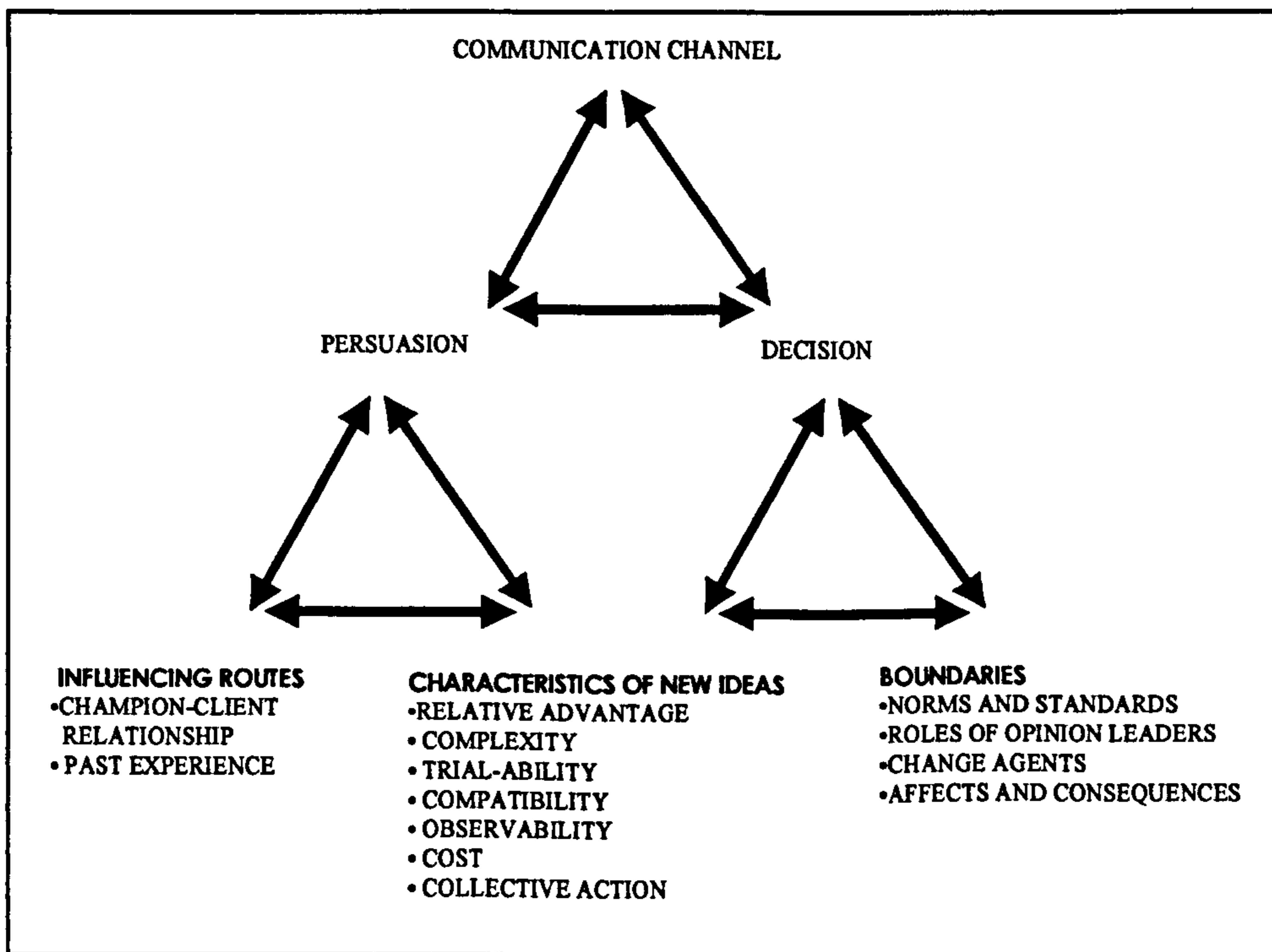


1.4.38 By using Figure 4.7 below it was suggested that 'Persuasion' and 'Decision' primarily affected the 'Communication Channel'. The interconnectedness and influences of the 'Persuasion' triangle had already been suggested and therefore it could now be implied that the other influences on 'Decision', were the boundaries:

- Norms and standards
- Roles and opinion leaders
- Change agents
- Affects and consequences

Figure 4.7 now demonstrated the interconnectedness and relationships of the 'Communication Channel', 'Persuasion' and 'Decision'.

FIGURE 4.7: INFLUENCE MODEL NUMBER 7



1.4.39 Figure 4.8 Influence Model Number 8 below suggested the relationships between the main element of time, the decision, and implementation steps involved in the decision making process. It then demonstrated the relationships these had with the characteristics of new ideas, boundaries and stakeholder relationships.

FIGURE 4.8: INFLUENCE MODEL NUMBER 8

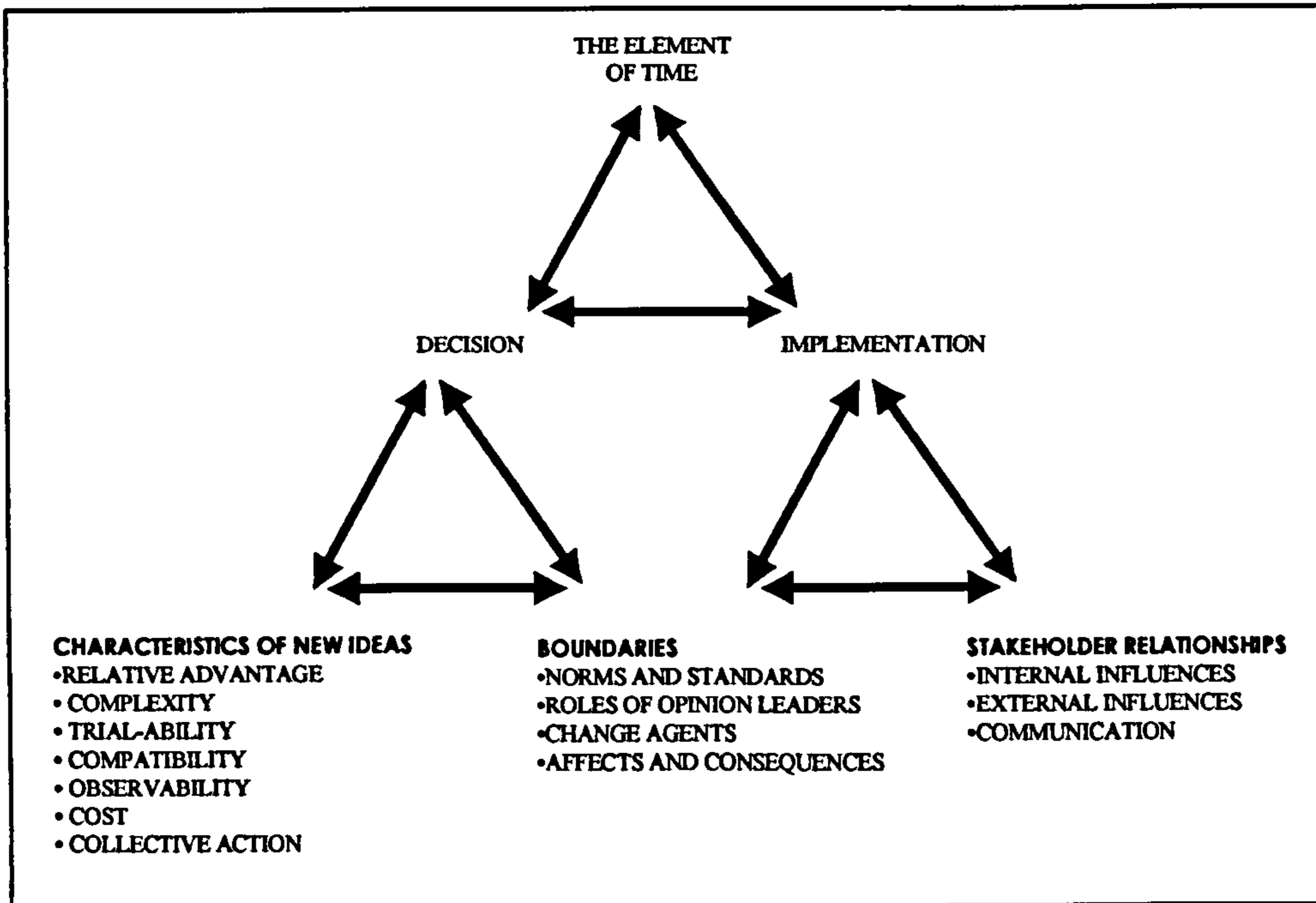
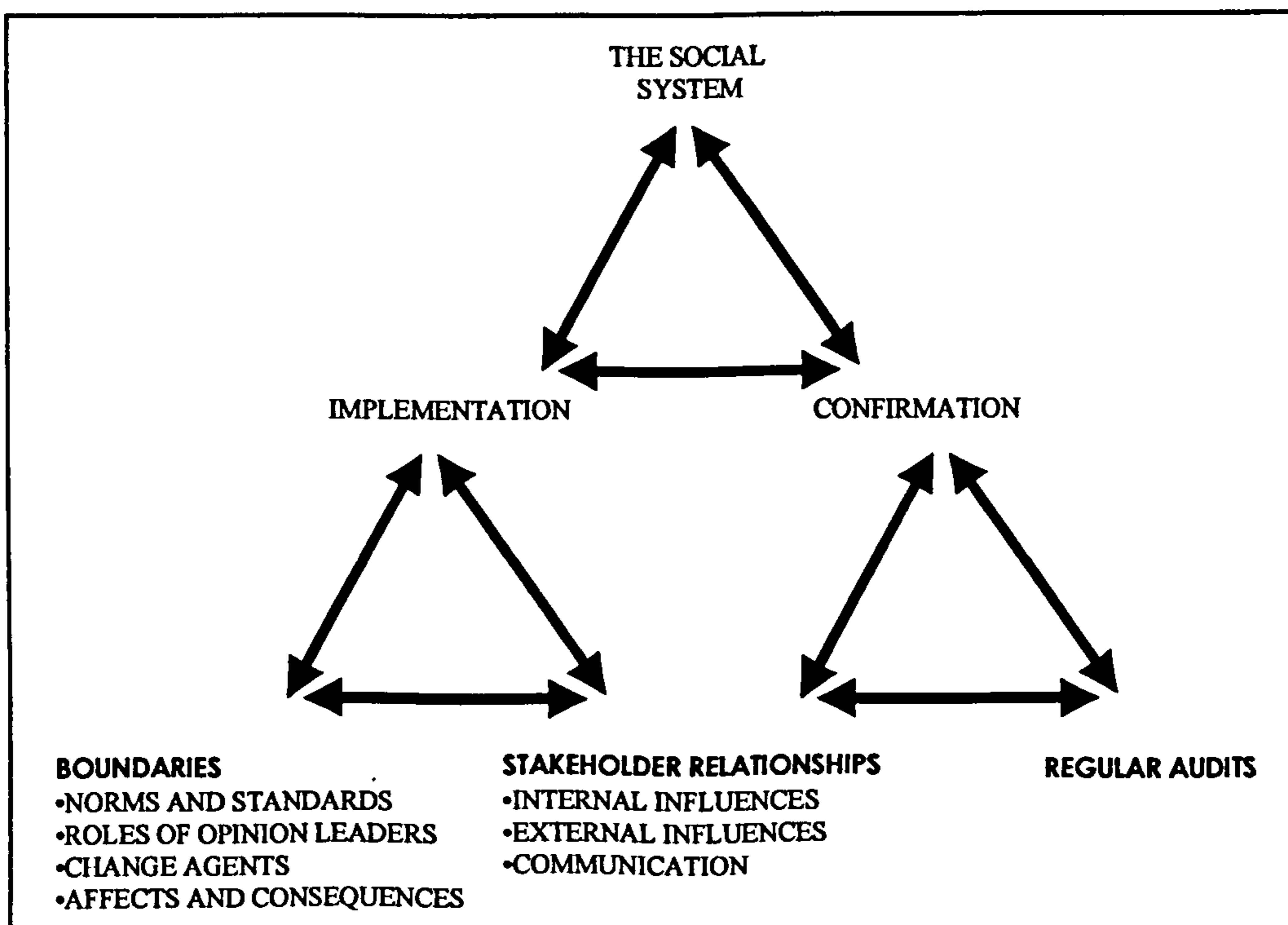


Figure 4.9: Influence Model Number 9

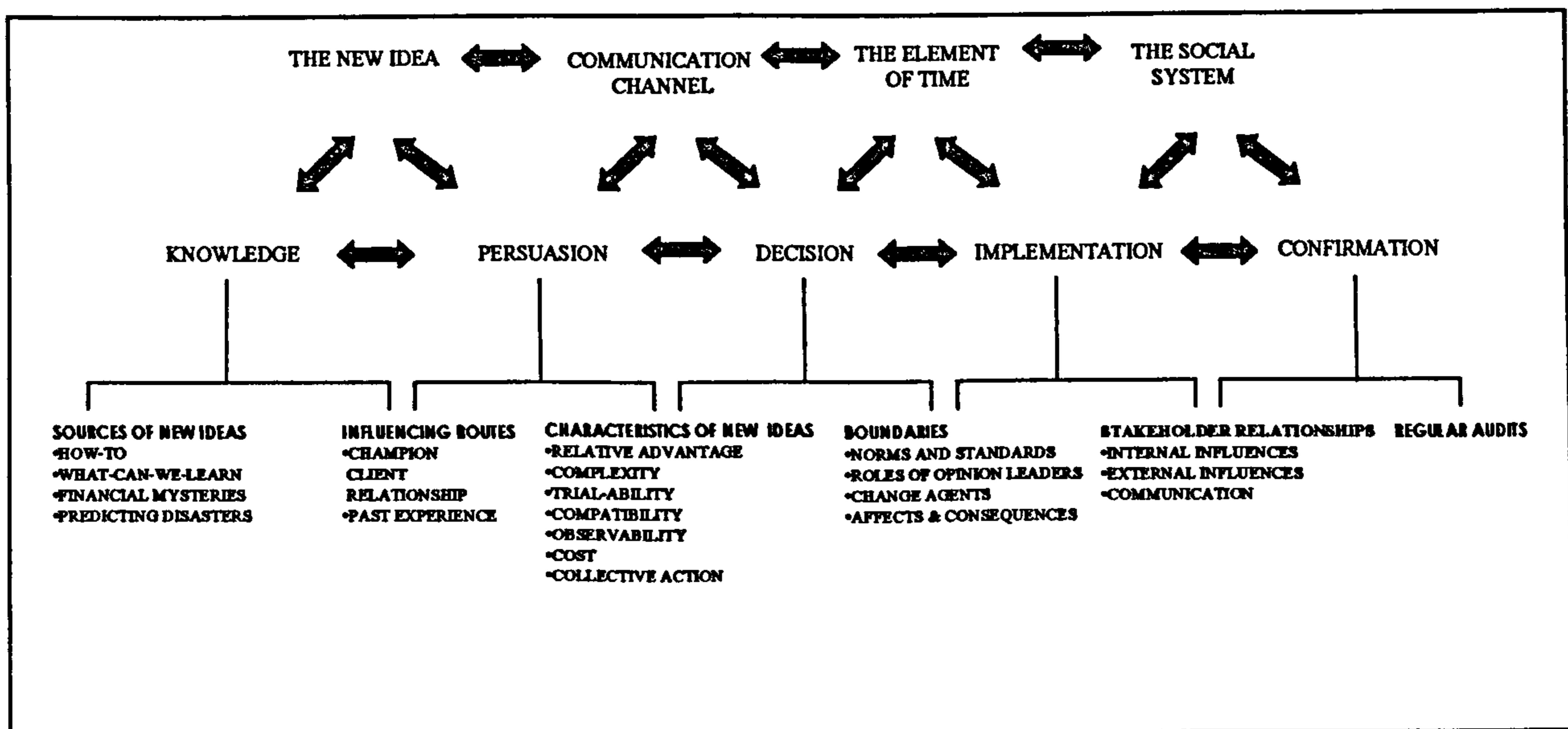


1.4.40 Figure 4.9 above indicated the relationships between the social system and the boundaries, stakeholders and the control of regular audits used as a feedback mechanism.

By showing these tri-relationship diagrams together, it was now possible to construct a model showing the relationships between each influence in the new idea chain.

The diagram below (Figure 4.10 THE NEW IDEA INFLUENCE DIAGRAM 1) summarised the information identified at this stage and identified the relationships between each element, and how each element was related to, and influenced by the others.

FIGURE 4.10: THE NEW IDEA INFLUENCE DIAGRAM 1



1.4.41 The Influence Of Personal Characteristics On The Diffusion Process

1.4.42 Diffusion was the adoption of new information communicated to a population either in a planned or in a spontaneous way. The nature of such information was;

- Facts
- Wisdom
- Know-how
- Know-what
- Opinion

1.4.43 Diffusion therefore was a particular type of communication in which the message or content of the knowledge was concerned with a new idea. The diffusion process was the exchange of information through which one individual communicated a new idea to one (client) or several other people (population).

1.4.44 It was now necessary to identify individual traits and personal characteristics involved in the diffusion of an idea. The disposition of the client could be a significant factor in the diffusion process. What effect did the characteristics of the client, influence the adoption process? Kummerow, Barger and Kirby (1997) identified four psychological types of personality preferences. These were:

1.4.45 1. Ways of getting and directing energy.

Kummerow et.al (1997) used the term 'extraversion' and the term 'introversion' to identify two distinct types of people. People used their energy either outward or inward. Those who preferred extraversion had an outward focus; they liked to talk with other people and exchange ideas and thoughts. Those who preferred introversion had an inward focus. They preferred to work on their own, reflecting and thinking through ideas.

1.4.46 2. Ways of taking in or gathering information.

People noticed and paid attention to different things. Some preferred sensing and paying attention to what was real, actual and factual. They tended to focus on present reality. Then there were those who preferred intuition. An intuitive person would pay attention to the big picture, patterns and connections. They would look for new ways of doing things and they found the future more interesting than the present.

1.4.47 3. Ways of making decisions.

People made decisions either through objective, logical analyses (thinking) or through applying person-centred values (feelings). The thinking person stepped back from the situation and assessed the pros and cons from a detached perspective. Those who preferred feelings put themselves into a situation to empathise with the players involved, and they personalised the situation. They tended to focus on harmony and wanted all the players to feel satisfied with the outcome.

1.4.48 4. Organising our lives.

People tended to organise their lives through plans and structure (judging) or through spontaneity and flexibility (perceiving). Those who preferred judging focused on identifying goals, planning and how to reach them, and then followed through to complete them. They tended to be methodical. Those who preferred perceiving, focused on gathering all the information then, relied on their inner sense of timing to complete the task(s). They responded to pressure by usually waiting until the last minute to do something. They disliked routine and trusted that what they needed to do next would appear when it was needed.

1.4.49 Champions and clients could also be influenced and differentiated through characteristic traits of description such as:

- risk taker
- innovator
- leader
- entrepreneur
- plenty of money
- lack of money

1.4.50 An obvious principle of human communication was that the transfer of ideas occurred most frequently between individuals who were similar or homophilous. Homophilic people were individuals who interacted, and were similar in certain attributes such as beliefs, education and social status, Rogers (1983).

1.4.51 A distinctive problem in the diffusion of new ideas was that the participant population was usually heterophilous. This difference usually lead to ineffective communication, as the participants did not talk in the same mind set. They used different words that had different meanings to both parties. The paradox was that when two individuals were identical in their technical understanding of an idea, then no diffusion could occur, as there was no new information to exchange. The very nature of diffusion demanded that at least some degree of heterophily must exist between the champion and the client(s).

1.4.52 The links of any communication or diffusion of an idea within small, medium enterprises was through the management structure. It was therefore necessary to examine the needs and requirements of managers to appreciate the driving and restraining forces that influenced new idea diffusion in such organisations.

1.4.53 The Requirements Of Managers

1.4.54 There were a number of problems and pressures facing organisational managers. Burgoyne and Hodgson (1987) identified some of these issues as being:

- an emphasis on short-term profitability - short-term thinking.
- a lack of consistency of purpose.
- stress connected with promotion and ambition
- individual performance reviews which measured figures.

1.4.55 These factors affected the way managers used their time and set priorities within their workload. Many surveys had been done to research the implications to managers that were exposed to these pressures, Carlson (1951), Marples (1967), Stewart (1967), Mintzberg (1973 and 1975), Kotter (1982), Willmott (1984), and Hales (1986). These surveys revealed the pressures to which managers were exposed plus the volume, variety, fragmentation and brevity of their work.

1.4.56 The empirical work done by Carlson (1951), Marples (1967), and others, including the theoretical work carried out by Maslow (1943 and 1954) indicated that the needs of managers could be divided into two main types:

- Cognitive - intellectual
which were sub-divided into predictability and control needs.
- Affective - emotional
which were sub-divided into social and personal needs.

- 1.4.57 The very nature of organisational survival demanded that managers performed and achieved in a context where they often did not understand how their actions produced results, nor were they able to really influence the most volatile variable in an organisation - that of other people. These organisational pressures created a low self-image generated by doubt, failures, difficulties and continuous problem solving.
- 1.4.58 It could be seen from the work carried out by Maslow (1943 and 1954) and others, that there were two predominant managerial needs. One was increased predictability and control, while the other one was increased social and personal esteem.
- 1.4.59 Humans had a need for an ordered patterned way of life, Berger and Luckmann (1967). To achieve this they tried to construct a world of their own and carefully plotted to maintain it against disruption and uncertainty. Unfortunately, modern society confronts the individual with a kaleidoscope of changing social and work experiences. This forced the individual to make choices, decisions and plans. Then this variety and diversity undermined any feelings of certainty since what was truth in one context of someone's social life may be untrue in another context.
- 1.4.60 It was difficult for people to cope psychologically with the continuous burden of critically questioning, analysing alternatives, and working out all the implications of everything being done. People looked to their culture for the understanding of value and meaning in their lives. Often the organisational culture was different from the social culture and this dilemma created conflicts and uncertainty. Peters and Waterman (1982) suggested that people would give a great deal to an organisation, which gave their lives meaning.

1.4.61 This problem of ambiguity was forever present in all levels of an organisation. It was the search for a cure to resist this randomness that attracted people to look for a solution. Examples within organisations of this were:

- written and spoken instructions
- written procedures
- job descriptions
- organisational charts
- separation of workers from managers - shop floor and offices

1.4.62 Cleverley (1971) indicated that a manager's environment was made up of relationships with other people that were seen as menacing, incomprehensible and uncontrollable. The work environment could not always be controlled by rational or intelligible methods that worked. Management may have been defined as getting things done through people, but the people were volatile and unpredictable.

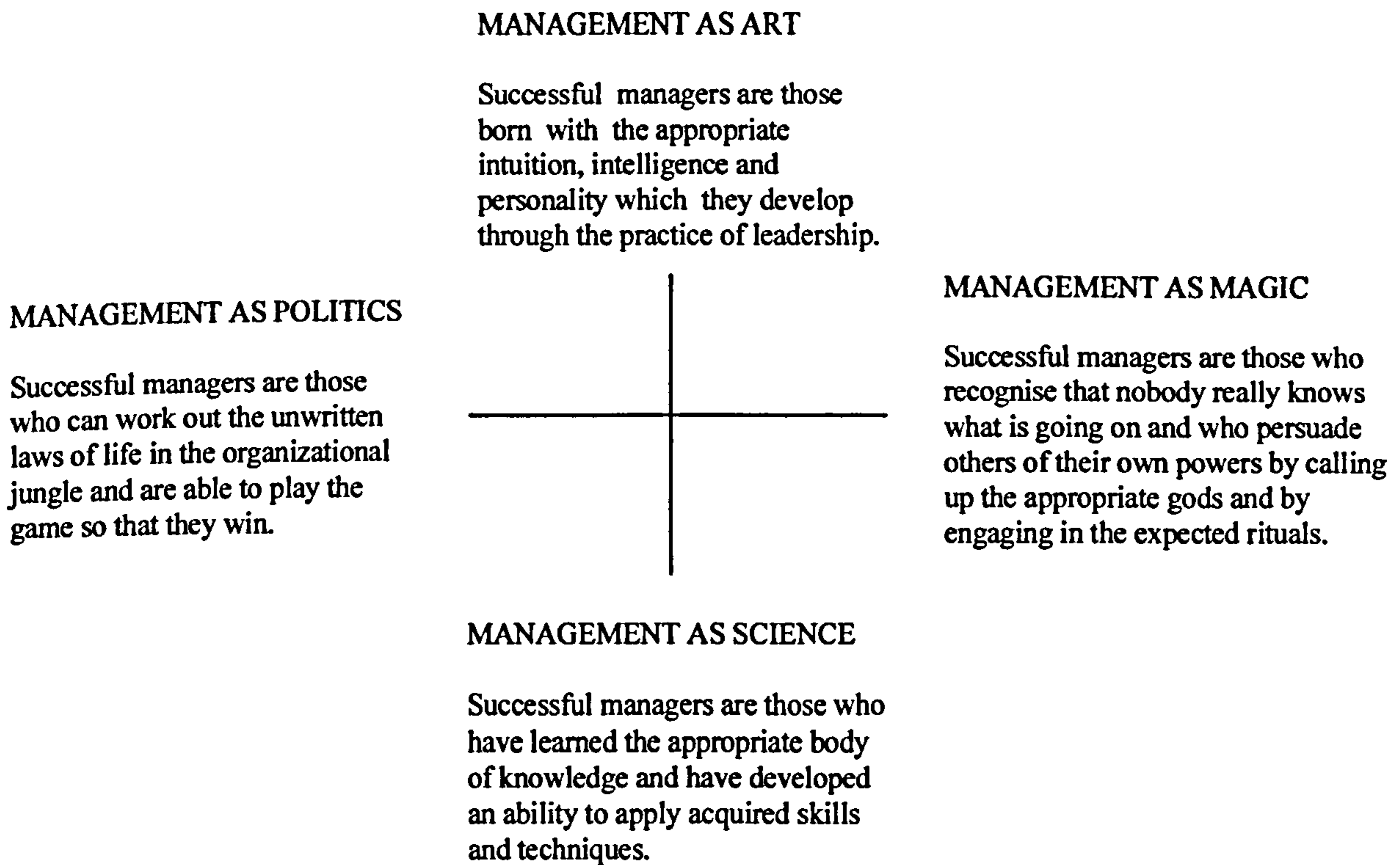
1.4.63 In the entire environment that surrounds the manager, the most unpredictable, least understood and least controllable factor was the behaviour of the people managed. Not surprisingly therefore, the subject was shrouded in mystique (Cleverley, 1971, p.96).

1.4.64 Therefore in the absence of hard and fast universal rules, people would look for alternatives. Managers looked for 'distilled wisdom' or 'secrets of success' from other sources - gurus. What gurus seemed to offer was a product that had certainty and peace-of-mind having already worked for someone else.

- 1.4.65 The popular management ideas were those which could convey the illusion of predictability and control over the manager's world. This begged the question of what actually motivated the manager to seek an alternative method of working. Was it purely to have a quiet and unexciting life, or was the search for a management panacea the perceived way to great riches, status and power?
- 1.4.66 The opposite of predictability was uncertainty, chaos and lack of control. Everyone was in search of the goal of controlling his or her life, and the workplace was no exception. Managers seek tools and techniques that would enable them to manipulate circumstances to their advantage.
- An analysis of information sought by managers from the British Institute of Management's information services, (Blagden, 1980), revealed that 24 per cent of inquiries were about management techniques with which to control operations. The main information sources for these techniques were books, journals, courses, seminars and conferences.
- 1.4.67 The hero-manager type guru product was often repackaged with a technique focus. For examples, Following Iacocca: An Autobiography (Iacocca and Novak, 1985), followed by The Iacocca Management Technique (Gordon, 1987). Following Clutterbuck and Goldsmith's (1985) The Winning Streak came The Winning Streak Check Book (Clutterbuck and Goldsmith, 1986).

- 1.4.68 It would seem that managers believed that the technique was the knowledge most prized. The 'how-to' as opposed to the 'how-did'. Cleverley (1971) argued that when managers bought techniques or tools this met both an instrumental and expressive motive. It was suggested that the manager who purchased the latest technique or tool, and the company (consultancy) or guru product (book) which supplied it, all believed that they were benefiting the recipient, the company and the economy. Thus the purchase and adoption or consumption decision fulfilled an instrumental need. Likewise it expressed a unity with the organisation or group to which the manager belonged and thus fulfilled an expressive need.
- 1.4.69 An important aspect of buying behaviour was the term called, individuality - community. This applied to the circumstances where managers and trainers wanted to be seen to be using some new technique either before or at the same time as everyone else. They wanted to be ahead of the latest fad, or part of the progressive innovators and new thinking. Becker (1973) argued that managers wanted to be seen to be up-to-date, but did not want to be so far ahead of the group's thinking that it isolated them or put them in a single risk situation.
- 1.4.70 Was the search and association (not necessarily adoption) of the guru product, a means of legitimising the manager's role or for the purpose of increased profits? Mant (1979) argued that it was based on legitimising the manager's role and was narcissistic in motive. This opened up the question of whether management was an art, a science, magic or based on politics.

FIGURE 4.11: MANAGEMENT CATEGORIES



SOURCE: WATSON 1986: PP29

- 1.4.71 The management-as-science view was based on the belief that there was a body of knowledge, either in existence or waiting to be discovered, which could be learned and could be used and would empower the person so doing to become an effective manager.
- 1.4.72 Management-as-an-art emphasised that management ability was a matter of intuition wit and personality. The qualities of management were undefinable and therefore unteachable and were associated with the function of leadership. Leadership skills could however be developed but again not taught. It was Mintzberg (1973) who argued that managerial work was not done through procedures prescribed by scientific analysts but by 'intuition' and seat-of-the-pants actions.

- 1.4.73 The management-as-magic school sees the role of management to control mysterious elements, particularly those involving people. It involves ritualisms and behavioural science.
- 1.4.74 Management-as-politics sees management as a game of power, status, of manipulation, symbols (like big desks and a big car), rituals, myths and other cultural devices to weld and coerce the efforts of human beings into an effective action.
- 1.4.75 A summary of the changes that had taken place in management thinking over the last fifty years, adapted from Cannon (1996), could be seen in Table 4.1 below.

Table 4.1: Management thinking over the last fifty years

Old Style	Contemporary
<ul style="list-style-type: none"> • Lifelong employment • Minimise risks • Adversarial management • Shareholder focus • Shareholder reward system • Emphasis on bureaucratic and administrative control • Specialisation skills predominate • Managers viewed workers as a resource to use or misuse • The business enterprise and the work force were seen as two separate entities • If it was not broken don't fix it management • Short-term decision horizons • Managers seen as experts • Command and control philosophy • Rigid structures 	<ul style="list-style-type: none"> • Lifelong employability • Maximise opportunities from change • Participative management and workers • Stakeholder focus • Stakeholder rewards • Flexibility skills emphasised • Focus on continuous improvement • Holistic approach to organisation • Integrated view of the work and the enterprise • Active search for new ways • Benchmarking

1.4.76 The dominant management paradigm of the 20th century had been a separate labour force directed by a separate management group. The dominant paradigm for the new 21st century seemed to be focused on adding value. Cannon (1996) page 255 stated '*The preoccupation with adding value was one of the most fundamental shifts in the thinking of management today.*'

1.4.77 Defining Added Value

1.4.78 Value generally indicated something of worth, an asset. Within an organisation the assets were what the organisation owned, that generally speaking had a monetary value.

There were four common types of asset.

1. current
2. fixed
3. investment
4. intangible

1.4.79 Current assets were those elements of an organisation that were to be consumed or sold within a given period, (usually one year).

1.4.80 Fixed assets were elements within the organisation in the form of plant, equipment, and property that had a useful life and were used in connection with the current assets to generate the organisational 'product'.

1.4.81 Investment was the holding of stocks and bonds within the company or deposited cash with the purpose of generating 'added value' for the organisation.

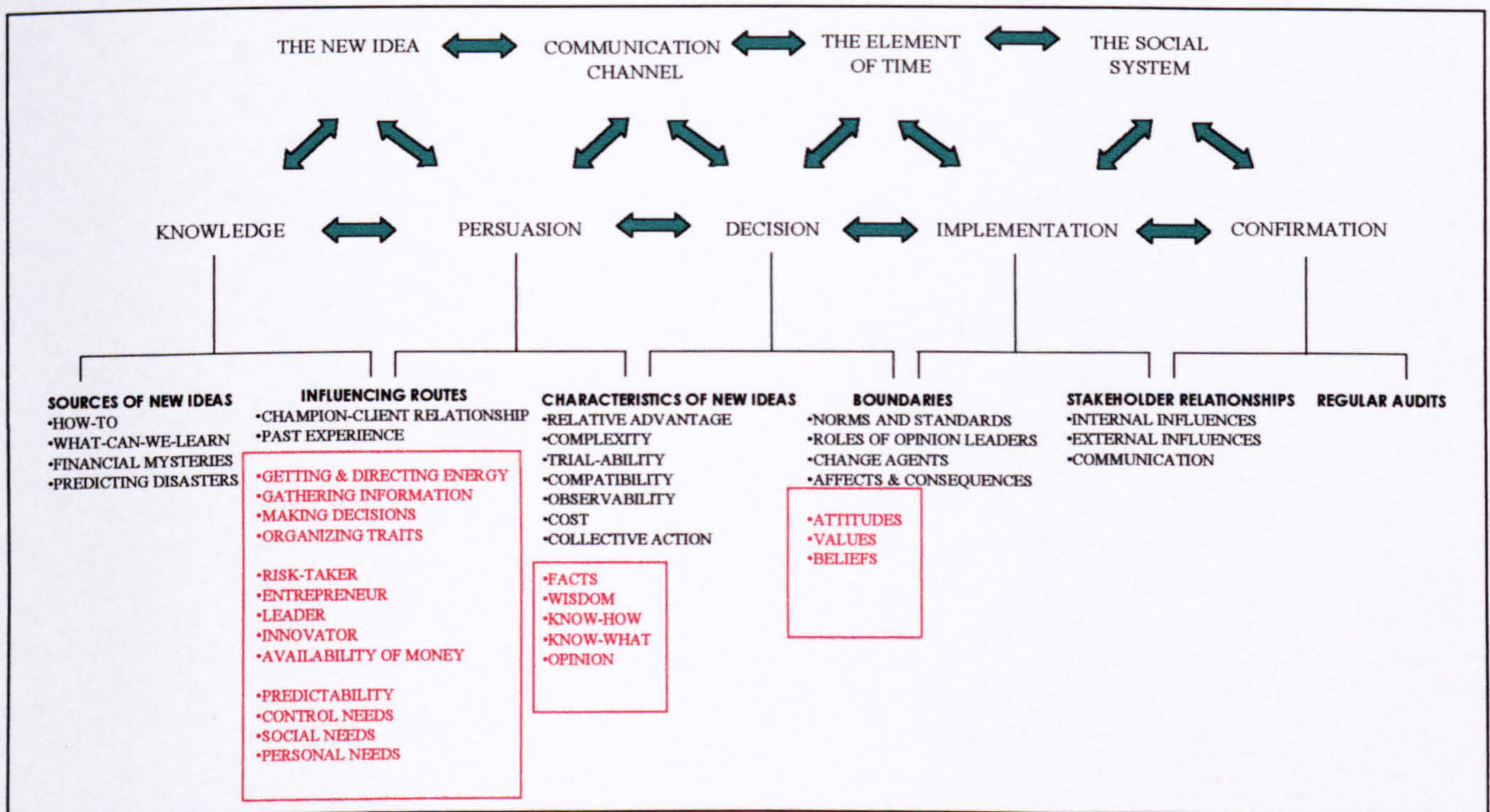
- 1.4.82 Intangible assets were those assets that had no physical existence but were still of value to the organisation. These were typically long-term and could not be accurately valued until the company was sold. They consisted of things like, brand names, intellectual copyright and in some cases, people with specific skills and expertise that worked for the company.
- 1.4.83 Added value throughout this study was therefore an asset in the sense that it was something tangible or intangible that added further value in relation to the organisation's assets. It was often a term directly associated with adding more value to the 'customer end product'.
- 1.4.84 The term 'added value' in this instance was not associated in any way with different individual value systems. It was defined in relation to adding value to an organisation's assets.
- 1.4.85 The definition of added value according to Brown et al (1993) (The New Shorter Oxford English Dictionary) was,
The amount by which the value of an article was increased at each stage of its production, exclusive of the cost of the materials and bought in parts and services.
- 1.4.86 Here perhaps was the first example of one of the problems with the guru product – confusion.
- 1.4.87 In his book, *Thriving on Chaos* (1988) page 23, Tom Peters defines Added Value as; *'products or services that emphasise design tailored for narrow markets and resulting from more intense listening to customers; superior quality; exceptional service and responsiveness to customers.'*

- 1.4.88 Blanchard and Waghorn (1997) talked about adding value to the enterprise through additional core skills within the workforce and defining the core values of an organisation. They talked about adding value to an enterprise by defining those values that were the heart and soul of an organisation. They talked about adding value through employee personal value statements.
- 1.4.89 Handy (1988) discusses adding value to the business through training and education.
- 1.4.90 Pass, Lowes, Pendleton and Chadwick (1991) page 631, defined added value as; *the difference between the value of a firm or industry's output. For example, the total revenues received from selling that output and the cost of the input materials, components or services bought in to produce that output. Value added focuses attention on the value that a company adds to its bought in materials and services through its own production and marketing efforts within a company.*
- 1.4.91 Sveiby (1997) page 155, defines value added as; *'the increase in value that employees (or professionals) create after deducting all purchases from external sources.'*
- 1.3.92 The author (Gatiss, 1996) talked about adding value to an organisation by adopting a quality approach and attitude to everything done, and to ensure that all activities within the enterprise were adding value to the customer and the end product without adding cost. He talked about adding value through continuously improving all activities of the organisation, and by reducing and eliminating waste, in order to delight the customer. The focus here was clearly that any guru product must add value for the customer.

1.4.93 A New Model Of The Diffusion Of An Idea

1.4.94 By expanding FIGURE 4.10 and incorporating the management and personal characteristics now identified, it was possible to see more influences involved in the diffusion of an idea. These influences added to the new idea influence diagram.

FIGURE 4.12: THE NEW IDEA INFLUENCE DIAGRAM 2



1.5.0 Chapter One – Segment Five

1.5.1 Why This Was Important

- 1.5.2** It seemed important that managers who wanted to prosper and who wanted to build successful enterprises and contribute to the health of their society had to redesign their systems of production, challenge existing assumptions about the best ways to organise work and rethink assumptions and ways of managing
- 1.5.3** Not only should managers do these things, they should generate the attitude throughout the whole workforce to share in this task of continuous improvement, (Cannon 1996, Handy 1986 and 1997, Porter 1986, and Peters 1988).
- 1.5.4** Many workers (including managers) find the challenge of new ideas uncomfortable. They considered that the existing or old ways were good enough. Failure was often accredited to the government, unions, workers and even customers.
- 1.5.5** So what impact had the management guru product had on people working in small, medium enterprises, and what had been the problems of communicating these new ideas?
- 1.5.6** Cannon (1996) page 34, *'The first industrial revolution was driven by coal, the second by oil and the third would be driven by knowledge. The key to the effectiveness of managers and their business lies in their ability to access, use and enhance their knowledge.'*

- 1.5.7 The author believed that change was endemic as society moved into the 21st century. New products could emerge, gain global prominence and virtually disappear all within a few years. Examples were Cabbage Patch Dolls, laser disks, Lotus Symphony spreadsheets and music groups like Bros. Product life cycles were shrinking in response to the push of innovation and the pull of market demand. Radio, television and films took over forty years to move from innovation to mature products, the portable phone took four years, the Spice Girls took a few months, however the latter may only be a very short term 'new product'. Nevertheless the Spice Girls product made millions of pounds and was in the true sense a business and a new product.
- 1.5.8 During the fifties through to the seventies there was an attitude and expectancy of life-long employment. The global changes of the eighties, with governments challenging unions and nationalised industries to become more competitive and customer focused, created a new individual self reliance, a new concept of self help and self worth. From this developed heavy unemployment as organisations struggled to change.
- 1.5.9 Even multinational organisations with MBAs and PhDs in their management suffered. The company RCA, who dominated the American television appliance market, could not stop the customer's preference for imported Japanese televisions. The United Kingdom organisations, with fewer professionally qualified managers, were even less prepared and whole industries disappeared, as the workers (including managers) did not know how to respond to the changing environment.
- 1.5.10 The mid-to-late 1990's showed signs of greater prosperity in the jobs market, but at what cost? The manufacturing base in the United Kingdom still shrinks in comparison to the service sectors.

- 1.5.11 The implicit contract between employees and the organisation was disappearing. Instead of lifelong employment in return for lifelong loyalty, workers must engage in lifelong learning to retain their lifelong employability to different employers, Sampson (1995).
- 1.5.12 People were learning that job security was increasingly rare. There was however little apparent appreciation of what had to replace such uncertainty; this being the creation of portfolio skills and competencies to cover different career opportunities. Most of this knowledge was part of the guru products that existed in the market today (Handy 1986 and 1997, de Bono 1990).
- 1.5.13 The crisis was, of course, that the guru products available today could be teaching yesterday's managers how to run tomorrow's businesses. It was McLuhan who said 'If it works, its obsolete' (Benedetti & DeHart, 1997 pp.167). It was only when a thing had become obsolete that everybody was sufficiently familiar with it to make it work. Obsolescence did not mean the end; it meant a new beginning. People lived with obsolete attitudes in obsolete frames of mind. To see the future it was necessary to study the present because what people ordinarily saw in the present was really the past. In general, people usually looked through the rear view mirror to reflect what they thought was reality today.

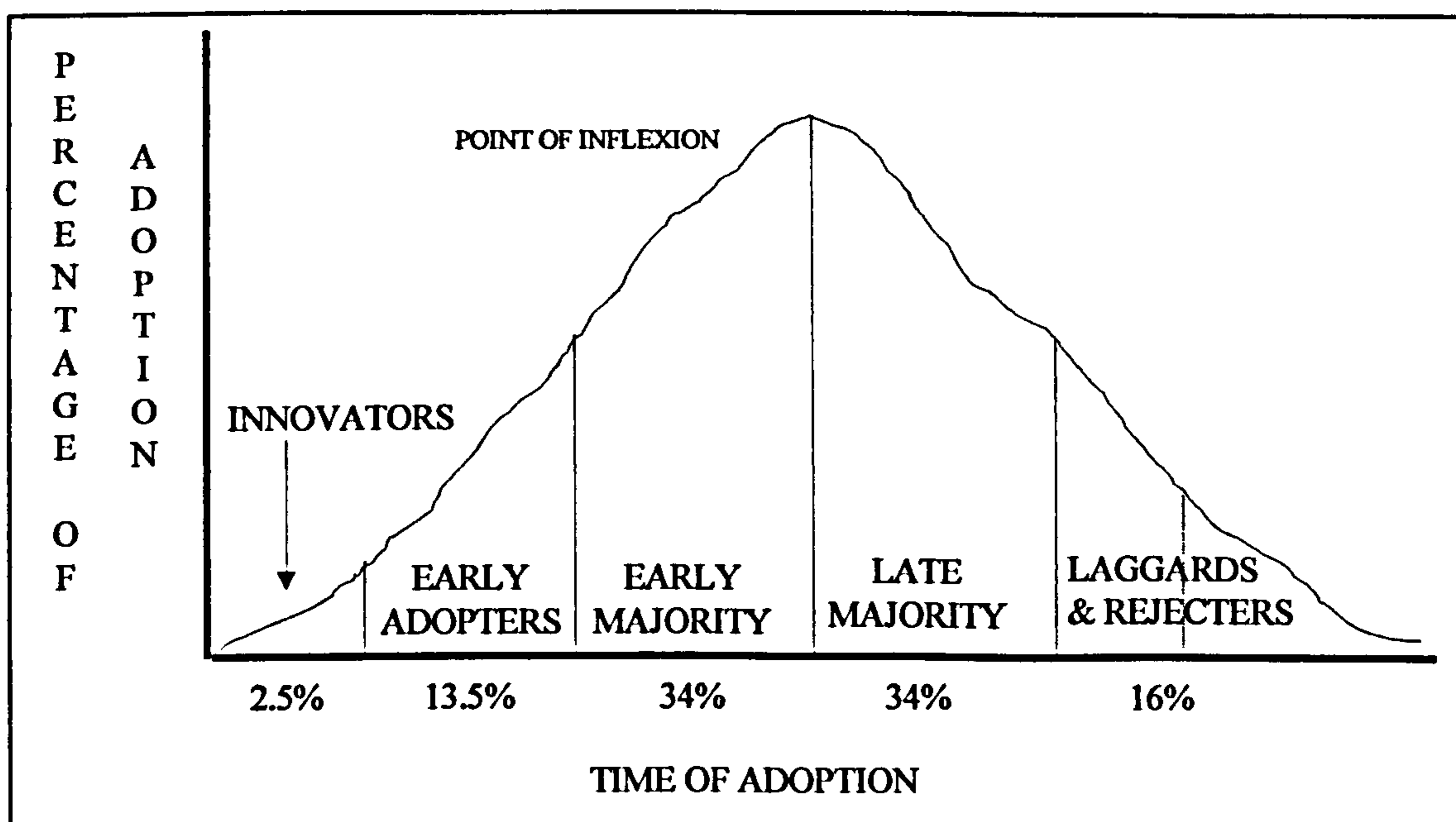
1.5.14 Reasons To Seek A Guru Product

1.5.15 A person must be persuaded somehow that there was an advantage to them to understand a particular new idea. Rogers (1983) and Spence (1995) suggested that there were five categories of people who were involved in the diffusion of a new idea. These were:

1. Innovators
2. Early adopters
3. Early majority
4. Late majority
5. Laggards / Rejecters

1.5.16 The following diagram, Figure 5.13: 'Adopters of a New Idea', had been adapted from Rogers (1983) and Spence (1995) to show the distribution of these categories in relation to each other relative to a new idea.

FIGURE 5.13: ADOPTERS OF A NEW IDEA



1.5.17 It was important to emphasise that the descriptions and percentages were only guidelines to tendencies and probabilities and were not specific criteria.

1.5.18 INNOVATORS

These were the first to adopt what they perceived to be a new idea. According to Spence (1995) they constitute about 2.5% of the total population who would eventually adopt the new idea in question. They were the risk-takers, the would-be-entrepreneurs, and they were in general the young element of the population in question. They had a wide-ranging contact base and were not restricted to a local network of friends and family. They were inclined to travel further and more frequently and they enjoyed technology and thought larger than national markets. For the most they were well educated and read more than the average person both socially and occupationally. They were articulate and had a reasonable high level of intellect and interpersonal skills. They were usually two to three steps of vision in front of their colleagues.

1.5.19 EARLY ADOPTERS

These members of the population were a little more cautious than the innovators. They were in general well educated, articulate and usually played an active part in the local community. They were perceived as opinion leaders in their particular fields of expertise. They were perceived as being influenced by new ideas only when there was evidence that the new idea had benefits. They did not like risk as the innovator did, and they moved on a more cautious basis. They did not move too far ahead of the current thinking paradigms and there was no real communication gap between them and the other members of the population. Consequently their credibility and respect were important assets and they were not easily swayed by novelty. These were the people who looked on the practical side of new ideas and liked to think of tomorrow as opposed to the innovator who would see the future as the vision. The early adopter in general was the leader - others would follow if and when they were convinced of the change.

1.5.20 EARLY MAJORITY

These people perceived themselves as keeping up with new ideas but they needed the reassurance of an early adopter to support their thinking. They were not as well educated as the innovator or early adopter and did not read or keep up with events other than local. Their social world was limited but they had gained respect and acceptance in the population through their local job knowledge and skills. They were generally older and more settled with families and local commitments.

1.5.21 LATE MAJORITY

These people needed significant pressure applied before they would adopt a new idea. Change would only be considered through public pressure, customer pressure and/or financial institutions applying the need to change. This segment of the population lagged a long way behind the average person in implementing new ideas yet, according to Spence (1995) they represented some 34% of the total population. Together with laggards this represented some 50% of the population. The characteristics suggested for this category were stubborn, inward looking and immune to any influence that did not emulate from within their own tightly controlled environment. An example of this was the Middlesex Cricket Club (MCC) that had taken until 1998 to allow women members. Now that it had been forced through financial pressures to accept women, they were still showing resistance by declaring a 20-year waiting list.

1.5.22 LAGGARDS AND REJECTERS

These were the slowest and the last of the population to adopt anything. They were very traditional in their outlook and not only were they resistant to change but they were openly hostile to those who would want to bring it about. People in this category would not listen to customers, and if they did adopt a new idea then the probability would be that the idea adopted had been overtaken by one or possibly two better and newer ideas. In other words, the idea being adopted, although new to the individual, was in fact an old idea, being disregarded by innovative and early adopters.

1.5.23 Spence (1995) was suggesting that people who used guru products were young, well educated and were risk takers. The older people got and the less educated people were, the less chance that they would use a guru product. This view seemed too simplistic and naive in the opinion of the author and did not account for:

- Gurus who develop their product in middle age
- Storey (1997) page 39, clearly indicated in his research that the self-employed, owners of many micro, small and medium enterprises were significantly more likely to be older than the employed population.
- Again Storey (1997) pages 39 indicated through his research, that there was no evidence that the self-employed were better educated or had higher qualifications.

Storey's (1997) research showed that, through demographic changes in society, the labour force itself was getting older and educational attainments were rising in general.

1.6.0 Chapter One - Segment Six

1.6.1 Small And Medium Enterprises - Their Needs And Problems

1.6.2 What was a small and medium enterprise?

According to Storey (1997), there was no single uniformly acceptable definition of a small, medium enterprise. There appeared to be three criteria that specifically identified small and medium enterprises.

- Size of market share
- Number of employees
- Size of financial turnover

1.6.3 Bolton (1971) attempted to overcome the problem of defining a small medium enterprise, by formulating an economic definition and a statistical definition. The economic definition regarded firms as being small if they satisfied three criteria:

- They had a relatively small share of their market place
- They were managed by owners or part owners in a personalised way, and not through the medium of a formalised management structure
- They were independent in the sense of not forming part off a large enterprise

1.6.4 The statistical definition was designed to address three main issues. The first was to quantify the current size of the small firm sector and its contribution to economic aggregates such as gross domestic product, employment, exports and innovation. The second purpose was to compare the extent to which the small firm sector changed its economic contribution over time. Thirdly the statistical definition enabled a comparison to be made between the contribution of small firms in one country with that of other nations. This definition showed the criteria upon which the judgement of smallness was made varied

by industrial sector. Thus in two groups of sectors - manufacturing and construction, mining and quarrying, the criterion was employment. In three service sectors, the criterion and was sales turnover. In one sector, catering it was based upon ownership. Finally in road transport it was based upon the physical assets of the business - the number of vehicles.

TABLE 6.2: THE BOLTON COMMITTEE DEFINITIONS OF A SMALL FIRM: BOLTON (1971)

1	Manufacturing	200 employees or less
2	Construction	25 employees or less
3	Mining and quarrying	25 employees or less
4	Retailing	Turnover of £50,000 or less
5	Miscellaneous	Turnover of £50,000 or less
6	Services	Turnover of £50,000 or less
7	Motor trades	Turnover of £100,000 or less
8	Wholesale trades	Turnover of £200,000 or less
9	Road transport	5 vehicles or less
10	Catering	All establishments excluding multiples and brewery managed houses

1.6.5 The criticisms of the Bolton Committee definitions for a small firm were:

- There was no single definition for smallness. Instead, four different criteria were used in the definition - employees, turnover, ownership and assets.
- Another criticism was that three different upper limits of turnover were identified for the different sectors and two different upper limits of employees were also identified.
- The use of turnover in some of the market segments was confusing due to the variations, not only between other countries but also between accounting for inflation.
- There were problems with employee-based criteria in comparing small and large firms over time (Dunne and Hughes, 1989).

- 1.6.6 This made the definitions for small firms too complex to enable comparisons to be made either over time or between countries. (This thesis would only use United Kingdom firms for its analysis.)
- 1.6.7 The European Community had defined small, medium enterprises in a less complex way.
- Micro Enterprises: those with between 1 and 9 employees
 - Small enterprises: those with 10-99 employees
 - Medium enterprises: those with 100-499 employees
- 1.6.8 The major advantage of the European Community definition was that, unlike Bolton (1971), it did not use any criteria other than employment and it did not vary its definition according to the sector of the enterprise. This definition recognised that the small, medium enterprise group was not homogeneous, in the sense that distinctions were made between micro, small and medium size enterprises. This definition was easier to understand, identify with, and analyse.
- 1.6.9 The problem with the European Community definition however, was that it could be too all embracing for some countries like Greece, Ireland, Spain and Portugal. Curran, Blackburn and Woods (1991) argued that the use of a single size criterion lead to an exceptionally heterogeneous collection of businesses being included as small, but where the owner-managers had little in common with each other in terms of the problems which they encountered. Curran et al argued that smallness was a multi-dimension concept, which was closely linked with legal independence, type of activity, or organisational patterns, and economic activities. They suggested an approach that would mean that consultation would take place with owner-managers, industry representatives and trade associations, seeking a consensus as to what constituted a small enterprise within a particular sector.

- 1.6.10 Ultimately, debates about definition turned out to be sterile unless size was shown to be a factor that influenced the performance of firms. If it were possible to demonstrate that firms below a certain size clearly had a different performance from those above that band, then the definition would have had real interest. In practice however such clear differentiation were rare, and size appeared to be a continuous, rather than a discreet variable.
- 1.6.11 It was not possible to construct data to precisely determine the numbers of businesses in the United Kingdom. Therefore it was not possible to accurately identifying the exact number of small, medium enterprises existing in the United Kingdom. Given that there did not exist today an accurate way of collecting such data, it was reasonable to take as a guide the work completed by some of the writers who had attempted to analyse the situation. According to figures published in 1989, Daly and McCann (1992), the total number of businesses in the United Kingdom was 3 million. Using the European Community definition for micro, small and medium enterprises, it was estimated that 92% of the businesses were micro, and 99% were micro, small or medium, (MSME's). The total number of micro businesses and their significance on United Kingdom PLC were therefore so important that just using SME (small, medium enterprise) as the descriptor seemed inaccurate. Therefore from this point on, reference would be made to Micro, Small, Medium Enterprises - MSME's in recognition of the importance of the micro business.

- 1.6.12 This highlighted the rationale for why the research within this thesis was necessary. The implications were significant. The guru product could play a major part in the success of the future of United Kingdom PLC. This paradigm of finding better ways of working and embracing new ideas was strongly supported by an interim study, completed by the Department of Trade and Industry, in their report published on the internet, (see www.innovate.gov.uk/knowledge-base/index.html). In the DTI report they suggested that a potent message coming out of their research was that for people to work well together and embrace new ideas there was probably a need to change individual behaviour.
- 1.6.13 Wynarczyk et al (1993) built upon the observations of Penrose (1959) which indicated that small and large firms were fundamentally different from each other as a caterpillar was from a butterfly. They argued that there were three central characteristics in respect of which small firms differed to large firms, other than size. These were;
- Uncertainty
 - Innovation
 - Evolution
- 1.6.14 One source of uncertainty was associated with being price-sensitive. That was to say the small firm had no alternative but to price its product such that it broke-even or made a profit. It could not have the luxury of providing products at a loss to buy market share as it did not have the financial support to prolong this activity. Another source of uncertainty for small firms was that there was a limited customer and product base. The examples often quoted were where small firms simply acted as sub-contractors to larger firms. The third dimension of uncertainty related to the motivation of the owner of the small firm in relation to profitability. Many small business owners endeavoured only to obtain a minimum level of income rather than maximising sales or profits.

- 1.6.15 Small firms were capable of initiating 'gales of creative destruction' (Schumpeter, 1934), through the introduction of totally new products. The conventional role that small firms played in innovation related to their niche role and their ability to provide something marginally different in terms of product that distinguished them from the more standardised product or service provided by larger firms. Although the work done by Rothwell (1983) showed that the early development of the semi-conductor industry in California in the United States stemmed from the establishment of small firms which were able to grow extremely rapidly. However, he indicated that this was an exception to the normal rule relating to small firms.
- 1.6.16 There was a much greater likelihood of evolution and change in the small firm according to Penrose (1959). She saw the transition of a small company to a large company as being similar to that of a caterpillar changing to a butterfly. Whereas some management theorists had seen it to be not a single stage change, but rather a multiple stage change, Scott and Bruce (1987). The key point here was that the structure and organisation of the small firm was more likely to be in a state of change as the firm moved from one stage to another, than was the case for larger firms.
- 1.6.17 According to Storey (1997) the United Kingdom exhibited a different pattern in terms of self-employment from that of the other European countries and the United States. The United Kingdom had shown a continuous rise in self-employment over the last 20 years and this trend and pattern seemed to be a continuing phenomenon through the 1990's and into the new millennium. This pattern of self-employment formed the basis of the micro and small enterprises as defined within European Community business definition. Of course 'big trees from little acorns grow' - every large organisation started out as a micro, small or medium sized enterprise at some time. Taking the longer-term view, it was argued that the advanced economies were now

entering the fifth Kondratieff cycle. In these economic cycles, which average approximately 50 years, the early years were characterised by new technologies being developed and diffused by smaller enterprises. It was during this time that small firms become relatively more important in the economy because of their rapid rate of growth associated with the development of the new technology. Once the cycle became mature, then larger enterprises would begin to assert their control over the economy. It was at this time that some of the firms established in the early stages of the cycle became medium to large, and existing large firms began to acquire many of the smaller firms that had access to new technology.

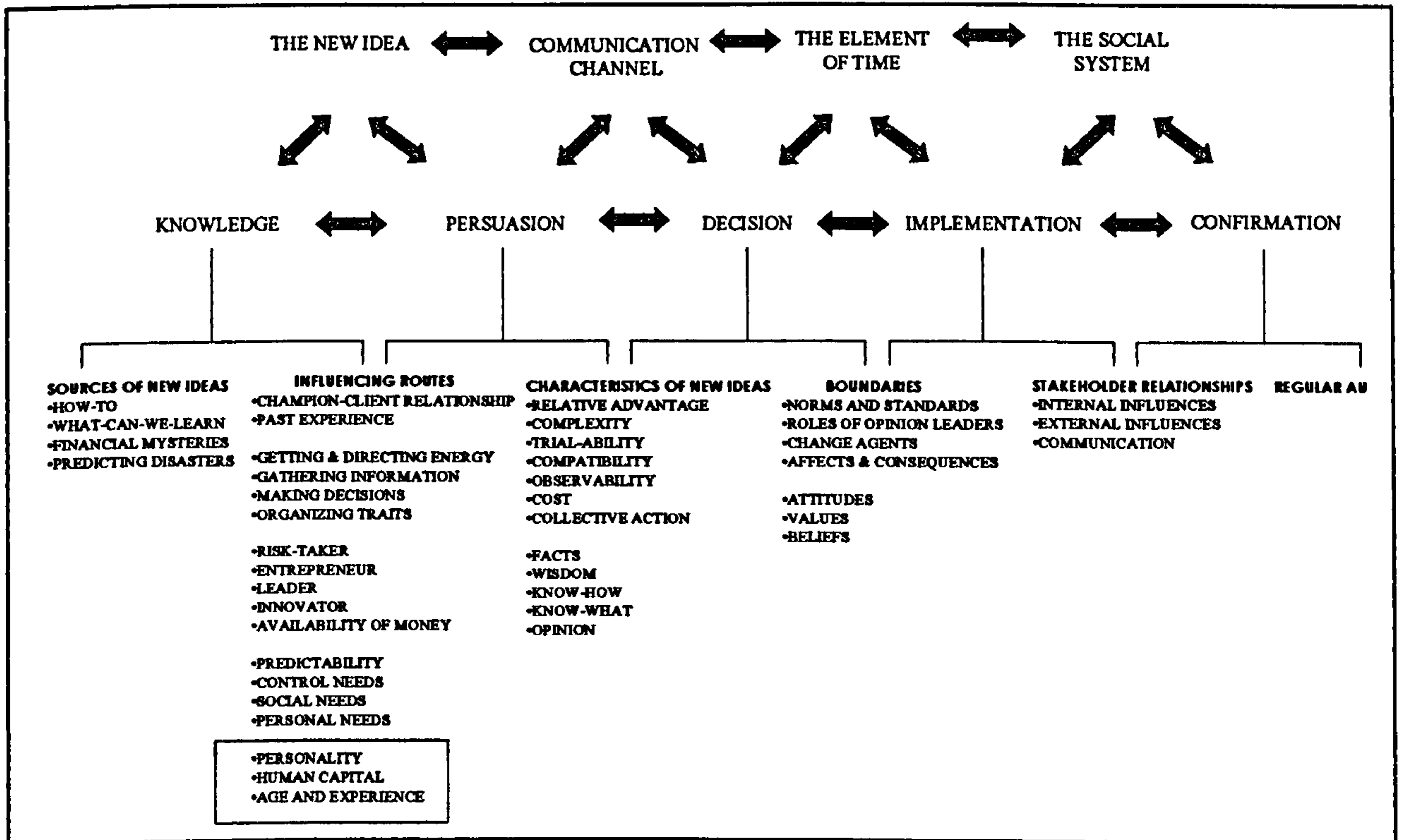
1.6.18 The fourth Kondratieff cycle was at the beginning of the 1950's when there was an increased demand for consumer durables, such as electrical goods, cars chemical and pharmaceutical products. This fourth Kondratieff cycle was based upon mass production and electricity. The fifth cycle, it was argued, was at its infancy, beginning in the early 1990's, and was based upon information. What was being experienced today in the United Kingdom was the upsurge in new and small firms whose presence was based upon the 'new' commodity of information. This explanation suggested that the increase in micro, small and medium companies was only temporary, and growth of these MSME's was essential for the Kondratieff cycle to be completed, Freeman (1983).

- 1.6.19 The driving force of micro and small enterprises were inevitably the owner of the business, and in the majority of cases this was also true for the medium-sized organisation (although in medium-sized organisations there was usually a management hierarchical structure and perhaps some form of empowerment regarding responsibility). It was the personality characteristics of the owners, managers and workers of these micro, small, medium enterprises that needed to be examined. This was because it was the personality and human capital of these enterprises that perhaps gave a clue as to what elements influenced the diffusion of guru products.
- 1.6.20 Blanchflower and Oswald (1990) and Chell, Haworth and Brearley (1991) examined these elements. According to these authors entrepreneurs were alert to business opportunities, they were proactive rather than reactive, innovative and easily bored. Early work by McClelland (1961) pointed to an entrepreneur's need for achievement that was more intense than that of other groups in society. Stanworth et al (1989) had suggested that there was a family element connected to entrepreneurs. In a survey of more than 600 respondents Stanworth et al (1989) found that between 30 per cent and 47 per cent of individuals either considering starting a business or who were in fact in business, had a father who had also been in business. To these variables it was necessary to include educational attainment of entrepreneurs for, according to Pickles and O'Farrell (1987), educational attainment levels were positively associated with micro, small and medium size enterprises. Evans and Leyton (1990) showed that for both unemployed and employed workers, the probability of entry into a micro, small and medium size enterprise increased with education.

- 1.6.21** There were other human capital characteristics that an individual brought to the micro, small and medium size enterprise. It had been shown by several studies of manufacturing firms, that an individual formerly employed in a small firm with less than 10 workers, was between 7 and 12 times more likely to become an entrepreneur than an individual employed in a firm with 500 or more employees. (Cross 1981, Gudgin, Brunskill and Fothergill 1979). However other research by Keeble, Bryson and Wood (1992) indicated precisely the opposite result. Their analysis showed that individuals working in large firms were significantly more likely to establish their own small firm in the same sector, than individuals previously working in a small firm. This served to emphasis the point made consistently by Curron, Blackburn and Woods (1991) that generalisations about the micro, small and medium size enterprise sector could be very dangerous.
- 1.6.22** This thesis was not examining the reasons why individuals started or worked in a micro, small and medium size enterprise. However, the author felt that it was necessary to investigate the reasons why individuals start micro, small and medium size enterprises in order to try and identify particular traits that may be apparent. This might have proved significant with regards to why the people who work in some micro, small and medium size enterprises take on board the guru products, while others did not.
- 1.6.23** Work done by Keeble, Walker and Robson (1993), Ashcroft, Love and Malloy (1991) and Westhead and Moyes (1992) also indicated another variable affecting micro, small and medium enterprise start-ups, that was one of age of the owners or managers. The age of the entrepreneurs or owners of micro, small and medium enterprises was predominantly between 25 years and 44 years old.

- 1.6.24 From this initial investigation it appeared that there were four main variables affecting the creation of micro, small and medium enterprises. These were:
- The personality of the individuals concerned.
 - The human capital (educational background).
 - The age and experience of the individuals concerned.
 - Drive and ambition - attitude
- 1.6.25 Because these variables were so dominant in the creation of micro, small and medium enterprises they indicated that they were influences in the formation of new ideas. Starting a business was a new idea. Therefore these four variables were somehow connected to the diffusion process model.
- 1.6.26 It was the author's opinion that human characteristics had a greater impact on the acquisition of knowledge. If a person's personality, education and experience did not allow them to see the relevance of the knowledge then the diffusion of any idea would cease. The first three variables were listed under 'persuasion - influencing routes', while attitude had already been identified under 'decision' – 'boundaries'. See Figure 6.14 The New Idea Influence Diagram 3 below.

Figure 6.14: The New Idea Influence diagram 3



1.6.27 Reasons Why Micro, Small And Medium Enterprises Fail

1.6.28 It had already been stated that it was not possible to determine the number of businesses that existed at any one time, therefore it was not possible to determine how many firms would go out of business in a year. Watson and Everitt (1993) identified criteria that affected and influenced the failure of a business. These criteria were not necessarily independent of one another. They were:

- Size
- Age of the business
- Ownership
- Sector
- Past performance
- Macro-economic conditions
- Individual personality characteristics and the management culture
- Location
- Businesses in receipt of state subsidies
- Firm type

- 1.6.29 It was now possible to examine some of these criteria in relation to a possible connection with a new idea or a guru product. This study would explore the possible influences of new ideas in relation to some of the criteria above to see if the diffusion of a new idea could reduce the failure rate of a business.
- 1.6.30 **Size:**
Dunne, Roberts and Samuelson (1989) suggested in their studies of manufacturing plants, that the average failure rate for manufacturing plants with between 5 and 19 employees was 104.7 per cent higher than for manufacturing plants with more than 250 employees. Gallagher and Stewart (1985) found that a firm employing less than 20 people was 78 per cent more likely to fail over the next decade than one employing more than 1,000 people. This would suggest that micro and small firms were more vulnerable to failure than medium firms. This posed the question of how did a micro or small firm, develop into a medium firm? The answer must lie in an understanding of how this transformation could be accomplished - could this be the outcome of a new idea?
- 1.6.31 There was some interesting work by Curran (1986) that showed that growth in micro, small and medium enterprises was in many cases not an objective. Many of these organisations did not actively seek ways of enlarging the enterprise. This work was complemented by Hakim (1989) who reported on the growth aspirations of 747,970 micro, small and medium enterprises. Of these 55% had no plan for growth. Why? This question could well be the foundation for further research.
- 1.6.32 The Hakim (1989) report further highlighted that the proportion of small firms stating that they were seeking growth was very much higher than the proportion of firms that appeared to achieve growth. This shortfall in expectations could well be caused by one or more criterion from the New Figure 6.14 The New Idea Value Chain.

1.6.33 Age of the business:

Daly (1987) indicated that failure rates of firms within the United Kingdom were influenced by the age of the company. His work indicated that a firm with less than three years experience in business had a failure rate of 20 per cent. This failure rate reduced as the firm became older and more experienced in its business, to the extent that after 10 years of being in business the failure rate was around 7 per cent. This posed a similar question to that which was asked with regards to size - how did a micro, small and medium enterprise stay in business? The answer must lie in the ability and skill of the owner managers of such enterprises. Could this be the outcome of a guru product?

1.6.34 Ownership:

Ownership of a firm was significant to its success or failure. Work done by Baden-Fuller (1989) suggested that it was the largest firms that were likely to leave a market first, and that the smaller firms would stay in business. This could possibly be due to overheads and costs being a greater burden in a large organisation. Firms that had more people involved in the actual ownership of a firm, people actually financially and emotionally connected to the firm, were more successful than single owner companies. This could be because the more people involved in trying to make a firm successful the more diversity, innovation, and energy would be applied to the challenge. A well-structured and well-organised team would always outperform an individual, (the author Gatiss 1996) This sort of thinking and the sort of skills needed to attain multiple ownership were exactly the products of new ideas and many guru products.

1.6.35 Sector:

Failure rates of businesses vary from one sector to another. This thesis would not investigate reasons for failure.

1.6.36 Past Performance;

The key influence relating to survival of young micro, small and medium enterprises was that of growth, (Phillips and Kirchhoff, 1989). Results of this work showed that the key to survival for micro, small and medium enterprises was to achieve growth. The actual rate of growth was not necessarily a factor. Here again all the evidence suggested that to survive the micro, small and medium enterprise needed the ability to plan and implement a strategy of development which by default implied change, which by default implied new ideas, in order for the business to be successful.

1.6.37 Macro-economic Conditions:

Simmons (1989) suggested that micro, small and medium enterprise failure was associated with unfavourable cost-shocks and interest-rates were not a major influence. He argued that industry dominated by micro, small and medium enterprises could increase their output prices at a rate faster than increases in interest rates. This however, was contradicted by Keeble, Walker and Robson (1993) who suggested that the Simmons (1989) result probably reflected his inability to find an appropriate deflator for cost changes in the industries he surveyed. The question to be asked was, "did the owner / managers of micro, small and medium enterprises understand or appreciate the influences of macro-economic conditions affecting the business?" The inevitable answer must be that whether they did or they did not, the need to understand and maintain that knowledge was very important. Therefore new thinking and new ideas needed to influence their thinking to monitor and react to the macro-economic conditions.

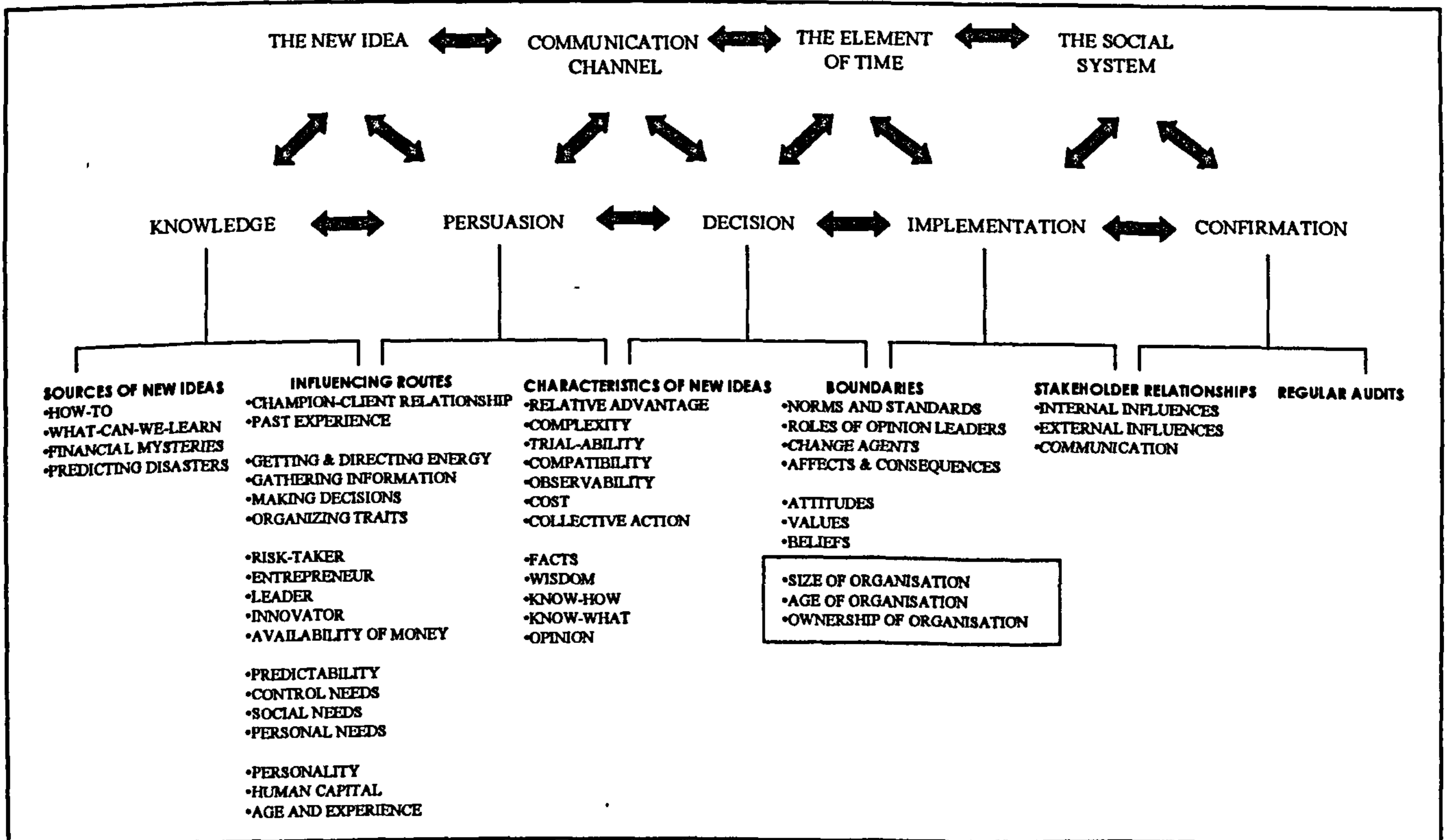
- 1.6.38 Individual personality characteristics and the management culture.**
Personality, education and age had already been identified as the main variables affecting owners of micro, small and medium enterprises. People who worked in micro, small and medium enterprises may do so out of necessity. This necessity for a job however, should not inhibit the employee from contributing to the success of the firm. It was how the owner encouraged and stimulated employees to contribute that was the challenge. Success of micro, small, and medium enterprises could depend on the owners' prior business involvement. If the owner had been involved in other enterprises that have failed, or had been successful, then this experience would have given the individual an opportunity to learn (Townroe and Mallalieu, 1993). Lessons learned from the past and from previous mistakes may be essential elements for future success. The product of the hero-manager may be significant in helping owner managers of micro, small and medium enterprises to learn about failure and success, without having to experience the pain involved.
- 1.6.39 Individual personality characteristics were important in relation to working with other people, (Handy 1988, Peters 1988, Kummerow, Barger and Kirby 1997). Management culture was a great influence on the success or failure of any business, according to some of the writers on the subject, (Handy 1988, Gatiss 1996)**
- 1.6.40 Location, business receipt of state subsidies, and firm types were not applicable to the areas under review in this thesis.**

1.6.41 Summarising the Watson and Everitt (1993) criteria it could be seen in many ways to complement the work of Keeble, Walker and Robson (1993), Ashcroft, Love and Malloy (1991), and Westhead and Moyes (1992). The primary influencing criteria from all these writers in the opinion of the author were:

- The size of the business
- The age of the business
- The ownership of the business

These three criteria could be seen to affect the 'Decision' and 'Implementation' elements of Figure 6.14. The overall effect of this knowledge could be summarised into Figure 6.15 The New Idea Influence Diagram 4 as shown below.

FIGURE 6.15: THE NEW IDEA INFLUENCE DIAGRAM 4



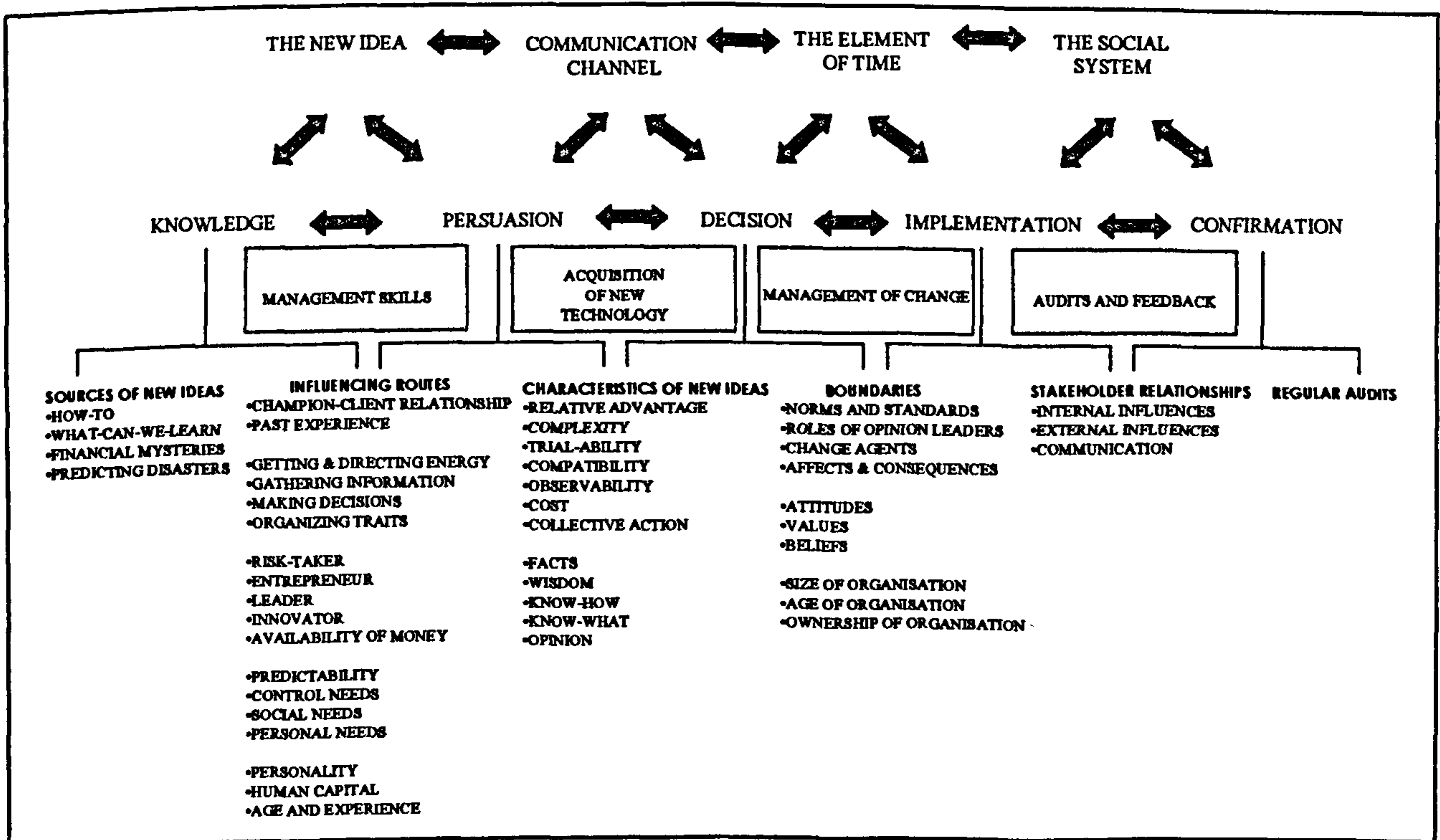
1.6.42 Barriers To Growth

1.6.43 Recognising that a number of micro, small and medium enterprises did not have aspirations for growth but that some did, it was important to identify the barriers that inhibited the knowledge needed to grow. Barber, Metcalf and Porteous (1989) identified that management and motivation were key elements. Cambridge (1992) undertook a more recent authoritative work. Over 1,900 micro, small and medium enterprises were asked to rank possible constraints that influenced their ability to meet their business objectives.

1.6.44 As expected, finance was the main criteria, but management skills, acquisition of new technology and managing change were high on the list of problems. The other significant discipline identified through the reading was the process of 'audits and feedback'.

These identifiable criteria have influence on The New Idea Influence Diagram. See Figure 6.16 below.

FIGURE 6.16: THE NEW IDEA INFLUENCE DIAGRAM 5



1.6.45 Hale and Whitlam (1997) suggested that organisations needed to create a climate where people accepted the need to continually learn and develop learning behaviours. He suggested that this was prevalent in organisations that had no strict organisational chart but had a diffused decision-making and power-base hierarchy. Burns and Stalker (1961) suggested that an unstable environment would lead to a more flexible and creative approach and this unstable / stable environment had an effect on the strength of the influence that created a learning organisation. Guru products were associated with new ideas and by implication with learning organisations.

1.6.46 Hale and Whitlam (1997) indicated that there were significant organisational trends appearing in micro, small, and medium enterprises that indicated a changing emphasis on how the business was managed. These trends indicated:

1. More concern for people
2. A need for employee involvement
3. Encouragement for individuals to develop entrepreneurial skills
4. More focus on innovation
5. More customer orientated
6. An emphasis on measurement
7. Less direct instruction and more influencing

1.6.47 This changing face of micro, small, and medium enterprises was probably due to the dynamic environment created in the early 1990's with the development of the global market, shrinking cycle times for product development, and the customer orientated paradigm.

1.6.48 Revans (1982) stated that any learning must be equal to or greater than environmental changes or the organisation would not survive. Then Pedler, Burgoyne and Boydell (1991) defined a learning organisation as an organisation that facilitated the learning of all its members and continually transformed itself. This statement supported the work carried out by Argyris (1977) which indicated that organisational learning was the process of detecting and correcting errors; error being defined for this purpose as any feature of knowledge that inhibited learning. When the process enabled the organisation to carry on its present policies or achieve its objectives, the process may be called single-loop learning. If the organisation could detect not only error but identify and question the underlying policies and goals then amend its objectives, this would be termed double-loop learning. Gavin (1993) defined a learning organisation as, *'an organisation skilled at creating, acquiring, and transferring knowledge, and at modifying its behaviour to reflect new knowledge and insights.'*

1.6.49 Barham, Frazer and Health (1988) described this entity of the learning organisation as an organisation where learning was not restricted to discreet chunks of training activity, either fragmented or systematic. It was one where it had become a continuous process and where the job of learning had become a way of life. This latter statement was to the author somewhat of an ambitious statement, as the author believed that most people know how to be taught, but few know how to learn. While new training techniques make teaching more effective, the disadvantage was that the learner learns what the trainer or teacher thinks they should know, not necessarily what they needed to know. Another disadvantage to many types of training was that efficient instruction often removed the need for personal skill and judgement, particularly in relationship to learning through everyday activities.

1.6.50 Hale and Whitlam (1997) pages 72-73 identified conditions for learning. These conditions were:

- The skill of learning must be actively managed
- The learner must see personal value in the learning opportunity. Organisational benefit alone would not be sufficient.
- Being sent on training could imply criticism; this in itself may cause resistance to learning.
- Individual learning was unique: mass production training techniques did not recognise this therefore the focus should be on the issue of individualism.
- Responsibility for learning must rest with the learner
- Most learners learn better with support; the nature of such support was critical.
- More knowledge could be acquired by emphasising learning rather than training.

1.6.51 Further research by Hale and Whitlam (1997) indicated that there were four major variables that embraced the issues of learning. These were listed as:

1. Direction
2. Form
3. Communication
4. Adoption

1.6.52 DIRECTION

This involved the process of corporate analysis, problem solving and decision-making. It embraced the way in which the organisation strategically planned and the level and process of individual participation in such thinking and planning. It was about the way in which the business aligned itself with the needs of its stakeholders.

In the traditional organisation there was often evidence of well-established approaches to strategic planning and organising. The

most senior managers of the organisation, who formulated strategy plans and policies that aimed to steer the organisation into the future, provided direction. The underlying net assumption in traditional organisations, was that the most senior people were the most enlightened, usually as a result of time serving experience.

1.6.53 FORM

Form related to the way in which these plans were translated and designed into appropriate systems and structures to ensure successful implementation.

In the traditional organisation the emphasis was on the structure rather than form. There was likely to be evidence of clearly defined structures and ensuring that the status quo was maintained. There was a clearly defined hierarchy and often the organisation was structured with its own internal interests in mind, rather than the interests of the business or the customer. Handy (1988) suggested that where the environment was stable and the organisation could control its environment, for instance in a monopoly, then this role of culture would succeed. He gave examples of this type of organisation as being the Civil Service, the automobile industry, life insurance and retail banking.

1.6.54 COMMUNICATION

This was the system or means by which the organisation transmitted information, including thoughts, facts and feelings, both internally and externally. Communication in the traditional organisation tended to be restricted. Such restriction was clearly related to the hierarchical and functional culture. Frequently there would be evidence of slow and uni-directional and even non-existence communication up and down the hierarchy. There tended to be an emphasis on secrecy regarding information and people talked of working on a need to know basis, and there was a tendency to blame others.

1.6.55 ADOPTION

The enabling processes, adaptive behaviours and mechanisms for the delivery of individual learning experiences facilitated organisational adoption. In the traditional organisation there was more emphasis on formal training.

1.6.56 The author believed that the Hale and Whitlam (1997) model of how an organisation learnt, was helpful but too simplistic and did not address many of the other issues identified by other writers and represented in Figure 6.16 above. The areas identified were relevant, however, they were only part of what the author believed was a complex and involved process.

1.6.57 Having moved from the traditional practice in business of training people through apprenticeship and professional qualifications for a job, into a situation where people would be expected to take more responsibility for their own development and maintenance. Bridges (1994) talked of the death of the job. He referred to the modern world as being on the verge of a huge leap in creativity and productivity, but he stated that jobs were not going to be part of tomorrow's economic reality. There would always be enormous amounts of work to do, but it was not going to be contained in the familiar envelopes that were currently called jobs.

1.6.58 To understand the argument for de-jobbing it was necessary to consider the original arguments in favour of jobs. Jobs were properly first defined by Taylor (1911) in his work on scientific management. Jobs were geared to reasonably predictable and measurable environments where people and the business were best organised by being located together and given a clear unambiguous remit. Many people found security in the routine and the predictability of having a job. This led to work being institutionalised. Jobs were allocated hierarchical positions for recognition. This gave the job a sense of

purpose that, for many, led to public or social acceptance and status. Value judgements were often made about people based on the job they held and their title within an organisation. This allowed people outside the organisation to understand something about the people in the organisation; and it helped those within the organisation to see where they fitted into the broader social structure. Indeed, in many traditional organisations, the hierarchical structure internally might be seen as a microcosm of the broader social hierarchy.

1.6.59 The late 1990's and beginning of the new millennium were seeing many social, economic and technological changes that were necessitating changes to the paradigm of work. No longer was there any need to locate people in one factory or building, in fact there were many advantages to be gained from geographic dispersal of the organisation. Also, working within fixed time windows was becoming an anachronism. The 9.00 a.m. to 5.00 p.m. job was slowly becoming a thing of the past. Organisations increasingly operated on the world stage where there was a need to be available to talk to others in other parts of the world whenever the necessity arose. There was a strong argument now supporting the idea of time sharing office, factory and computer facilities as well as staff. Equally there was a disadvantage associated with it, generating a sense of fluid career structures and salary grading.

1.6.60 Many would argue that there was a need to get the best out of people, and to achieve this it was more effective to allow people to work in the way that facilitated this. This new paradigm called for an open-minded approach in terms of location, rewards, environment and trust. For more people now expected to retire early as their social expectations had changed dramatically throughout the 20th century. People expected to have more control, to be given more choices and to be treated with individual dignity. It was assumed previously that most senior people in the organisation were the most knowledgeable. To

apply this thinking today would be a dangerous approach; in many cases the real expertise was held lower down the hierarchical structure. The fact that in the future, jobs were unlikely to exist in the form known, did not of course mean that work would cease to exist. It was just that the way work was organised was changing, and this called for a new mindset on the part of the organisational environment. A new phrase coming into the English language was the 'professional portfolio worker', Handy (1986).

1.6.61 The challenge for this professional portfolio worker (PPW) was to determine how and where their skills were achieved. How did the professional portfolio worker maintain up-to-date and appropriate skills? Was this a market for the guru product? Hale and Whitlam (1997) called this new organisation The Virtual Organisation.

1.6.62 There was a social distinction between those who were full-time in the organisation and those who work part time within the organisation. In the early 1980s the first tentative steps were taken into experimenting with job sharing and job splitting. The creative organisations that attempted these issues were seen as adventurous. Part-time work used to be predominantly the domain of the clerical or support worker rather than the professional. Such part-timers were not taken as seriously as their full-time colleagues; however, part time working was now increasing in many developed countries including the United Kingdom, Germany, the Netherlands and Sweden. Examples of types of part time work were:

- Temporary Labour
- Temporary professional
- Fixed term contract
- Consultancy
- Retained expert
- Contracted out services

- 1.6.63 Handy (1997) suggested that it would no longer be possible to distinguish between part-time workers and full-time workers. 'Retirement', he suggested, would become a technical term indicating entitlement to financial benefits and that the term 'overtime' as a concept would become outmoded.
- 1.6.64 Resourcing a business in the traditional way had been to fill vacancies through defined job descriptions of the role required. The job description tended to describe the key tasks and activities. It was less easy for an organisation to determine the tasks and activities needed in a changing market place with changing customer requirements and devastating technological innovations occurring every day. The death of the traditional organisation would be replaced by a series of 'fluid cells', each with a finely balanced combination of independence and dependency.
- 1.6.65 In this Learning Organisation environment the individual 'job' would be dictated by circumstances. The role of the manager in developing change and providing direction and purpose for the organisation would be critical. There was therefore a need to understand the very nature of management and leadership as the old ways of performing these functions was changing rapidly. The word 'manager' was slowly being replaced with words like facilitator, leader and advisor. The learning organisation would need to develop leaders and facilitators if they were to address life long learning issues and enable the organisation to adapt to the ever-changing global environment.
- 1.6.66 How did leadership differ from management? Kotter (1990) proposed that management, was about, planning and budgeting, organising staffing, controlling, and problem solving. As such, management's aim was to produce a degree of order and consistency.

- 1.6.67 Leadership by contrast was seen as being concerned with:
- Establishing and communicating direction through a vision of the future
 - Aligning people behind the vision
 - Motivating and inspiring people
- 1.6.68 As such, management produced status quo, while leadership produced change. So clearly there was a complex problem of communicating innovation. There was also a complex problem in developing the working environment that would encourage innovation as the norm. What impact did the management guru product have on these issues?
- 1.6.69 Work published by Midgley (1977) looked at how interpersonal communication could influence the diffusion of a new idea from one person to another or to a population. Whyte (1954) called this the 'Web of Word of Mouth'. This indicated that diffusion of new products was adopted through recommendation from a conversation. Katz and Lazarsfeld (1955) supported this work.
- 1.6.70 This was a very important and relevant finding, however the work was carried out in the 1950's and over the last five decades the environment had changed. As early as 1966, Haines concluded that television advertising had a greater impact on a greater population than personal contact. Even though this work was relevant to this thesis it did not provide the methodology for this research.
- 1.6.71 Midgley (1977) concluded from this that the mass media dominated the awareness and knowledge stages in the diffusion of a new idea, while word of mouth was the most frequently used source at the evaluation stage.

- 1.6.72 McGuire (1969) carried out extensive research and concluded that face to face communication was the most effective way to influence adoption of new ideas but that the method was not as effective as mass media advertising when it came to making the population aware of the innovation. However Robertson (1971) stated that interpersonal communication could be dysfunctional in recommending against adoption of the new idea, it could be unreliable in interpretation and content and it could be unfavourably perceived. In other words it could have a negative effect. The methodologies used to determine these theories were based on grounded theory, questionnaires, interviews and case study material.
- 1.6.73 William E Halal (1998) submitted a proposal paper to the National Science Foundation proposing a study of Organisational Intelligence, evaluating the cognitive functioning of organisations. In the paper Halal suggested that organisations had intelligence or an IQ like an individual. He submitted the phrase Organisational IQ (OIQ). He suggested that an organisation's IQ was determined through five sub-systems that he stated was his basis for evaluation.
1. Organisational design
 2. Cultural identity
 3. Stakeholder relations
 4. Knowledge management
 5. Strategic process
- 1.6.74 Halal and his team were proposing to measure the IQ within organisations using a survey instrument that would measure, through a Likert-Type-Scale, the answers to a pre-determined set of questions. He implied that performance was the dependent variable of interest. His research was limited to corporations operating in high-technology industries that experienced rapid technological change and intense competition, short product life cycles and other resource complexities.

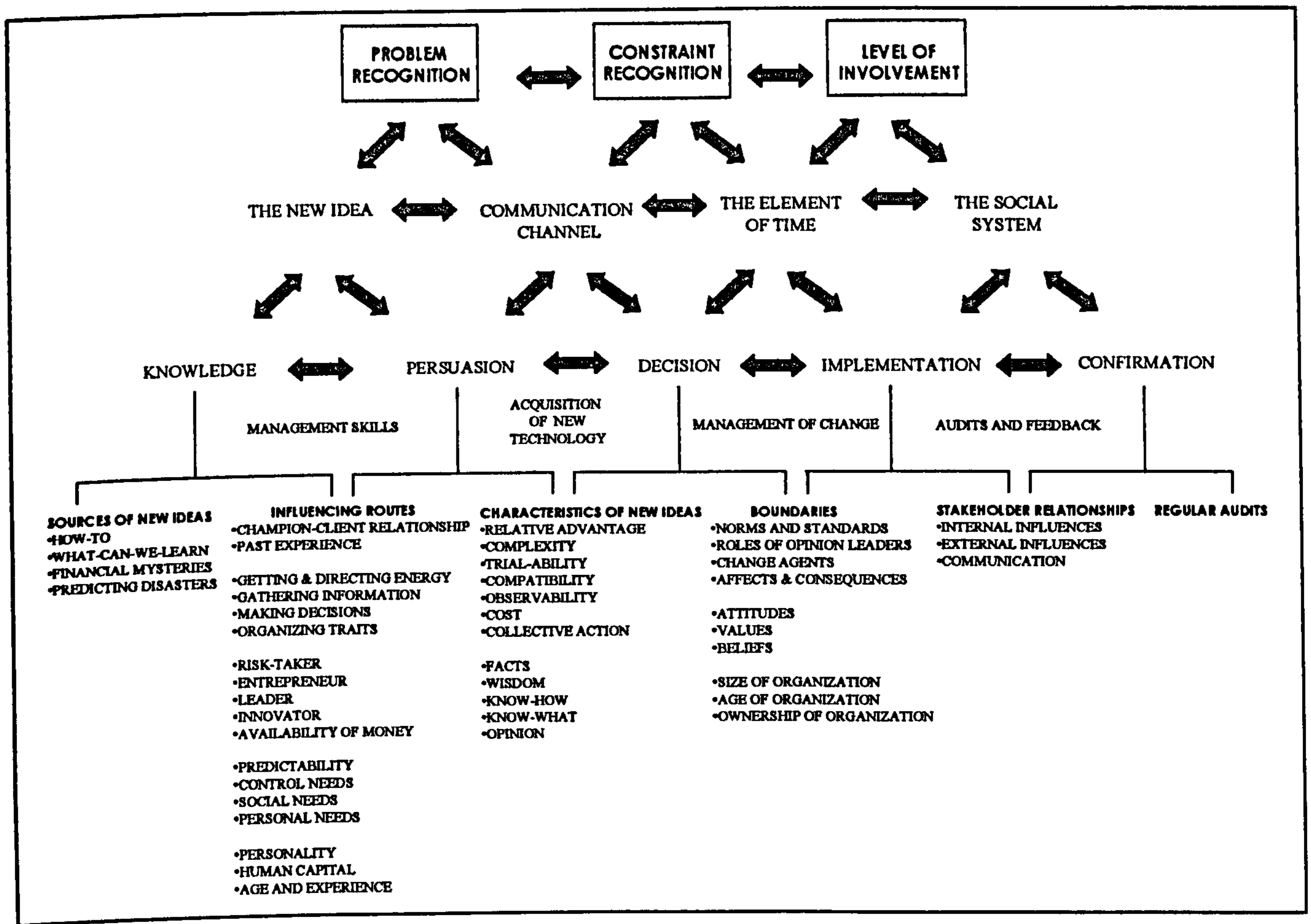
1.6.75 This thesis was not trying to determine organisational intelligence but the methodology proposed by Halal was interesting, and if a concise theory could be established that would fit with this proposal, then it could be of use.

1.6.76 Research done by Grunig et al (1984, 1997) on the situational theory of publics, developed a theory that the diffusion of an idea among a population (public relations in the health care sector) had three independent variables.

- 1. PROBLEM RECOGNITION:** people detected that something should be done about a situation and stopped to think about what to do. They actively recognised that a problem existed.
- 2. CONSTRAINT RECOGNITION:** people perceived that there were obstacles in a situation that limited their ability to do anything about the situation. Initial constraint recognition was often based on perception and not actual fact, however this had a significant effect on the diffusion of an idea.
- 3. LEVEL OF INVOLVEMENT:** the extent to which people connect themselves with a situation.

1.6.77 This theory complemented 'The New Idea Influence Diagram 5 and actually complemented the model in a dynamic and powerful way. See Figure 6.17 below.

FIGURE 6.17: THE NEW IDEA INFLUENCE DIAGRAM 6



1.6.78 Problem recognition had an influence on the new idea and the communication channel. If a problem existed but the player(s) involved did not recognise that it was a problem then any new idea would be ignored or the relevance of the new idea would not be understood. This had a direct influence on the communication channel in that if a problem was not recognised then there was no communication. If the problem was recognised then how that problem was communicated to other players was vital.

1.6.79 Recognising the constraints applicable to a recognised problem had an influence on the communication channel and the element of time.

1.6.80 The level of involvement in the recognised problem had an influence on the element of time and the social system

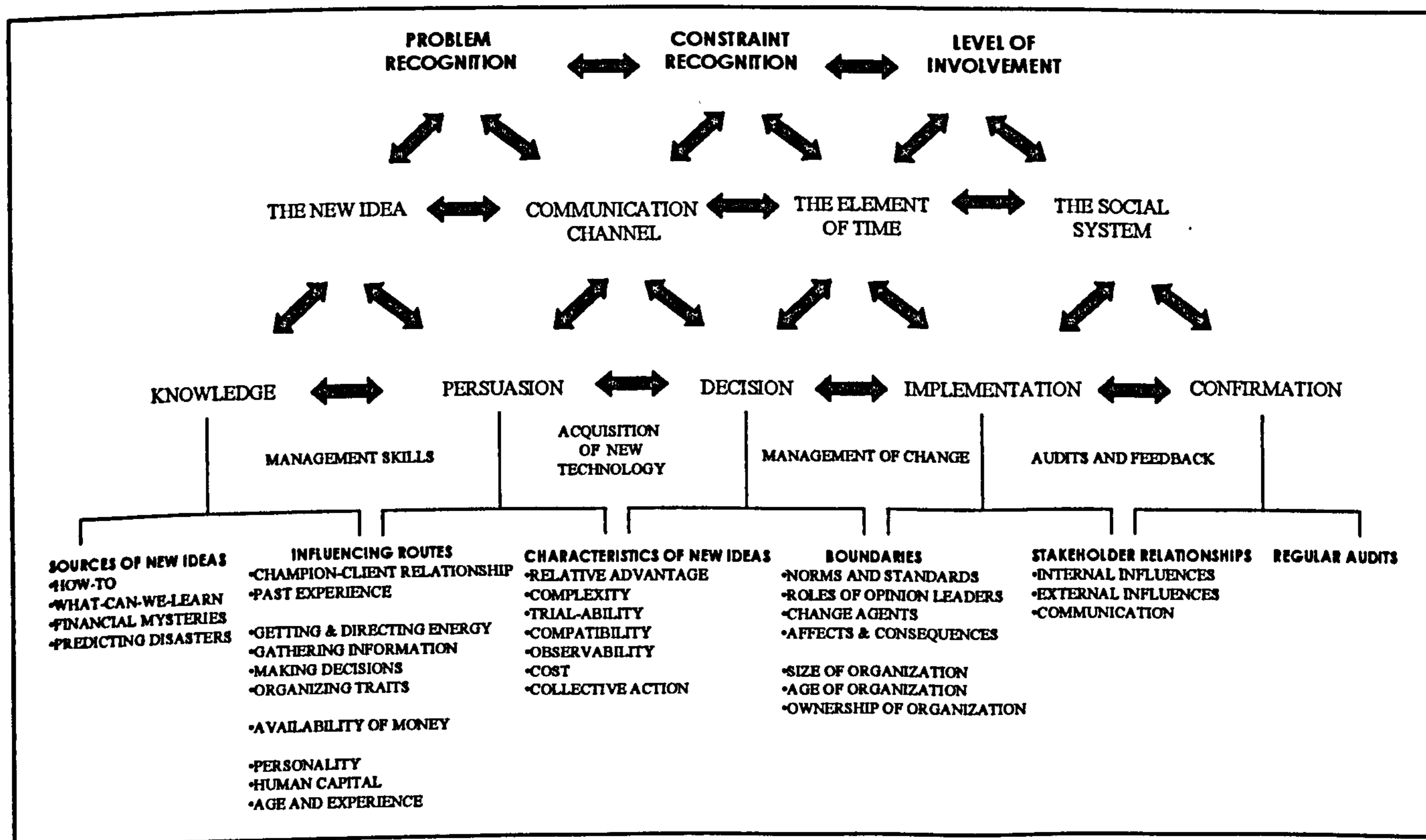
1.6.81 Further examination of Figure 6.17: The New Idea Influencing Diagram 6, revealed that some of the factors identified could be consolidated. Under 'Influencing Routes' the headings of risk taker, entrepreneur, leader, innovator, predictability, control-needs, social-needs and personal-needs, could all be associated with PERSONALITY.

1.6.82 Under 'Characteristics of New Ideas' the following factors could also be consolidated; facts, wisdom, know-how, know-what and opinion could be associated with EXPERIENCE and shown under, INFLUENCING ROUTES.

1.6.83 The factors under 'Boundaries' of attitudes, values and beliefs could also be associated with PERSONALITY and shown under, INFLUENCING ROUTES.

1.6.84 This consolidated model could now be called 'FIGURE 6.18: THE DIFFUSION OF A NEW IDEA INFLUENCING DIAGRAM 1 and was shown below.

FIGURE 6.18: THE DIFFUSION OF A NEW IDEA INFLUENCING DIAGRAM 1



Chapter Two: Research Methodologies

This chapter was developed to identify possible research methodologies for collecting data.

2.7.0 Chapter Two - Segment Seven

2.7.1 Possible Research Methodologies For Collecting Data

2.7.2 It was essential to have a clear strategy that would allow consistent and objective data to be collected. It was necessary to ensure that all data used in the study had validity and was protected from bias and subjectivity as much as possible. Where views and opinions were expressed they should be supported with relevant quotes and logical evidence as opposed to bland statements and subjective comments.

2.7.3 Collecting the data and making sense of it, would necessitate the understanding of the kind of data required, and how it would be collected.

2.7.4 Qualitative Methods

2.7.5 Many qualitative methods of data collection were simple devices of describing, decoding, translating and coming to terms with the meaning of naturally occurring situations, Van Maanen (1983). The primary method of collecting qualitative data was through an in-depth interview. There were however specific techniques for collecting this type of data. They were:

- Critical Incident technique
- Repertory Grid technique
- Projective technique
- Protocol Analysis
- Group Interviews
- Cognitive Mapping
- Observation
- Diary Methods

2.7.6 CRITICAL INCIDENT TECHNIQUE

This was a method of collecting direct observations of human behaviour that teased out information that might not be readily expressed, (Flanagan, 1954). By 'incident' Flanagan (1954) meant any observable human activity that was sufficiently complete to permit inference or prediction to be made about the person performing the act. This was a technique that asked the interviewee to reflect or think back on how or why something occurred. Care was needed with interpretation of the answers as hindsight and reflection could 'cloud' or 'colour' the actual events.

2.7.7 REPERTORY GRID TECHNIQUE

This was a technique for investigating areas that were hard to articulate, (Kelly, 1955). The technique was used to understand individuals' perceptions and the constructs they used to understand and manage their world. It was a mathematical representation of an individual's perceptions, making it easier to communicate these perceptions to others. A repertory grid was a tool for analysing an individual's view of the world and it contained the following three main features.

1. Elements - these were objects, other people, or abstract ideas.
2. Constructs (or focus of the grid) - these were the qualities which were used to describe and differentiate between elements.
3. Linking Mechanisms - the various ways in which the elements and constructs were linked through presenting them in a matrix form.

Elements

TABLE 7.3: A REPERTORY GRID

		1 Myself	2 Manager W	3 Manager X	4 Manager Y	5 Manager Z
Constructs						
A. Practical	1 – 7 Academic	5	3	6	4	5
B. Sensitive	1 – 7 Insensitive	2	2	4	5	5
C. Self motivated	1 – 7 Not motivated	1	3	5	4	4
D. Extrovert	1 – 7 Introvert	5	2	2	5	4
E. Works hard	1 – 7 Std work pace	2	6	5	5	3
Totals		15	16	22	23	21

2.7.8 The 'totals', in the example above would generate discussion in terms of which managers were in need of further training. In the example it was indicated that Manager Y was not perceived as being very practical, was insensitive, not highly motivated, an introvert and did not work particularly hard. It was possible to compile more complex repertory grids which needed computer help when analysing. Simple repertory grids as shown above could form the basis for discussion.

2.7.9 Possible advantages of using a repertory grid as perceived by the author.

- It involved verbalising constructs which otherwise might have remained hidden.
- It was based on the individuals' own framework and not the expert.
- It provides insights for both the researcher and the researched.

2.7.10 Some possible disadvantages of using a repertory grid as perceived by the author.

- Grids were very hard to complete and could take considerable periods of time.
- Grids required a degree of skill from the interviewer if the interviewee's construct framework was to be fully explored.
- Grids may be difficult to analyse and interpret and there was some danger that people would rely on the structure of the technique to produce 'packaged' rather than meaningful results.

2.7.11 PROJECTIVE TECHNIQUE

The rationale for this technique was that individuals would reveal hidden levels of their consciousness by reacting to different types of stimuli, such as a drawing, or descriptive situation. This technique needed a trained psychologist to interpret. The technique was developed by Murray (1938), and had been developed further by McClelland (1961).

2.7.12 PROTOCOL ANALYSIS

This provided another way of finding out the underlying logic of the way people thought and, as such, needed expert training to use and interpret the results correctly. Protocol analysis endeavoured to explain events soon after the event has happened, (Burgoyne and Hodgson, 1983).

2.7.13 GROUP INTERVIEWS

This technique was often used in market research programmes. It required a skilled co-ordinator or facilitator to run and 'control' the group. Attention must be given to the structure and questions. Care should be taken in choosing the venue for the group interview. According to Walker (1985), the task of the group interviewer or facilitator was not to conduct interviews simultaneously but to facilitate a comprehensive exchange of views in which all participants were able to speak their minds and to respond to the ideas of others. The group interview should be loosely structured but controlled through specific topic guides or relative areas for discussion. Of course, unforeseen areas and topics would occur and the facilitator needed to be skilled to develop and control these aspects. Problems with this technique could be that the participants may not be willing to voice their true opinions publicly. Hedges, (1985) had written a clear account of how this technique could be used.

2.7.14 COGNITIVE MAPPING

This was a derivative of and similar to brainstorming in some respects. The technique was operated through a group environment and was used to identify all problems existing for a particular situation. It was often used with the aid of a computer program to record, formulate and analyse the inputs. Several books had been published detailing the technique, the best being Eden, Jones and Sims (1983) plus Eden and Radford (1990).

2.7.15 OBSERVATION

- **Participant Observation.**

This method had its roots in ethnographical research studies where researchers would live in tribal villages attempting to understand the customs and practices of different cultures. This could apply to organisations as they could be seen as 'tribes'. Roy (1952) used the technique when working as an employee in a large company. Approaches included:

- **Researcher as Employee.**
- **Researcher in a Research Role - going into an organisation on and over a fixed and agreed period (Fairhurst, 1983).**
- **Interrupted Involvement - this was where the researcher went to an organisation at different times or visited different organisations to conduct some research. The essential characteristic was that the research process was not continuous.**
- **Observation Alone - this was where the researcher purely observed a situation and did not have any sustained interaction with those under study.**

This technique was not appropriate to this project.

2.7.16 DIARY METHODS

This could be a very powerful method for collecting data. There were variations of this technique but, put simply, it involved either the researcher keeping a diary of events and happenings, including feelings and emotions, or it could include a selected number of participants recording personal events, and then a researcher analysing the results. The practicalities of undertaking diary research were fully discussed in Bowey and Thorpe (1986).

2.7.17 ANALYSING UNSTRUCTURED QUALITATIVE DATA

There were two main concepts for analysing qualitative data. They were Content Analysis and Grounded Theory.

2.7.18 **CONTENT ANALYSIS** involves certain key words or phrases being counted and the frequencies analysed. The researcher would then develop a hypothesis from which further analysis would try to be proved or disproved. It had been used successfully to examine historical artefacts, (Holsti, 1969).

2.7.19 **GROUNDING THEORY** was a more open approach to data analysis that was particularly useful for analysing unstructured transcripts, (Jones, 1987). The transcripts were read and themes or concepts were teased out of the work and put into patterns or categories. This method was useful in processing and sifting through volumes of non-standard data, (Turner, 1983).

2.7.20 There were seven steps that help to support and aid the grounded theory approach.

1. Familiarisation. It was important that the scripts were read and re-read so that they were familiar and recognised.

2. Reflection. After reading so much seemingly unconnected data it was important that the research tried to impose a pattern or structure by asking some simple questions.

Did the script support existing knowledge?

Did it challenge existing knowledge?

Did it answer previously unanswered questions?

What was different?

Was it different?

It was necessary to understand and be aware of previous research models and ideas.

3. Conceptualisation. Initial themes would now begin to appear but the researcher would not know for sure how valid these patterns were, so it was important that the scripts were re-read to search for the

'evidence'. Marking the scripts in different colours was a useful technique. It was usual to find more concepts that were previously missed during this process. The research should add these to the list and search for evidence.

4. Cataloguing. Once it was established that the concepts identified did seem to occur in the scripts, then they could be transferred to cards or a database as a quick reference guide.
5. Re-coding. Now that all the references to particular patterns, concepts or categories had been colour coded and were known, it was easy to examine the particular instances in the scripts to see if misunderstandings had occurred or to ensure sufficient patterns or concepts had been identified to allow a meaningful analysis.
6. Linking. It should be clearer how the scripts were linked through the colour coded concepts and patterns identified. It should be possible to produce a first draft of the analysis that could be used to expose the argument and data to scrutiny.
7. Re-evaluation. The analysis could now highlight certain weaknesses or omission from the original interviews, so taking these into consideration, it should be possible to re-write the draft taking into account the criticisms and contradictions. More detailed information on Grounded Theory was given by Turner (1981).

2.7.21 ANALYSING STRUCTURED QUALITATIVE DATA

The procedure outlined above was useful for a large amount of unstructured data. However, as could be seen, this process was time consuming, costly and required typed or written verbatim transcripts. A much less time consuming and standardised approach was often necessary that would allow key features to be identified and relevant material to remain for illustrative purposes.

2.7.22 Miles and Huberman (1984) had identified a method of analysing qualitative data that was simple and rigorous. For the method to be used effectively the data needed to have been collected by the means of a semi-structured questionnaire. This was where respondents had been allowed to write their own views on a number of open questions, or by means of a semi-structured interview where the same questions were asked and the participants response was recorded. The broad parameters of the questionnaire needed to be set by the researcher. In this type of analysis, conceptual frameworks were encouraged and were used as boundary devices to keep the interviews very structured and within set limits.

2.7.23 The questions were identified on a specially prepared matrix or analysis sheet. The researcher worked through each interview or questionnaire in turn, cataloguing the various responses made to the standard questions asked. What emerged were patterns or themes that could be either qualified by reference to individual scripts or quantified if a numbered rating criterion could be established.

2.7.24 Quantitative Methods

2.7.25 There were four main ways of collecting quantitative data:

1. Interviews
2. Questionnaires
3. Measured tests
4. Observations

2.7.26 Quantitative data analysis implied analysis by manipulation or categorisation of numbers. This could be through statistical analysis that needed education and strict adherence to rules and formula. It was not the intention to contemplate any statistical techniques so the study would only recognise and acknowledge that such techniques exist. The author would be considering other simpler forms of quantitative data analysis that involved rating, marking or scoring questions against a pre-determined scale. This pre-determined scale could be numerically measured, or it could be a phrase or word with a recognisable difference indicating the strength of agreement or disagreement (a Likert Scale), Youngman (1984).

Example of a Likert Scale

Agree Strongly	1
Agree	2
Undecided	3
Disagree	4
Strongly Disagree	5

2.7.27 ELEMENTS OF AN INTERVIEW

Before adopting any method of data collection it was necessary to clearly establish the aims and objectives of the research. This should then enable any data collection to be focused and relevant.

2.7.28 Interviewing was often thought to be the 'best' method of collecting information whether it was for Qualitative or Quantitative analysis. However it could be time consuming. Mishler (1986) suggested that each interviewee should be asked the same question in the same tone of voice, in the same order. Everything should be kept as consistent as possible.

- 2.7.29 As with most types of research there were some compromises possible. A positivistic approach could be retained where the interview followed a fairly standardised set of questions but offered some flexibility in that the views of the interviewee were requested and noted. This type of questioning would be useful where responses needed to be explored and clarified. This process could give an added degree of confidence to the replies that were not available in a standard questionnaire. In addition, this would give the interviewer the opportunity of identifying any non-verbal, body language or facial expressions. This could then lead to further probing questions that could result in clarification of information or new information. Burgess (1982), identified the importance of interviews as being *'an opportunity for the researcher to probe deeply to uncover new clues, open up new dimensions of a problem and secure vivid, accurate inclusive accounts that were based on personal experience'*.
- 2.7.30 The notation 'Qualitative Interview' had been used to describe a broad range of different types of interview from those that were non-directive or open, to those that were conducted using a prepared list of questions which were asked come what may. There were variations on a theme that ranged between these two extremes.
- 2.7.31 Burgess (1982) suggested the reason for conducting qualitative interviews was to understand how individuals constructed the meaning and significance of their situation. It was therefore necessary to ensure that any questionnaire devised gave the opportunity for such information to be obtained.
- 2.7.32 Jones (1985) highlighted a number of issues that would need to be considered in order for interviews to be successful:

- 2.7.33 • How much structure should be put into the interview? It was suggested that without some form of structure the interview could end up being confusing and the researcher would be unable to compare and analyse data on a consistent basis.
- 2.7.34 • The importance of interpersonal skills.
Questioning techniques:
(open, closed, probing, clarifying summarising)
Active listening
Perception and sensitivity
Recognition and understanding of body language
- 2.7.35 • Social interaction. Jones (1985) suggested people would attribute meaning and significance to particular research situations they were in. The questions asked and the answers an interviewee gave would often depend on the way in which their (the interviewee) situations were defined. Interviewees would make judgements about the interviewer in regard to intelligence, relevant or irrelevant - they would make judgements about the validity of the research. This 'invisible' social interaction could affect the interview.
- 2.7.36 • Trust. This was an important issue in interviews. More so in one-to-one interviews where the parties had never met before. Failure to develop trust could result in the interviewees telling the researcher what they thought the researcher wanted to know. It often helped if the interviewer could be seen as equal in status to the interviewee and that there were benefits for both parties in the interview process.

- 2.7.37**
- Interview bias. Questions should be consistent in their demand and content, as well as being unambiguous. Simple, clear and concise questions were important. Care should be taken not to allow the interviewer to slant the questions to solicit 'an acceptable answer'. The use of questioning skills was particularly useful. Questioning skills consist of:
 - Probing questions
 - Explanatory probing questions
 - Focused probing questions
 - A considered pause or silence to allow for reflection and thought
 - Giving ideas or suggestions and asking for opinions
- 2.7.38**
- Relevance of the interview to the interviewee. Maruyama (1981) suggested that it was important to ensure that interviewees did not see the interview as exploitation of their situation or circumstance. Emphasis was again made regarding the importance of trying to make the interview of benefit to the interviewee.
- 2.7.39**
- Ethics and choices. Interviews could generate issues regarding influence, power and politics and the interviewer must be aware of such possible relationships if possible. It was often necessary to send copies of interview transcripts to people interviewed for editing or vetting before being used. This should be avoided where possible as it could colour the results. Disclosing information from other interviews should also be avoided, particularly from within the same organisation, as this could result in biased answers.

2.7.40 ELEMENTS OF A QUESTIONNAIRE

Questionnaires were the most common form of collecting data and the design of such was not simple. The main decisions to be made in questionnaire design related to the type of questions to be included and the overall format of the questionnaire, Youngman (1984). It was necessary to decide if the analysis was to be Qualitative or Quantitative, or a mixture of both.

2.7.41 QUESTION TYPES

It was essential to distinguish between questions of 'fact' and questions of 'opinion'. It should be noted that even questions of fact like age of participant, education level, even though factual, may be answered incorrectly (either on purpose or by misunderstanding). With questions of opinion there could be no assumption about underlying correct answers. These types of question were useful because they could and did get answered in a variety of ways.

2.7.42 Then there was the distinction between 'open' and 'closed' questions. A simple 'yes or no' could answer a closed question. An open question needed some explanation. It was possible to construct open questions that required some structure, e.g. 'list in order, the three things you liked most about xyx'. The Likert Scale technique was often used to categorise or determine a scale for a standard question.

2.7.43 Closed questions were easy and generally quick to answer. Open questions needed more time even if the Likert Scale was being used, as the respondent needed a little more time to think

Chapter 3:

Developing Data Collection And Analysis Tools

The aim of this Chapter was to identify the research methods to be used and to show the development of the questionnaire and how it would be analysed. The chapter continued with a brief summary of incidents regarding the identification of the individuals contacted, and the difficulties encountered. Finally the chapter showed the detailed analysis of each of the participants.

3.8.0 Chapter Three - Segment Eight

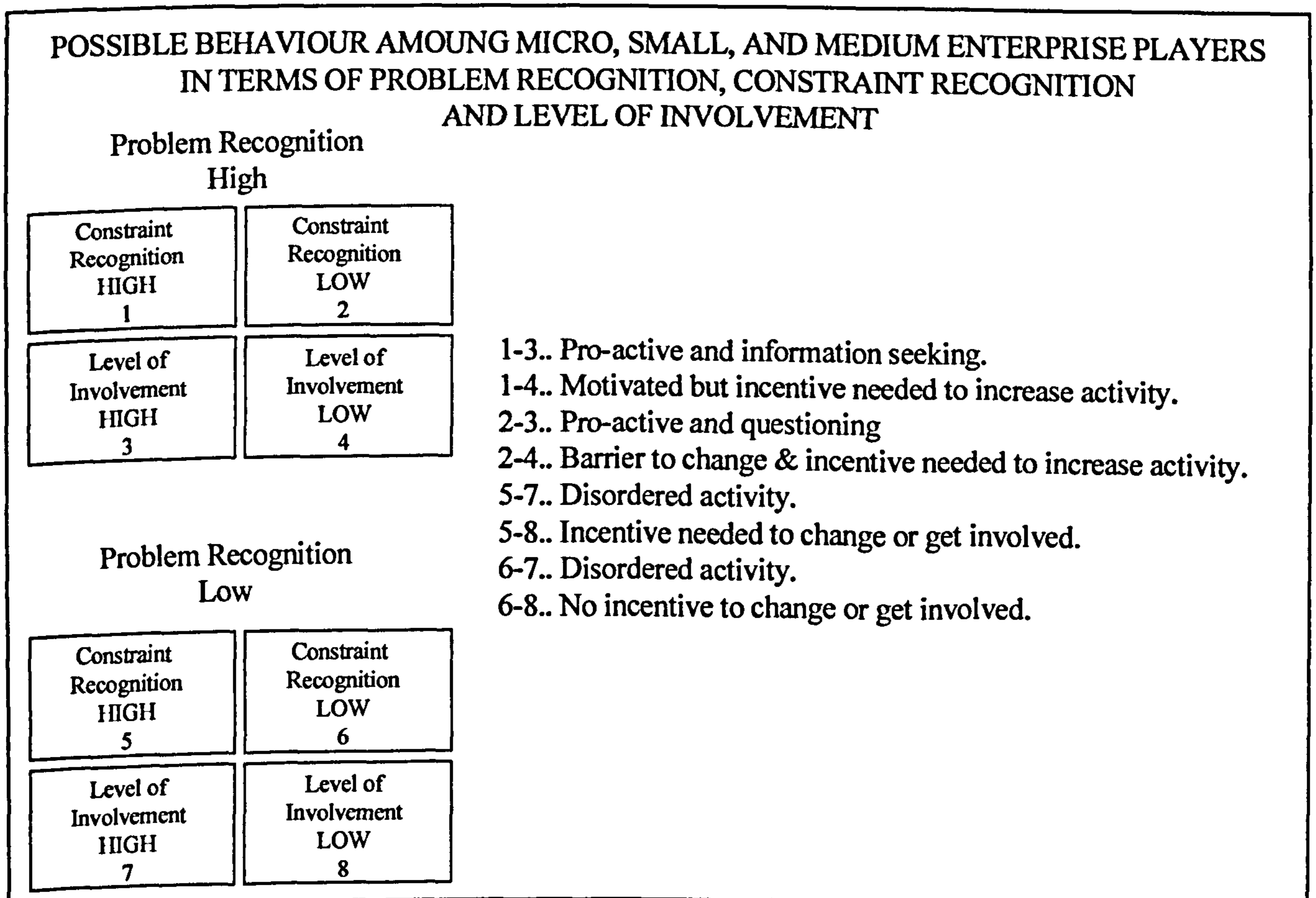
3.8.1 Developing An Instrument For Collecting And Measuring Data.

3.8.2 Figure 6.18: The Diffusion of a New Idea Influence Diagram 1 summarised the complexity of the diffusion problem. The challenge for this research was to develop a data gathering tool and a measuring tool, to test the project hypothesis.

3.8.3 A Communicative Behaviour Model

3.8.4 The communicative behaviour would be tested against Figure 8.19 Behaviour Model 1, shown below. The author, through analysing the work of Grunig (1997), had developed this model as a tool to help test the hypothesis of the research.

FIGURE 8.19: BEHAVIOUR MODEL 1



3.8.5

- **1-3 Pro-active and information seeking.**

The individual actively looked for new ways of working. They were usually well educated, a continuous learner and culturally aware. They liked new ideas and change, and looked for ways to grow. They liked being the leader. They looked for ways to expand their network of contacts. Their communicative behaviour was pro active and they followed up ideas and contacts.

3.8.6

- **1-4 Motivated but incentive needed to increase activity.**

The individual had a positive outlook and was generally open-minded but needed to be pushed or convinced of a new idea before they would adopt it. They were usually degree educated a continuous learner and culturally aware. They could work with the status quo but enjoyed being up to-date. Their communicative behaviour was positive. They worked well with other people and preferred clear aims and objectives.

3.8.7

- **2-3 Pro-active and questioning.**

The individual had a positive attitude to new ways of working. They would always be prepared to try new ideas. They were usually degree educated and usually had an additional professional qualification, they were a continuous learner and some cultural awareness. They liked structured change and movement in their working lives. They were not usually very sociable, as they tended to be private individuals. Their communicative behaviour was positive and challenging, and they liked developing new models and ideas of working.

3.8.8

- **2-4 Barrier to change and an incentive needed to increase activity.**

These types of people did not like change; in fact they worked to maintain the status quo. They were generally school educated or below average education. They were not continuous learners and not culturally aware. They could have social skills but lacked imagination. Their communicative behaviour was passive.

3.8.9 • 5-7 and 6-7 Disordered activity.

This type of person needed pressure applied before they would adopt a new idea. They were not open to new ideas, as they were followers. They could be degree educated or higher and although they may appear continuous learners in their reading habits, they read for pleasure or because it was part of their job, but they did not read for individual growth. They could perform many work activities and were often seen as 'jack of all trades' but - as the saying goes – master of none. Their communicative behaviour could be active but there was no depth or follow up.

3.8.10 • 5-8 Incentive needed to change and get involved.

This type of person was usually involved and aware of the constraints but did not accept that there was a problem. They saw the need to work with what they had and within the boundaries set. They were task orientated. They could be degree educated but were not usually continuous learners. Their communicative behaviour was blunt as they were single minded.

3.8.11 • 6-8 No incentive to change or get involved.

These types of people were generally of school or below average education. At most they may have had a degree which was probably a low grade. They may appear to be continuous learners in that they would say they read guru products, but it was not a proactive action and was probably more to do with perceived status than seeking of knowledge. If their work role involved them in keeping up to-date in a job-related role (e.g. legal work like a solicitor, or a consultant dealing with other organisations) then they would read, but only that material which was applicable to their needs. They would not actively seek new ideas but wait for them to become the norm. They often knew about new ideas but they were not active in finding out how they could be implemented in their own environment. They did not like change. Their communicative behaviour was sociable and passive.

3.8.12 An Outline Of The Fieldwork Design

3.8.13 The author decided that he would develop a questionnaire as the primary source of collecting data for the research.

3.8.14 There were a number of general principles to consider when compiling a questionnaire.

They were:

- Make sure the questions were clear.
- Avoid using jargon, abbreviations or special language.
- Avoid personal questions.
- Do not use multiple questions.
- Avoid using leading questions.

3.8.15 The questionnaire layout was important and it was essential that the questionnaire was well produced and that it seemed to be easy to complete. Oppenheim (1966) emphasised this.

3.8.16 There were some general principles of good practice which included:

- Provide a short covering letter explaining the purpose of the research, why and how the respondent was selected.
- Start the questionnaire with brief instructions about how to complete it.
- Vary the type of questions occasionally but group similar types of questions together.
- Start with simple factual questions moving on to questions of opinion and values.

- 3.8.17 Reliability and validity were two criteria that all questionnaires should strive to achieve. There were many factors and problems associated with this criteria. (Patchen, 1965). Reliability was primarily a factor of stability. If a question were asked of the same individual on two different occasions, would it yield the same answer? The problem with testing this in practice was that no one could be sure that the individual and other factors had not changed between the two occasions. For this reason writers on the subject of questionnaire design suggest that a pilot or test should be run to check the questionnaire reliability and validity.
- 3.8.18 A survey instrument was needed that could define and measure the behaviours highlighted by Grunig's (1997) theory in relation to measuring if people who were influenced by guru products exhibited a particular communicative behaviour.
- 3.8.19 The starting point for such an instrument could be seeking an understanding of the first element of the proposed theory that was problem recognition. How did 'the problem' emerge? Spence (1995) suggested that the principal ways in which emergence of new ideas could come about were through:
1. Research
 2. Invention
 3. Discovery
 4. Development
 5. Problem solving

3.8.20 RESEARCH

Research tended to be associated with invention as opposed to innovation. It was also associated with a deliberate action. Research was not carried out by accident. Research in relation to guru products would therefore usually come from a specific problem or a general discovery, like reading a book or article, or perhaps through a conversation with a third party, or some information picked up through another form of media. Such research could lead to a new idea which may or may not be directly associated with the specific research.

3.8.21 INVENTION

Again this was a deliberate action although serendipity could play a part. Many inventions were accidentally discovered while trying to invent an entirely different process or procedure. However, a person looked to invent something new in the belief that there was a need for it - therefore it was in response to a perceived 'problem'.

3.8.22 DISCOVERY

This term denoted a state of mental recognition of something previously unknown to that person. The discovery may not necessarily be new, as long as it was new to the person now discovering it for the first time. It was conceivable that a person could discover a guru product and that person could then have a eureka-moment.

3.8.23 DEVELOPMENT

This term related to the improvement of something that already existed. It was again conceivable that a person may discover a guru product for the first time, find that the product in its original state was not acceptable but then develop the guru product into something that was acceptable. It may be that the original guru product was not one that the person would embrace, but the exposure to the product had enabled the person to develop a different perception and this new thinking had generated a new idea.

3.8.24 PROBLEM SOLVING

A problem to one person may not necessarily be a problem to another. Problem solving inferred that a certain condition required modification or improvement. In order to solve a problem it was first necessary to recognise that a problem exists. Here lay the initial problem. Guru products by definition were 'selling' ideas and new ways of doing something. If a person perceived that the solution being suggested by the guru was not a solution to a problem as perceived by the person, then the guru product would probably be ignored.

3.8.25 It could be that a person might read about the guru product for information only. This was a situation that was possible but not very probable. The seeking of knowledge for its own sake was not a general human trait. However, problem solving was probably the primary link to influencing new ideas.

3.8.26 Designing A Tool To Generate Data

3.8.27 The author thought the best way of collecting data to analyse would be by developing a questionnaire, that would form the basis of a structured face to face interview. However, it could be time consuming. Mishler (1986) suggested that each participant questioned should be asked the same question in the same order. Everything should be kept as consistent as possible. He suggested therefore that short answers to questions would be more consistent where perhaps 'tick boxes' and no deep thought was needed.

3.8.28 Jones (1985) highlighted a number of issues that would need to be considered in order for interview type questionnaires to be successful:

- It was suggested that without some form of structure the questionnaire could end up being confusing and the researcher would be unable to compare and analyse data on a consistent basis.
- It was important to display strong interpersonal skills when conducting the interview, especially:
Questioning techniques (open - closed - probing - clarifying - summarising)
Active listening
Perception and sensitivity
Recognition and understanding of body language
- Jones (1985) suggested people would attribute meaning and significance to particular research situations they were in. The questions asked and the answers an interviewee gave would often depend on the way in which their (the interviewees') situations were defined. Interviewees would make judgements about the interviewer in regard to intelligence, relevant or irrelevant - they would make judgements about the validity of the research. This 'invisible' social interaction would affect the interview.

3.8.29 The first thoughts on this process were that whatever data was collected, it needed to be consistent and measurable. The questionnaire needed to address the issues identified in 'Figure 6.18: The Diffusion of a New Idea Influencing Diagram 1, and the questionnaire needed to be relevant to the research.

3.8.30 It was decided to split the questionnaire into several sections and use a qualitative data analysis technique using individually based case studies.

3.8.31

How The General Information Section (1) Of The Questionnaire Was Determined

3.8.32 This section would gather information of a general nature concerning personal characteristics like age, gender, qualifications, reading habits and general influences. It would ask questions relating to the organisation, in which each participant worked and would be a deliberate easy introduction into the questionnaire.

3.8.33 How The Behavioural Section (2) Of The Questionnaire Was Determined

3.8.34 There were over 5,000 psychometric tests available and many of them are of doubtful benefit. (Personnel Management – fact sheet 24 December 1989 written by Clive Fletcher, director of Fletcher, Dulewicz and Associates and Professor of psychology, Goldsmiths' College, University of London).

3.8.35 The author reviewed ten (10)-structured personality behaviour assessments. In summary they were:

1. Edwards (1959) Personal Preference Schedule, a 210 forced-choice instrument which attempted to measure Murray's (1938) manifest needs by self-report.

2. Jackson's (1984) Personality Research Form also based around Murray's (1938) need system.

3. The Myers-Briggs (1985) Type Indicator was a forced-choice self-report inventory based upon Carl Jung's theory of behavioural types.

4. The Jenkins (1979) Activity Survey, which was a 52-item multiple-choice questionnaire, designed to identify Type A coronary-prone behaviour patterns.

5. The State Trait Anxiety Inventory, Spielberger (1983). This measures feelings of fear and worry and the tendencies associated with stressful situations.

6. Cattell's (1986) Sixteen-Personality Factor Questionnaire was a factor-analytically-derived instrument, which tested for 16 personality attributes, the results from which showed a high level of meaningful

and predictable real-world implications.

7. The Eysenck (1975) Personality Questionnaire proposed three major factor-analytically-derived dimensions of personality.

8. The Comrey (1970) Personality Scales embodied a short self-report instrument suitable for college students which was especially predictive of psychological disturbance.

9. The NEO Personality Inventory-Revised (Costa & McCrae, 1992). This was based on five constructs which were measured by tests for neuroticism, extraversion, openness to experience, agreeableness and conscientiousness.

10. Barrett and Williams (1990) Personality Strengths. This was a forced-choice self-report which identified six main personality characteristics, and sixteen personality combinations. This was similar to Cattell's (1986) Sixteen Personality Factors.

3.8.36 The research needed to identify a way of understanding the differences that occurred in people's everyday behaviours. The author particularly respected the work of Rogers (1983) and Spence (1995) in relation to the categories of people described as innovators, early adopters, early majority, late majority and laggards. Therefore, an instrument to identify these characteristics would be ideal as they could provide a link and categorisation to Grunig's (1997) theory of the types of people that adopted new ideas.

3.8.37 Understanding individual behaviour was much debated in management literature. While there was a lot of debate between dispositional and situational explanations of behaviour (Davis-Blake & Pfeffer, 1989; Nelson and Sutton, 1990; and House, Shane & Herrold, 1986); a general theme was that behaviour involved interaction of both dispositions and situations (Pervin, 1989; House et al, 1996).

- 3.8.38 If an individual perceived a situation to be strong and invoked a high motivational force (Vroom, 1964) then this situation would have had a strong influence on behaviour, perhaps over-riding a disposition. However, a person with a strong behavioural disposition would likely behave in a consistent manner across situations. The relative strengths of disposition and situations account for individual behaviour in the Vroom model.
- 3.8.39 If two individuals perceived a situation to be the same, what produced differences in behaviour? It was concluded by Vroom (1964) that they must have had different dispositions or preferences for certain behaviours. Personality theory suggested that the two might have had different personality preferences that influenced behaviour.
- 3.8.40 A widely accepted personality measure was the Myers-Briggs Type Indicator (Clawson, Kotter, Faux, & McArthur, 1992). The underlying theory suggested that individuals displaying different behaviours had different personality types. This would be a satisfactory explanation provided that the individuals did in fact have different personalities. However, how could a difference in behaviour be explained if the two individuals had the same personality type? How would this typological dichotomous personality inventory, the Myers-Briggs Type Indicator, explain this difference in behaviour?
- 3.8.41 The Myers-Briggs Type Indicator (Myers & McCaulley, 1985), was one of the most popular of all personality assessment inventories. It was used primarily to classify persons into one of the sixteen Jungian types. The four bipolar scales of the Myers-Briggs Type Indicator were constructed and developed by Myers (1962) on the basis of Jung's (1971) theory of human personality type.

- 3.8.42 The Extraversion – Introversion (EI) scale measured preference for the outer world of people as opposed to the inner world of ideas.
- 3.8.43 The Thinking – Feeling (TF) scale measured preference for logic rather than need for affiliation and feeling.
- 3.8.44 The Sensing – Intuition (SN) scale measured a preference for the observable and the practical as opposed to the abstract and theoretical.
- 3.8.45 The fourth scale represented Judgement – Perception (JP), a preference for order and rules as opposed to a preference for flexibility and spontaneity.
- 3.8.46 Jung suggested that every person had a natural tendency towards one pole of each scale. Combinations of the preferences on all four scales yielded 16 personality types.
- 3.8.47 The actual Myers-Briggs Type Indicator questionnaire was substantive and consisted of a set of forced-choice questions that constituted the four bipolar discontinuous scales that were implied by Jung's (1971) theory. In its basic form the test consisted of a series of forced-choice questions that represented behavioural preferences. (*e.g. at a party I like to – (a) tell jokes to others (b) listen to others*). The results would be tabulated to indicate the preferences for each of the four scales. Extraversion–Introversion (EI), Sensing-Intuition (SN), Thinking-Feeling (TF), and Judgement-Perception (JP).
- 3.8.48 For example, a person who endorsed 12 items marked extroversion and 8 items marked introversion would be identified as a type (E), extrovert. A profile would be developed for each person consisting of the four letters – e.g. ENTJ. Because each scale had two preferences there were 16 (2 x 2 x 2 x 2) potential personality types.

- 3.8.49 Because the Myers-Briggs Type Indicator was a test derived from theory, several deductions concerning the structure of the test could be made. The test was a measure of psychological types. This observation suggested that the data must exhibit several features. The first was that the data should show a bimodal distribution. Each of the 16 types was considered a mutually exclusive combination of two personality features. There should be separate distributions of scores representing extroverts and introverts, and each distribution should have an independent mean and standard deviation.
- 3.8.50 The requirement of bimodality was important as bimodality is suggested by the Myers-Briggs Type Indicator interpretation of Jung's theory. More important, the test treats the midpoint of each dichotomy as a true zero. That implies that the midpoint was more than a median of a continuous distribution; it was the absolute boundary that separated the two independent processes.
- 3.8.51 Stricker and Ross (1962) collected test scores from large samples of diverse populations and found that the frequency distributions for the individual scales were not bimodal. Of the four scales, the Extroversion-Introversion scale was symmetrical and the other three scales were skewed. The inability to find bimodality in the scales was also replicated by Hicks (1984) and McCrae and Costa (1989).

- 3.8.52** The lack of bimodality had several implications for the interpretation of the test. First, there was no obvious evidence that the personality types suggested by Myers-Briggs, were represented by separate populations. Instead, the data suggested that the scales represented a continuous function and that the individual scores clustered around the median of the distribution. This further implied that the zero point did not represent a qualitative and critical boundary between types. Therefore, these data gave reason to suspect the claims that types represented separate populations, that intermediate scores should be rare in populations, and that small quantitative differences between scores represented a significant difference in personality.
- 3.8.53** Test and re-test reliability was a prominent feature in verifying the Myers-Briggs test for several reasons. First, the test result was dependent upon four independent scales. The reliability of the four-letter code was dependent upon the combined reliabilities of each scale. Put another way, the reliability of the four-letter type classification would be less reliable than the reliabilities of the individual scales.
- 3.8.54** The zero point was considered a meaningful division, suggesting that a one-point difference was a critical distinction between types. This meant that the standard used for conventional measures of personality could not be applied in this situation. This was because a small quantitative difference translated into a large qualitative difference. This criterion for reliability was higher than would be expected of other tests of personality.

- 3.8.55 Carskadon (1977), Howes and Carskadon (1979) and Stricker & Ross (1962) researched the test-retest reliabilities of the four scales. These reliabilities suggested that types had the potential of changing at each test. If each of the 16 types were to represent a very different personality trait, then it was hard to reconcile a test that allowed individuals to make radical shifts in their types.
- 3.8.56 Howes and Carskadon (1979) examined the relationship between the preference strength of each scale and the percentage of individuals showing a different type on re-testing. Their findings suggested that the four-letter type code was not a stable personality characteristic.
- 3.8.57 These reliability data have been interpreted positively by other researchers. (Carlson, 1980; DeVito, 1985; McCarlev & Carskadon, 1983, and Murray, 1990). These data were evaluated using standards appropriate for testing personality traits. Traits and types are two different constructions of personality (Meehl, 1992). The use of the term '*trait*' implies that the personality dimension is measured on a continuum between two extremes. A '*type*' implies a dichotomy where the classes are mutually exclusive.
- 3.8.58 The Myers-Briggs Type Indicator is a measure of type as implied by its name, supporting theory, and method of scoring. The reliability data suggested that an accurate and durable assessment of type cannot be made for those subjects whose scores are close to the zero point and have a high probability of crossing the boundary. The data suggested that the design of the Myers-Briggs Type Indicator created a dichotomous category from a continuous distribution. Consequently, it seemed unreasonable to conclude that two individuals were qualitatively different from each other when the difference in their scores was within the standard error of measurement (Rotter, 1975).

- 3.8.59** Williams and Carskadon (1983) tested the hypothesis that individuals under stress would have a different Myers-Briggs Type Indicator profile than 'normal' people. The results revealed that there was no significant difference between the two groups of population.
- 3.8.60** Hicks (1984) found that the intuitive type (N) read more than the sensing type (S). Given that a guru product generally was in the format of a book or other published work, it would be interesting to see if this insight could be shown by this exploratory study.
- 3.8.61** Schurr, Ruble and Henriksen (1988) indicated that the test could be used as a moderator variable and they did conclude that the test could measure broad defined traits. There was however, a conspicuous absence of empirical corroboration that 16 types represented distinct and unique behaviour within a population.
- 3.8.62** Blume (1992) suggested that individuals could improve their habits by knowing their Myers-Briggs Type Indicator, and that learning styles could be associated with the different 16 categories of the test.
- 3.8.63** According to Myers and McCaulley (1985) the test is especially useful in assisting individuals to assess their career opportunities. But the ethical implications surrounding the use of any test must be examined as no test of personality measures underlying constructs with any great precision. Myers and McCaulley (1985) suggested that the merit of the theory underlying the test was that it enabled the population to expect specific differences in people, and to cope with those people and their differences more constructively than they otherwise could.

3.8.64 The test provided individuals with a method for interpreting their own behaviour and the behaviour of others. The concern was the degree to which the system predisposed individuals to make assumptions about their own and other people's behaviour, while ignoring other conditions, such as the environmental context, that contributed to a person's behaviour. The research on self-fulfilling prophecies by Rosenhan (1974); Rosenthal (1974); Snyder & Swann (1978); Snyder, Tanke, & Berscheid (1977); and Swann & Snyder (1980) suggested that people would develop expectations when they were given basic descriptive information about another person. These expectations could drastically alter the nature of the interaction between the individuals, and they could be self-perpetuating because people selectively remember and interpret the behaviour of another using the stereotype as a heuristic filter. The concern implied was related to the Barnum Effect (Dickson & Kelly, 1985). That implied that people would accept accurate and inaccurate personality feedback as correct. These ethical issues are complex. Any assessment device or theory of behaviour could be inappropriately interpreted in too concrete a manner. Psychological tests and theories were, by their nature, incomplete.

3.8.65 In conclusion there is insufficient evidence to justify the specific claims made about the Myers-Briggs Type Indicators, although the tests do appear to measure several common personality traits. There is no evidence to believe that there were 16 unique types of personality. Furthermore, there was no convincing evidence to justify that knowledge of a specific type was a reliable or valid predictor of important behaviour. Taken on its own the tool did not make any significant theoretical or practical contribution to the understanding of behaviour.

- 3.8.66 However, there is good evidence that segments of the test can be used to make predictions and that the tool could be useful if supported with other tests and tools checking for other personality characteristics or traits. In other words, if it was used as part of a battery of assessment methods and not as the sole assessment instrument.
- 3.8.67 The author therefore decided to combine the Myers-Briggs behavioural traits and the Rogers (1983) 'adopters of a new idea', and developed a hybrid instrument which the author called 'A MATRIX OF BEHAVIOURAL TYPES (see Appendix 7). The 'Matrix of Behavioural Types', was developed through detailed reading and personal reflection of how each category compared and related to each other. By stating clearly the interpretation of how the two sets of data related to each other in advance of analysing the questionnaire, the author was able to use this knowledge to establish a measure of the data collected. The accuracy of the interpretation should support and validate the analysis.
- 3.8.68 Kummerow, Barger, and Kirby (1997) discussed the value of the Myers-Briggs type indicators in relation to generating data that identified how an individual gathered and assimilated information. However, the substantiality of using the complete Myers-Briggs questionnaire made using the full programme inappropriate for this study.
- 3.8.69 The author viewed the behavioural outcomes suggested by the Myers-Briggs (1985) indicators as relevant in terms of the research hypothesis, and therefore developed a reduced adaptation of the substantive programme. It was recognised that this action could reduce the validity of the results from the questions asked. It was also recognised that this reduced question format could make the interpretation seem too slick and simple.

- 3.8.70 The author decided that if the questions were interpreted in a consistent and objective manner, in relation to all the other questionnaire results, then they could, at worst support the non-hypothesis, and at best they could suggest implications for the hypothesis.
- 3.8.71 The implications of using the adapted questionnaire were that the result was not a rigorously validated psychometric test. The test was simplistic in design, provided an indication only of participant preferences and was not unnecessarily onerous on the participants. The Myers-Briggs Indicator Test was widely used by many organisations, and the set of questions used within this study drew upon general principles and was a simple instrument only, specifically designed to do an exploratory applied study. The author was not claiming the adoption of a strong scientifically validated instrument, or that theory could be tested or constructed through this approach. The implications of this will be discussed in the conclusion section of the thesis.

3.8.72

How The Personality Section (3) Of The Questionnaire Was Determined

3.8.73 From the research on psychological tests the author decided to use an adaptation from Barrett and Williams (1990) to establish personality indicators. The author adapted this work and reduced the number of questions asked to make the overall research questionnaire acceptable for the purpose of this study. This could have a diminished reliability effect on the results; however, the author believed that using the original as a framework would give a basis for the results having some pedigree and validity.

This would enable the author to identify if there were any links between the Rogers (1983) and Spence (1995) behavioural descriptors, and individual personality traits. Was there something about an innovator (section 2) that was specifically recognisable within the other personality category descriptors? (See Appendix 8A Personality Profile Description Tool and Appendix 8B The Eight Personality Types).

3.8.74

How The Grunig Theory (Sections 4&5) Of The Questionnaire Was Determined

3.8.75 These sections were developed to adapt and develop the Grunig model to test the strength of the Grunig factors, problem recognition, constraint recognition and level of involvement. The research would then have a matrix of data that would enable analysis of influencing factors across a wide spectrum.

3.8.76 The author developed questions along the same format as those questions that were used by Grunig (1997) in his research. The questions were constructed to be specific to commercial (industrial) situations as opposed to public relations in the health care sector.

3.8.77 The Grunig model had resulted in significant research to test the theory of problem recognition, constraint recognition and level of involvement.

3.8.78 And it had shown that there was a connection between the three variables. However all the research had been conducted in the health care sector and not in the commercial arena. The study had not developed a predictive tool and had only been used to show that conflicts could arise between individuals for many reasons, all of which could be summarised as one of the three variables.

3.8.79

How The Management Section (6) Of The Questionnaire Was Determined

3.8.80 How an individual interacted with other people in a working environment could have been a particular communicative behavioural trait, indicative of being influenced by a guru product. The author decided to include a section within the questionnaire that could suggest 'working with people' traits.

3.8.81 The people factor is a key element of people working successfully together. The behaviour of individual employees and the contribution this behaviour plays in the performance of an organisation is very important. Some writers like Burns & Stalker (1961); Morgan (1993); and Weber (1964) related successful people to the structure of the organisation, whilst others, Herzberg (1968); McClelland (1988); Maslow (1943) and Roethlisberger & Dickson (1964) concentrated on what motivated individual workers.

- 3.8.82** However, current pressures to downsize organisations resulted in a reduction in the number of levels of workers with a consequent development of more flexible forms of working (Drucker, 1988 and Tjosvold, 1991). This trend coupled with arguments about empowerment of workers (Conjer, 1993; Moss-Kanter, 1993) plus the interdependence between individuals said to characterise most modern working environments (Smith, Peterson & Misumi, 1994) had brought an emphasis on the work of the group or the concept of working in a team. Brown (1995) emphasised this trend by identifying the rapid growth in group-based reward schemes as opposed to individualistic based reward schemes.
- 3.8.83** The performance of teams within an organisation was, therefore, an important variable, and may have had some relatedness to guru product users.
- 3.8.84** Writers such as Belbin (1981, 1993), Davis, Millburn, Murphy & Woodhouse (1992), Margerison & McCann (1990), Parker (1990), Spence & Pruss (1992), and Woodcock (1989), had all proposed the notion of team roles or team-player styles. One of the most rigorous and extensive studies of team building and effectiveness was conducted at Henley Management College over a nine-year period starting in 1969. The study was a joint programme of research funded by the Department of Employment and undertaken by the Industrial Training Research Unit of University College, London and Henley. Since then the theory had been applied extensively in the UK and around the world.

- 3.8.85 This work implied that individuals would not only bring the characteristics of their functional roles to their activities as members of a team, but they would also, naturally, take up one or more team roles. For instance, a person might be naturally creative and had good ideas. Another might be good at research and gathering information, whilst another may be a natural co-ordinator.
- 3.8.86 The identification of team roles was sometimes claimed to be based on different personality characteristics (Margerison & McCann, 1990). However, all proponents of the team role concept had claimed to observe the behaviours typical of each team role, in a wide variety of occupational teams, in many different organisations.
- 3.8.87 Belbin claimed to be able to predict the performance of a team through the knowledge of each team member's team role. Given team role profiles for each team member, where all team roles were strongly represented across the profiles, then the team was predicted to be high performing. Where some team roles were absent, he predicted that the team would have a lower success rate.
- 3.8.88 However, the issue of what constituted 'success' or high performance in real terms in a real organisation, rather than artificially constituted management game playing teams, was more complex. Belbin's work had received little scientific evaluation validation, although there had been some critique (summarised below), and there was no evidence that any mix of 'team types' was any more efficient or effective than any other team type.

- 3.8.89 Belbin originally identified 8 categories of team roles. They were chairperson, shaper, innovator, resource investigator, monitor/evaluator, company worker, team worker and completer finisher. Each of these roles performed a particular function or process within the team. He did not suggest that a team had to have eight separate members to be high performing, as he clearly indicated that one person could undertake one or more of the roles effectively.
- 3.8.90 The Belbin technique was a forced-choice questionnaire yielding ipsative scores. Anastasi (1988) concluded that the forced-choice techniques had not proved effective in controlling 'faking' or 'social desirability responses'. It eliminated information about absolute strength of the individual's characteristics that could have been of prime importance.
- 3.8.91 Another problem concerned the way in which the questions were asked. The questions required the participant to specify their typical behaviour in a specific single-statement circumstance. These situations were vague, inconsistent, and did nothing to let the subject know crucial aspects of the nature of their team or group.
- 3.8.92 The precise nature of the task was not always clear and in some instances the situations were not specifically team related. This could easily lead to poor reliability (Argyle, Furnham & Graham, 1981).
- 3.8.93 Questionnaires which set out to detect a person's consistency in role-taking would grow more unreliable as the respondent was asked to report upon the team roles taken in more and more diverse settings. The prospects for high reliability are best in tests which either repeated focus upon a single situation or which assessed traits of such generality that they were expressed widely. Belbin (1981) appears to be unclear on this point.

3.8.94 Another concern was the fact that the measure was neither theoretically nor empirically derived. As Belbin (1981) explained in his book he used standard psychometrically validated measures like the 16PF and the EPI but developed his typology on observatory and inductive, rather than theoretically deductive, means. Whilst this was not unusual in psychology, a problem with this approach was the fact that previously well documented and theoretically important traits like neuroticism, tended to be overlooked. Also how could the tester be sure that all possible team roles were included in the inventory?

3.8.95 From the research, Belbin (1981) contended that there were five principles for building an effective team:

1. Each member contributed to achieving objectives by performing a functional role and a team role.
2. An optimal balance in both functional and team roles was needed depending upon the team's goals and tasks.
3. Team effectiveness depended upon the extent to which members correctly recognised and adjusted to the relative strengths within the team.
4. Personalities and mental abilities fitted members for some team roles and limited their ability to perform others.
5. A team could deploy technical resources to best advantage only when it had the range and balance of team roles.

3.8.96 It would seem from his writing that Belbin (1981) anticipated four roles that supported the five principles. They were:

1. Team leaders
2. Intellectuals
3. Negotiators
4. Managers- worker

However, he never seemed to explain how these roles themselves interrelated.

- 3.8.97** Furnham, Steel & Pendleton (1993) conducted three studies to examine the psychometric properties of what they called the Belbin Team Role Self-Perception Inventory. They concluded that Belbin had identified a variety of roles which individuals could choose when working in teams, and that the range of roles could well effect the performance of the team.
- 3.8.98** The original Belbin test comprised of seven sections each with eight items, totalling 56 questions. The participants had to distribute 10 points in any way that they desired between the eight alternative choices in each section. In the scoring, each item referred to a team role, so that a total team role score was made up of the addition of the seven sections.
- 3.8.99** The author adapted the original questionnaire by compiling five questions relative to each team role function. The scoring method was simplified in that the participants were asked to indicate, from a forced-choice of three answers, how they perceived themselves. The actual questions were not designed exclusively around team performance but were of a general nature specific to each of the team roles. The author's intention was to identify management traits.
- 3.8.100** The implications of using the adapted questionnaire were that the result was not a rigorously validated psychometric test, and the test was simplistic in design and provided an indication only of participant preference. The Belbin Team Indicator Test was widely used by many organisations, and the set of questions used within this study were drawn from general principles and it was a simple instrument only, specifically designed to do an exploratory applied study. The author was not claiming the adoption of a strong scientifically validated instrument, or the need to do so. The implications of this will be discussed in the conclusion section of the research.

3.8.101 General Comments On Psychological Testing

- 3.8.102 It was recognised that psychological tests were a limited sample of behaviour. Practical constraints dictated that a test was only a sample of behaviour. Yet the sample of behaviour was of interest only insofar as it permitted the examiner to make inferences about the relevant behaviour. The results of the tested items did not need to resemble the behaviours that the test was attempting to predict. The essential characteristic of a good test was that it permitted the examiner to predict other behaviours, (Gregory 1996).
- 3.8.103 A psychological test should also permit the derivation of scores or categories. Thorndike (1918) expressed an essential axiom of testing '*Whatever exists at all exists in some amount.*' McCall (1939) went further when he stated '*Anything that exists in amount can be measured.*'
- 3.8.104 Testing strives to be a form of measurement whereby numbers represent abstract dimensions. Every test furnishes one or more scores, or provides evidence that a person belongs to one category or another. Psychological testing summarises performance in numbers or classification.
- 3.8.105 The implicit assumption of the psychometric viewpoint is that any test can measure individual differences in traits or characteristics that existed. In most cases, all people were assumed to possess the trait or characteristic being measured, but in different amounts. The purpose of testing was to estimate the amount of the trait or quality possessed by an individual.

- 3.8.106** There were two main problems with this approach. First every test score would always reflect some degree of measurement error. The imprecision of testing was simply unavoidable. Tests must rely upon an external sample of behaviour to estimate an unobservable and therefore inferred characteristic. The best that a test could do was to make the error, which can be positive or negative, as small as possible. This was often expressed as an equation: $X = T + e$, where X is the observed score, T is the true score, and e is a positive or negative error component. The error could never be completely eliminated, nor could its exact impact be known in the individual cases.
- 3.8.107** The second problem was that the practitioner must not reify the characteristics from the results, as the results did not represent a 'thing' with physical reality. Although the results would categorise the participant, this categorisation would have no direct material existence. However, it was nonetheless useful in predicting possible outcomes.
- 3.8.108** A psychological test must possess norms or standards so that comparisons can be drawn from the results. This is known as standardisation, where the participants represent part of a known (standard) population, for whom the tests have indicated an expected frequency.
- 3.8.109** Tests are not ends in themselves. In general the purpose of a test is to predict additional behaviours other than those directly sampled by the test(s). These norm-referenced tests are a means of predicting non-test behaviour but there are no guarantees. The fact that a test exists and purports to measure a certain characteristic is no guarantee of truth. If the test can not stand up to independent research with similar results, then the test is useless.

- 3.8.110 There are eight (8) types of psychological tests, Gregory (1996).
- 3.8.111 **Intelligence tests:** measure an individual's ability in relatively global areas such as verbal comprehension, perceptual organisation, or reasoning, and thereby help determine potential for certain occupations.
- 3.8.112 **Aptitude tests:** measure the capabilities for a relatively specific task or type of skill and is a narrow form of ability testing.
- 3.8.113 **Achievement tests:** measures a person's degree of learning, success, or accomplishment in a subject or task.
- 3.8.114 **Creativity tests:** assess novel or original thinking and the capacity to find unusual or unexpected solutions.
- 3.8.115 **Personality tests:** measure the traits and qualities that determine a person's individuality.
- 3.8.116 **Interest inventories:** measure an individual's preference for certain activities or topics and thereby help determine occupational choice.
- 3.8.117 **Behavioural procedures:** objectively describe and count the frequency of behaviour identifying the causes and effects.
- 3.8.118 **Neuro-psychological tests:** measure cognitive, sensory, perception and motor performance to determine behavioural consequences of brain damage.
- 3.8.119 The author concluded from his reflections and investigations that three types of psychological test needed to be devised. One to test personality, one to test behaviour, and another to test Grunig's theory.

- 3.8.120** Personality and behaviour are two sides of the same coin. According to 'The Oxford English Dictionary', second edition, volume 2, Clarendon Press – Oxford, (1991) the definition of personality is:
The quality, character, or fact of being a person as distinct from being a thing; that quality or principle which makes a being personal. The quality that makes a person what he or she is, as distinct from other persons.
- The definition of behaviour is:
'Manner of conducting oneself in the external relations of life; demeanour, deportment, bearing and manners.'
- 3.8.121** The author suggested that personality was a natural state that coloured the individual in traits that affected aggression. It was inborn and defined natural characteristics; whereas, behaviour was taught, and was influenced by outside criteria like learning, and was a derivative of attitude. It was recognised that personality could also be influenced by outside criteria, but personality was not generally recognised as being something one could learn.
- 3.8.122** It was important that the tests within the questionnaire had reliability in terms of consistency of measurement. It was therefore important that the sections of the questionnaire responsible for behaviour and personality were structured and subject to a consistent scoring regime. It was thought that a forced-choice type question layout would best suit the approach. The restricted use of a forced-choice type questionnaire had limitations, already discussed, but the author did not want the questionnaire tool to be complicated either in form or in its assessment.

3.8.123 The nature of the questions in seeking behaviour and personality traits was important and the author reviewed three areas of assessment.

Norm-referenced tests: This is where the participant's score was interpreted in relation to scores obtained by others on the same test.

Criterion-referenced tests: The emphasis here was upon what the participant could do within a well-defined content domain.

Ipsative test: This is where the strength of each of the participant's answers was expressed, not absolutely, but relative to the strength of the participant's other choices.

3.8.124 The author decided to develop questions of an ipsative type for personality and behaviour, so the assessment of each questionnaire could be intra-personal and a reflection of the individual participant. With regards to the Grunig theory it was decided to develop a norm-referenced questionnaire, inline with Grunig's original research.

3.8.125 All the questions needed to have the following characteristics.

Reliability	Tests must be consistent in the results that it produces.
Validity	The test must measure what it purports to measure.
Objective Scoring	The feelings and judgement of the person doing the scoring must not affect the outcome.
Standardised Administration	For every candidate, the instructions given and the way the test is presented must be the same or as near as the same as possible.
Appropriate Norms	The score someone gets on a test is meaningful only when looked at against scores obtained by a relevant comparison group.
Confidential	All participants should be told who will see the data.

3.9.0 Chapter Three – Segment Nine

3.9.1. The Details Of The Questionnaire

3.9.2 Details of Section 1 (see Appendix 1)

Section 1 consisted of a unique reference number and 23 questions. It was important that participants felt that the questionnaire was confidential and that names of their organisations, or personal names, would not be used in the analysis and report. A unique reference number was allocated to each completed questionnaire to ensure that no other person had access to the names relating to the completed data.

The questions in Section 1 were focused on general data characteristics and where possible a tick box was supplied so that the participant had minimum writing input.

QUESTIONNAIRE: EXAMPLE OF SECTION 1

SECTION 1				
1.01	Your Reference			
1.02	What type of business is your organisation in?			
1.03	How long has the organization been in Business?			
1.04	How many people does the organisation employ?			
1.05	Is the Organisation Part of a Group?	NO	YES	
	Name of Group			
1.06	Approximate turnover of the organisation.	1996	1997	1998
		A B C D E F G H I J	A B C D E F G H I J	A B C D E F G H I J
	A – Under £50k	B – £50k to £100k	C – £100k to £250k	D – £250k to £500k
	F – £1.0m to £3.0m	G – £3.0m to £5.0m	H – £5.0m to £10.0m	I – £10.0m to £20.0m
		J – Greater £20.0m		
1.07	Was the Organisation Profitable?	1996 YES - NO	1997 YES - NO	1998 YES - NO
1.08	Your Gender	MALE	FEMALE	
1.09	Your Age	Under 21	22 - 30 yrs	31 - 40 yrs
		41 - 50 yrs	Over 50 yrs	

1.10	Qualifications	No. of 'O' Levels	No. of 'A' Levels	Degree	Masters
				NO - YES	NO - YES
				PhD.	Other
				NO - YES	
1.11	What do you do in your spare time?				
1.12	Do you take all your holidays every year?	NO	YES		
1.13	Which of the following countries have you visited either privately or through business? Please indicate the number of times you have visited the country.				
	AFRICA	AUSTRALIA	CANADA	FINLAND	FRANCE
					GERMANY
	NORWAY	RUSSIA	SCOTLAND	SOUTH AMERICA	SPAIN
					SWEDEN
					IRELAND
					USA
					JAPAN
					WALES
1.14	Have you got a computer at home?	NO	YES		
1.15	Have you got an Email address?	AT WORK	AT HOME		
		NO - YES	NO - YES		
1.16	Who do you most admire and why?				

3.9.3 DETAILS OF SECTION 2 (see Appendix 1)

This section was developed using the Kummerow et.al (1997) Myers-Briggs categories of people, and it enabled each participant to be categorised within one of sixteen headings.

QUESTIONNAIRE: EXAMPLE OF SECTION 2:

SECTION 2:					
GETTING AND DIRECTING ENERGY (E)					
Read the statement below then grade your answer according to how you believe it describes you.					
	STATEMENT	TOTALLY AGREE	USUALLY AGREE	NOT REALLY	
2.01	I initiate social interactions, introducing people and linking them with others.				Initiating
2.02	I enjoy the sharing of thoughts and emotions with others freely, talking a lot in an upbeat, optimistic style.				Expressive
2.03	I enjoy interacting with lots of people often joining or forming groups.				Gregarious
2.04	I want to communicate in person through talking and listening.				Participative
2.05	I like to be where the action is and at the centre of attention.				Enthusiastic
2.06	I like to connect with others and talk over a variety of things.				Sociable

SECTION 2: CONTINUED					
GETTING AND DIRECTING ENERGY (I) (CONTINUED)					
Read the statement below then grade your answer according to how you believe it describes you.					
	STATEMENT	TOTALLY AGREE	USUALLY AGREE	NOT REALLY	
2.07	I am uncomfortable with social courtesy.				Receiving
2.08	I keep my feelings and interests to myself solving most issues on my own.				Contained
2.09	I enjoy in-depth, one to one relationships.				Intimate
2.10	I like to communicate through reading and writing.				Reflective
2.11	I prefer calm and quiet spaces, staying in the background.				Quiet
2.12	I like to connect with the task and not necessarily with other people.				Independent

3.9.4 The section constituted eight parts to test eight specific behavioural traits. Each part had six separate questions to test the specific personal traits. These separate questions needed the participant to respond in one of three ways. They were asked to totally agree, usually agree or not agree with a specific statement.

3.9.5 The questions were in pairs. So question 2.01 to question 2.06 was one set of questions and they identified 'extravert nature'. (E) These questions were paired with question 2.07 to question 2.12. These questions identified 'introvert nature'. (I)

Questions 2.13 to questions 2.17 identified 'sensing characteristics' (S) and these were paired with question 2.18 to question 2.22 that identified 'intuition'. (N)

Question 2.23 to question 2.27 identified 'thinking characteristics', (T) and these were paired with question 2.28 to question 2.32 that identified 'feeling characteristics'. (F)

Question 2.33 to question 2.37 identified 'judging characteristics' (J) and these were paired with question 2.38 to question 2.42 that identified 'perception characteristics'. (P)

3.9.6 The three responses were then ranked. For the column headed 'totally agree' a ranking of 9 was allocated. For the column headed 'usually agree' a ranking of 3 was allocated. For the column headed 'not really' a ranking of zero was allocated. It must be noted that one answer was not better or worse than another. The rankings were not value scores; they were allocated just as a way to distinguish between the three choices, so as to determine the strength of the particular characteristic.

By summation of the ranking value in each group it was possible to contrast the two paired groups and determine which characteristic was dominant. Each characteristic was allocated a letter.

Group of questions	Characteristic	Letter Allocated
2.01 to 2.06	Extravert nature	E
2.07 to 2.12	Introvert nature	I
2.13 to 2.17	Sensing	S
2.18 to 2.22	Intuition	N
2.23 to 2.27	Thinking	T
2.28 to 2.32	Feeling	F
2.33 to 2.37	Judging	J
2.38 to 2.42	Perception	P

3.9.7 This enabled a participant's strongest or primary characteristics to be determined. A participant could either be an extravert or an introvert. They could be either a sensing type person or a person who tended towards intuition. The participant could be a thinker or a person who used feelings when involved in a situation. They could use judgement in determining decisions or perception.

3.9.8 This enabled a four-letter code to describe the participant's characteristic. A definition of the characteristics as defined by Kummerow et.al (1997) was listed below.

Extravert nature (E)

People with this preference usually wanted to know what was going on and to be included in all communications. They wanted opportunity to talk everything through and would develop their thoughts through interaction with others. They would think out aloud. Their verbal communication style would be, speak, listen, speak, speak, listen, speak, speak, speak – then perhaps reflect.

3.9.9 Introvert nature (I)

People with this preference usually preferred written communication because they wanted to think through their own idea database before committing themselves to a response. In verbal communication they wanted to be able to reflect on what was being said. They did not always express their thoughts. Their verbal communication style would be, listen, reflect, listen, reflect, reflect, reflect then perhaps speak.

3.9.10 Sensing nature (S)

People with this preference usually wanted to focus on what was real and actual. Who? What? Where? When? They usually gave and wanted real examples. They would ask a lot of relevant questions. They could be perceived as boring and unimaginative due to their questioning nature that could slow down a creative process.

3.9.11 Intuitive nature (N)

People with this preference usually wanted to discuss the big picture, they wanted to connect events and look at a wider meaning. They often jumped to other topics that they saw were connected but often others did not. They liked to offer different perspectives. Their contributions could seem to many as being irrelevant, unrealistic, unhelpful and frustrating.

3.9.12 Thinking nature (T)

People with this preference wanted a logical structure and clarity in communication and they wanted to be task focused. They would tend to stop participating when discussions went away from the task focus as they saw it.

3.9.13 Feeling nature (F)

People with this preference wanted communications to have a personal connection to them, to people or to their values and interests. They would tend to stop participating when communication strayed from those areas.

3.9.14 Judging nature (J)

People with this preference usually wanted written and verbal communication to be goal orientated and to the point. They preferred a clear structure.

3.9.15 Perceiving nature (P)

People with this preference usually found their communication could veer off into interesting topics; they could digress by suggesting other areas of interest where additional information could be found. It was the exploring of topics not the conclusion that interests them.

3.9.16 DETAILS OF SECTION 3. (A and B)

This section utilised the work done by Barrett and Williams (1990) to identify the personality profile of the participants under eight descriptors.

1. Factual
2. Sensitive
3. Calm
4. Lively
5. Aggressive
6. Passive
7. Independent
8. Group member

The questions were split into two parts (A and B) and there were forty questions in each part.

QUESTIONNAIRE: EXAMPLE 3A

QUESTIONNAIRE: EXAMPLE 3B

SECTION 3A:
Do the following statements describe you? Answer each question either YES or NO by circling the appropriate letter. Answer all questions, as you perceive you are NOT as you would like to be. There are 40 questions in Part 1. There is no time limit.

1	I generally like to work by myself in my own way.	I	YES	NO	G
2	I quickly get to know new people.	A	YES	NO	P
3	Little mistakes I have made sometimes worry me.	S	YES	NO	F
4	I often do things without thinking.	I	YES	NO	C
5	I can not forget my problems very easily.	S	YES	NO	F
6	I have no problem settling down to work on something difficult.	C	YES	NO	L
7	Even if everyone else disagrees I say what I think.	A	YES	NO	P
8	I prefer someone else to be the leader.	P	YES	NO	A
9	I like to do the same thing as my friends.	G	YES	NO	I
10	I try hard to make sure I do not hurt another person's feelings.	S	YES	NO	F
11	I like to do a thing carefully to make sure it is done correctly even if it means giving up something else.	C	YES	NO	L
12	Many things I read about in books and newspapers are sad.	S	YES	NO	F

SECTION 3B: Answer all questions, as you perceive you are, NOT as you would like to be. There are 40 questions in Part 2. How do you think other people see you? People would generally describe you as a person that:

1	Would put the Company first	G	YES	NO	I
2	Is self-determining - I make up my own mind	I	YES	NO	G
3	Has a relaxed approach to most things	C	YES	NO	L
4	Likes ostentatious things - jewelry, big or fast cars, status	A	YES	NO	P
5	Has a retiring personality - I keep myself to myself	P	YES	NO	A
6	Is a sentimental person	S	YES	NO	F
7	Conforms to the standards of the group	G	YES	NO	I
8	Is confident	A	YES	NO	P
9	Is impatient	L	YES	NO	C
10	Is a lively animated person	L	YES	NO	C
11	Is a hearty, sociable and fun person	A	YES	NO	P
12	Is always looking for other ways to do something - a dissenter	I	YES	NO	G
13	Likes to be one-of-the-crowd	G	YES	NO	I
14	Is a sensitive person	S	YES	NO	F
15	Is always willing to accept others advice	G	YES	NO	I
16	Is an effusive person - I have a gushing, bubbling personality	A	YES	NO	P

3.9.17 The first set of questions asked the participant to answer the questions, as they perceived themselves to be. Both sets of questions had to be answered YES or NO only and the answer depicted one of two personality traits.

3.9.18 There were letters either side of the YES and NO boxes, and the participants were asked to circle the appropriate letter corresponding to their answer. For example, if the answer to the first question was NO, then the participant would circle the letter G.

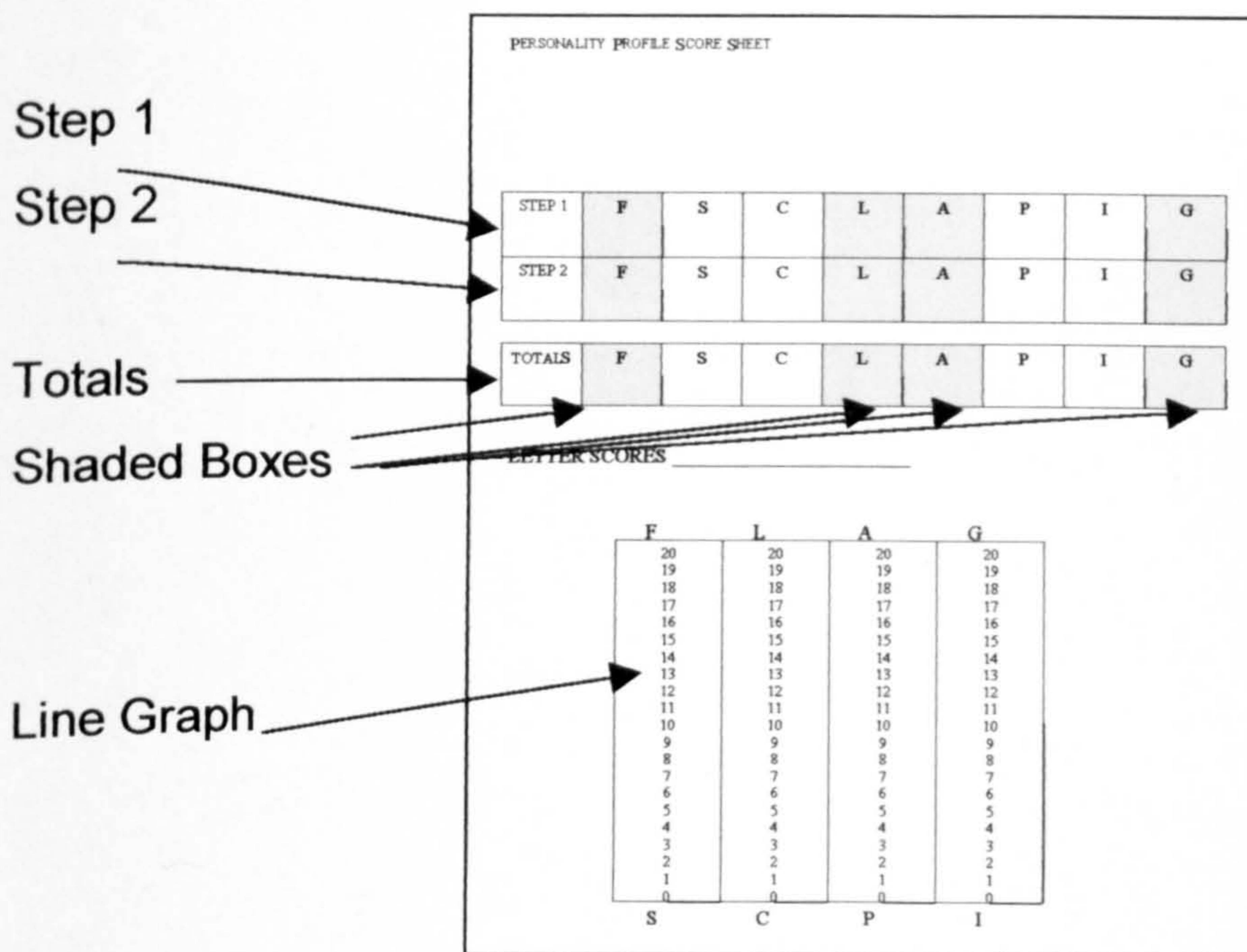
3.9.19 The second set of questions asked the participant to imagine how other people perceived them to be.

The questions were in pairs that determined personality traits.

- independent (I) – group member (G)
- aggressive (A) – passive (P)
- sensitive (S) – factual (F)
- calm (C) – lively (L)

This data was analysed by using the 'Personality Profile Score Sheet' (see Appendix 4A).

QUESTIONNAIRE: PERSONALITY PROFILE SCORE SHEET EXAMPLE



3.9.20

Step1: Section 3A

The questions were all YES or NO type answers and each answer has two letters. One letter was for YES and the other letter was for NO. Example the answer for question 1 was either YES which equals I, or NO which equals G. The letter corresponding to the participants answer would be circled.

I	YES	NO	G
---	-----	----	---

3.9.21

The process then added the number of times the same letter had been circled and transferred the result to the 'Personality Profile Score Sheet', (Appendix 4A) in the column marked Step 1, in the appropriate marked box. For example if the letter F had been circled 4 times in section 3A then in the Step 1 'F' box the number 4 would be input. Step 1 of the 'Personality Profile Score Sheet' was completed using the answers from section 3A.

3.9.22

The same procedure was adopted for section 3B. These results were entered into the appropriate boxes in step 2 on the 'Personality Profile Score Sheet'.

3.9.23 Step 1 and step 2 on the 'Personality Profile Score Sheet' were added together. The sum of the addition was input into the appropriate 'totals' column. The same was done for the other letters.

3.9.24 Next, the numbers from the 'totals' columns were used to construct a line graph. The boxes from step 1 and step 2 identified by the letters F L A G, were shaded. The totals in these four shaded boxes were transferred to the line graph. For example, if the number for step 1 'F' was 4, and the number for step 2 of the letter 'F' was 3, then the total of the letter 'F' would be 7. In the line graph under the column marked 'F' the number 7 would be circled. The same procedure was applied for the values from the shaded 'totals' columns, for the letters 'L', 'A' and 'G'.

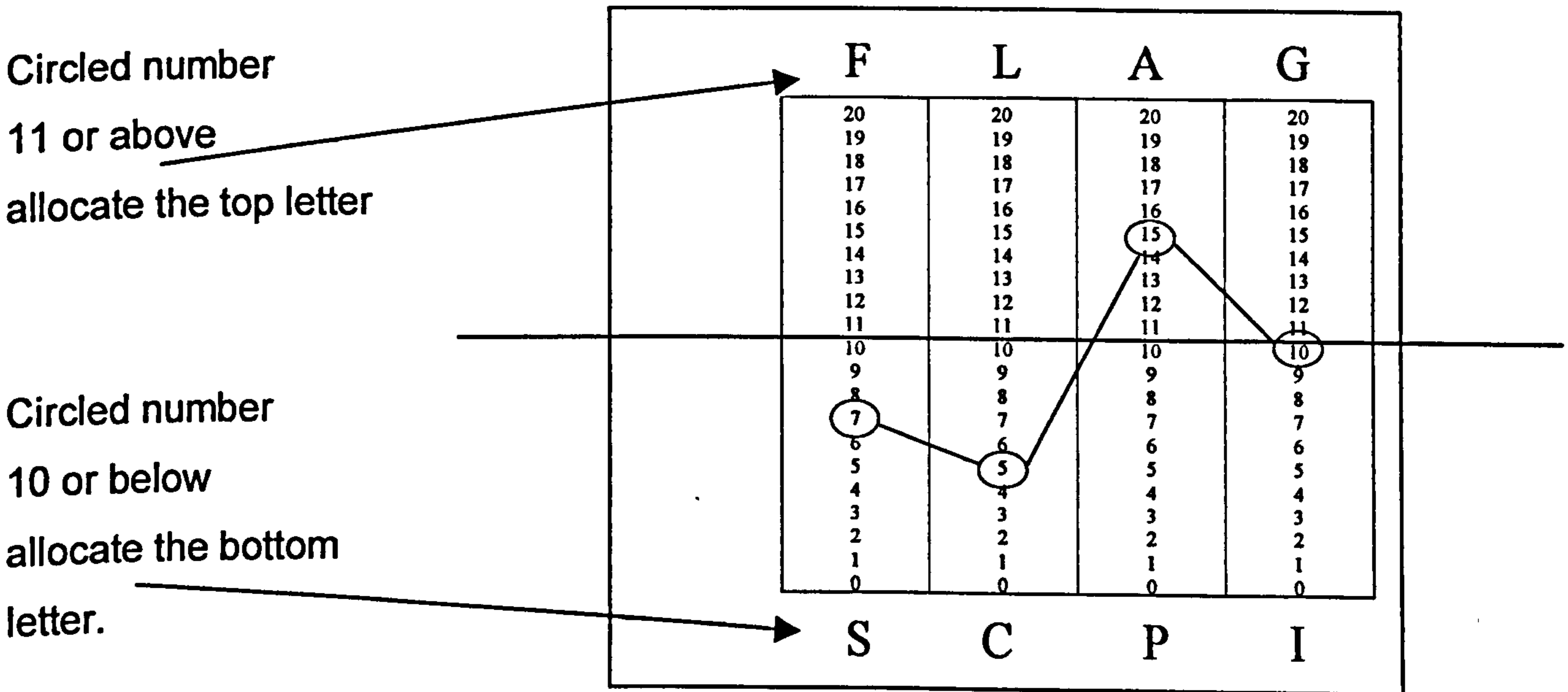
3.9.25 It was now possible to categorise the participant under one of sixteen headings and to determine the primary personal characteristics of the individual in relation to the eight profile descriptors.

1. Factual
2. Sensitive
3. Calm
4. Lively
5. Aggressive
6. Passive
7. Independent
8. Group Member

This was done, by developing a four-letter code, taken from the line graph produced.

3.9.26 Example: if the numbers transferred from the 'totals' column for the letters 'F', 'L', 'A' and 'G' were 7, 5, 15 and 10, then the line graph would look like the example below.

QUESTIONNAIRE: PERSONALITY PROFILE FLAG SCORE EXAMPLE

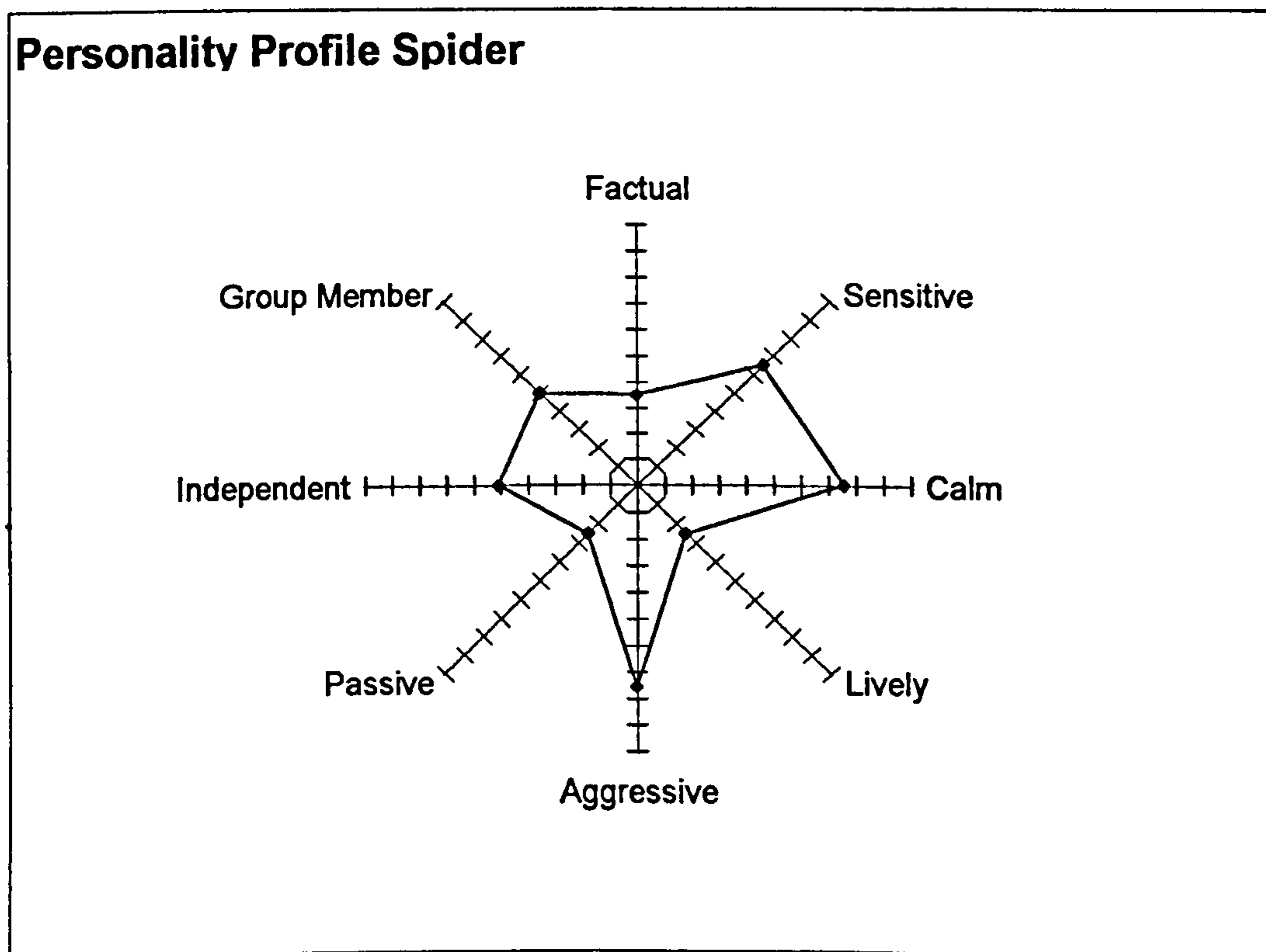


3.9.27 It was now possible to determine the category for the participant by taking each column in turn and determining if the circled number was near the top letter or the bottom letter. In the example, column one number was nearer to the 'S' than it was to the 'F'. Therefore the first letter of the code was 'S'. The second one was 'C' the third one was 'A' and the last one was 'I'. Note: when a number was on 10 or below then the bottom letter would be used to determine the code letter.

3.9.28 The example participant was an SCAI personality type and the description of this personality type could be found later in the study. See Appendix 8A: A Personality Profile Description Tool.

3.9.29 By using the Totals from steps 1 and 2, a Personality Profile Spider Diagram was constructed which showed the personality traits of the participant in a graphical form. This could help with analysis since all the personality traits were shown in relation to each other. An example of a Personality Profile Spider Diagram constructed from a Personality Profile Score Sheet was shown below.

QUESTIONNAIRE: PERSONALITY PROFILE SPIDER DIAGRAM



3.9.30 Were the participants independent or group orientated? Were they aggressive or passive in nature? Were they sensitive or factual, calm or lively? This data enabled each participant to be categorised as one of sixteen types. This data plotted onto a Personality Profile Score Sheet (see Appendix 4A) and a Personality Profile Spider diagram (see Appendix 4B) was plotted for each participant.

3.9.31 DETAILS OF SECTION 4

This section was adopted from Grunig's (1997) work on identifying personality characteristics that related to information processing, information seeking, problem recognition, constraint recognition and level of involvement.

3.9.32 There were fourteen parts to this section. Each part consisted of six specific interrelated questions. The first two parts tested for information processing and information seeking characteristics.

3.9.33 This was measured by asking the participant to indicate through a numbered score, their response to twelve specific questions. The participant was advised that an average score for each question was 100. They were encouraged not to score 100, but to score either below 100, as low as zero, or to score as high as they wanted, no limit. They were told that they could score 100 if they felt so minded but they were encouraged not to think of themselves as average.

3.9.34 This measure indicated how much emphasis each participant put onto the particular question

3.9.35 Questions 1 and questions 2 were specific questions to determine information processing and information seeking traits. This measure was not a measure contrasting one person with another, as no boundary limits were set and what was a high score to one person may not be to another. It was to determine how strongly an individual felt about a specific action and a specific subject relating to business. Of course, this was only measuring the person's reaction to a specific topic at one moment in time. This measure could not be said to depict the person's reaction under all circumstances or at another time.

3.9.36 The process was an attempt to see if there was any correlation between any of the data at a specific point in time. The scores indicated by the participants were summed together and an average score was determined for each part.

QUESTIONNAIRE: EXAMPLE OF SECTION 4 - QUESTIONS 1 AND 2

<p>1. INFORMATION PROCESSING: I would like to ask several questions about the kinds of stories you would pay attention to on television. I will read you the opening lines from some possible stories that you might hear on a television news programme. In answering please think of 100 as the average extent to which people pay attention to these kind of stories. Please give me any number above or below the normal score of 100 that tells me how likely you would be to pay attention to each of these stories after hearing the opening lines. Zero is the lowest possible score, but you can go as much above 100 as you like.</p>	
	SCORE
a. In a study published in Business Week in September 1998, researchers reported that organizations adopting a quality approach invariably improve the financial surplus and profitability of the enterprise.	
b. The Financial Times reported last week that waste and non-productive activities throughout organizations, were considered an issue for the 21 Century.	
c. A major issue in the global market is that of communication.	
d. Reducing cycle times and keeping up with customer requirements is driving the development of new products and services.	
e. The Internet opens up significant opportunities for small businesses.	
f. Innovation and the ability to adapt to change are clearly linked to organizations understanding and using structured management tools and techniques.	

3.9.37 Details of Section 4 – questions 3 to 14:

The next twelve parts (question 3 to 14) expanded again on Grunig's work. There were twelve different questions; each question used the same subject matter. The questions were set to determine the participant's level of problem recognition, level of involvement and level of constraint recognition. The same scoring criterion was set in that the participant had to think of 100 as being average. They were again encouraged not to think of themselves as average but they could if they so wished.

QUESTIONNAIRE: EXAMPLE OF SECTION 4 – QUESTIONS 3 TO 14

SECTION 4 CONTINUED

PROBLEM RECOGNITION, LEVEL OF INVOLVEMENT, AND CONSTRAINT RECOGNITION

For the following questions I would like you to continue using the scale you have been using, that is think of a score of 100 as the average. I will ask you several questions about four problems related to running a Micro, Small and Medium-size Enterprise (MSME).

3. On this scale, please give me a number that indicates how much you would like to understand each of the following problems better. The higher your score the more you would like to understand about the problem. (100 = average score)

	SCORE
a. Improving financial surplus and profitability	
b. Negative costs within the workplace	
c. Improving communication	
d. Creating new ideas	
e. Opportunities on the Internet for the small business	
f. Management tools and techniques to improve business performance	

4. To what extent do you believe this issue is a serious national problem? The higher your score the more you believe the issue is a serious national problem. (100 = average score)

	SCORE
a. Improving financial surplus and profitability	
b. Negative costs within the workplace	
c. Improving communication	
d. Creating new ideas	
e. Opportunities on the Internet for the small business	
f. Management tools and techniques to improve business performance	

5. How strong would you say your opinions are about this problem? The higher your score the stronger your opinions are about this problem. (100 = average score)

	SCORE
a. Improving financial surplus and profitability	
b. Negative costs within the workplace	
c. Improving communication	
d. Creating new ideas	
e. Opportunities on the Internet for the small business	
f. Management tools and techniques to improve business performance	

3.9.38 Again this measure was not a measure contrasting one person with another, as no boundary limits were set and what was a high score to one person may not be to another. It was to determine how strongly an individual felt about a specific action and a specific subject relating to business. This again was only measuring the person's reaction to a specific topic at one moment in time.

3.9.39 Again the process was an attempt to see if there was any correlation between any of the data at a specific point in time. Each of the twelve questions was specifically word-crafted to identify one of six characteristics of the individual at that point in time, and under the specific circumstances pertaining. The characteristics being measured were:

1. internal problem recognition
2. external problem recognition
3. internal level of involvement
4. external level of involvement
5. internal constraint recognition
6. external constraint recognition

3.9.40 Two questions from the set of twelve measured each of the six characteristics. The scores submitted by each participant were summed and divided by two to determine the average. The highest score of participants was also recorded to judge how they saw a particular question in relation to 100, which was set as the average score.

3.9.41 DETAILS OF SECTION 5

This section also adapted from work done by Grunig (1997). It consisted of three parts, each part consisting of five statements. One part (five statements) was set to determine the participant's problem recognition characteristics. Another part (five statements) was set to determine the participant's constraint recognition characteristics. The third part (five statements) was set to determine the participant's level of involvement characteristics. The criterion in each of the five statements was the same for each part, only the actual question differed. This was to obtain consistency throughout the section.

SECTION 5				
PROBLEM RECOGNITION				
First I would like you to consider how often you stop to think about each of the four issues. After I name each of these issues, please tell me whether you stop and think about the situation often, sometimes, rarely, or never.				
THE ISSUE	OFTEN	SOMETIMES	RARELY	NEVER
a. Improving financial surplus and profitability				
b. Negative costs within the workplace				
c. Improving communication				
d. Creating new ideas				
e. Opportunities on the Internet for the small business				
CONSTRAINT RECOGNITION				
Now would you think whether you could do anything personally that would make a difference in the way these issues are handled. If you wanted to do something, would your efforts make a great deal of difference, some difference, very little difference or no difference?				
THE ISSUE	GREAT DEAL	SOME	VERY LITTLE	NONE
a. Improving financial surplus and profitability				
b. Negative costs within the workplace				
c. Improving communication				
d. Creating new ideas				
e. Opportunities on the Internet for the small business				

3.9.42 In the first part (the first five statements) the participant had to answer each statement by indicating if they had often, sometimes, rarely or never thought about the specific statement. In the second part (again using the same five statements as in part one) they had to indicate if their efforts would make a great deal of difference, some difference, very little difference, or no difference to the specific statements. In the third part (using the same five statements as in parts one and parts two) the participant had to indicate if they believed there was a personal connection between themselves and the statements. They had to indicate by ticking a box marked, strong, moderate, and weak or none.

3.9.43 Each question asked a specific question relating to the same five business criteria. Each of the business criteria indicated four possible answers. Each of these answers was given a value that was the same for each question; the values allocated were 9, 5, 1 and 0. This value rating was not to impose one answer as better than another answer. The value scores were allocated just as a way to distinguish between the four choices, so as to determine the strength of the particular characteristic. The value for each question was summed and then divided by five to determine the average score for each characteristic being tested.

3.9.44 DETAILS OF SECTION 6

This section was developed adapting work done by Belbin (1981). It consisted of eight groups, each group consisting of five questions.

QUESTIONNAIRE: EXAMPLE OF SECTION 6

SECTION 6

There are eight groups of questions. Please answer all questions in each group. Simply ask yourself each question in turn and tick your answer in the appropriate column. Please be honest and mark each question as you are not how you would want to be.

Question Group A

A	ASK YOURSELF THE FOLLOWING QUESTIONS	Totally Agree		Sometimes Agree		Do Not Agree
1	I find it natural to be a leader.					
2	I can get the best out of people.					
3	I can use interpersonal skills very well.					
4	I enjoy resolving conflict.					
5	I listen carefully to all sides of the argument and alternative solutions.					

Question Group B

B	ASK YOURSELF THE FOLLOWING QUESTIONS	Totally Agree		Sometimes Agree		Do Not Agree
1	I like to take a dominant role in decisions.					
2	I always speak my mind.					
3	I am very task orientated					
4	I will want to take the lead when action is required					
5	I am very outgoing, confident and dynamic.					

3.9.45 Each group of questions was specifically word crafted to identify one of eight Belbin characteristics (see Appendix 5A).

1. Chairperson (A)
2. Shaper (B)
3. Innovator (C)
4. Resource investigator (D)
5. Monitor & evaluator (E)
6. Company worker (F)
7. Team worker (G)
8. Completer / finisher (H)

The participant had to respond to all questions by ticking the appropriate box for each question.

3.9.46 There were three tick boxes headed:

Totally agree

Sometime agree

Do not agree

Each of the three possible answers were given a ranking value: totally agree = 9: sometimes agree = 3: do not agree = 0. This was not to imply that one answer was better or worse than another answer, it was only to determine the strength of the particular characteristic being tested.

The value rankings for each group of questions was summed and divided by five to determine the average value strength for each characteristic. The results were plotted onto a spider diagram (see Appendix 5B).

3.9.47 The first draft of the questionnaire was tested on two individuals. The time taken to complete the questionnaire was between 50 minutes and one hour. The reason for this was that the questionnaire was very thought provoking and needed the participant to take some time to answer some of the questions. It was also apparent that the questionnaire could not just be filled in easily in isolation. After discussion with the pilot participants it was felt that the author should be present when completing the questionnaire to ensure any queries with any of the questions were answered in a consistent manner. From this pilot some suggestions were also made to clarify some questions, and the resulting amendments actually made the analysis easier. These modifications resulted in the finished questionnaire, see Appendix 1.

3.10.0 Chapter Three - Segment Ten

3.10.1 Identifying People To Recruit For Participation

3.10.2 It was decided to use individuals who worked in organisations that were within the Manchester area. This was to facilitate ease of contact and travel arrangements regarding time and cost. The researcher obtained a copy of Trafford Park & Salford Quays Business Directory and The Chamber of Commerce 1997 / 1998 Northwest England and North Wales Business Directory. The author also contacted The Business Development Centre and Campus at the University of Salford to seek a possible list of people who could co-operate in the study.

3.10.3 A list of potential organisations to contact was compiled from the sources available. This was done on a random basis making sure that a wide range of business types from manufacturing through to service, legal and retail organisations were covered. The author identified a business type and looked for an organisational match. When the author found the first organisation match, from whatever source, that organisation was contacted. This supported the ethos of this research in that the research was concerned with an exploratory study of working individuals and their behaviour. Thirteen organisation types were identified.

- 3.10.4** The author felt that the method of contacting the individuals within the organisations would be important and therefore it was decided to use a three pronged method of contact.
- First contact the organisation and find out the name of the Managing Director or senior manager on site, by talking to the receptionist.
 - Then fax a personal letter directly to the Managing Director using their name (Appendix 2A).
 - Then follow up this fax within 24 hours with a phone call.
- 3.10.5** This methodology gave the author the ability, when ringing the organisation for the second time, to use the named individual. When reaching the secretary barrier, the author was able to say that he was following up on a fax sent direct to the named person so they would be expecting a call.
- 3.10.6** This methodology resulted in 80% success rate in actually talking to the senior manager on site. However this did not result in 80% success rate regarding participants in the project. The success rate at getting people to give time to complete the questionnaire was initially around 23%, but then after amendments to the approach it increased to 53%. (See Appendix 2B for amended letter.)
- 3.10.7** The process of contacting and talking to organisations was in itself interesting and relevant to the overall research, in that in reality the author was trying to bring new ideas to an organisation, and in the main the attempts were thwarted. The majority of the organisations contacted were not interested. This suggested that the diffusion of a new idea was difficult to do via the fax and telephone media. However the barrier to diffusing the new idea could have been the tone or language of the message, it could have been the message bearer, (the author), it could have been an inappropriate request relative to the individuals concerns and problems at the time. The inability of the

author to secure interviews could have been for many other unidentified reasons, all of which make this research more interesting as it opens up the possibility of further research into this area.

3.10.8 A note of each of the companies contacted was made – reference numbers were used only to protect the names of the participants.

3.10.9 Contact 1.

- Initial contact with receptionist to get name of senior manager was good
- Sent fax – Appendix 2A – followed up with telephone call within 24 hours.
- MD not available but information had been passed onto the Marketing Manager.
- Author rang the Marketing Manager and discussed the project – asked if he could give researcher some of his time. He agreed.
- Went to see him and explained in person the research proposals. He said that there were about 8 senior managers involved in the company and that there could be a possibility to come to the next management meeting and interview all of them.
- Author indicated that this would be very good.
- He said he would discuss it with his MD and get back to author. He was very supportive and enthusiastic.
- He did not ring back – the author rang him back 48 hours later and was told that his MD had said that they did not want to go ahead. When asked what the problem was he simply said that the MD thought it was not the sort of thing that they got involved in.

3.10.10 Contact 2.

- Initial contact with receptionist to get name of senior manger was good
- Sent fax – Appendix 2A – followed up with telephone call 24 hours.
- MD not in had to ring back in two days time
- Rang back MD in a meeting – left message with secretary
- Rang back MD in a meeting – asked to ring back after 2.00pm
- Rang back after 2:00pm not available.
- Rang back two days later left message with secretary
- Received a letter after three weeks saying they were not a small company and they were not able to help with the research.

3.10.11 Contact 3.

- Initial contact with receptionist to get name of senior manger was good
- Sent fax – Appendix 2A – followed up with telephone call 24 hours.
- Told MD had now moved to Barnsley only visited local office every couple of weeks.
- No further contact.

3.10.12 Contact 4.

- Initial contact with receptionist to get name of senior manger was good
- Sent fax – Appendix 2A – followed up with telephone call 24 hours.
- Told to ring back later
- Rang back later – told to ring back again person not available. Got the feeling that he was there and was telling the secretary to tell lies.
- The author rang back again some days later but he was tied up – left a message with the secretary.
- No further contact.

3.10.13 Contact 5.

- Initial contact with receptionist to get name of senior manger was good
- Sent fax – Appendix 2A – followed up with telephone call 24 hours.
- The answer was no – they were too busy.

3.10.14 Contact 6.

- Initial contact with receptionist to get name of senior manger was good
- Sent fax – Appendix 2A – followed up with telephone call 24 hours.
- Not available until end of week
- Rang back in a meeting – left a message with the secretary
- Rang back two days later – left a message again
- No further contact

3.10.15 Contact 7.

- Initial contact with receptionist to get name of senior manger was good
- Sent fax – Appendix 2A – followed up with telephone call 24 hours.
- No available for three weeks
- Rang back after three weeks – not available – left message
- No further contact

3.10.16 Contact 8.

- Initial contact with receptionist to get name of senior manger was good
- Sent fax – Appendix 2A – followed up with telephone call 24 hours.
- Not available – ring back two days
- Rang back in a meeting – ring on the afternoon.
- Rang back busy – ring again next week
- Rang back agreed to meeting in two weeks time
- Rang the morning of the meeting to confirm everything was still ok

– the author was told that the contact was not available and the meeting was cancelled. They said the contact would ring the author and make another appointment.

- No further contact

3.10.17 Contact 9.

- Initial contact with receptionist to get name of senior manger was good
- Sent fax – Appendix 2A – followed up with telephone call 24 hours.
- Could not find the fax could another copy be sent. Sent second copy
- Rang back – in a meeting ring tomorrow
- Rang back - answer was no
- No further contact

3.10.18 Contact 10

- Initial contact with receptionist to get name of senior manger was good
- Sent fax – Appendix 2A – followed up with telephone call 24 hours.
- Not in ring after lunch
- Rang back – not available
- Rang back two days later could not find fax – resent fax
- Rang back – answer was no
- No further contact

3.10.19 Contact 11.

- Initial contact with receptionist to get name of senior manger was good
- Sent fax – Appendix 2A – followed up with telephone call 24 hours.
- Not in ring back after 3.00pm
- Rang back not available ring back next Monday
- Rang not in

- Rang back day after – agreed to meeting the following week.
- Reference number P1234 – The interview took 2.5 hours to complete as the person talked about his business and himself. The author felt that the participant was interested in the study and his questions needed to be answered.

3.10.20 Contact 12.

- Contacted organisation and the MD answered the phone
- Agreed to see me
- Reference P1235

3.10.21 Contact 13.

- Initial contact with receptionist to get name of senior manager was good
- Sent fax – Appendix 2A – followed up with telephone call 24 hours.
- Person had just got in from being out on business – asked the author to ring back
- Rang back the next day agreed to see me
- Reference P1237 - Interview took over 2 hours. Person talked about the business and himself.

3.10.22 At this point the approach to the participants was reassessed as the process had only resulted in three interviews. The author took advice from some colleagues and after much discussion it was agreed that the contact fax needed to be amended. The consensus was the phrase 'small to medium' in the fax was demeaning, as an organisation did not want to be told it was 'small'. The discussion on the wording of the fax (Appendix 2A) also highlighted another potential barrier. The time being asked for on the fax was one hour. Although this was true, in that it would take an hour to complete the questionnaire, it was believed that it would be better if the time were not mentioned in the written correspondence. If and when the

organisation agreed to a meeting, the author could ensure sufficient time was allocated then. The philosophy here was not to be so honest and forthright up front, but to be subtle. Other minor parts of the document were word crafted to make the narrative more punchy.

More people were then contacted.

3.10.23 Contact 14.

- Initial contact with receptionist to get name of senior manger was good
- Sent fax – Appendix 2B – followed up with telephone call 24 hours.
- Ring back after 2.00pm
- Rang back – the author heard the receptionist tell the manager who was on the phone then the author heard the manager tell the receptionist to say he was not in. She asked the author to ring back later.
- No further contact

3.10.24 Contact 15.

- Initial contact with receptionist to get name of senior manger was good
- Sent fax – Appendix 2B – followed up with telephone call 24 hours.
- Charity organisation – going through some changes – not the right time.
- No further contact.

3.10.25 Contact 16

- Initial contact with receptionist to get name of senior manger was good
- Sent fax – Appendix 2B – followed up with telephone call 24 hours.
- Not available ring back end of week
- Rang back could not find fax – resent
- Rang back – answer was no
- No further contact

3.10.26 Contact 17.

- Initial contact with receptionist to get name of senior manger was good
- Sent fax – Appendix 2B – followed up with telephone call 24 hours.
- Need to speak to other managers – would get back to me
- Rang again after 48 hours – not available – left message
- No further contact.

3.10.27 Contact 18.

- Initial contact with receptionist to get name of senior manger was good
- Sent fax – Appendix 2B – followed up with telephone call 24 hours.
- Agreed to see me. Arranged 7 interviews with management team.
- Reference P1238 to P1244

3.10.28 Contact 19.

- Initial contact with receptionist to get name of senior manger was good
- Sent fax – Appendix 2B – followed up with telephone call 24 hours.
- Rang and spoke to secretary who requested further information
- Sent letter to explain what it was all about
- Rang back a week later when they agreed to see me
- Reference P1246 to P1247

3.10.29 Contact 20.

- Initial contact with receptionist to get name of senior manger was good
- Sent fax – Appendix 2B – followed up with telephone call 24 hours.
- Rang and they agreed to see me
- Reference P1248 – took 2 hours due to conversation and questions.

- 3.10.30 Contact 21.**
- Initial contact with receptionist to get name of senior manger was good
 - Sent fax – Appendix 2B – followed up with telephone call 24 hours.
 - The author rang and they agreed to a meeting.
 - Reference P1249
- 3.10.31 Contact 22.**
- Initial contact with receptionist to get name of senior manger was good
 - Sent fax – Appendix 2B – followed up with telephone call 24 hours.
 - The author rang and they agreed to a meeting.
 - Reference P1250
- 3.10.32 Contact 23.**
- Initial contact face to face – retail outlet
 - Agreed to meeting at a more convenient time
 - Reference P1251
- 3.10.33 Contact 24.**
- Obtained contact from study supervisor
 - Made contact on the telephone and they agreed to see me
 - Reference P1252
- 3.10.34 Contact 25.**
- Made contact Agreed to complete questionnaire but would need time due to work pressures.
 - The author agreed to send questionnaire. Contact telephone numbers were exchanged.
 - The author expedited the questionnaire on several occasions.
 - The questionnaire was never returned – the contact indicated that they had completed it but it had been mislaid somewhere.

3.10.35 Contact 26.

- Obtained contact from study supervisor
- Made contact on the telephone and they agreed to see me
- Reference P1254

3.10.36 These 26 contacts formed the basis of the initial research and from these 26 contacts the author was able to interview 18 participants and obtain completed questionnaires.

3.10.37 Reflections On Setting Up Interviews

3.10.38 The author had to accept that the questionnaire was long and needed time and thought to complete. There was concern about this aspect from the very beginning.

3.10.39 Initial thoughts were to try to make the questionnaire short so that it would not have the barrier of length and time, when trying to persuade people to complete it. The more it was assessed what information was needed for the research, the more impossible this seemed to be. The author could not compile a shorter meaningful questionnaire that would collect the data it was felt was required.

3.10.40 The author believed that if people could be persuaded of the value of such research, then they would give their time. Having worked in various industries for over 27 years the author clearly understood that time was a very expensive commodity, and that this element of the research would create challenges.

- 3.10.41 The author actually felt when talking to some of the contacts, that if some of the participants had been offered money in exchange for an interview, they (the participants) would still have made the excuse that they did not have the time. This situation actually motivated the author, as it suggested that a barrier to new ideas did exist. This was an assumption on behalf of the author and could not be supported. Financial reward for listening to a new idea would, in the author's opinion, be an interesting theory to test out.
- 3.10.42 The exercise of setting up interviews confirmed the book research that the diffusion of a new idea takes more than just telling someone about the idea. There was a definite barrier. People were not open to new ideas; they filter them. Somehow, people listened to the message, filtered the information, and then made their minds up that the message was not as important as something else they were doing. They just did not consider the message important at all and therefore they ignored it; this would be defined as 'problem recognition' by Grunig (1997) or lack of it in many cases.
- 3.10.43 The author believed that actually making appointments and going to see each individual with the questionnaire was the right approach. The alternative of sending the questionnaire out in a postal survey would have been less expensive however, in the opinion of the author, this approach would not have yielded many responses. Another alternative of contacting the organisations and then sending the questionnaire to those who agreed to participate was also considered. However it was concluded that once they received the questionnaire in the post, other filters would come into play and many things in life would take on a greater priority than completion of a challenging questionnaire. Again the author assessed that this would not yield good consistent returns for data collection. This was shown to be the case with regards to contact 25.

3.10.44 The fact that the author was present at all of the questionnaires being completed meant that the data was compiled in a consistent way. Participants had the opportunity to ask the author questions and clarify any points that they were not sure about. It also meant that the author could ensure all parts of the questionnaire were completed.

3.10.45 Overall the author found collecting the data very challenging. The author did enjoy it, as meeting participants in their place of work was interesting and served as a reminder many times of the Dilbert syndrome and living life in a cubicle (Adams, 1998).

3.10.46 Analysing The Data From The Questionnaire

3.10.47 Definitions used for the purpose of the analysis in relation to this thesis

- Education – formal learning. Not an indication of intelligence.
- Well educated – someone who had a significant academic qualification (Masters Degree, PhD or other professional qualification).
- Degree educated - someone that had academic qualifications up to and including a degree.
- College educated – someone that had academic qualifications up to and including 'A' level.
- School educated – someone that had academic qualifications up to and including GCSE or 'O' level.
- Below average education – someone with no academic qualifications.
- Continuous learner – someone who reads books and journals on management and organisational issues.
- Culturally aware – someone who had travelled to at least eight different countries.

3.10.48 Each pack of questionnaires was identified with a unique reference number. This was to enable the author to identify the organisation and the person who had completed the questionnaire, in case there were any queries. As part of the administration and quality assurance the appropriate reference number was transcribed onto every page in each pack. This was because each pack consisted of 31 pages and it was felt necessary to ensure that if a page became unattached by accident from the pack it could be easily identified and re-secured.

3.10.49 The author created a spreadsheet to input the data from the questionnaire, so that patterns and relationships could be identified (see Appendix 3A).

3.10.50 The main data part of the questionnaire that related to the Grunig theory was section 4. The author deliberately separated section 4 and subjected the data to specific rules for consistency and validity. See 3.10.51 below for details.

3.10.51 How Section 4 Had Been Analysed

3.10.52 Each participant was specifically asked both in written form in the actual questionnaire, and verbally by the author, to score the results of each question from this section in a particular way. They were instructed that the score of 100 represented the average. They were told that 'average' was based on the average person in the street, but they were encouraged not to score average unless they felt strongly about it. This was done to try and persuade the participants to 'get off the fence' and demonstrate a clear preference.

- 3.10.53 The author recorded each participant's single highest score throughout section 4. This gave the marker on which to judge the answers from the other questions. For example by taking the single highest score for each participant and calculating a percentage of this figure in relation to the average figures used in the answers to each question. This would allow the author to determine a low or high involvement of each criterion in relation to the behaviour model, (e.g. low problem recognition – high problem recognition)
- 3.10.54 The author decided that a 'high' involvement would be 40% of the highest score of each participant.
- 3.10.55 Problems arose when some of the participants used a 'low' high score number and some use very high, high score number (e.g. 100,000). It became apparent that a 'high' involvement could be recorded against a figure below 100, (the average score). To alleviate this problem the author decided to make all high scores the average of the entire participants. The author needed to 'normalise' the participant scores.
- 3.10.56 The author ignored those high scores that were in excess of 1,000 and averaged the remaining high scores. This calculated out as 486 being the average high score for all the participants. The author therefore decided to use 500 as the control number. This allowed a figure of 200 to be used as a marker. (The previous decision, 3.10.54, to use 40% of the highest score of each participant to signify 'high' involvement, supported this number, as 40% of 500 was 200)

3.10.57 The spreadsheet Appendix 3B showed how this was achieved. The author took each of the participant's scores for each heading –then calculated that score as a percentage of the participant's single highest score. Where the participant's single highest score was less than 500 the author used 500. If the participant's single highest score was greater than 500 then the participant's highest score was used.

3.10.58 Example 1: Highest score 140

Score from information processing question 103

Adjust highest score to 500. $103 / 500 = 21\%$. This was less than 40% therefore it represents low information processing.

Example 2: Highest score 500

Score from information processing question 233

Leave highest score as 500. $233 / 500 = 47\%$. This was greater than 40% therefore it represents high information processing.

The author recognised that this was manipulating the scores. However, the author also recognised that to interpret the data collected it was necessary to subject the data to a consistent rule that would allow comparison and meaningful analysis.

3.11.0 Chapter Three – Segment Eleven

3.11.1 Descriptive Analysis Of Data Collected From The First Interviews

3.11.2 Using the Matrix of Behavioural Types (Appendix 7) and the Personality Profile Descriptive Tool (Appendix 8A) the author analysed the data from the questionnaires and developed a behavioural and personality profile for each participant. The following profiles should be read with the aid of Appendix 3A and Appendix 3B to reference all analysis.

3.11.3 Participant P1234

This was a male aged between 41 years and 50 years of age who owned the business. He was degree educated. He was not a continuous learner and did not have strong cultural awareness. He had over 15 years experience in his current role. The analysis from section 2 of the questionnaire indicated that P1234 was a 'late majority' type individual, see Appendix 3A. This information was confirmed with the results from section 4 of the questionnaire that showed that P1234 had only low information processing and information seeking skills. He demonstrated low problem recognition and constraint recognition with low level of involvement. This was supported with low information processing and low information seeking skills.

This low level of involvement was not what would be expected of an individual who was responsible for the company. P1234 employed only six people and he made all the decisions. The low problem and constraint recognition was unexpected in a one-man operation. It could have been expected that P1234 would have had a high recognition factor in all these areas, as he was solely responsible for the organisation.

The contradiction could be explained in that the questions in section 4 were more complex than the simple statements of section 5. Given that P1234 indicated that he did not read management books, but only journals, and the journals identified in the data were technical journals. This would imply that his knowledge was specific and technical. This would support the evidence that P1234 did not recognise in depth problems and constraints that were of a management nature – the subject of most guru products. Therefore the evidence of low constraint recognition identified from the answers to question 3 to 14 in section 4 were supported.

Further examination of the data revealed that the business was not operating in a profitable environment. Could the fact that the owner had low problem and constraint recognition and low level of involvement be a primary factor for this?

The team role indicators derived from section 6, showed that P1234 performed many of the roles defined by Belbin. This again would seem natural as P1234 was almost a one-man show in that he made and actioned all the decisions. It would be normal for an individual to be strong in one or two Belbin categories only, but when a person had to perform all the activities in their working day, then it would seem logical that if tested, the individual would exhibit traits from all the categories.

Behavioural Traits: Late Majority - ESTJ

Personality Traits SCAI

Main Personality Characteristic – Aggression (Scored 15 out of a possible 20)

Summary:

P1234 owned the organisation, which had been in business for 60 years, during which time it had remained a micro enterprise throughout. Growth had been almost in line with inflation and the organisation was not profitable. This would support the evidence that P1234 was a 'late majority' type person. The decision-making has low problem recognition and constraint recognition with a low level of involvement. This indicated behaviour of a 6-8 'did not recognise the incentive to change or get involved' from Figure 8.19 Behaviour Model 1. This indicated that guru products did not influence this participant, as evidence showed this type of person needed significant pressure applied before they would adopt a new idea. This conclusion was supported with evidence from the questionnaire.

3.11.4 Participant P1235

This participant was a male over 50 years old. He ran his own business that employed six people. He was degree educated but had no previous qualifications indicating that he came late to education. He was not a continuous learner in that he did not admit to reading guru books, but did indicate strong cultural awareness. He had over 15 years experience in his current role. The analysis from section 2 of the questionnaire indicated that P1235 was a 'late majority' type individual. This was confirmed with the results from section 4 of the questionnaire that showed that P1235 had very low information processing and seeking skills.

He demonstrated low problem recognition skills, low constraint recognition and low level of involvement. This was consistent with the lack of guru product involvement. This would indicate behaviour of a 6-8, 'did not recognise the incentive to change or get involved' type behaviour relating to Figure 8.19: Behaviour Model 1.

A follow up interview with P1235 to check the results of this data analysis showed that he came to education late after deciding to start his own business and needed to be qualified to do so. Although he successfully obtained a degree, it was specific to his trade. He had not developed his business, even after 28 years, but pursued other interests that helped him to earn money, as he says he easily gets bored. This information was supported through the team role section 6 in the questionnaire, in that he had an extremely low score indicated in the completer / finisher category.

The other team role indicators showed strengths in the chairman, the resource investigator and team work categories, which would support the fact that P1235 was totally responsible for his business and six people.

Behavioural Traits: Late Majority - ESTJ

Personality Trait FLAI

Main Personality Characteristic – Independent (Score 16 out of a possible 20)

Summary:

P1235 was self-employed and had been in business for 28 years, and had remained a micro enterprise throughout. Turnover was low but the business was profitable, although there was no indication how profitable but a simple calculation using the number of people employed and estimated overheads revealed any lack of any significant financial surplus for growth and investment. This supported the 'late majority' analysis from section 2 of the questionnaire. The individual confirmed he had a butterfly mentality and needed many different things to be happening in his life. He demonstrated low problem recognition skills, low constraint recognition and low level of involvement. These supported the 6-8 behaviour identified from Figure 8.19 Behaviour Model 1. Clearly guru products did not influence this participant, as evidence showed these types of people needed significant pressure applied before they would adopt a new idea.

3.11.5 Participant P1237

This participant was a male aged over 50 years old who owned the business. He was degree educated. He was not a continuous learner in that he did not admit to reading guru books, but he did indicate strong cultural awareness. He had over 15 years experience in his current role. The analysis from section 2 of the questionnaire indicated that P1237 was a 'late majority' type individual. This information was confirmed with the results from section 4 of the questionnaire that showed the P1237 had low information processing and information seeking skills. He demonstrated low problem recognition, low constraint recognition and a low level of involvement with regard to section 4 of the questionnaire.

This result was not expected as this individual owned the business and was responsible, with a partner, for all the decisions. However a number of things support these findings. The business had been in existence for over 16 years. It has never employed more than 6 people and had always been a micro enterprise. The participant did not have a good relationship with his partner. When the author approached the partner to participate in this project he said he was too busy and did not have the time. Also given that P1237 indicated he did not read management books only journals, and the journals identified in the data were technical journals. This would imply that his knowledge was specific and technical. This would support the evidence that P1237 did not recognise in depth problems and constraints that were of a management nature – the subject of most guru products. This analysis indicated behaviour of 6-8 from the Figure 8.19: Behaviour Model 1, that would indicate a 'did not recognise the incentive to change or get involved' attitude.

The team role indicators derived from section 6 showed that P1237 was a strong company worker and completer / finisher. This skill of completer / finisher was slightly contrary to the general description of a 6-8 type assessment. However this completer / finisher skill could have been learned from necessity over the years and consequently was a work skill that this individual had developed due to the business needs.

Behavioural Traits: Late Majority - ESFJ

Personality Traits FCAI

Main Personality Characteristics – Calm (Scored 17 out of a possible 20)

Summary

P1237 had managed his business for 16 years and had remained a micro enterprise throughout. The business was profitable and had shown growth over the last three years. The results clearly indicated a 'late majority' type individual with low information seeking and processing skills with low problem and constraint recognition, indicating that the participant had a 6-8 'no incentive to change or get involved' behaviour, see Figure 8.19. Clearly guru products did not influence this participant, as evidence showed these types of people needed significant pressure applied before they would adopt a new idea.

3.11.6 Participant P1238

This participant was male aged between 41 years and 50 years of age who worked for a small enterprise employing 38 people. He was degree educated plus he had a professional qualification. He was a continuous learner but not culturally aware.

Cultural awareness was a measured of how many different countries someone had travelled to. The data should not be used in isolation but must be used as part of a bigger picture. There could be many reasons why a person had not travelled to many countries, the least of which could be money. Participant P1238 had travelled to six different countries so there was evidence of some cultural awareness.

The analysis from section 2 of the questionnaire indicated that P1238 was an 'innovator' type individual. This information was NOT supported with the results from section 4 of the questionnaire that showed that P1238 had low problem recognition, low constraint recognition and low level of involvement. This indicated a 6-8 'no incentive to change or get involved' behaviour, in relation to the Figure 8.19: Behaviour Model 1. This was supported with a low information seeking and low information processing score. The reason for this was not clear and was unexpected.

The team role indicators derived from section 6 showed that P1238 was a good team player being skilled in various team roles.

Behavioural Traits: Innovator - INTP

Personality Traits SLPI

Main Personality Characteristics – Passive (Score 15 out of a possible 20)

Summary:

P1238 worked in a business that had been in existence for 25 years and had remained a small enterprise throughout. The business was profitable and P1238 was part of the senior management team that was responsible for the operation. The evidence from section 4 of the questionnaire indicated that this participant was not an active user of guru products, yet the behaviour analysis from section 2 of the questionnaire suggested that he was an innovator. Reference to the 'Matrix of Behavioural Types' (see Appendix 7), would indicate that innovators were pro-active and questioning. This showed contradiction and therefore further analysis was needed.

3.11.7 Participant P1239

This was a male aged between 41 years and 50 years who worked for a small enterprise employing 38 people. He was below average education although he had a trade qualification. He admitted to being a continuous learner but the books and journals indicated were personal and pleasure literature. He did not have strong cultural awareness. The analysis from section 2 of the questionnaire indicated that P1239 was a 'laggard' type individual. This information was confirmed with information from section 4 that indicated P1239 had low problem recognition, low constraint recognition and low level of involvement. This was complemented with low information processing and low seeking skills.

The author was able to observe this participant in a working environment and would confirm that P1239 was very traditional in their outlook, bureaucratic, with everything in its place and a place for everything. This was supported by the results from questions 3 to 14 in section 4 that indicated low problem recognition, low constraint recognition and a low level of involvement. This equated to a 6-8 on Figure 8.19: Behaviour Model 1 that was 'no incentive to change or get involved.'

The team role indicators derived from section 6 showed P1239 as a strong company worker. This again would support all the results above.

Behavioural Traits: Laggard - ISFJ

Personality Traits SCPI

Main Personality Characteristic – Calm (Scored 14 out of a possible 20)

Summary:

P1239 worked in a business that has been in existence for 25 years and had remained a small enterprise throughout. The business was profitable and P1239 was part of the senior management team that was responsible for the operation. His low problem recognition, low constraint recognition and low level of involvement indicated a 6-8 behaviour, reference Figure 8.19, which was supported by the analysis from section 2 that indicated P1239 was a laggard, see Appendix 7. It was clear from this analysis that guru products did not influence this participant as they were slow to change.

3.11.8 Participant P1240

This was a female aged between 31 years and 40 years of age who worked for a small enterprise employing 38 people. She was degree educated. She was a continuous learner but was not culturally aware.

The analysis from section 2 of the questionnaire indicated that P1240 was a 'late majority' type individual. This information was supported with the results from section 4 of the questionnaire that showed that P1240 had low problem recognition, high constraint recognition and a low level of involvement. This contrasted with high information processing and low information seeking skills. These skills were directly related to the fact that she had only recently obtained her degree. She obtained this degree from only a school education base. This data indicated a 5-8 'incentive needed to change or get involved' behaviour relating to Figure 8.19: Behaviour Model 1.

The team role indicators from section 6 of the questionnaire indicated strong team worker and completer/finisher traits

Behavioural Traits: Late majority - ESFP

Personality Traits SCPI

Main Personality Characteristic – Sensitive (Scored 14 out of a possible 20)

Summary:

P1240 worked in a business that had been in existence for 25 years and had remained a small enterprise throughout. The business was profitable and P1240 was part of the senior management team that was responsible for the operation. The results from section 2 of the questionnaire indicated 'late majority' type individual and section 4 results indicated low problem recognition, high constraint recognition and a low level of involvement. This contrasted with high information processing and low information seeking skills that were probably the result of a recently obtained degree. This data indicated a 5-8 'incentive needed to change or get involved' behaviour, reference Figure 8.19, and identified that this participant was not influenced by guru products.

3.11.9 Participant P1241

This was a female aged between 41 years and 50 years of age who worked for a small enterprise employing 38 people. She was degree educated. She was not a continuous learner and was not culturally aware.

Section 2 analysis identified P1241 as a 'late majority' type individual. This information was supported with the results from section 4 of the questionnaire that showed that P1241 had low information processing and low information seeking skills. Further analysis indicated low problem recognition, high constraint recognition and high level of involvement. This data placed P1241 in the 5-7 disordered activity, behaviour category.

The team role indicators from section 6 of the questionnaire indicated strong teamwork and resource investigator attributes.

Behavioural Traits: Late Majority - ESTP

Personality Traits FLAI

Main Personality Characteristics – Aggressive (Scored 16 out of a possible 20)

Summary:

P1241 had worked in a business that had been in existence for 25 years and it had remained a small enterprise throughout. The business was profitable and P1241 was part of the senior management team that was responsible for the operation. The results indicated a 'late majority' type individual and the result from section 4 suggested low problem recognition, high constraint recognition and high level of involvement. This was interesting as the participant obviously was involved in the problems and was aware of the constraints but had very low information processing and information seeking skills. In a nutshell, she knew there was problems and was aware that she could and should do something about them, but was not doing anything. This data indicated a 5-7 behavioural trait, 'incentive needed to change and get involved' reference Figure 8.19. Guru products did not influence this participant.

3.11.10 Participant P1242

This was a male over 50 years of age that worked for a small enterprise employing 38 people. He was the Chief Executive Officer and responsible for the operation. He was degree educated but was not a continuous learner, but he was culturally aware. He had over 15 years of experience in his current role.

The analysis from section 2 of the questionnaire indicated that P1242 was a 'laggard' type individual. This was supported from the analysis of section 4. The participant had low information processing and information seeking skills, low problem recognition, low constraint recognition and low level of involvement.

The results of this participants analysis was unexpected as a Chief Executive Officer would be expected to be more change orientated and have high scores in the terms of problem recognition and level of involvement. However, this investigation was proving that a job role or job title did not automatically define the person or their abilities.

This analysis indicated that this participant was a 6-8, 'no incentive to change or get involved' candidate. It was interesting that P1242 was only school educated before taking a degree indicating his higher education was obtained as a mature student. Perhaps this should imply someone who was an information seeker and interested in change? The data showed this individual had been in the same role for over 15 years. He did not embrace new technology (computers) and did not read management books, (guru products).

Behavioural Traits: Laggard - ISTJ

Personality Traits FCPI

Main Personality Characteristics – Calm (Scored 17 out of a possible 20)

Summary:

P1242 was a male over 50 years of age that worked for a small enterprise employing 38 people. He was the Chief Executive Officer and responsible for the operation. He was degree educated but was not a continuous learner, but he was culturally aware. The results from section 2 of the questionnaire indicated a 'laggard' type individual and the results from section 4 suggested a low problem recognition, low constraint recognition and low level of involvement with low information processing, and information seeking skills. This equated to a 6-8, 'no incentive to change or get involved' attitude reference Figure 8.19. This type of individual was not an active seeker or user of guru products and was in the category of the slowest and the last of the population to adopt anything.

3.11.11 Participant P1243

This was a male aged between 31 years and 40 years of age that worked for a small enterprise employing 38 people. He was degree educated. He was a continuous learner but was not culturally aware.

The analysis from section 2 of the questionnaire indicated that P1243 was a 'late majority' type individual. This information was supported with the results from section 4 of the questionnaire that showed that P1243 had low information processing and information seeking skills with low problem recognition, low constraint recognition and low level of involvement. This data indicated a 6-8 'no incentive to change or get involved' behaviour.

The team role indicators from section 6 of the questionnaire showed strong completer/ finisher traits.

Behavioural Traits: Late Majority - ESTP

Personality Traits FCAI

Main Personality Characteristics – Calm (Scored 19 out of a possible 20)

Summary:

P1243 worked in a business that had been in existence for 25 years and it had remained a small enterprise throughout. The business was profitable and P1243 was part of the senior management team that was responsible for the operation. The results from section 2 of the questionnaire indicated a 'late majority' type individual and section 4 suggested low problem recognition, constraint recognition and level of involvement. Low information processing and information seeking skills complement this. This data indicated a 6-8 'no incentive to change or get involved' behaviour reference Figure 8.19, and confirmed that guru products did not influence this individual.

3.11.12 Participant P1244

This was a female aged between 22 years and 30 years of age who worked for a small enterprise employing 38 people. She was school educated. She was not a continuous learner nor was she culturally aware.

The analysis from section 2 of the questionnaire indicated that P1244 was a 'laggard' type individual. This information was supported with the results from section 4 of the questionnaire that showed that P1244 had low information seeking and information processing skills as well as low problem recognition, constraint recognition and level of involvement characteristics. This data indicated P1244 demonstrated a 6-8 'no incentive to change or get involved' behaviour.

The team role indicators from section 6 of the questionnaire indicated a very strong company worker trait.

Behavioural Traits: Laggard - ISFJ

Personality Traits FCAG

Main Personality Characteristic – Aggressive (Scored 13 out of a possible 20)

Summary:

P1244 worked in a business that had been in existence for 25 years and had remained a small enterprise throughout. The business was profitable and P1244 was part of the senior management team that was responsible for the operation. The results from section 2 of the questionnaire indicated a 'laggard' type individual, and section 4 suggested low information processing and information seeking skills with low problem recognition, constraint recognition and level of involvement. This data indicated a 6-8 'no incentive to change or get involved' behaviour reference Figure 8.19, and confirmed that guru products did not influence this individual.

3.11.13 Participant P1246

This was a female aged between 41 years and 50 years of age who owned the business. The business was profitable and had been in existence for over 10 years and now employed 80 people. She was well educated and culturally aware.

The analysis from section 2 of the questionnaire indicated that P1246 was a 'late majority' type individual. This information was supported with the results from section 4 of the questionnaire that showed that P1246 had high problem recognition, low constraint recognition and high level of involvement. Section 4 also indicated that P1246 had low information processing skills but high information seeking skills. This data indicated a 2-3 'pro-active and questioning' behaviour.

This behaviour would be expected from a person running his or her own business, especially a business that was bordering on small to medium in size. The responsibility of many people would focus the mind and raise the problem recognition and level of involvement. The low constraint recognition could be explained through their personality traits.

The team role indicators from section 6 indicated shaper and innovator traits. The innovator trait associated with team role was not the same as innovator as described by Spence (1995) and Rogers (1983). The team role innovator was a person who generated new ideas within a team environment. The person may not necessarily generate ideas through guru products. It may be the application of common sense or job knowledge that inspired the innovative approach within the team. So there was no contradiction within the data collected.

Behavioural Traits: Late Majority - ESTP

Personality Traits FCAI

Main Personality Characteristic – Aggression (Score 15 out of a possible 20)

Summary:

P1246 worked in a profitable small enterprise that had been in existence for 10 years. She was the owner and chief executive of the organisation. The results from section 2 of the questionnaire indicated a 'late majority' type individual, and the result from section 4 suggested high problem recognition, low constraint recognition and high level of involvement. This was complemented with low information processing skills but high information seeking skills. All this data indicated a 2-3 'pro-active and questioning' behaviour reference Figure 8,19. Although this individual needed pressure to change, that pressure was applied through the need to grow the business and retain profitability.

3.11.14 Participant P1247

This was a female aged between 41 years and 50 years of age who worked for a small profitable enterprise that employed 80 people. She was school educated, a continuous learner but was not culturally aware. Her role within the organisation was office manager. This entailed administration duties and day to day responsibility for typing staff and general duty staff.

The analysis from section 2 of the questionnaire indicated that P1247 was a 'late majority' type individual. This information was supported with the results from section 4 of the questionnaire that showed that P1247 had low problem recognition, constraint recognition and level of involvement. This was complemented with low information processing and information seeking skills. This data indicated a 6-8 'no incentive to change or get involved' behaviour.

The team role indicators from section 6 of the questionnaire showed a strong team worker and chairperson traits. This supported her role within the organisation that necessitates meeting with typing staff and general communication needs.

Behavioural Traits: Late Majority - ESTJ

Personality Traits SCAG

Main Personality Characteristics - Aggressive (Score 18 out of a possible 20)

Summary:

P1247 worked in a small profitable enterprise that had been in existence for 10 years. She was part of the senior management team that operated the organisation. The results from section 2 indicated a 'late majority' type individual, and the results from section 4 suggested low problem recognition, constraint recognition and level of involvement. This coupled with low information processing and information-seeking skills suggested that although she indicated she was a continuous learner, her learning habits were restricted to what she needed to know for her immediate job. This data indicated a 6-8 'no incentive to change or get involved' behaviour reference Figure 8.19, and identified this person as someone who was not influenced by guru products.

3.11.15 Participant P1248

This participant was a female aged over 50 years of age who worked for an organisation that had been in existence for 10 years. The organisation was part of a large national enterprise but operated as an independent company. She was degree educated, a continuous learner and was culturally aware. The analysis from section 2 of the questionnaire indicated that P1248 was a 'early adopter' type individual. This information was however contradicted with the results from section 4 of the questionnaire that showed that P1248 had high information processing skills but low information seeking skills, low problem recognition, low constraint recognition and low level of involvement. This indicated a 6-8 'no incentive to change or get involved' behaviour.

The team role indicators from section 6 of the questionnaire indicated strong team worker and company worker traits.

Behavioural Traits: Early Adopter - ENTJ

Personality Traits SCAG

Main Personality Characteristic – Aggressive (Scored 16 out of a possible 20)

Summary:

P1248 worked in a profitable organisation as a senior member of the management team. The questionnaire results indicated an 'early adopter' type individual with low problem recognition, low constraint recognition and low level of involvement implying 6-8 behaviour of 'no incentive to change or get involved' reference Figure 8.19. This analysis showed contradiction, as an 'early adopter' type person was associated with an open mind to new ideas while the 6-8 behaviour suggested the opposite. Further analysis was needed.

3.11.16 Participant P1249

This was a female aged between 22 years and 30 years of age who worked for a profitable organisation that had existed for over 25 years. She was well educated, a continuous learner and culturally aware. The analysis from section 2 of the questionnaire indicated that P1249 was an 'innovator' type individual. This was confirmed with the results from section 4 of the questionnaire that showed that P1249 had low information processing skills but high information seeking skills plus high problem recognition, low constraint recognition, and high level of involvement. This indicated a 2-3 behaviour which was a 'pro-active and questioning attitude.

The team role indicators derived from section 6 of the questionnaire showed strong shaper and completer/finisher traits.

Behavioural Traits: Innovator - ENTP

Personality Traits SCAI

Main Personality Characteristics – Aggressive (Scored 18 out of a possible 20)

Summary:

P1249 was a senior member of a profitable organisation that had existed for over 25 years. The results from section 2 of the questionnaire indicated an 'innovator' type person and the results from section 4 suggested high problem recognition, low constraint recognition and high level of involvement. This transcribed into a 2-3 'pro-active and questioning behaviour reference Figure 8.19. This strongly implied that guru products did influence this individual.

3.11.17 Participant P1250

This was a male aged between 31 years and 40 years old who worked in his own profitable business that had been in existence for 28 years and employed 53 people. He was degree educated, a continuous learner but not culturally aware. The analysis from section 2 of the questionnaire indicated that P1250 was a 'late majority' type individual. The analysis of section 4 from the questionnaire of P1250 was however unexpected. Section 4 indicated that P1250 had high problem recognition, low constraint recognition and high level of involvement indicating a 2-3 'pro-active and questioning' behaviour. This however was contradicted with low information processing and low information seeking skills.

The team role indicators from section 6 of the questionnaire showed strong 'company worker and completer/finisher traits.

Behavioural Traits: Late Majority - ESTJ

Personality Traits FCAI

Main Personality Characteristics – Aggressive (Scored 15 out of a possible 20)

Summary:

P1250 was a senior partner in his own profitable business that had existed for 28 years. He had a major responsibility in running the operation on a day to day basis and therefore his high problem recognition, low constraint recognition and high level of involvement from section 4 of the questionnaire was justified. This indicated a 2-3 behaviour that indicated a 'pro-active and questioning' behaviour reference Figure 8.19. This contradicted the behaviour traits of the individual, as section 2 of the questionnaire indicated a 'late majority' type individual, and as such would not be a guru user according to Figure 8.19: Behaviour Model 1. Further analysis was needed.

3.11.18 Participant P1251

PARTICIPANT (P) 1251

This was a male aged between 41 years and 50 years of age who was a senior manager in a small retail business. He was school educated, was not a continuous learner, and was not culturally aware. The analysis from section two of the questionnaire indicated that P1251 was a 'late majority' type individual. This information was confirmed with the results from section 4 of the questionnaire that showed that P1251 had low problem recognition with low constraint recognition and a low level of involvement. This was complemented with low information processing and low information seeking skills. These results indicated a 6-8 on Figure 8.19: Behaviour Model 1 that indicated a 'no incentive to change or get involved' behaviour.

The team role indicators from section 6 of the questionnaire showed 'chairman' traits.

Behaviour Traits: Late Majority - ISTP

Personality Traits FCAI

Main Personality Characteristics – Factual and Aggressive (Scored 12 out of a possible 20)

Summary:

P1251 was a senior member of a small profitable retail business that had been in existence for over 35 years. The questionnaire results indicated that P1251 had 6-8 behaviour, which was 'no incentive to change or get involved' reference Figure 8.19, and this was supported by his 'late majority' categorisation from section 2 of the questionnaire. The results indicate that P1251 was therefore not a candidate for using guru products.

3.11.19 Participant P1252

This was a male aged between 41 years and 50 years of age who worked for a profitable small organisation that had existed for over 34 years. He was well educated, a continuous learner, and was culturally aware. The analysis of section 2 of the questionnaire indicated that P1252 was an 'early adopter' type individual. This was interesting as the analysis from section 4 of the questionnaire showed low problem recognition high constraint recognition and high level of involvement. This indicated that P1252 was a 5-7 'disordered activity' type individual. This was supported by low information processing and low information seeking skills.

The team role indicators from section 6 of the questionnaire showed very strong 'shaper' traits.

Behavioural Traits: Early Majority - INFJ

Personality Traits FCAI

Main Personality Characteristics - Aggressive (Scored 15 out of a possible 20)
- Factual (Scored 15 out of a possible 20)

Summary:

P1252 was a senior manager in a profitable organisation that had existed for over 34 years. He demonstrated low problem recognition, high constraint recognition and high level of involvement reference data from section 4 of the questionnaire. This indicated he was a 5-7 'disordered activity' type individual reference Figure 8.19. This was supported by section 2 of the questionnaire that suggested P1252 was an 'early majority' type individual who was a guru user.

3.11.20 Participant P1254

This was a female aged between 31 years and 40 years of age who worked for a small profitable organisation that had been in existence for over 30 years. She was degree educated, a continuous learner, but was not culturally aware. The analysis from section 2 of the questionnaire indicated that P1254 was a 'late majority' type individual. This information from section 4 of the questionnaire supported this, indicating that P1254 had low problem recognition, low constraint recognition and low level of involvement. This was backed-up with low information processing and information seeking skills. This implied a 6-8 'no incentive to change or get involved' behaviour.

The team role indicators from section 6 of the questionnaire show a contradiction to the above analysis in that it implied very strong innovative, resource investigator and completer/finisher traits. This was not supported with any other evidence from sections 2, 3, 4, or 5 of the questionnaire.

This could be explained perhaps through the work of Goleman, (1997) where he used the word 'dormitive to denote a failure to see things as they really were. This was explained in the words of R D Laing in Goleman, (1997) page 24.

The range of what we think and do was limited by what we fail to notice. And because we fail to notice that we fail to notice, there was little we can do to change until we notice, how failing to notice shapes our thoughts and deeds.

The author suspected that participant P1254 had answered some of the questions in section 6 in a way that supported her view of how she thinks she should be – not how she actually was. Fortunately there were sufficient questions in the questionnaire to balance out contradictions and determine personality and character traits. There was recognition however that someone who deliberately falsified the answers could skew the results. The author did not think that any of the participants deliberately took this action.

This participant completed the questionnaire very quickly. The results from this participant had highlighted the strength of the questionnaire in identifying contradictions, but it also highlighted the dangers and problems of getting meaningful analysis from any questionnaire. It was only the fact that the author was present when this participant completed the questionnaire that this could be observed.

Behaviour Traits: Late Majority - ESFP

Personality Traits SLAG

Main Personality Characteristics – Aggression (Scored 16 out of a possible 20)

Summary:

P1254 was a senior manager in a profitable organisation. Her results identified contradictions but the data collected from section 4 of the questionnaire indicated that this participant had a 6-8 'no incentive to change or get involved' work behaviour reference Figure 8.19. The analysis was supported through the analysis of section 2 of the questionnaire that suggested P1254 was a 'late majority' type individual. Even allowing for some degree of inaccuracy in the data, it was possible to conclude that this participant was not a user of guru products.

Chapter 4: Analysis Of The Data

This section took each questionnaire and compared the results of the data from each participant and analysed it specifically against Grunig's theory that had been developed into a Behaviour Model. See Figure 8.19: Behaviour Model 1.

This analysis of the data confirmed the contradictions identified in the previous analysis, study reference 3.11.6 to 3.11.15. The research then continued to resolve the anomalies with further input from the participants.

Through this analysis the research indicated that there was a link between people using guru products and specific behavioural and personality characteristics.

4.12.0 Chapter Four - Segment Twelve

4.12.1 Making Sense Of The Results

4.12.2 The challenge set by the analysis of the data from the questionnaires was to identify if there was any unique behavioural characteristics apparent in any participant who used guru products. It was apparent from the analysis, that the participants who were influenced by guru products were associated with Innovator and Early Adapter type individuals. The author therefore decided to contrast all the measured categories from the questionnaire in relation to these two types.

4.12.3 Using the questionnaire analysis Appendix 3A, the author assessed each of the categories measured in respect of the Innovator and Early Adopter participants. The Innovator and Early Adopter categories were used as the 'Marker Group'

4.12.4 **AGE OF ORGANISATION:**
There was no obvious connection with the marker group in relation to the age of the organisation.

4.12.5 **NUMBER OF EMPLOYED:**
There was no obvious connection with the marker group in relation to the number of people employed.

4.12.6 **TURNOVER:**
There was no obvious connection with the marker group in relation to the turnover of the organisation.

4.12.7 **PROFITABILITY:**
There was no obvious connection with the marker group in relation to the profitability of the organisation.

- 4.12.8 GENDER:**
There was no obvious connection with the marker group in relation to the gender of the individuals.
- 4.12.9 AGE:**
There was no obvious connection with the marker group in relation to the age of the individual participants.
- 4.12.10 QUALIFICATIONS:**
There was a definite link with the marker group and qualifications. It appeared that all the marker group were at least 'degree educated' and 60% were 'well-educated'. In fact out of the participants that admitted to being 'well-educated', 60% were in the marker group.
- 4.12.11 SPARE TIME:**
There was no obvious connection with the marker group in relation to what individuals did in their spare time.
- 4.12.12 TAKE ALL HOLIDAYS:**
There was no obvious connection with the marker group in relation to the fact that they did or did not take all their allocated holiday entitlement.
- 4.12.13 TRAVEL:**
There was a definite connection between the marker group and travel. Out of the population that qualified for cultural awareness, 64% were in the marker group, and 86% of the marker group qualified for cultural awareness.
- 4.12.14 COMPUTER AT HOME:**
There was no obvious connection with the marker group in relation to the fact that they did or they did not have a computer at home.

- 4.12.15 EMAIL:**
There was no obvious connection with the marker group in relation to the fact that they did or did not have an Email facility either at work or home.
- 4.12.16 READ MANAGEMENT AND ORGANISATIONAL ISSUES – BOOKS, JOURNALS AND PUBLICATIONS:**
There was no obvious connection with the marker group in relation to reading about organisational issues except that 100% of the marker group were classed as continuous learners.
- 4.12.17 CHANGED EMPLOYER – CHANGED JOB ROLE:**
There was no obvious connection with the marker group in relation to the number of times participants changed employer or job roles. However over 70% of the marker group had changed their job roles over 5 times. The other 30% had changed their roles 3 times.
- 4.12.18 EXPERIENCE IN THE JOB:**
There was no obvious connection with the marker group in relation to the number of year's experience in their current job.
- 4.12.19 BEHAVIOURAL TRAITS:**
There was a definite connection between the marker group and behavioural traits. The marker group was identified through the behavioural criteria. The details of this connection and the implications would be discussed in detail later in the report.
- 4.12.20 PERSONALITY TRAITS:**
There was no obvious connection with the marker group in relation to the personality traits identified.
- 4.12.21 BELBIN'S TEAM ROLES:**
There was no obvious connection with the marker group.

4.12.22 To validate the analysed categories it was necessary to refer to Figure 6.18: The Diffusion of a New Idea Influencing Diagram 1, developed early, to determine if all the relevant criteria identified in the diagram could be measured by the results of the questionnaire.

4.12.23 Figure 6.18: The Diffusion of a New Idea Influencing Diagram 1 demonstrated the relationships between new ideas, the communication channel, time and social interactions. The author therefore extracted these elements from the data within the questionnaires, and mapped them onto a spreadsheet, see Figure 12.20: Data Comparison Spreadsheet Number 1, on the next page.

The elements extracted were:

- Age of participants: this was the element of time.
- Continuous Learner and Education were the characteristics of learning: these were the elements of knowledge that influenced management skills and encouraged acquisition of new knowledge and sources of new ideas.
- Cultural awareness: influenced the social system and effected attitudes of change.
- Behavioural traits: this had an affect on the influencing routes that hindered or encourage new ideas.
- Personality traits: this would support the social system and indicated how participants reacted in their environment.
- Problem recognition, constraint recognition and level of involvement: this would indicate the influence these criteria had on the other elements.
- The communicative behaviour as indicated by Figure 8.19 Behaviour Model 1.

FIGURE 12.20: DATA COMPARISON SPREADSHEET NUMBER 1

Participant	Age Range			Education			Continuous Learner		Culturally Aware		Spence Behavioral Traits			Personality Traits			Group Behaviour Characteristics			Communicative Behaviour														
	Age Range	Wsl	Deg	Col	Bch	Bcl	Avg	Continuous Learner	Culturally Aware	IN	EA	EM	LM	LR	Extrovert	Introvers	Sensing	Intuition	Thinking		Feeling	Judging	Perception	Factual	Sensitive	Calm	Lively	Aggressive	Passive	Independent	Group Member	Problem Recognition	Recognition	Constraint
1	P1234	41-50		D				NO	NO			LM			E	S	S	C	A	T	J			S	C	L	A	I		L	L	L	6-8	
2	P1235	50+		D				NO	YES			LM			E	S				T	J			F		L	A	I		L	L	L	6-8	
3	P1237	50+		D				NO	YES			LM			E	S				F	J			F		L	A	I		L	L	L	6-8	
4	P1238	41-50		D				YES	NO	IN						I	N			T		P			L			P		L	L	L	6-8	
5	P1239	41-50		D			BA	YES	NO					LR		I				F	J				C			P		L	L	L	6-8	
6	P1240	31-40		D				YES	NO			LM			E	S				F		P			C			P		L	H	L	5-8	
7	P1241	41-50		D				NO	NO			LM			E	S				T		P			C			P		L	H	H	5-7	
8	P1242	50+		D				NO	YES				LR			I				T	J			F		L	A	I		L	L	L	6-8	
9	P1243	31-40		D				YES	NO			LM			E	S				T		P			C			A	I		L	L	L	6-8
10	P1244	22-30					SC	NO	NO				LR			I				F	J			F		L	A	I		L	L	L	6-8	
11	P1246	41-50	W					YES	YES			LM			E	S				T		P			C			A	I		H	L	H	2-3
12	P1247	41-50					SC	YES	NO			LM			E	S				T	J			S		L	A	I		L	L	L	6-8	
13	P1248	50+		D				YES	YES	EA					E		N			T	J			S	C	L	A	I		L	L	L	6-8	
14	P1249	22-30	W					YES	YES	IN					E		N			T		P			C			A	I		H	L	H	2-3
15	P1250	31-40		D				YES	NO			LM			E	S				T	J			F		L	A	I		H	L	H	2-3	
16	P1251	41-50					SC	NO	NO			LM				I				T		P			C			A	I		L	L	L	6-8
17	P1252	41-50	W					YES	YES		EM					I	N			F	J			F		L	A	I		L	H	H	5-7	
18	P1254	31-40		D				YES	NO			LM			E	S				F		P		S		L	A	I		L	L	L	6-8	

4.12.24 The research attempted to check the proposition that Grunig's theory relating to problem recognition, constraint recognition and level of involvement affected the diffusion of a new idea. And, if it did, were there any unique behavioural traits apparent in the population?

Taking each of the participants and comparing the results of the data analysis from Figure 12.20: Data Comparison Spreadsheet Number 1 against Grunig's theory and Figure 8.19: Behaviour Model 1, the following results were noted.

4.12.25 Participant P1234

Section 4 of the questionnaire data indicated low problem recognition, low constraint recognition and a low level of involvement. This equated to a 6-8 communicative behaviour relating to Figure 8.19: Behavioural Model 1 adopted from Grunig's empirical study. This indicated that this type of person had no incentive to change or get involved.

The behavioural traits (adapted from Myers-Briggs – (Kummerow et al 1997)) demonstrated that P1234 was a 'late majority' type individual, and as such needed significant pressure applied before they would adopt a new idea, see Matrix of Behavioural Types, Appendix xxx. This suggested that this type of person would not actively seek new ideas but would wait for them to become the norm. They would often know about new ideas but they were not active in finding out how they could be implemented in their own environment. They did not like change. Their communicative behaviour was sociable and passive.

This strongly indicated that the data collected by the personality characteristics identified by the adaptation of Grunig's work had confirmed and complemented the corresponding adapted work of Myers-Briggs (Kummerow et al 1997) and Rogers (1983). It could therefore be implied that guru products did not influence this participant.

4.12.26 Participant P1235

The data indicated low problem recognition, low constraint recognition and a low level of involvement. This equated to a 6-8 communicative behaviour relating to Figure 8.19: Behavioural Model 1 adopted from Grunig's empirical study. This indicated that this type of person had no incentive to change or get involved.

The data for P1235 demonstrated extravert, sensing, thinking and judging characteristics with a strong independent personality trait.

The behavioural traits (adapted from Myers-Briggs) demonstrated that P1235 was a 'late majority' type individual and as such needed significant pressure applied before they would adopt a new idea, see Matrix of Behavioural Types, see Appendix xxx. Change would only be considered through public pressure, customer pressure and or financial institutions applying the need to change. The characteristics suggested for this category were stubborn, inward looking and immune to any influence that did not emulate from within their own tightly controlled environment.

This strongly indicated that the data collected by the personality characteristics identified by the adaptation of Grunig's work had confirmed and complemented the corresponding adapted work of Myers-Briggs (Kummerow et al 1997) and Rogers (1983). It could therefore be implied that guru products did not influence this participant.

4.12.27 Participant P1237

The data indicated low problem recognition, low constraint recognition and a low level of involvement. This equated to a 6-8 communicative behaviour relating to Figure 8.19: Behavioural Model 1 adopted from Grunig's empirical study. This stated that this type of person had no incentive to change or get involved.

The data demonstrates extravert, sensing, feeling and judging characteristics with a strong calm personality trait.

The behavioural traits (adapted from Myers-Briggs) demonstrated that P1237 was a 'late majority' type individual and as such need significant pressure applied before they would adopt a new idea. Change would only be considered through public pressure, customer pressure and or financial institutions applying the need to change. The characteristics suggested for this category were stubborn, inward looking and immune to any influence that did not emulate from within their own tightly controlled environment.

This strongly indicated that the data collected by the personality characteristics identified by the adaptation of Grunig's work had confirmed and complemented the corresponding adapted work of Myers-Briggs (Kummerow et al 1997) and Rogers (1983). It could therefore be implied that guru products did not influence this participant.

4.12.28 Participant P1238

The data indicates low problem recognition, low constraint recognition and a low level of involvement. This equates to a 6-8 communicative behaviour relating to Figure 8.19: Behavioural Model 1 adopted from Grunig's empirical study. This indicated that this type of person had no incentive to change or get involved.

The data showed that P1238 demonstrated introvert, intuition, thinking, and perception characteristics with a strong passive personality trait. However the behavioural traits (adapted from Myers-Briggs) clearly demonstrate that P1238 was a 'innovator' type individual. These types of person were the first to adopt what they perceived to be a new idea. This clearly contradicted Figure 8.19: Behavioural Model 1.

This data contradicted the models and tools set up to test the hypothesis, so the author decided to contact the participant again and ask him to redo section 2, section 4 and section 5 of the questionnaire to double check the data. Participant P1238 agreed to do this and the results of the second set of data for section 4 and 5 were shown on Appendix 3B at the bottom of the page. The results from the second set of data from section 2 were identical to the first. This data from section 2 reconfirmed P1238 as an innovator. This second set of data from section 4 and 5 was slightly different from the first, but it still indicated 6-8 'no incentive to change or get involved', (see Appendix 3C). It still did not show the theoretical traits of an innovator as per the study models. It was during the second interview that the reasons for this became apparent and validated the data.

P1238 was going through a mid-life crisis. He was bored and unmotivated with his work. He was finding more and more that he was becoming uninterested in his work and he performed his senior duties with as little enthusiasm and effort as possible. This was the reason why when confronted with questions relating to business and guru products his answers contradicted his natural behaviour. The subject matter of the questions were not of any interest to him as he was totally demotivated.

In second interview P1238 was very forth coming and talked for over two hours with the author. P1238 confirmed that some years past he would have scored very high in sections 4 and 5, as he had been motivated and pro active due to his ambition to improve. However over the last twelve to eighteen months he had become disillusioned and questioning about life in general. He had recognised that his work was made up of routine and habit. His questioning mind felt trapped, and he was now seriously thinking of how to change his life style and job. He was actively seeking new opportunities and was looking for something completely different in terms of earning a living. He was deliberately avoiding management issues in terms of new ideas and theories.

The author had concluded that P1238 was definitely an innovator and a person who did pro actively question and was a guru product user. It was his lack of motivation that was affecting his natural behavioural traits and therefore the 6-8 category was only representing his motivation or state of his attitude at the time of completing the questionnaire, and had been validated with the information from the follow-up interview.

After completing the second interview, the author contacted P1238 and, with his permission, sent him a descriptive summary of the data with a letter. The author asked P1238 to confirm his acceptance of the analysis by indicating his comments on the letter and returning it to the author, see Appendix 6A and Appendix 6B.

The participant confirmed that the descriptive analysis was 'very accurate' and ticked the 'Totally Agree' box. These results indicated that this participant was a guru product user.

4.12.29 Participant P1239

The data indicated low problem recognition, low constraint recognition and a low level of involvement. This equated to a 6-8 communicative behaviour relating to Figure 8.19: Behavioural Model 1. This stated that this type of person had no incentive to change or get involved.

This data showed that P1239 demonstrated introvert, sensing, feeling and judging characteristics with a calm personality trait.

The behavioural traits indicated that P1239 was a 'laggard' type individual and as such these were the slowest and the last of the population to adopt anything. They were very traditional in their outlook and not only were they resistant to change but they were openly hostile to those who would want to bring it about. Organisations in this category would not listen to customers and if they did adopt a new idea then the probability would be that the idea adopted had been overtaken by one or possibly two better and newer ideas. In other words the idea being adopted although new to the organisation would in fact be an old idea being disregarded by innovative and early adopter enterprises.

This strongly indicated that the data collected by the personality characteristics identified by the adaptation of Grunig's work had confirmed and complemented the corresponding adapted work of Myers-Briggs (Kummerow et al 1997) and Rogers (1983). It could therefore be implied that guru products did not influence this participant.

4.12.30 Participant P1240

The data indicated low problem recognition, high constraint recognition and a low level of involvement. This equated to a 5-8 communicative behaviour relating to Figure 8.19: Behavioural Model 1. This stated that this type of person needed an incentive to change or get involved.

The data indicated that P1240 demonstrated extravert, sensing, feeling, and perception characteristics with a sensitive personality trait.

The behavioural traits indicated that P1240 was a 'late majority' type individual and as such needed significant pressure applied before they would adopt a new idea. Change would only be considered through public pressure, customer pressure and or financial institutions applying the need to change. The characteristics suggested for this category were stubborn, inward looking and immune to any influence that did not emulate from within their own tightly controlled environment.

This strongly indicated that the data collected by the personality characteristics identified by the adaptation of Grunig's work had confirmed and complemented the corresponding adapted work of Myers-Briggs (Kummerow et al 1997) and Rogers (1983). It could therefore be implied that guru products did not influence this participant.

4.12.31 Participant P1241

The data indicated low problem recognition, high constraint recognition and high level of involvement. This equated to a 5-7 communicative behaviour relating to Figure 8.19: Behavioural Model 1. This stated that this type of person needed significant pressure applied before they adopted a new idea.

The data showed that P1241 was an extravert, sensing, thinking, and perception type person who had a strong aggressive personality trait.

The definition for 5-7 behaviour, according to Figure 8.19: Behaviour Model 1 was that this type of person needed pressure applied before they would adopt a new idea. They were like butterflies in that they would go from one project to another but often did not learn anything new. They were not open to new ideas, as they were followers. They could be degree educated or higher and although they may sometimes appear to be a continuous learners in their reading habits, they read for pleasure or because it was part of their job, but they did not read for individual growth. The knowledge they got was often retained but never acted upon. They could perform many work activities and were often seen as 'jack of all trades' but as the saying goes – master of none. Their communicative behaviour could be active but there was no depth or follow up.

The behaviour traits demonstrate that P1241 was a 'late majority' type individual and as such needed significant pressure applied before they would adopt a new idea. Change would only be considered through public pressure, customer pressure and or financial institutions applying the need to change. The characteristics suggested for this category were stubborn, inward looking and immune to any influence that did not emulate from within their own tightly controlled environment.

After completing the second interview, the author contacted P1241 and, with her permission, sent her a descriptive summary of the data with a letter. The author asked P1241 to confirm her acceptance of the analysis by indicating her comments on the letter and returning it to the author, see Appendix 6A and Appendix 6C.

The participant confirmed that the descriptive analysis was 'very accurate' and ticked the 'Totally Agree' box.

This strongly indicated that the data collected by the personality characteristics identified by the adaptation of Grunig's work had confirmed and complemented the corresponding adapted work of Myers-Briggs (Kummerow et al 1997) and Rogers (1983). It could therefore be implied that guru products did not influence this participant.

4.12.32 Participant P1242

The data indicated low problem recognition, low constrain recognition and a low level of involvement. This equated to a 6-8 communicative behaviour relating to Figure 8.19: Behavioural Model 1. This stated that this type of person had no incentive to change or get involved.

The data showed that P1242 demonstrated introvert, sensing, thinking, and judging characteristics with a very strong clam personality trait.

The behavioural traits demonstrated that P1242 was a 'laggard' type individual and that these types of individual were the slowest and the last of the population to adopt anything. They were very traditional in their outlook and not only were they resistant to change but they were openly hostile to those who would want to bring it about. Organisations in this category would not listen to customers and if they did adopt a new idea then the probability would be that the idea adopted had been overtaken by one or possibly two better and newer ideas. In other words the idea being adopted although new to the organisation was in fact an old idea being disregarded by innovative and early adopter enterprises.

After completing the second interview, the author contacted P1242 and, with his permission, sent him a descriptive summary of the data with a letter. The author asked P1242 to confirm his acceptance of the analysis by indicating his comments on the letter and returning it to the author, see Appendix 6A and Appendix 6D.

The participant confirmed that the descriptive analysis was 'very accurate' and ticked the 'Totally Agree' box.

This strongly indicated that the data collected by the personality characteristics identified by the adaptation of Grunig's work had confirmed and complemented the corresponding adapted work of Myers-Briggs (Kummerow et al 1997) and Rogers (1983). It could therefore be implied that guru products did not influence this participant.

4.12.33 Participant P1243

The data indicated low problem recognition, low constraint recognition and low level of involvement. This equated to a 6-8 communicative behaviour. This stated that this person had no incentive to change or get involved.

The data showed that P1243 demonstrated extravert, sensing, thinking, and perception characteristics with very strong calm personality traits.

The behavioural traits demonstrated that P1243 was a 'late majority' type individual and as such needed significant pressure applied before they would adopt a new idea. Change would only be considered through public pressure, customer pressure and or financial institutions applying the need to change. The characteristics suggested for this category were stubborn, inward looking and immune to any influence that did not emulate from within their own tightly controlled environment.

This strongly indicated that the data collected by the personality characteristics identified by the adaptation of Grunig's work had confirmed and complemented the corresponding adapted work of Myers-Briggs (Kummerow et al 1997) and Rogers (1983). It could therefore be implied that guru products did not influence this participant.

4.12.34 Participation P1244

The data indicated low problem recognition, low constraint recognition and low level of involvement. This equated to a 6-8 communicative behaviour. This stated that this person had no incentive to change or get involved.

The data showed that P1244 demonstrated introvert, sensing, feeling, and judging characteristics with aggressive and group member personality traits.

The behavioural traits demonstrated that P1244 was a 'laggard' type individual and that these types of individual were the slowest and the last of the population to adopt anything. They were very traditional in their outlook and not only were they resistant to change but they were openly hostile to those who would want to bring it about. Organisations in this category would not listen to customers and if they did adopt a new idea then the probability would be that the idea adopted had been overtaken by one or possibly two better and newer ideas. In other words the idea being adopted although new to the organisation was in fact an old idea being disregarded by innovative and early adopter enterprises.

This strongly indicated that the data collected by the personality characteristics identified by the adaptation of Grunig's work had confirmed and complemented the corresponding adapted work of Myers-Briggs (Kummerow et al 1997) and Rogers (1983). It could therefore be implied that guru products did not influence this participant.

4.12.35 Participant P1246

The data indicated high problem recognition, low constraint recognition and high level of involvement. This equated to a 2-3 communicative behaviour where the individual had a pro-active and questioning reaction. They would always be prepared to try new ideas. They were probably degree educated and usually had an additional professional qualification. They were usually continuous learners and had some cultural awareness. They liked structured change and movement in their working lives. They were not usually very sociable, as they tended to be private individuals. Their communicative behaviour was positive and challenging, and they liked developing new models and ideas of working.

The behaviour trait demonstrated that P1246 was a 'late majority' type individual and as such these people needed significant pressure applied before they would adopt a new idea. Change would only be considered through public pressure, customer pressure and or financial institutions applying the need to change. The characteristics suggested for this category were stubborn, inward looking and immune to any influence that did not emulate from within their own tightly controlled environment.

Although the data collected by the personality characteristics appears to contradict the Myers-Briggs adapted analysis it in fact strongly supports the interpretation that this individual needs pressure to change, as their natural characteristic was 'late majority'. That pressure was applied through the need to grow the business and retain profitability. If things were going well then this individual would not actively seek to change things. Change comes through the need to improve the business due to non-performance or negative costs. The motivation and attitude of the individual influenced her reaction to problems. She was not driven by the discovery of new ideas.

When this participant was interviewed she demonstrated a high degree of motivation and a positive attitude. This supported the results of section 2 of the questionnaire that suggested a pro-active and questioning behaviour, but the 'late majority' trait indicated a person who was not influenced by guru products. The author concluded from this that these two traits together indicated that P1246 could be influenced by guru products, but only those which interested or demanded the participant's attention at the time. In other words, the guru products would be restricted, and on specific issues. (If it were not broken it would not be fixed.)

4.12.36 Participant P1247

The data indicated low problem recognition, low constraint recognition and low level of involvement. This equated to a 6-8 communicative behaviour. This stated that this person had no incentive to change or get involved.

The data showed that P1247 demonstrated extravert, sensing, thinking, and judging characteristics with very strong aggressive traits.

The behavioural traits demonstrated that P1247 was a 'late majority' type individual and as such needed significant pressure applied before they would adopt a new idea. Change would only be considered through public pressure, customer pressure and or financial institutions applying the need to change. The characteristics suggested for this category were stubborn, inward looking and immune to any influence that did not emulate from within their own tightly controlled environment.

This strongly indicated that the data collected by the personality characteristics identified by the adaptation of Grunig's work had confirmed and complemented the corresponding adapted work of Myers-Briggs (Kummerow et al 1997) and Rogers (1983). It could therefore be implied that guru products did not influence this participant.

4.12.37 Participant P1248

The data indicated low problem recognition, low constraint recognition and low level of involvement. This equated to a 6-8 communicative behaviour. This stated that this person had no incentive to change or get involved.

The data showed that P1248 demonstrated extravert, intuition, thinking, and judging characteristics with a strong aggressive trait.

The behaviour traits demonstrated that P1248 was an 'early adopter' type individual and as such these members of the population were a little more cautious than the innovators. In general they were well educated, articulate, and usually played an active part in the local community. They were perceived as opinion leaders in their particular fields of expertise. They were perceived as being influenced by new ideas only when there was evidence that the new idea had benefits. They did not like risk as the innovator did, and they moved on a more cautious basis. They did not move too far ahead of the current thinking paradigms and there was no real communication gap between them and the other members of the population. Consequently their credibility and respect were important assets and they were not easily swayed by novelty. These were the people who looked on the practical side of new ideas and liked to think of tomorrow as opposed to the innovator who would see the future as their vision. The early adopter in general was the leader – others would follow if and when they were convinced of the change.

This result was similar to the one identified in the analysis of Participant P1238. Therefore to overcome this contradiction the author contacted the participant to discuss the findings of the analysis. In confidence the participant divulged that she felt undervalued in her current working environment and that she would like to breakout of the industrial trap and 'find' a more meaningful and challenging role. She was unsure what this was and consequently found herself 'trapped' in her current environment. She was bored and unmotivated with the work as it did not in her opinion use her strengths and skills. Consequently the subject matter of the questions posed in section 4 of the questionnaire did not interest her as much as they perhaps should have done in relation to the work she was doing. This lack of motivation, not necessarily towards the job, which the author believed she was performing well in, affected her vision of the job. It affected her attitude.

After completing the second interview, the author again contacted P1248 and, with her permission, sent her a descriptive summary of the data with a letter. The author asked P1248 to confirm her acceptance of the analysis by indicating her comments on the letter and returning it to the author, see Appendix 6A and Appendix 6D.

The participant confirmed that the descriptive analysis was 'very accurate' and ticked the 'Totally Agree' box.

The data collected had identified the ability to show when a certain type of person was unhappy in their current role. This was very interesting and was an unexpected benefit from the work. It was only a predictor when the person was an innovator or early adopter type individual.

This strengthened the theory that there was a link between those people who were influenced by guru products and specific behavioural traits.

The results from this participant's analysis indicated that she was a restricted guru user.

4.12.38 Participant P1249

The data indicated high problem recognition, low constraint recognition and high level of involvement. This equated to a 2-3 communicative behaviour. The individual had a positive attitude to new ways of working. They would always be prepared to try new ideas. They were degree educated and usually had an additional professional qualification, a continuous learner and some cultural awareness. They liked structured change and movement in their working lives. They were not usually very sociable, as they tended to be private individuals. Their communicative behaviour was positive and challenging, and they liked developing new models and ideas of working.

The data showed that P1249 demonstrated extravert, intuition, thinking, and perception characteristics with very strong aggressive traits.

The behavioural traits demonstrated that P1249 was an 'innovator' type individual and as such they were the first to adopt what they perceived to be a new idea. According to Spence (1995) they constituted about 2.5% of the total population who would eventually adopt the new idea in question. They were the risk-takers, the would-be-entrepreneurs. They had a wide-ranging contact base and were not restricted to a local network of friends and family. They were inclined to travel further and more frequently and they enjoyed technology and thought larger than national markets. For the most they were well educated and read more than the average person both socially and occupationally. They were articulate and had a reasonable high level of intellect and interpersonal skills. They were usually two to three steps of vision in front of their colleagues.

Participant P1249 was 22 years to 30 years old, well educated, a continuous learner and culturally aware. This demonstrated that the data collected by the personality characteristics identified by the adaptation of Grunig's work had confirmed the corresponding adapted work of Myers-Briggs and Rogers (1983). Guru products did influence this participant.

4.12.39 Participant P1250

The data indicated high problem recognition, low constraint recognition and high level of involvement. This equated to a 2-3 communicative behaviour where the individual had a positive attitude to new ways of working. They would always be prepared to try new ideas. They were degree educated and usually had an additional professional qualification. They were usually continuous learners and had some cultural awareness. They liked structured change and movement in their working lives. They were not usually very sociable, as they tended to be private individuals. Their communicative behaviour was positive and challenging, and they liked developing new models and ideas of working.

The data indicated that P1250 demonstrated extravert, sensing, thinking, and judging characteristics with an aggressive personality trait.

The behavioural traits demonstrated that P1250 was a 'late majority' type individual and as such needed significant pressure applied before they would adopt a new idea. Change would only be considered through public pressure, customer pressure and or financial institutions applying the need to change. The characteristics suggested for this category were stubborn, inward looking and immune to any influence that did not emulate from within their own tightly controlled environment.

P1250 was a senior partner in his own profitable consulting type business that had existed for 28 years. He had a major responsibility in running the operation on a day to day basis and therefore his high problem recognition, low constraint recognition and high level of involvement were justified, particularly as his business was helping other businesses identify problems and put them right. This indicated a 2-3 behaviour that indicated a 'pro-active and questioning' type individual. These traits belied the true personality behaviour of the individual, as he was a 'late majority' type individual according to the data analysis from section 2 of the questionnaire, As such P1250 would not be a guru user. However as his job totally depended on keeping up to-date he had a high involvement in guru products, but specifically those connected to performing his job and satisfying his clients.

This had highlighted more benefits from the research in that the research indicated that where a person was shown to have a positive communicative behaviour but contradicting behavioural traits, then the individual was performing a job role only, and it was not a reflection of their natural characteristics. Further discussion with this participant indicated that he did use guru products but only as a means of satisfying his job role and that of his clients. He did not use guru products as a direct means to improve his performance, although there were consequences, due to the work he performed.

The author concluded that participant P1250 used guru products to perform a professional role only, and therefore was a restricted guru user.

4.12.40 Participant P1251

The data indicated low problem recognition, low constraint recognition and low level of involvement. This equated to a 6-8 communicative behaviour. This stated that this person had no incentive to change or get involved.

The data showed that P1251 demonstrated introvert, sensing, thinking, and perception characteristics with factual and aggressive traits.

The behaviour traits demonstrated that P1251 was a 'late majority' type individual and as such needed significant pressure applied before they would adopt a new idea. Change would only be considered through public pressure, customer pressure and or financial institutions applying the need to change. The characteristics suggested for this category were stubborn, inward looking and immune to any influence that did not emulate from within their own tightly controlled environment.

This strongly indicated that the data collected by the personality characteristics identified by the adaptation of Grunig's work had confirmed and complemented the corresponding adapted work of Myers-Briggs (Kummerow et al 1997) and Rogers (1983). It could therefore be implied that guru products did not influence this participant.

4.12.41 Participant P1252

The data indicated low problem recognition, high constraint recognition and high level of involvement. This equated to a 5-7 communicative behaviour relating to Figure 8.19: Behavioural Model 1. This stated that this type of person needed significant pressure applied before they adopted a new idea.

The data indicated that P1252 demonstrates introvert, intuition, feeling, and judging characteristics with a strong calm personality trait

The definition for 5-7 behaviour, according to Figure 8.19: Behaviour Model 1 was that this type of person needed pressure applied before they would adopt a new idea. They were like butterflies in that they would go from one project to another but often did not learn anything new. They were not open to new ideas, as they were followers. They could be degree educated or higher and although they may sometimes appear to be a continuous learners in their reading habits, they read for pleasure or because it was part of their job, but they did not read for individual growth. The knowledge they got was often retained but never acted upon. They could perform many work activities and were often seen as 'jack of all trades' but as the saying goes – master of none. Their communicative behaviour could be active but there was no depth or follow up.

The behavioural traits demonstrate that P1252 was an 'early majority' type individual. These members of the population were a little more cautious than the innovators. In general they were well educated articulate and usually played an active part in the local community. They were perceived as opinion leaders in their particular fields of expertise. They were perceived as being influenced by new ideas only when there was evidence that the new idea had benefits. They did not like risk as the innovator did, and they moved on a more cautious basis. They did not move too far ahead of the current thinking paradigms and there was no real communication gap between them and the other members of the population. Consequently their credibility and respect were important assets and they were not easily swayed by novelty. These were the people who looked on the practical side of new ideas and liked to think of tomorrow as opposed to the innovator who would see the future as their vision. The early adopter in general was the leader – others would follow if and when they were convinced of the change.

Participant P1252 was between 41 years and 50 years old, was well educated, a continuous learner and was culturally aware. Their 5-7 communicative behaviour and the early majority traits indicated that P1252 was a user of guru products. This demonstrated that the data collected by the personality characteristics identified by the adaptation of Grunig's work had confirmed the corresponding adapted work of Myers-Briggs and Rogers (1983). Guru products did influence this participant.

4.12.42 Participant P1254

The data indicated low problem recognition, low constraint recognition and low level of involvement. This equated to a 6-8 communicative behaviour. This stated that this person had no incentive to change or get involved.

The data showed that P1254 demonstrated extravert, sensing, feeling, and perception characteristics with a strong aggressive trait.

The behavioural traits demonstrated that P1254 was a 'late majority' type individual and as such needed significant pressure applied before they would adopt a new idea. Change would only be considered through public pressure, customer pressure and or financial institutions applying the need to change. The characteristics suggested for this category were stubborn, inward looking and immune to any influence that did not emulate from within their own tightly controlled environment.

This strongly indicated that the data collected by the personality characteristics identified by the adaptation of Grunig's work had confirmed and complemented the corresponding adapted work of Myers-Briggs (Kummerow et al 1997) and Rogers (1983). It could therefore be implied that guru products did not influence this participant.

4.13.0 Chapter Four - Segment Thirteen

4.13.1 Further Analysis From Figure 12.20:

The Data Comparison Spreadsheet Number 1

4.13.2 The data indicated that there was a strong link between people using guru products and specific behavioural and personality characteristics. However only scrutiny of the tabled data in Figure 12.20 Data Comparison Spreadsheet Number 1 identified what that specific characteristic was.

4.13.3 It could be seen from the spreadsheet that in every case where the participant had been a guru user, the individual characteristic trait had been 'innovator ', 'early adopter' or 'early majority' and that the only differentiating characteristic was '*Intuition*'.

When an individual demonstrated that they had 'intuition' this thesis proposed that the person would be a guru user.

4.13.4 There was an unforeseen element that had made this proposition possible and that was, people who demonstrated 'intuition' did not always demonstrate a positive communicative behaviour. This was due to a factor not surveyed specifically in the research, but was known as either 'motivation' or 'attitude'.

4.13.5 It was clear that, in those cases where contradiction was apparent, those contradictions were only clarified afterwards in a follow-up in depth discussion, when the participants concluded that an element that influenced the predictability of their characteristics was their state of mind at the time of completing the questionnaire. For the sake of identification, the author proposes to name this element 'attitude'.

Chapter 5: Developing Evidence to Prove The Hypothesis

This chapter set up a new predictive model to test the communicative behavioural characteristics identified in the previous chapter. New additional participants were identified and exposed to the original questionnaire. The results of the new participant's data analysis strongly indicated that the new predictive model had some validity and thereby suggested that the hypothesis that *'people who were influenced by guru products did exhibit a particular communicative behaviour'*, was correct.

The chapter concluded by identifying an agenda for further possible research.

5.14.0 Chapter Five - Segment Fourteen

5.14.1 Designing A Predictive Model To Test The Hypothesis

5.14.2 To prove that there was some validity in the proposition that 'People who were influenced by guru products exhibited a particular communicative behaviour', the author believed it was necessary to clearly establish a new predictive model against which repeatable and objective data could be tested.

5.14.3 The author took the original Figure 8.19: Behaviour Model 1, and introduced the influences of Spence (1995) 'Figure 5.13: Adopters of New Ideas' and the Myers-Briggs Behavioural Traits as developed in the Matrix of Behavioural Types, see Appendix 7. Figure 14.21: New Predictive Behavioural Model and Figure 14.22: Predictive Behavioural Model (Expanded Predictive Model) was then developed.

5.14.4 The Plan.

The author intended to survey an exploratory number of new participants to complete the original questionnaire. Upon completion of the questionnaire, Section 2 would be analysed and when a participant demonstrated the particular behavioural trait (the shaded box on Figure 14.21) then it should be possible, to predict their standard reaction, and consequently predict whether they were influenced by guru products.

FIGURE 14.21: NEW PREDICTIVE BEHAVIOURAL MODEL

Innovator	Standard Reaction	
Passive Attitude	6-8 Lack of drive to change or get involved	Restricted Guru User
Positive Attitude	1-3 Pro-active and information seeking 2-3 Pro-active and questioning	Guru User

Early Adopter	Standard Reaction	
Passive Attitude	6-8 Lack of drive to change or get involved	Restricted Guru User
Positive Attitude	2-3 Pro-active and questioning	Guru User

Early Majority	Standard Reaction	
Passive Attitude	5-7 or 6-7 Disordered activity	Restricted Guru User
Positive Attitude	1-4 Motivated but incentive needed to increase activity	Guru User

Late Majority	Standard Reaction	
Passive Attitude	2-4 Barrier to change / incentive needed to increase activity 5-7 or 6-7 Disordered activity	Non Guru User
Positive Attitude	6-8 Lack of drive to change or get involved 5-8 Incentive needed to change and get involved	Non Guru User

An Exception – usually participants in a professional occupation

Positive Attitude	2-3 Pro-active and questioning	Restricted Guru User
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Laggard	Standard Reaction	
Passive Attitude	2-4 Barrier to change and an incentive needed to increase activity	Non Guru User
Positive Attitude	6-8 Lack of drive to change or get involved	

Laggards did not tend to have attitude swings. They tended to be permanently negative in their outlook and very inward looking.

**FIGURE 14.22: NEW PREDICTIVE BEHAVIOURAL MODEL
(EXPANDED PREDICTIVE MODEL)**

Innovator	Standard Reaction	
<p>Passive Attitude</p>	<p>6-8 Lack of drive to change or get involved</p> <p>If the participant was an Innovator and records 6-8 behaviour on the PCI (problem recognition, constraint recognition and level of involvement) analysis then this indicated that the person was unhappy in their current job role and had 'switched-off'. They were not motivated in their current environment and needed something to challenge them and stimulate their creative and questioning nature. They would be passive guru product users in that they would be selective, in that they would be seeking a personal change idea, not connected to the job role.</p>	<p>Restricted Guru User</p>
<p>Positive Attitude</p>	<p>1-3 Pro-active and information seeking 2-3 Pro-active and questioning</p> <p>If the participant was an Innovator and recorded a 1-3 or 2-3 behaviour on the PCI, this was the expected outcome for an 'Innovator'. It showed the participant was using their natural behavioural talents in their current environment. They would score high on the problem recognition element and they would see themselves as being part of the solution to most of the organisational problems, so they would see themselves as highly involved in the main aspects of the business. They usually did not see constraints as a problem and generally scored low in this category. They would be active guru product users seeking ways to improve their job role.</p> <p>It would be unusual for an 'Innovator' to score anything other than a 1-3 or 2-3 when attitude was positive. When attitude was passive they would loose all interest and be consistently in the 6-8 category. Innovators often became the recognised 'gurus' within their working environment, even if they did not publish work. In this case the innovator would invent a new idea (new way of working) adapted from new ideas they had read or heard about. Their ability to reorganise knowledge so that it had practicable application was what made them special.</p>	<p>Guru User</p>

Early Adopter	Standard Reaction	
Passive Attitude	<p data-bbox="473 278 1214 332">6-8 Lack of drive to change or get involved</p> <p data-bbox="473 373 1556 825">If the participant was an Early Adopter and recorded 6-8 behaviour on the PCI (Problem recognition, constraint recognition and level of involvement) analysis then this indicated that the person was unhappy in their current job role and had 'switched-off'. They were not motivated in their current environment and needed something to challenge them and stimulate their creative and questioning nature. They would be passive guru product users in that they would be selective, in that they would be seeking a personal change idea, not connected to the job role.</p>	Restricted Guru User
Positive Attitude	<p data-bbox="473 866 1015 920">2-3 Pro-active and questioning</p> <p data-bbox="473 961 1556 1490">If the participant was an Early adopter and recorded 2-3 behaviour on the PCI, this was the expected outcome for an 'Early Adopter'. It showed the participant was using their natural behavioural talents in their current environment. They would score high on the problem recognition element and they would see themselves as being part of the solution to most of the organisational problems, so they would see themselves as highly involved in the main aspects of the business. They usually did not see constraints as a problem and generally scored low in this category. They would be active guru product users seeking ways to improve their job role.</p>	Guru User

Early Majority	Standard Reaction	
Passive Attitude	5-7 or 6-7 Disordered activity If the participant were an Early Majority and recorded 5-7 or 6-7 behaviour on the PCI (problem recognition, constraint recognition and level of involvement) analysis then this would indicate that this 'early majority' was operating in a political mode. They performed certain tasks to maintain their status, they would say the right things, but their actions did not always live up to their stated intentions. They would be passive guru product users in that they would not actively seek guru products but would listen to the 'office-talk' to identify those products that would benefit their political ambitions.	Restricted Guru User
Positive Attitude	1-4 Motivated but incentive needed to increase activity If the participant were an Early Majority and recorded a 1-4 on the PCI analysis then this indicated that this 'early majority' was operating in their natural mode. An early majority could work with the status quo and often contributed well in that environment. They were not leaders but followers and consequently they could change but they needed persuasion. They were guru product users but they would be directed towards the guru product rather than actively seek it.	Guru User

Late Majority	Standard Reaction	
Passive Attitude	<p>2-4 Barrier to change / incentive needed to increase activity 5-7 or 6-7 Disordered activity</p> <p>If the participant was a Late Majority and recorded a 2-4 or a 5-8 score, on the PCI then they were operating within the standard passive attitude mode for a late majority type individual. These people needed significant pressure to adopt new ideas. If a passive attitude prevailed then the individual would actively resist any new ideas without even getting to understand, and often they would not even listen to the new idea proposition. They felt comfortable in the status quo.</p>	Non Guru User
Positive Attitude	<p>6-8 Lack of drive to change or get involved 5-8 Incentive needed to change and get involved</p> <p>If the participant was a Late Majority and recorded a 6-8 score, on the PCI then they would listen to the new idea but they would not actively participate or adopt the new idea without a lot of pressure and persuasion. They would leave it to other people to initiate the changes.</p> <p>Special Note: If a 'late majority' individual recorded a 2-3 score, on the PCI then this indicated that the participant had job role pressures that forced them to recognise problems, and they were very much involved in the business. These people were usually the owners or senior partners in an organisation. In reality they were operating outside their natural behaviour but they had 'trained' themselves to do their jobs and consequently they scored unexpected results on the PCI. This however would indicate that under these circumstances a 'late majority' type individual would be a restricted guru product user in relation to the pressure of their job role, e.g. clients demanding solutions to problems, financial pressures from shareholders to grow the business. They were unlikely to be a guru product user in terms of personal growth.</p>	Non Guru User

Laggard	Standard Reaction	
Attitude	<p>6-8 Lack of drive to change or get involved 2-4 Barrier to change and an incentive needed to increase activity</p> <p>Laggards did not tend to have attitude swings. They tended to be permanently negative in their outlook and very inward looking.</p>	Non Guru User

5.14.5 Explanation Of How The New Predictive Model Worked

- 5.14.6** New participants would be subject to the original questionnaire using the same methodology as before. The difference would be in the analysis of the new participant's data.
- 5.14.7** The analysis of section 2, the behavioural characteristics determining innovator, early adopter, early majority, late majority and laggard type individuals, would be assessed first. This would identify the personality type characteristic indicator. (Shaded box on Figure 14.21)
- 5.14.8** These personality type characteristic indicators would then enable the new predictive model Figure 14.21 to indicate if the person involved was a guru product user or not, and a standard reaction predicted.
- 5.14.9** Then the rest of the questionnaire would be analysed to test if Figure 14.21: New Predictive Behavioural Model had predicted correctly by analysing section 4 of the questionnaire which tested Grunig's (1997) theory of problem recognition, constraint recognition, and level of involvement. The behavioural traits developed from Grunig (1997) depicted in Figure 8.19 Behaviour Model 1 were combined into Figure 14.21.
- 5.14.10** If Figure 14.21 could be proved to indicate a high degree of accuracy, then by using this model this would strongly validate the hypothesis that 'people who were influenced by guru products exhibited a particular communicative behaviour'. Figure 14.21 would also indicate that this communicative behaviour could be measured.

5.15.0 Chapter Five - Segment Fifteen

5.15.1 The Second Stage Of Interviews

5.15.2 After discussion with the study supervisor it was decided that Figure 14.21 would need to show that it could predict correctly at least two participant's communicative behavioural characteristics. This was believed to be a reasonable test to show a strong indication that the study hypothesis was correct. With this in mind five new participants were identified and contacted.

5.15.3 Contact 27.

- Obtained contact from study supervisor
- Made contact on the telephone and they agreed to see me.
- Reference P1256

5.15.4 Contact 28.

- Obtained contact from study supervisor
- Made contact – due to distance sent the questionnaire in the post
- Returned questionnaire within three weeks
- Reference P1257

5.15.5 Contact 29.

- Obtained contact from study supervisor
- Made contact on the telephone and they agreed to see me.
- Reference P1258 - Very nervous about section 3B. The author had to talk to the participant for 5 minutes to persuade them to attempt the questions. The person felt that they did not know how other people perceived them.

5.15.6 Contact 30.

- Obtained contact from study supervisor
- Made contact on the telephone however due to business commitments they could not see me. They did however agree to complete the questionnaire if it was sent in the post.
- A copy of the questionnaire was sent in the post with a covering letter and a stamped self-addressed envelope so they could return the questionnaire at no cost to themselves.
- The author telephoned several times and had reassurances that the questionnaire would be completed. Eventually the author was unable to get return phone calls.
- The questionnaire was never returned.

5.15.7 Contact 31

- A random selected local organisation
- Rang to find name of the Managing Director and ended up speaking to him.
- He agreed to see me
- Completed questionnaire
- Reference P1259

5.15.8 From all the participants used there were three that could not see the author personally, these were contacts 25, 28, and 30. They all agreed to complete the questionnaire if sent through the post, but only one actually returned the questionnaire, contact 28. The others either did not return calls or they made an excuse.

5.15.9 The completed questionnaires were then analysed, and Figure 15.23: Data Comparison Spreadsheet Number 2 was developed summarising the salient criteria. From this data a descriptive analysis was compiled. See below for details.

FIGURE 15.23: DATA COMPARISON SPREADSHEET NUMBER 2

Participant	Age Range	Education			Continuous Learner	Culturally Aware	Spence Behavioural Traits			Personality Traits				Group Behaviour Characteristics			Communicative Behaviour													
		Wsl	Deg	Col			EA	EM	LM	LR	Extravert	Introvers	Sensing	Intuition	Thinking	Feeling		Judging	Perception	Factual	Sensitive	Calm	Lively	Aggressive	Passive	Independent	Group Member	Problem Recognition	Constrain Recognition	Level of Involvement
19	P1256	41-50	W			YES	YES		LM	E	S		F	J		S	C	A						I		L	L	L		6-8
20	P1257	31-40	W			YES	YES	IN			I		T		P	S	C	A						I		H	L	H		2-3
21	P1258	50+	W			YES	YES	IN		E		N	T		P	S		L	A				I		H	L	H		2-3	
22	P1259	31-40			SC	NO	NO		LM	E	S		T	J		S	C	A						I		L	L	H		6-7

5.15.10 Participant P1256

This was a female aged between 41 years and 50 years old who worked for a small organisation that had existed for over 34 years. She was well educated, a continuous learner and culturally aware. Section 2 of the questionnaire was analysed.

Behavioural Traits ESFJ - Late Majority

EXTRAVERSION - SENSING – FEELING - JUDGING

They were helpful people who placed a high value on harmony. They paid close attention to people's needs and wants. They worked well with others to complete tasks in a timely and accurate way. They followed through on their commitments. They liked closure and preferred structure, organised situations in which warmth and compassion were shown. They contributed to others by anticipating their day to day concerns and handled them with warmth and efficiency. They were at their best in organising people to get their jobs done.

These people needed significant pressure applied before they would adopt a new idea. Change would only be considered through public pressure, customer pressure and or financial institutions applying the need to change. This part of the population lagged a long way behind the average person in implementing new ideas yet according to Spence, (1995) they represented some 34% of the total population. Together with laggards this represented some 50% of the population. The characteristics suggested for this category were stubborn, inward looking and immune to any influence that did not emulate from within their own tightly controlled environment.

PREDICTION:

This demonstrated that P1256 was a 'late majority' type individual.

The author predicted, in line with previous analysis, that the results of section 4 would indicate that this participant would rate a 6-8 'no incentive to change or get involved' behaviour. As a contingency the prediction model indicated that it could also be a 5-7 and or 6-7 communicative behaviour depending upon the variable unknown factor of attitude. Either way, the result would show that this participant was not a guru user.

RESULT:

Section 4 resulted in showing that P1256 demonstrated low problem recognition, low constraint recognition and low level of involvement. This indicated a 6-8 communicative behaviour.

Summary:

P1256 was a senior manager in a small profitable organisation that had existed for over 34 years. She had demonstrated low problem recognition, low constraint recognition and low level of involvement indicating a 6-8 'no incentive to change or get involved' behaviour. This was supported with the analysis that indicated she was a 'late majority' type individual. Although her questionnaire indicated she was a continuous learner and there was evidence of being culturally aware, the analysis indicated that P1256 was not a guru product user.

Figure 14.21: New Predictive Behavioural Model was successfully used, as a predictor to this participant's communicative behaviour.

5.15.11 Participant P1257

This was a female aged between 31 years and 40 years old who worked for a profitable organisation that had existed for over 28 years. She was well educated, a continuous learner and culturally aware. Section 2 of the questionnaire was analysed.

Behavioural Traits INTP - Innovator

INTROVERSION - INTUITION - THINKING - PERCEPTION

They were known for their quest for logical purity that motivated them to examine universal truths and principles. They were constantly asking themselves and others the questions why and why not? Clear and quick thinkers they were able to focus with great intensity on their interests. They appreciated elegance and efficiency in thought processes and required them even more so in their own communications. They may have been seen as unwilling to accept what everyone else regarded as truth. While often low-key in outward appearance and approach they were as 'hard as nails' when challenging a truth. They did not like to deal with the obvious. They were at their best in building conceptual models and developing unusual and complex ideas.

This interest in new ideas led them out of a local circle of peer networks and into a more cosmopolite social relationship. Innovators could have access to financial support. They had the ability to understand and apply complex and sometimes technical knowledge. They could cope with a high degree of uncertainty at the time of adoption.

They could be rash, daring and risk takers. They were willing to take the occasional setback when a new idea proved unsuccessful as many new ideas inevitably did. Other members of a local system may not respect innovators, but they had an important role in the diffusion process by importing the new idea from outside the systems boundaries. The innovator played a gatekeeper role in the flow of new ideas into a system.

PREDICTION:

This demonstrated that P1257 was an 'innovator' type individual.

The author predicted in line with previous analysis that the results of section 4 would indicate that this participant would rate a 1-3 pro-active and information seeking, or 2-3 pro-active and questioning, communicative behaviour. If the participant demonstrated a passive attitude then the model predicted a 6-8 lack of drive to change or get involved, behaviour. Either way the result would be that P1257 was a guru user.

Result:

Section 4 resulted in showing that P1257 demonstrated high problem recognition, low constraint recognition and high level of involvement. This indicated a 2-3 communicative behaviour.

Summary:

P1257 was a senior manager in a profitable organisation that had existed for over 28 years. She had demonstrated high problem recognition, low constraint recognition and high level of involvement indicating a 2-3 'pro-active and questioning' behaviour. This was supported with an 'innovative' behavioural trait. This indicated that P1257 was a user of guru products.

Figure 14.21: New Predictive Behavioural Model was successfully used, as a predictor to this participant's communicative behaviour.

5.15.12 Participant P1258

This was a male who was over 50 years of age who worked in an unprofitable small organisation that had existed for 12 years. He was well educated, a continuous learner and culturally aware. Section 2 of the questionnaire was analysed.

Behavioural Traits ENTP - Innovator

EXTRAVERSION - INTUITION - THINKING - PERCEPTION

They were known for the quest of the novel and complex. They had faith in their ability to improvise and to overcome any challenge that they faced. They were highly independent and valued adaptability and innovation. They may be several steps ahead of others in encouraging and valuing change. They hated uninspired routine and resisted hierarchical and bureaucratic structures that were not functional. They needed freedom for action. With their entrepreneurial tendencies and broad understanding they pushed against all the odds to further their projects. They were at their best in changing circumstances in which they could develop conceptual models and devise strategies to effectively navigate through change.

This interest in new ideas led them out of a local circle of peer networks and into a more cosmopolite social relationship. Innovators could have access to financial support. They had the ability to understand and apply complex and sometimes technical knowledge. They could cope with a high degree of uncertainty at the time of adoption.

They could be rash, daring and risk takers. They would be willing to take the occasional setback when a new idea proved unsuccessful as many new ideas inevitably did. Other members of a local system may not respect innovators, but they played an important role in the diffusion process by importing the new idea from outside the systems boundaries. The innovator played a gatekeeper role in the flow of new ideas into a system.

PREDICTION:

This demonstrated that P1258 was an 'innovator' type individual.

The author predicted in line with previous analysis that the results of section 4 would indicate that this participant would rate a 1-3 pro-active and information seeking, or 2-3 pro-active and questioning, communicative behaviour. If the participant demonstrated a passive attitude then the model predicted a 6-8 lack of drive to change or get involved, behaviour. Either way the result would be that P1257 was a guru user.

Result:

Section 4 resulted in showing that P1258 demonstrated high problem recognition, low constraint recognition and high level of involvement. This indicated a 2-3 communicative behaviour.

Summary:

P1258 was a senior manager in an unprofitable organisation that had existed for 12 years. He had demonstrated high problem recognition, low constraint recognition and high level of involvement indicating a 2-3 'pro-active and questioning' behaviour. This was supported with an 'innovative' behavioural trait. This indicated that P1258 was a user of guru products.

Figure 14.21: New Predictive Behavioural Model was successfully used, as a predictor to this participant's communicative behaviour.

5.15.13 Participant P1259

This was a male aged between 31 years and 40 years old who owned and ran his own profitable small company that had existed for 7 years. He was school educated, not a continuous learner and not culturally aware. Section 2 of the questionnaire was analysed.

Behavioural Traits ESTJ – Late Majority

EXTRAVERSION - SENSING – THINKING - JUDGING

They were doers who rolled up their sleeves, dug-in, and proceed directly to get their jobs done. They saw logic and analysis as guiding principles for their lives. They were quick to decide and set a plan of action. They marshalled resources in an organised fashion, implemented and followed through. They liked closure. They focused directly on tasks to accomplish and were able to anticipate the steps needed to complete an assignment. In doing so they would see what might go wrong and take the necessary preventive action. They monitored events continually and made sure that commitments, both their own and those of others, were honoured and the job got done. They were at their best in situations that had some structure to them and involved activity, not contemplation, and in which an end product was desired.

These people needed significant pressure applied before they would adopt a new idea. Change would only be considered through public pressure, customer pressure and or financial institutions applying the need to change. This segment of the population lagged a long way behind the average person in implementing new ideas yet according to Spence, (1995) they represented some 34% of the total population. Together with laggards this represented some 50% of the population. The characteristics suggested for this category were stubborn, inward looking and immune to any influence that did not emulate from within their own tightly controlled environment.

PREDICTION:

This demonstrated that P1259 was a 'late majority' type individual.

The author predicted in line with previous analysis that the results of section 4 would indicated that this participant would rate a 6-8 'no incentive to change or get involved' behaviour. As a contingency It was also predicted that it could be a 5-7 and or 6-7 communicative behaviour depending upon the variable unknown factor of attitude. Either way the result would show that this participant was not a guru user.

RESULT:

Section 4 resulted in showing that P1259 demonstrated low problem recognition, low constraint recognition and high level of involvement. This indicated a 6-7 disordered activity communicative behaviour.

Summary;

P1259 was the owner of his own profitable small organisation that had existed for over 7 years. He had demonstrated low problem recognition, low constraint recognition and high level of involvement indicating a 6-7 'disordered activity'. This was supported with the analysis from section 2 of the questionnaire that showed P1259 was a 'late majority' type individual and as such was not a guru user.

Figure 14.21: New Predictive Behavioural Model was successfully used, as a predictor to this participant's communicative behaviour.

- 5.15.14** For the sake of completeness the information on Figure 12.20: Data Comparison Spreadsheet Number 1, and the information on Figure 15.23: Data Comparison Spreadsheet Number 2, were amalgamated and Figure 15.24: Data Comparison Spreadsheet Number 3, was compiled. See following page.
- 5.15.15** Again for completeness the data from the second set of participants was amalgamated with the data from the first set of participants with regards to Section 4 of the questionnaire. See Appendix 3D.
- 5.15.16** See Appendix 10 for a complete detailed analysis of all the questionnaires completed – (22).

5.16.0 Chapter five - Segment Sixteen

5.16.1 A Summary Of The Empirical Data

- 5.16.2** Grunig et.al (1997) developed a theory that said that the diffusion of an idea among a public had three independent variables, problem recognition, constraint recognition, and level of involvement. This research was specifically related to the management, (individuals) who worked in Micro, Small and Medium Enterprises (MSME's) in the North West of England. It had shown that the excellent work carried out by Grunig (1997) was in fact true, but the theory in relation to MSME's was not complete. There was, according to this research, a missing independent variable from Grunig's (1997) work and that was ATTITUDE.
- 5.16.3** By developing Figure 14.21 New Predictive Behavioural Model and testing new participants against this model it had strongly indicated that individuals who were influenced by guru products did exhibit particular communicative behaviour. That behaviour was related to the personality characteristic 'Intuition'. This however was influenced by the independent variable 'ATTITUDE'.
- 5.16.4** It was interesting that the results from the Matrix of Behavioural Types' (Appendix 7) indicated that the guru user exhibited intuition as a behavioural characteristic. The Matrix also demonstrated that 'innovators' exhibited this 'intuition' characteristic with the characteristic of 'perception'. While early adopters and early majority type individuals, which were also guru users, exhibited 'intuition' with the characteristic of 'judging'. It was the matching of these two characteristics which also differentiated the guru user from the non-guru user. Although the characteristic of 'intuition', was the primary characteristic present in all guru users.

5.16.5 The Significance Of The Study

5.16.6 One of the reasons for the research was to determine if there was a link between individuals who actively seek guru products and a specific measurable communicative behaviour. By identifying such a link it was possible to add to the knowledge of a continuous learning organisation. Continuous improvement required commitment to continuous learning. Finding a tool that could help to identify the potential for continuous learning within an organisation would have significant benefits. One of these benefits could be reducing the failure rate of micro, small, and medium enterprises and helping them to stay in business.

5.16.7 The Benefit Of identifying Specific Development Needs For Each Individual

5.16.8 Often many management-training programmes were designed and delivered to 'the management team' as a whole. The training was delivered the same for all the managers. This research had shown that those people who could grasp and identify new ideas had specific characteristics. Those characteristics were not present in those individuals characterised as 'late majority' or 'laggards'. Therefore it was proposed that those types of individuals would not benefit as much, from the training needed by the 'innovator', 'early adopter', and 'early majority' type person.

5.16.9 Work carried out by Pagel and Westerfelhaus (1999) in the Journal of Business Communications showed managers expressed a clear preference for obtaining information about new ideas (guru products) through seminar attendance rather than read a published work. This created a barrier immediately for many potential guru products, as they never reached the seminar stage and remained published work only. This implied that many managers did not read.

- 5.16.10 Taking the work of Rogers (1983) and Spence (1995) as shown in Figure 5.13: Adopters of New Ideas, which identified the categories and percentages of the population that existed in each category. It could be proposed that those true guru users, those individuals who read guru products were, if Pagel and Westerfelhaus (1999) were to be believed, only a small number of people.
- 5.16.11 Rogers (1983) said that innovators were 2.5% of the population, early adopters were 13.5%, early majorities were 34%, late majorities were 34% and lagqards were 16%. This research had only identified the personality and behavioural characteristics of guru users, which, using Rogers (1983) breakdown would indicate that 50% of the population were potential guru product uses, even though some of the population may well be restricted users only.
- 5.16.12 Pagel and Westerfelhaus (1999) suggested that in the context of company culture, reading guru books on the job was associated with 'idleness' and 'lack of productivity'. This rationale and apparent culture could be a significant barrier that negated an organisation from developing into a learning organisation, as the cost and time involved in seminar attendance, was often a prohibitive barrier to micro, small, and medium enterprises.
- 5.16.13 The research carried out by Pagel and Westerfelhaus (1999) clearly indicated a preference for new ideas – guru products - being diffused through the media of the seminar. Sonya and Robert (1999) supported this.

5.17.0 Chapter Five - Segment Seventeen

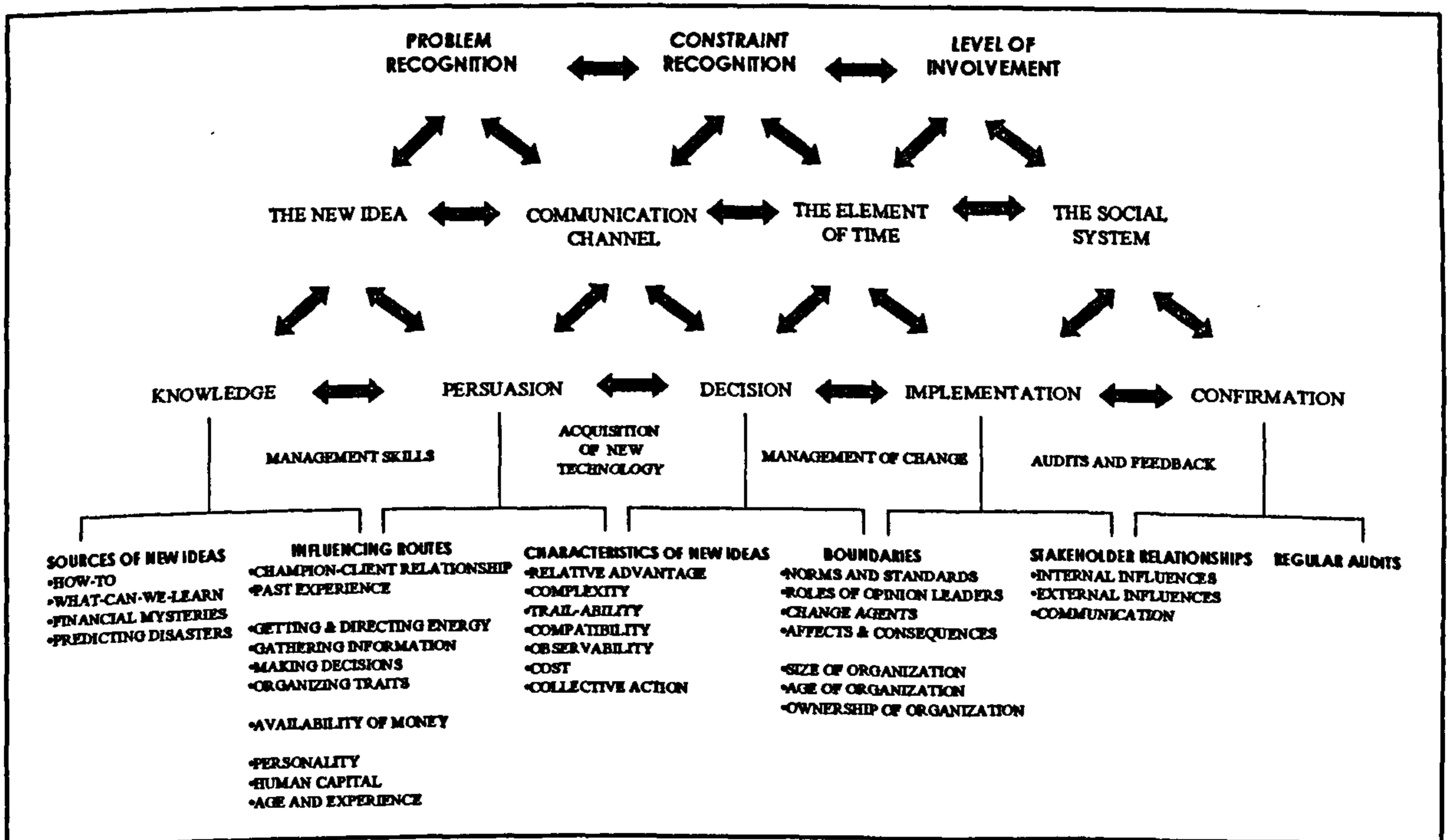
5.17.1 Conclusions

5.17.2 The hypothesis for this research was:

- People who were influenced by guru products exhibited a particular communicative behaviour.

5.17.3 The reason some guru products were embraced by some individuals and some were not was complex. The research indicated that Figure 6.18: The Diffusion of a New Idea Influencing Diagram 1 (see Figure 17.25 below) identified many of the influences that affected the diffusion of an idea into the population.

FIGURE 17.25: (ORIGINAL FIGURE 6.18) : THE DIFFUSION OF A NEW IDEA INFLUENCING DIAGRAM 1



5.17.4 These influences offered a challenging paradigm that many could conclude was the reason why many innovative and 'good' ideas often did not become accepted. The many variables involved in the diffusion process created obstacles over which the individual had to navigate.

5.17.5 The author focused on three primary variables and implied that high problem recognition, high constraint recognition and high level of involvement were the catalyst for an idea to have a chance of taking seed. The author did not in any way imply that even when these three variables were present, at the required level of understanding, that the individual would have effective solutions, or would necessarily have the skill to implement or take advantage of 'The New Idea'. The research indicated that with a level of these three variables present it was possible to predict the 'enthusiasm' within the individual, to actively seek guru product solutions. These variables also implied that individuals exhibiting such traits would embrace guru product new ideas, more readily.

5.17.6 Definition of a natural intuitive behaviour:
An individual with this characteristic paid attention to the big picture, the pattern and the connections. They liked reading between the lines and coming up with possible meanings. They would invent clever new ways to see and do things. They had a natural liking for knowledge for its own sake and they would actively search and collect ideas. They trusted theories and were drawn to anything new.

5.17.7 Definition of a positive attitude:
An individual with a positive attitude could best be defined as an optimist, a person who saw that their cup was half full and not half empty. After the initial sadness resulting from failure they would focus on opportunity and the challenge of change. A person with a positive attitude did the best job they could do, all the time, every time. They may not be the best, they may not necessarily be very good, but they would always give any task they did their best shot. A person with a positive attitude would always think they could, as opposed to a person with a passive attitude who would invariably wish they could.

5.17.8 How interested and active were managers of micro, small, and medium organisations in finding out about current and new guru ideas, again was greatly influenced by the primary characteristic of exhibiting a natural intuitive behaviour and a positive attitude. The work clearly identified that if either of these two primary elements were not present then there was a diminishing effect on the diffusion of the new idea.

5.17.9 What accounts for the differences in individual interests regarding guru products and new ideas was shown through the research as being the influences of the three primary variables identified by Grunig (1997): these were, recognising the problem, recognising the constraints, and having a high level of involvement in the issue(s).

5.17.10 Contribution To The Knowledge On The Learning Organisation

5.17.11 What was a learning organisation? According to DiBella et al (1998), there were three main types of learning organisation.

1. The normative perspective – where organisational learning only takes place under a unique set of conditions.
2. The developmental perspective – this suggested that the learning organisation represented a late stage of an organisation's development.
3. The capability perspective – this presumed that learning was innate to all organisations.

In all cases the 'learning' aspect is referring to an individual person or population of people known generically as 'the management'.

5.17.12 The learning organisation had been characterised as having the capability to adapt to changes in its environment and to respond to experience by altering organisational behaviour. It was a term used to describe activities or processes that occurred as part of an organisation's change process in relation to improving its business standing. This could be measured in terms of increased profitability, market share and market valuation.

5.17.13 This study had implications specifically for the 'normative perspective' in that this ideology suggested that learning organisations did not arise through accident but were built from initiative and strategic choices of management. An organisation is a collection of people and resources. It is the people (individuals) within the organisation that are involved in the 'learning process'.

5.17.14 The role of the manager was to create conditions essential for learning to take place. Senge (1990) supported this and stated that it took five disciplines to establish a learning organisation:

1. Personal mastery or personal focus
2. Mental models
3. Shared vision
4. Team learning
5. Systems thinking

What distinguished learning organisations was their mastery of or focus on these five disciplines.

5.17.15 Garvin (1993) claimed that learning organisations, or the individuals within them, were skilled at systematic problem solving, experimentation, learning from their own experiences and from others, and also transferring knowledge. It was this learning from others that related to this exploratory study, in that the 'others' referred to could well be guru products.

- 5.17.16 Garvin (1993) suggested that if the skills mentioned were not present then the organisation was not a learning organisation. He claimed that any company wishing to become a learning organisation could begin by 'fostering an environment that was conducive to learning', in relation to the individual. It was the 'How' to foster the environment that this study had partly addressed in that the results of the analysis implied that by employing intuitive people with a positive attitude, it could positively affect the diffusion of new ideas, and therefore contribute significantly to the learning organisation.
- 5.17.17 Other writers championing the 'normative perspective' were Garratt (1990), Lessem (1991), Mayo and Rick (1993) and Watkins and Marsick (1993) they all agreed that without the active involvement of managers, organisations could not become learning organisation.
- 5.17.18 This exploratory study had shown a distinctive characteristic between individuals who used guru products and those who did not. This clearly identified that many people diffused new ideas in different ways. Some actively seek new ideas, others needed incentives, while others actively deflected new ideas and worked for the status quo.
- 5.17.19 The ability to determine these characteristics in the working population could generate significant savings in training time, management of change and job placement. This research had contributed to the practical knowledge, understanding and application of identifying such primary characteristics and could benefit organisational growth and development in a cost effective and meaningful way.
- 5.17.20 This exploratory study contributed to the development of the learning organisation in that it had developed a predictive model that could be used with the questionnaire to identify those managers who had the natural characteristics needed to help diffuse new ideas. This instrument clarified behavioural tendencies that could have a

significant impact on recruitment selection, training and development. It could also assist in designing working arrangements that could result in higher productivity.

In the opinion of the author a significant, success factor for this development would be the adoption of a reading culture within the enterprise.

5.17.21 Agenda for further research

5.17.22 The research had identified a positive answer to the hypothesis suggested, in that people who were influenced by guru products did exhibit a particular communicative behaviour. The research however had left unanswered many questions. These unanswered questions could form the basis for further research. They included:

1. How did managers evaluate guru ideas?
2. What were the characteristics of a guru idea that managers value?
3. Did society demand guru products?
4. What were the characteristics of old, current and new guru ideas that managers value that lead them to adopt and implement?
5. Did society demand these 'guru products' or were they offered and demand then created? Was it supply or demand led?
6. Did the 'product' create value for the user or was the guru only creating a business?
7. What was more important, the guru idea or the guru as a person?
8. How did a micro, small enterprise develop into a medium enterprise?
9. A study by Hakim (1989) reported that 55% of micro, small, and medium enterprises had no plans for growth – why?

Chapter 6:

Reflections Of The Research Strategy

This section looked at the questionnaire used throughout this study and identified improvements for possible future work in the area of communicative behaviour. It concluded by summarising some of the limitations of the questionnaire used and recommended possible improvements to any future questionnaire.

6.18.0 Chapter Six - Segment Eighteen

6.18.1 Critical Review Of The Questionnaire

6.18.2 Hindsight was a powerful reflective process. The author had critically reviewed the questionnaire used to collect the data for this thesis and had identified several areas where improvements could be made. The following changes would, in the opinion of the author, improve and strengthen the questionnaire for future use.

6.18.3 Section 1

The only relevant information from this section was:

Question		Suggested Amendments
1.08	Gender	None
1.09	Age	None
1.10	Qualifications	none
1.13	Cultural awareness	This list could be expanded to include other countries like Portugal, Italy, Switzerland, Sweden etc.
1.17 1.18 1.19 1.20	Continuous learning	<p>The author felt that this part of the questionnaire was weak as it could have supported the analysis much better if the data had been stronger. The author suggests that the question(s) should be re-phrased to determine a more meaningful understanding of 'continuous learner' as a category. The results achieved did not affect the findings of the research but they could have supported them better if the question(s) had been stronger.</p> <p>e.g.</p> <ul style="list-style-type: none"> • How many management books did you normally read in a 12-month period? 1-3, 4-6, 7-10, more than 10. • How much management-related material did you actively seek and read from the Internet? 1-3 articles a month, 3-6 articles a month, 7-10 articles a month, more than 10 articles a month. <p>How many management or job-related journals and publications did you read in a month? 1-3 journals, 3-6 journals, 7-10 journals, more than 10 journals.</p>
1.23	Employment / job change	Did not have any relevance in this particular research but was an interesting variable.

6.18.4 Section 2

Question	Suggested Amendments
All	The author would suggest omitting the end column in every case. The single words used as headings in relation to each question asked were, in the opinion of the author, not required.

6.18.5 Section 6

Question	Suggested Amendments
All	The data collected from this section did not add any value to the research. In the author's opinion this section could be omitted completely.

6.18.6 Limitations Of The Study

6.18.7 The AIM of the research was:

To undertake an exploratory study using Grunig's theory of problem recognition, constraint recognition, and level of involvement to evaluate if people who were influenced by guru products exhibited a particular communicative behaviour.

6.18.8 The OBJECTIVES of this research were:

1. To undertake an exploratory study of elements of the management of organisations in the Northwest.
2. To collect consistent qualitative data.
3. To determine characteristics of users who were influenced by guru products.

6.18.9 Both the aim and objectives of the study had been fulfilled, but the author recognised the limitations of the research. To collect qualitative data it was necessary to adopt a consistent method of collecting the data. This was achieved through the use of a structured questionnaire. However, the author had already identified some weaknesses in the actual layout of the questionnaire and the wording used in part of the questionnaire.

- 6.18.10 Adopting an interview, face to face technique to complete the questionnaires really only served to guaranteed completion of the questionnaire. It did not necessarily make the data collected any more valid.
- 6.18.11 Getting participants to complete simple questionnaires was difficult, and the fact that the questionnaire involved in this study was 31 pages long and thought provoking in places, needed recognition that the data could only be deemed accurate at the time it was completed. This coupled with the fact that the study identified 'attitude', as being a variable that affected a person's ability to 'care', needed to be recognised as a possible source of error.
- 6.18.12 The length of the questionnaire could be seen as a limitation however, suggestions above to reduce the length have been recognised. It has to be noted that to collect enough data for comparison and meaningful analysis needed enough questions to make the data collected meaningful. It was recognised that the questions could have been word-crafted better and therefore this could have made the questions asked, less thought provoking – although this could be said to have defeated the objective of the questionnaire.
- 6.18.13 There was recognition that the data collected was only accurate at the time of completing the questionnaire and if the same participants were to complete the same questionnaire again, some time after the original one, then it was possible that the data would differ. However, when this was done during this study, albeit with a small sample, although the data was different, the end results were the same.

- 6.18.14 The research identified personal traits and characteristics of individuals but it did not identify skills and knowledge. It was important therefore not to make the assumption that certain types of individual were better or worse than other types. Because someone had an intuitive nature did not make that person better than a person who had not. It was important that each personal trait or characteristic was seen as a positive whole and a way to contribute to the organisation. An organisation needed many differing types of individual to be successful, and this research, although identifying guru product users, did not wish to imply that non-guru product users were any less important in the success of an organisation.
- 6.18.15 The author did not suggest that using Figure 14.21: New Predictive Behavioural Model in line with the questionnaire should necessarily prohibit certain people from certain jobs, or to avoid specific activities; and it should not be used to excuse inexcusable or inappropriate behaviour. It was suggested that gaining such knowledge about people should contribute to better understanding of how individuals perceived the business paradigm, thus enabling educational and training programs to be developed that could generate strategic improvement throughout the organisation. This knowledge could foster genuine interactive productive behaviour as defined by Varey et al (1997).
- 6.18.16 Possible personal influences affecting the completion of the questionnaire:
- Health of participants
 - Relationships that participants were involved in
 - Business problems
 - Affects of food and drink – (or lack of) coffee stimulants
 - Perceived understanding of the questionnaire
 - Different time of the day
 - The author's values

6.18.17 Factors determining the questionnaire results could have been affected by response distortion.

- Frankness of participants answers
- Social desirability
- Participants claiming unlikely virtues
- Participants denying common faults
- Unpopular attitudes
- Exaggerating personal strengths
- Participants trying to give a good impression
- Self-enhancement or faking

6.18.18 In an effort to overcome these potential response distortions, the author asked each participant verbally and in the questionnaire notes, to answer each question honestly. The questionnaire was developed with check-questions to help identify contradiction, and it was developed in a forced-choice format using subtle questions in an attempt to extract a balanced view.

6.18.19 It was not in the participant's interest to distort their responses, as there was no link to be made with specific answers. It was research only and there was no outcome for the participants, Cook (1993). The questionnaire was not a test and therefore there was no end result for the participants. No competitive angle. The questionnaire was not a measure of day to day activities.

6.18.20 The sample size used for this exploratory study was small.

6.18.21 It must be recognised that some people will complete questionnaires 'better' than others will, particularly the type of questionnaire used where there were no right or wrong answers.

6.18.22	<p>The implications of using the designed instrument were that the result was not a rigorously validate psychometric test and the test was simplistic in design and provided a limited indication only of participant preference. The sets of questions used within this study were drawn from general principles and it was a simple instrument only, specifically designed to do an exploratory applied study. However, this study was practically orientated and relevant to the field of management communication and had been rigorously and critically researched.</p> <p>The author was not claiming that the questionnaire instrument developed was a strong scientifically validated instrument, but that it was a relevant and practical instrument that provided a level of predictability, encouraging further managerial research. The result could not be claimed to be from a rigorously validated psychological test.</p>
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6.18.23 The author concluded that, at its worst, the results from the questionnaire provided the basis for academic discussion and supported related theory and other recognised work (Grunig, 1997). At its best the results from the study provided a solid framework for the provision and development of establishing effective communication behaviour.

6.18.24 Appendix 9 showed a narrative and tabular summary of the questionnaire.

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Appendix 1

The questionnaire used throughout this study
for the collection of the empirical data.

Appendix 1: The Main Questionnaire



THE FOLLOWING QUESTIONNAIRE HAS BEEN DEVELOPED BY GORDON F GATISS AS A TOOL TO COLLECT DATA AS SUPPORTING EVIDENCE TOWARDS THE SUBMISSION OF A DOCTORAL THESIS.

- ALL DATA COLLECTED WILL BE TREATED IN THE STRICTEST CONFIDENCE.
- NO INDIVIDUAL WILL BE IDENTIFIED FROM THE ANALYSED DATA.
- NO ORGANISATION WILL BE IDENTIFIED FROM THE ANALYSED DATA.
- THE DATA WILL NOT BE USED FOR ANY OTHER PURPOSE.

THE QUESTIONNAIRE WAS DIVIDED INTO SIX SECTIONS.

ALL THE SECTIONS EXCEPT SECTION ONE ARE DEVISED TO IDENTIFY INDIVIDUAL CHARACTERISTICS THAT WILL BE UNIQUE TO EACH PARTICIPANT. PLEASE BE AS HONEST AS YOU CAN BE IN ANSWERING THE QUESTIONS, AS THE RESULTS ARE ATTEMPTING TO IDENTIFY SPECIFIC CHARACTERISTICS.

TRY AND RELATE IN YOUR ANSWERS WHAT YOU ARE, NOT WHAT YOU WOULD LIKE TO BE. PLEASE REMEMBER THIS IS NOT AN ASSESSMENT AND NO ONE IS JUDGING YOU. IT IS THE VALUE THAT YOU ACTUALLY BRING TO YOUR ENVIRONMENT THAT WE ARE TRYING TO MEASURE.

THE QUESTIONNAIRE IS DIVIDED INTO SIX SECTIONS.

SECTION 1 IS FOR COLLECTION OF GENERAL DATA.

PLEASE COMPLETE ALL QUESTIONS IN SECTION 1 BY PRINTING YOUR ANSWERS TO THE QUESTIONS CAREFULLY IN THE BLANK SPACES PROVIDED. IF YOUR ANSWER IS YES OR NO, THEN PLEASE CIRCLE THE APPROPRIATE WORD.

THERE IS NO TIME LIMIT FOR THIS SECTION.

SECTION 1

1.01	Your Reference	
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1.02	What type of business is your organisation in?	
------	--	--

1.03	How long has the organisation been in Business?	
------	---	--

1.04	How many people does the organisation employ?	
------	---	--

1.05	Is the Organisation Part of a Group	NO	YES
------	-------------------------------------	----	-----

Name of Group	
---------------	--

1.06	Approximate turnover of the organisation.	1996	1997	1998
		A B C D E F G H I J	A B C D E F G H I J	A B C D E F G H I J
A - Under £50k	B - £50k to £100k	C - £100k to £250k	D - £250k to £500k	E - £500k to £1.0m
F - £1.0m to £3.0m	G - £3.0m to £5.0m	H - £5.0m to £10.0m	I - £10.0m to £20.0m	J - Greater £20.0m

1.07	Was the Organisation Profitable?	1996 YES - NO	1997 YES - NO	1998 YES - NO
------	----------------------------------	------------------	------------------	------------------

1.08	Your Gender	MALE	FEMALE
------	-------------	------	--------

1.09	Your Age	Under 21	22 - 30 yrs	31 - 40 yrs	41 - 50 yrs	Over 50 yrs
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1.10	Qualifications	No. of 'O' Levels	No. of 'A' Levels	Degree NO - YES	Masters NO - YES
------	----------------	-------------------	-------------------	--------------------	---------------------

PhD. NO - YES	Other
------------------	-------

1.11	What do you do in your spare time?
------	------------------------------------

1.12	Do you take all your holidays every year?	NO	YES
------	---	----	-----

1.13 Which of the following countries have you visited either privately or through business? Please indicate the number of times you have visited the country.

AFRICA	AUSTRALIA	CANADA	FINLAND	FRANCE	GERMANY	IRELAND	JAPAN
NORWAY	RUSSIA	SCOTLAND	SOUTH AMERICA	SPAIN	SWEDEN	USA	WALES

1.14	Have you got a computer at home?	NO	YES
------	----------------------------------	----	-----

1.15	Have you got an Email address?	AT WORK NO - YES	AT HOME NO - YES
------	--------------------------------	---------------------	---------------------

1.16	Who do you most admire and why?
------	---------------------------------

1.17	Do you read books about management and organisational issues?	NO	YES
------	---	----	-----

1.18	What were the last three books you read? (Any books)
------	--

1.19	Do you read journals and publications on management and organisational issues?	NO	YES
------	--	----	-----

1.20	Which journals and publications do you read on a regular basis?
------	---

1.21	Are you a member of a professional institute?	NO	YES
------	---	----	-----

1.22	Which professional institutes do you belong?
------	--

1.23	How many times have you changed	Your employer?	Your job role?
------	---------------------------------	----------------	----------------

1.24	How much experience have you got in the work that you do now?	1 - 3 YRS	4 - 6 YRS	7 - 10 YRS	11 - 15 YRS	OVER 15 YRS
------	---	-----------	-----------	------------	-------------	-------------

THIS IS THE END OF SECTION 1

NOW MOVE ONTO SECTION 2 OF THE QUESTIONNAIRE.

SECTION 2 IS A SET OF QUESTIONS GROUPED INTO EIGHT CATEGORIES. PLEASE ANSWER ALL PARTS OF EACH QUESTION IN EACH GROUP.

SIMPLY PUT A TICK IN THE APPROPRIATE BOX THAT DESCRIBES YOU PERSONALLY, IN RELATION TO THE QUESTION BEING ASKED.

I WOULD LIKE YOU TO ANSWER EACH QUESTION AS YOU PERCEIVE IT APPLIES TO YOU - NOT AS YOU WOULD WANT IT TO APPLY, BUT HOW YOU HONESTLY BELIEVE IT DOES APPLY.

AGAIN THERE IS NO TIME LIMIT FOR THIS SECTION.

Section 2:

GETTING AND DIRECTING ENERGY (E)

Read the statement below then grade your answer according to how you believe it describes you.

	STATEMENT	TOTALLY AGREE	USUALLY AGREE	NOT REALLY	
2.01	I initiate social interactions, introducing people and linking them with others.				Initiating
2.02	I enjoy the sharing of thoughts and emotions with others freely, talking a lot in an upbeat, optimistic style.				Expressive
2.03	I enjoy interacting with lots of people often joining or forming groups.				Gregarious
2.04	I want to communicate in person through talking and listening.				Participative
2.05	I like to be where the action is and at the centre of attention.				Enthusiastic
2.06	I like to connect with others and talk over a variety of things.				Sociable

SECTION 2: CONTINUED

GETTING AND DIRECTING ENERGY (I) (CONTINUED)

Read the statement below then grade your answer according to how you believe it describes you.

	STATEMENT	TOTALLY AGREE	USUALLY AGREE	NOT REALLY	
2.07	I am uncomfortable with social courtesy.				Receiving
2.08	I keep my feelings and interests to myself solving most issues on my own.				Contained
2.09	I enjoy in-depth, one to one relationships.				Intimate
2.10	I like to communicate through reading and writing.				Reflective
2.11	I prefer calm and quiet spaces, staying in the background.				Quiet
2.12	I like to connect with the task and not necessarily with other people.				Independent

SECTION 2: CONTINUED

GATHERING INFORMATION (S)

Read the statement below then grade your answer according to how you believe it describes you.

	STATEMENT	TOTALLY AGREE	USUALLY AGREE	NOT REALLY	
2.13	I like to know the facts and I am cautious not to go beyond what is known.				Concrete
2.14	I use common sense and focus on cost-effectiveness.				Realistic
2.15	I look for applications and how to make ideas real.				Practical
2.16	I learn about what works from experience relying on knowledge gained from doing.				Experiential
2.17	I respect and rely on time-honoured ways of doing things.				Traditional

SECTION 2: CONTINUED

GATHERING INFORMATION (N) (CONTINUED)

Read the statement below then grade your answer according to how you believe it describes you.

	STATEMENT	TOTALLY AGREE	USUALLY AGREE	NOT REALLY	
2.18	I like to read between the lines and come up with possible meanings.				Abstract
2.19	I like to invent clever new ways to see and do things.				Imaginative
2.20	I like knowledge for its own sake searching for and collecting ideas.				Inferential
2.21	I like theories and discovering patterns, inventing them if none exist.				Theoretical
2.22	I am drawn to anything new, as I desire a strong sense of personal uniqueness.				Original

SECTION 2: CONTINUED

MAKING A DECISION (T)

Read the statement below then grade your answer according to how you believe it describes you.

	STATEMENT	TOTALLY AGREE	USUALLY AGREE	NOT REALLY	
2.23	Ideally I like to make decisions based on the pros and cons.				Logical
2.24	I like to demonstrate logic and clarity in my actual decisions.				Reasonable
2.25	I feel compelled to ask a lot of questions about everything.				Questioning
2.26	I believe it is important to point out what is wrong and to be sceptical.				Critical
2.27	Once convinced of the rightness of a decision I push it through.				Tough

SECTION 2: CONTINUED

MAKING A DECISION (F) (CONTINUED)

Read the statement below then grade your answer according to how you believe it describes you.

	STATEMENT	TOTALLY AGREE	USUALLY AGREE	NOT REALLY	
2.28	Ideally I like to make decisions by trusting my own emotional responses.				Empathetic
2.29	I rely on my own likes and dislikes based on personal values, in making decisions.				Compassionate
2.30	I take the position that 'If it is important to me I will go along with it'.				Accommodating
2.31	I tolerate other views attempting to find something good in all people and ideas.				Accepting
2.32	I see both sides of an issue and search for consensus.				Tender

SECTION 2: CONTINUED

ORGANISING TRAITS (J)

Read the statement below then grade your answer according to how you believe it describes you.

	STATEMENT	TOTALLY AGREE	USUALLY AGREE	NOT REALLY	
2.33	I plan thoroughly for what ever might arise and have contingency plans in place.				Systematic
2.34	I feel it is my duty to make long-range plans.				Plan
2.35	I begin tasks early to avoid the stress of the last-minute-rush.				Early start
2.36	I rely on routines as the most efficient and comfortable way of getting things done.				Schedules
2.37	I like to develop precise step-by-step ways to complete immediate tasks.				Methodical

SECTION 2: CONTINUED

ORGANISING TRAITS (P) (CONTINUED)

Read the statement below then grade your answer according to how you believe it describes you.

	STATEMENT	TOTALLY AGREE	USUALLY AGREE	NOT REALLY	
2.38	I enjoy surprises and going with the flow.				Casual
2.39	I like to keep my options open and dislike unchangeable plans.				Open-minded
2.40	I wait until the last minute as I work better under pressure.				Pressure
2.41	I dislike routines and find different ways to do things to maintain interest.				Spontaneous
2.42	I trust that what I need to do will appear when it is needed.				Emergent

THIS IS THE END OF SECTION 2

NOW MOVE ON TO SECTION 3.

THIS SECTION IS SPLIT INTO TWO GROUPS. SECTION 3A AND SECTION 3B. THERE ARE 40 QUESTIONS IN EACH GROUP. PLEASE ANSWER ALL QUESTIONS IN EACH GROUP.

READ EACH QUESTION CAREFULLY AND THEN CIRCLE THE APPROPRIATE LETTER AS AN INDICATION OF YOUR ANSWER (YES OR NO).

AGAIN PLEASE ANSWER EACH QUESTION AS YOU PERCEIVE YOU ARE AND NOT AS YOU WOULD LIKE TO BE.

THERE IS NO TIME LIMIT FOR THIS SECTION.

SECTION 3 A:

Do the following statements describe you? Answer each question either YES or NO by circling the appropriate letter. Answer all questions, as you perceive you are, NOT as you would like to be. There are 40 questions in Part 1. There is no time limit.

1	I generally like to work by myself in my own way.	I	YES	NO	G
2	I quickly get to know new people.	A	YES	NO	P
3	Little mistakes I have made sometimes worry me.	S	YES	NO	F
4	I often do things without thinking.	L	YES	NO	C
5	I can not forget my problems very easily	S	YES	NO	F
6	I have no problem settling down to work on something difficult.	C	YES	NO	L
7	Even if everyone else disagrees I say what I think.	A	YES	NO	P
8	I prefer someone else to be the leader.	P	YES	NO	A
9	I like to do the same thing as my friends.	G	YES	NO	I
10	I try hard to make sure I do not hurt another person's feelings.	S	YES	NO	F
11	I like to do a thing carefully to make sure it is done correctly even if it means giving up something else.	C	YES	NO	L
12	Many things I read about in books and newspapers are sad.	S	YES	NO	F
13	I frequently find it difficult to admit that I may be wrong.	F	YES	NO	S
14	I usually take life as it comes.	C	YES	NO	L
15	I think I work best in a team.	G	YES	NO	I
16	I prefer to be at home rather than go to parties.	P	YES	NO	A
17	I am always interested in the latest fashions.	L	YES	NO	C
18	There is too much pain and misery in this world.	S	YES	NO	F
19	I hate to be sitting down for too long.	L	YES	NO	C
20	I am quick to try exciting new things.	L	YES	NO	C

SECTION 3A: CONTINUED:

21	I am confident in most situations.	F	YES	NO	S
22	I do not get as easily upset by things as other people.	F	YES	NO	S
23	I support my friends no matter what.	G	YES	NO	I
24	I sometimes worry about what others think of me.	P	YES	NO	A
25	I nearly always have something to say in a discussion	A	YES	NO	P
26	I sometimes lie awake thinking about little things that I have not done quite right.	S	YES	NO	F
27	I do not mind telling others about my private feelings.	G	YES	NO	I
28	I do not know what I would do without my friends.	G	YES	NO	I
29	I often do things without informing others.	I	YES	NO	G
30	I like to win people round to my way of thinking.	A	YES	NO	P
31	I often get side tracked while doing something.	L	YES	NO	C
32	After I have made a decision I am likely to change my mind.	L	YES	NO	C
33	I like to help people to get to know each other.	A	YES	NO	P
34	The fun of having a secret is being able to pass it on.	G	YES	NO	I
35	I find it difficult to make a decision if it is going to upset someone.	S	YES	NO	F
36	I prefer to listen than to talk.	P	YES	NO	A
37	I soon make it up after an argument.	A	YES	NO	P
38	I am more or less happy with myself as I am.	C	YES	NO	L
39	I like people to ask me before borrowing my things.	I	YES	NO	G
40	I like to share my problems with my friends.	G	YES	NO	I

SECTION 3B: Answer all questions, as you perceive you are, NOT as you would like to be. There are 40 questions in Part 2. How do you think other people see you? People would generally describe you as a person that:

1	Would put the Company first	G	YES	NO	I
2	Is self- determining - I make up my own mind.	I	YES	NO	G
3	Has a relaxed approach to most things.	C	YES	NO	L
4	Likes ostentatious things - jewellery, big or fast cars, status	A	YES	NO	P
5	Has a retiring personality - I keep myself to myself.	P	YES	NO	A
6	Is a sentimental person.	S	YES	NO	F
7	Conforms to the standards of the group.	G	YES	NO	I
8	Is confident.	A	YES	NO	P
9	Is impatient	L	YES	NO	C
10	Is a lively animated person	L	YES	NO	C
11	Is a hearty, sociable and fun person.	A	YES	NO	P
12	Is always looking for other ways to do something - a dissenter.	I	YES	NO	G
13	Likes to be one-of-the-crowd.	G	YES	NO	I
14	Is a sensitive person.	S	YES	NO	F
15	Is always willing to accept others advice.	G	YES	NO	I
16	Is an effusive person - I have a gushing, bubbling personality.	A	YES	NO	P
17	Is shy.	P	YES	NO	A
18	Is often influenced by friends.	G	YES	NO	I
19	A realistic person	F	YES	NO	S
20	A highly strung person	L	YES	NO	C
21	Is unfeeling, dispassionate and not usually sympathetic.	F	YES	NO	S
22	Is over modest, humbling - I think others are better than me.	P	YES	NO	A
23	Is impulsive.	L	YES	NO	C
24	Is soft hearted.	S	YES	NO	F
25	Likes to be shocking, be noticed, be different.	L	YES	NO	C
26	Likes to go my own way, do my own thing.	I	YES	NO	G
27	Is tranquil, quiet and do not push my thoughts and ideas.	C	YES	NO	L
28	Is blunt and to the point.	F	YES	NO	S
29	Is dreamy, thinking of things that might be or could be.	S	YES	NO	F
30	Is a moderate with no extreme views or opinions.	C	YES	NO	L
31	Likes to stand on my own feet and not rely on others.	I	YES	NO	G
32	Is a factual person.	F	YES	NO	S
33	Is a bashful, timid person who does not like to be noticed.	P	YES	NO	A
34	Likes to keep an open house and have people dropping in unexpectedly and without warning.	A	YES	NO	P
35	Is usually unruffled by events.	C	YES	NO	L
36	Is thin-skinned and sensitive.	S	YES	NO	F
37	Is a placid, calm person.	C	YES	NO	L
38	Views things objectively without bias or prejudgement.	F	YES	NO	S
39	Is a nervous person.	P	YES	NO	A
40	Is a loner.	I	YES	NO	G

SECTION 4

THIS SECTION HAS 14 QUESTIONS.

PLEASE READ EACH QUESTION CAREFULLY AND WRITE YOUR SCORE INTO THE BLANK BOX NEXT TO EACH QUESTION. AGAIN PLEASE ANSWER ALL PARTS AND ALL QUESTIONS. THERE IS NO TIME LIMIT FOR THIS SECTION.

SECTION 4

I. INFORMATION PROCESSING:

I would like to ask several questions about the kinds of stories you would pay attention to on television. I will read you the opening lines from some possible stories that you might hear on a television news programme. In answering please think of 100 as the average extent to which people pay attention to these kind of stories. Please give me any number above or below the normal score of 100 that tells me how likely you would be to pay attention to each of these stories after hearing the opening lines. Zero is the lowest possible score, but you can go as much above 100 as you like.

SCORE

a. In a study published in Business Week in September 1998, authors reported that organisations adopting a quality approach invariably improve the financial surplus and profitability of the enterprise	
b. The Financial Times reported last week that waste and non-productive activities throughout organisations, were considered an issue for the 21 st Century.	
c. A major issue in the global market is that of communication.	
d. Reducing cycle times and keeping up with customer requirements is driving the development of new products and services.	
e. The Internet opens up significant opportunities for small businesses.	
f. Innovation and the ability to adapt to change are clearly linked to organisations understanding and using structured management tools and techniques.	

SECTION 4 CONTINUED

2. INFORMATION SEEKING

Now I would like to switch to a question about printed information.

Many gurus offer information and advice about organisational problems. If you were to see an announcement offering information and advice on the following areas of business, how likely would you be to call or send for it? Just as in the previous question, give a number above or below 100 - this score of 100 is the average likelihood that people would call or send for the information. Please indicate your score in both the columns showing your decision relating to the information being supplied free or at a cost.

	Information is FREE	Information has a COST
a. How to improve the financial surplus and profitability of your organisation.		
b. A study on waste and non-productive activities in the work place.		
c. Ten easy steps to improve communication.		
d. How to generate new ideas for your business in the 21 st Century.		
e. How your organisation can benefit from the Internet.		
f. Powerful management tools and techniques to help your organisation address the business issues of the 21 st century.		

SECTION 4 CONTINUED

PROBLEM RECOGNITION, LEVEL OF INVOLVEMENT, AND CONSTRAINT RECOGNITION

For the following questions I would like you to continue using the scale you have been using, that is think of a score of 100 as the average. I will ask you several questions about four problems related to running a Micro, Small and Medium-size Enterprise (MSME).

3. On this scale, please give me a number that indicates how much you would like to understand each of the following problems better. The higher your score the more you would like to understand about the problem. (100 = average score)

	SCORE
a. Improving financial surplus and profitability	
b. Negative costs within the workplace	
c. Improving communication	
d. Creating new ideas	
e. Opportunities on the Internet for the small business	
f. Management tools and techniques to improve business performance	

4. To what extent do you believe this issue is a serious national problem? The higher your score the more you believe the issue is a serious national problem. (100 = average score)

	SCORE
a. Improving financial surplus and profitability	
b. Negative costs within the workplace	
c. Improving communication	
d. Creating new ideas	
e. Opportunities on the Internet for the small business	
f. Management tools and techniques to improve business performance	

5. How strong would you say your opinions are about this problem? The higher your score the stronger your opinions are about this problem. (100 = average score)

	SCORE
a. Improving financial surplus and profitability	
b. Negative costs within the workplace	
c. Improving communication	
d. Creating new ideas	
e. Opportunities on the Internet for the small business	
f. Management tools and techniques to improve business performance	

SECTION 4 CONTINUED

6. To what extent do you believe this issue is a problem that you can do something about? The higher your score the more you believe you can do something about it. (100 = average score)

	SCORE
a. Improving financial surplus and profitability	
b. Negative costs within the workplace	
c. Improving communication	
d. Creating new ideas	
e. Opportunities on the Internet for the small business	
f. Management tools and techniques to improve business performance	

7. To what extent do you think this problem is too complicated for you to do anything about? The higher your score the more you believe the problem is too complicated for you to do something about it. (100 = average score)

	SCORE
a. Improving financial surplus and profitability	
b. Negative costs within the workplace	
c. Improving communication	
d. Creating new ideas	
e. Opportunities on the Internet for the small business	
f. Management tools and techniques to improve business performance	

8. To what extent do you believe this problem could involve you at some point in time? The higher the score the stronger you believe this problem could involve you at some point in time. (100 = average score)

	SCORE
a. Improving financial surplus and profitability	
b. Negative costs within the workplace	
c. Improving communication	
d. Creating new ideas	
e. Opportunities on the Internet for the small business	
f. Management tools and techniques to improve business performance	

SECTION 4 CONTINUED

9. To what extent would you say you are curious about this problem? The higher the score the more curious you are about this problem. (100 = average score)

	SCORE
a. Improving financial surplus and profitability	
b. Negative costs within the workplace	
c. Improving communication	
d. Creating new ideas	
e. Opportunities on the Internet for the small business	
f. Management tools and techniques to improve business performance	

10. To what extent would you say that this problem is more difficult for you to understand than other problems? The higher the score the more difficult it is for you to understand this problem. (100 = average score)

	SCORE
a. Improving financial surplus and profitability	
b. Negative costs within the workplace	
c. Improving communication	
d. Creating new ideas	
e. Opportunities on the Internet for the small business	
f. Management tools and techniques to improve business performance	

11. How often do you stop to think about organisations that are affected by this problem? The higher your score the more you stop and think about organisations that are affected by this problem. (100 = average score)

	SCORE
a. Improving financial surplus and profitability	
b. Negative costs within the workplace	
c. Improving communication	
d. Creating new ideas	
e. Opportunities on the Internet for the small business	
f. Management tools and techniques to improve business performance	

SECTION 4 CONTINUED

12. In your mind, how much of a connection do you see between yourself and this problem? The higher your score the greater you see the connection between you and the problem. (100 = average score)

	SCORE
a. Improving financial surplus and profitability	
b. Negative costs within the workplace	
c. Improving communication	
d. Creating new ideas	
e. Opportunities on the Internet for the small business	
f. Management tools and techniques to improve business performance	

13. To what extent do you believe that you could affect the way this problem is eventually solved if you wanted to? The higher your score the more you believe you could affect the way this problem is eventually resolved. (100 = average score)

	SCORE
a. Improving financial surplus and profitability	
b. Negative costs within the workplace	
c. Improving communication	
d. Creating new ideas	
e. Opportunities on the Internet for the small business	
f. Management tools and techniques to improve business performance	

14. How much do you believe this problem affects or could affect you personally? The higher your score the more you believe this problem could affect you personally. (100 = average score)

	SCORE
a. Improving financial surplus and profitability	
b. Negative costs within the workplace	
c. Improving communication	
d. Creating new ideas	
e. Opportunities on the Internet for the small business	
f. Management tools and techniques to improve business performance	

THIS IS THE END OF SECTION 4

SECTION 5

THIS SECTION OF THE QUESTIONNAIRE IS SPLIT INTO THREE GROUPS OF QUESTIONS.

PLEASE ANSWER ALL PARTS OF EACH QUESTION.

THERE IS NO TIME LIMIT FOR THIS SECTION.

SECTION 5

PROBLEM RECOGNITION

First I would like you to consider how often you stop to think about each of the four issues. After I name each of these issues, please tell me whether you stop and think about the situation often, sometimes, rarely, or never.

THE ISSUE	OFTEN	SOMETIMES	RARELY	NEVER
a. Improving financial surplus and profitability				
b. Negative costs within the workplace				
c. Improving communication				
d. Creating new ideas				
e. Opportunities on the Internet for the small business				

CONSTRAINT RECOGNITION

Now would you think whether you could do anything personally that would make a difference in the way these issues are handled. If you wanted to do something, would your efforts make a great deal of difference, some difference, very little difference or no difference?

THE ISSUE	GREAT DEAL	SOME	VERY LITTLE	NONE
a. Improving financial surplus and profitability				
b. Negative costs within the workplace				
c. Improving communication				
d. Creating new ideas				
e. Opportunities on the Internet for the small business				

SECTION 5 CONTINUED

LEVEL OF INVOLVEMENT

For each situation would you now please tell me to what extent you see a connection between yourself, personally, and each of these issues. There would be a connection if you believed the issue has affected or could affect you. Tell me if the connection is strong, moderate, weak, or no connection.

THE ISSUE	STRONG	MODERATE	WEAK	NONE
a. Improving financial surplus and profitability				
b. Negative costs within the workplace				
c. Improving communication				
d. Creating new ideas				
e. Opportunities on the Internet for the small business				

THIS IS THE END OF SECTION 5

SECTION 6

THE LAST SECTION OF THE QUESTIONNAIRE IS EIGHT GROUPS OF QUESTIONS.

PLEASE ANSWER ALL PARTS OF EACH GROUP OF QUESTIONS.

PLEASE ANSWER THE QUESTIONS AS HONESTLY AS YOU CAN – DO NOT GIVE AN ANSWER AS YOU WOULD LIKE TO BE BUT AS YOU ARE.

THERE IS NO TIME LIMIT FOR THIS SECTION.

SECTION 6

There are eight groups of questions. Please answer all questions in each group. Simply ask yourself each question in turn and tick your answer in the appropriate column. Please be honest and mark each question as you are not how you would want to be.

Question Group A

A	ASK YOURSELF THE FOLLOWING QUESTIONS	Totally Agree		Sometimes Agree		Do Not Agree
1	I find it natural to be a leader.					
2	I can get the best out of people.					
3	I can use interpersonal skills very well.					
4	I enjoy resolving conflict.					
5	I listen carefully to all sides of the argument and alternative solutions.					

Question Group B

B	ASK YOURSELF THE FOLLOWING QUESTIONS	Totally Agree		Sometimes Agree		Do Not Agree
1	I like to take a dominant role in decisions.					
2	I always speak my mind.					
3	I am very task orientated					
4	I will want to take the lead when action is required.					
5	I am very outgoing, confident and dynamic.					

SECTION 6 CONTINUED

Question Group C

C	ASK YOURSELF THE FOLLOWING QUESTIONS	Totally Agree		Sometimes Agree		Do Not Agree
1	I am innovative and often suggest new ideas.					
2	I can often see many opportunities from one idea.					
3	I am quick to pick up on new ideas and readily embrace change.					
4	I like the challenge of problems.					
5	I am unorthodox in my approach and often ignore practicalities.					

Question Group D

D	ASK YOURSELF THE FOLLOWING QUESTIONS	Totally Agree		Sometimes Agree		Do Not Agree
1	I am very sociable and like people.					
2	I enjoy exploring new ideas					
3	I lose interest once a solution has been found to a problem.					
4	I am interested only if the problem challenges my imagination.					
5	I have very good interpersonal skills.					

SECTION 6 CONTINUED

Question Group E

E	ASK YOURSELF THE FOLLOWING QUESTIONS	Totally Agree		Sometimes Agree		Do Not Agree
1	I do not like taking the leadership role.					
2	I do not have many innovative ideas.					
3	I like to get all the facts before deciding on a course of action.					
4	I do not like to be rushed.					
5	I am practical, unemotional and prudent.					

Question Group F

F	ASK YOURSELF THE FOLLOWING QUESTIONS	Totally Agree		Sometimes Agree		Do Not Agree
1	I can always be relied upon to see a job through to the finish.					
2	I think it is very important to do a job properly and meet targets.					
3	I must have clear aims, objectives and targets to do a good job.					
4	I am very practical and systematic.					
5	I do not like too many changes.					

SECTION 6 CONTINUED

Question Group G

G	ASK YOURSELF THE FOLLOWING QUESTIONS	Totally Agree		Sometimes Agree		Do Not Agree
1	I want to help other people with their problems.					
2	I like to get to know other people.					
3	I am very sociable and get on well with most people.					
4	I tend to support people rather than the ideas.					
5	I will always support good suggestions.					

Question Group H

H	ASK YOURSELF THE FOLLOWING QUESTIONS	Totally Agree		Sometimes Agree		Do Not Agree
1	I like to get involved in the details of problems.					
2	I enjoy work that demands a high level of concentration.					
3	I like to finish and perfect everything I get involved in.					
4	I worry about things.					
5	I am conscientious					

THIS IS THE END OF THE QUESTIONNAIRE.

THANK YOU VERY MUCH FOR YOUR TIME, PARTICIPATION AND CONTRIBUTION TO THIS RESEARCH.

Appendix 2A

The first letter/fax sent to potential participants
to set up potential interviews.

Appendix 2A: The first letter/fax to set up potential interviews

University of Salford
Management School
Maxwell Building
Salford
M5 4WT

March 1999

DO YOU EVER FEEL LIKE YOUR ORGANISATION IS WALKING ON THE EDGE OF A VOLCANO?

Small organisations rely on themselves as the most significant source of new ideas, innovation and information to sustain and improve profitability. Managing this can be likened to walking on the edge of a volcano!

Success is down to sheer hard work, effort, an element of luck, and the development of a quality attitude to opportunities and change.

For over a year we have been undertaking research and development into what makes a successful business. At The University of Salford we now have what we believe, is an innovative and meaningful method for identifying and measuring the criteria within an organisation that can enable and encourage increased profitability.

We are contacting a specially selected number of small to medium enterprises in the Northwest, asking them to act in a pilot study to assist us in the next stage of our research development. As this is a University research project, involvement is completely free of charge, giving you an opportunity to look afresh at your organisation and how to develop it effectively with little risk of loss.

WHAT IS INVOLVED?

The research team from the University will need to collect data from your management team using a questionnaire. It will take approximately an hour per person if conducted individually, or it could be collected in a group forum, in which case it will take approximately 2 hours in total.

The collection of data would be done through agreed appointments, on site, at your place of work. Naturally we are aware that taking key people from their duties can create difficulties for you, but we firmly believe that this research is worthwhile because the outcome can and will make a difference. The ability to collect relevant and true data is vital if the results are going to have real meaning and value.

The findings from this research will be published and shared freely with all participating organisations. All data collected will be treated in the strictest confidence and no individual or organisation will be identified through the research findings. It is intended that the findings will contribute significantly to helping organisations increase profitability and adapt to the demands of the 21st century.

***IF YOUR BUSINESS IS GOING TO ERUPT
THEN LET IT BE WITH INNOVATION, PROFIT AND SUCCESS.***

PLEASE PARTICIPATE IN THIS EXCITING AND INNOVATIVE RESEARCH BY CALLING

GORDON F GATISS: TELEPHONE 0161 286 1848 - EMAIL: GFG@CWCOM.NET

Appendix 2B

The amended letter/fax sent to potential participant
to set up potential interviews.

Appendix 2B: The amended letter/fax to set up potential interviews

University of Salford
Management School
Maxwell Building
Salford
M5 4WT

March 1999

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We are contacting a specially selected number of enterprises in the Northwest, asking them to participate in a pilot study to assist us in the next stage of our research. As this is a University research project, involvement is completely free of charge, giving you an opportunity to look afresh at your organisation and how to develop it effectively with little risk of loss.

WHAT IS INVOLVED?

The research team from the University, headed by Dr Richard Varey, will need to collect data from your management team using a questionnaire. This could be collected individually, or in a group forum.

The collection of data would be done through agreed appointments, on site, at your place of work. Naturally we are aware that taking key people from their duties can create difficulties for you, but we firmly believe that this research is worthwhile because the outcome can and will make a difference. The ability to collect relevant and true data is vital if the results are going to have real meaning and value.

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GORDON F GATISS: TELEPHONE 0161 286 1848 - EMAIL: gfg@cwcom.net***

Appendix 3A: The master spreadsheet for the first 18 participants

Master Spreadsheet created from the data collected
from the first set of 18 participants.

CONTAINS PULLOUTS

Ref No.	Age of Organization			Number of People Employed				Turnover						Profitable		Gender		AGE				Ref No.								
	1yr-5yr	6yr-10yr	10yrs plus	MAX 10	10 TO 20	20 TO 50	50 PLUS	A	B	C	D	E	F	G	H	I	J	YES	NO	M	F		Under 21	22 - 30yrs	31 - 40 yrs	41 - 50 yrs	Over 50 yrs			
1	P1234			60	7														1		1				1			P1234	1	
2	P1235			28	7			1										1		1						1			P1235	2
3	P1237			16	6													1		1						1			P1237	3
4	P1238			25							38									1						1			P1238	4
5	P1239			25							38									1						1			P1239	5
6	P1240			25							38									1				1					P1240	6
7	P1241			25							38									1						1			P1241	7
8	P1242			25							35									1							1		P1242	8
9	P1243			25							40									1									P1243	9
10	P1244			14							40									1									P1244	10
11	P1246			10																1									P1246	11
12	P1247			10																1									P1247	12
13	P1248			10																1									P1248	13
14	P1249			25																1									P1249	14
15	P1250			28																1									P1250	15
16	P1251			35																1									P1251	16
17	P1252			34																1									P1252	17
18	P1254			X																1									P1254	18

Over 50 yrs	Ref No.	Qualifications										Spare Time	Take all Holidays	Travel	Computer		Email				Read		Read		Experience in Job													
		No. of O'Levels	No. of A'Levels	Degree	Masters	Ph.D	Other	Yes	No	Yes	No				Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	1 TO 3 YEARS	4 TO 6 YEARS	7 TO 10 YEARS	11 TO 15 YEARS										
																													AI Home		Work		Home		Mang't		Changed Employer	Changed Job Role
																													YES	NO	YES	NO	YES	NO	YES	NO		
	1	P1234	10	3	1								7	1	1	1	1	1	1	1	0	7																
1	2	P1235			1		Cert Ed						8		1	1	1	1	1	1	3	5																
1	3	P1237	6	4	1								9		1	1	1	1	1	1	2																	
	4	P1238	8	3	1		Bar - Legal						6		1	1	1	1	1	1	3	7			1													
	5	P1239					RAF qualif						5		1	1	1	1	1	1	3	8																
	6	P1240	4		1		HNC Business						7		1	1	1	1	1	1	2	3																
	7	P1241	7	2	1								3		1	1	1	1	1	1	4	5																
1	8	P1242	5		1								8		1	1	1	1	1	1	4	10																
	9	P1243	8		1								7		1	1	1	1	1	1	5	8			1													
	10	P1244	4										3		1	1	1	1	1	1	0	0																
	11	P1246	9	3	1	1							10		1	1	1	1	1	1	3	2																
	12	P1247	4										3		1	1	1	1	1	1	5	8																
	13	P1248	8		1								9		1	1	1	1	1	1	9	15																
1	14	P1249	9	7	1	1							8		1	1	1	1	1	1	2	3				1												
	15	P1250	10	3	1								6		1	1	1	1	1	1	0	3				1												
	16	P1251	6										7		1	1	1	1	1	1	6	7																
	17	P1252	7	4		1	FRICS						8		1	1	1	1	1	1	5	10				1												
	18	P1254	7	3	1								7		1	1	1	1	1	1	2	5				1												

MAIN QUESTIONNAIRE: DETAILED ANALYSIS OF 1ST 18 PARTICIPANTS

Ref No.	Innovator	Innovator	Innovator	Innovator	Innovator	Early Adopter	Early Adopter	Early Majority	Early Majority	Late Majority	Late Majority	Late Majority	Late Majority	Late Majority	Laggards	Laggards	Laggards	Laggards	Laggards	Ref No.	FLAG	FLAI	FLPG
1																				P1234			
2																				P1235			
3														1						P1237			
4																				P1238			1
5																				P1239			
6																				P1240			
7																				P1241			1
8																				P1242			
9																				P1243			
10																				P1244			
11																				P1246			
12																				P1247			
13																				P1248			
14																				P1249			
15																				P1250			
16																				P1251			
17																				P1252			
18																				P1254			

Ref No.	LAG	FLAG	FLAI	FLPG	FCAG	SLAG	FLPI	FCPG	SCAG	SLAI	FCAI	SLPG	FCPI	SLPI	SCAI	SCPG	SCPI	Factual	Sensitive	Calm	Lively	Aggressive	Passive	Independent	Group Member	Ref No.	Highest Score	Information Processing	
1																			9	11	13	7	15	5	13	7	P1234	140	103
2		1													1				12	8	8	12	16	4	16	4	P1235	1000	58
3											1								16	4	17	3	16	4	13	7	P1237	500	108
4														1					9	11	7	13	5	15	7	P1238	300	116	
5																	1		10	10	14	6	10	10	11	9	P1239	200	113
6																	1		6	14	13	7	7	13	14	6	P1240	500	233
7			1																12	8	7	13	16	4	12	8	P1241	500	8
8													1						16	4	17	3	10	10	12	8	P1242	100000	138
9											1								11	9	19	1	11	9	12	8	P1243	1000	179
10																			12	8	11	9	13	7	7	13	P1244	180	8
11											1								13	7	10	10	15	5	12	8	P1246	500	167
12									1										9	11	13	7	18	2	8	12	P1247	170	103
13								1											10	10	13	7	16	4	9	11	P1248	5000	2242
14															1				6	14	12	8	18	2	13	7	P1249	800	208
15											1								13	7	10	10	15	5	13	7	P1250	300	18
16											1								12	8	10	10	12	8	15	5	P1251	1500	250
17											1								15	5	12	8	15	5	10	10	P1252	1000	90
18																			8	12	7	13	16	4	6	14	P1254	200	129

Laggards
Rejectors
ISFP

Appendix 3A: The master spreadsheet for the first 18 participants

Ref No.	Highest Score	Information Processing	Information Seeking	Problem Recognition			Section 5 SCORE			Constraint Recognition			Section 5 SCORE			Level of Involvement		Belbins Team Roles							
				FREE	COST	EXT	INT	SCORE	EXT	INT	SCORE	EXT	INT	SCORE	EXT	INT	SCORE	Chairperson	Shaper	Innovator	Resource Investigator	Monitor Evaluator	Company Worker	Team Worker	Completer Finisher
1	P1234	140	103	107	70	103	107	107	5.0	119	100	113	113	4.2	6.6	5.4	5.4	5.4	5.4	2.4	5.4	5.4	5.0	6.6	
2	P1235	1000	58	33	0	217	188	188	6.6	408	225	284	284	6.6	7.2	3.0	3.0	6.0	3.6	3.6	4.2	5.4	0.6		
3	P1237	500	108	77	23	105	87	87	5.0	141	82	116	116	3.4	3.6	6.6	2.4	5.4	4.2	4.2	9.0	5.4	9.0		
4	P1238	300	116	72	53	124	138	138	4.2	100	105	113	113	5.0	5.4	5.4	5.4	3.6	4.2	4.2	4.2	3.6	4.8		
5	P1239	200	113	183	58	100	101	101	3.4	105	98	123	123	2.6	6.6	4.2	6.6	6.6	6.6	6.6	9.0	5.4	7.2		
6	P1240	500	233	208	175	93	238	238	4.8	300	138	184	184	1.6	4.8	3.6	5.4	6.0	6.0	6.0	4.8	7.8	7.8		
7	P1241	500	8	37	18	55	37	37	4.6	305	304	264	264	7.4	6.6	7.2	5.4	9.0	2.4	6.6	6.6	9.0	7.8		
8	P1242	100000	138	283	28	14425	1229	1229	5.8	900	475	609	609	5.8	5.4	7.8	1.8	3.6	6.6	6.6	6.6	3.0	7.2		
9	P1243	1000	179	338	121	275	246	246	6.6	283	171	250	250	6.6	4.8	6.0	4.2	3.6	3.6	3.6	4.2	4.2	7.8		
10	P1244	180	8	9	5	45	54	54	4.0	78	89	105	105	4.8	3.6	4.8	0.0	1.2	7.8	7.8	9.0	4.8	4.8		
11	P1246	500	167	500	158	234	200	200	8.2	200	0	167	167	9.0	6.6	7.8	7.8	6.0	6.0	1.8	6.6	6.6	6.6		
12	P1247	170	103	117	57	113	110	110	5.8	98	80	97	97	6.6	7.8	5.4	5.4	6.0	3.0	3.0	5.4	7.8	5.4		
13	P1248	5000	2242	196	160	385	317	317	4.2	78	117	293	293	7.4	6.0	3.0	6.0	6.0	6.0	4.2	7.8	7.8	3.6		
14	P1249	800	208	333	292	359	408	408	7.4	284	104	367	367	5.8	7.8	9.0	6.6	6.0	6.0	2.4	6.0	7.2	9.0		
15	P1250	300	18	83	83	254	175	175	5.8	279	88	279	279	9.0	6.6	6.6	3.6	4.8	4.8	4.8	7.8	5.4	7.8		
16	P1251	1500	250	325	255	255	203	203	4.8	134	267	197	197	5.0	6.6	4.2	5.4	3.0	3.0	0.6	4.2	4.8	6.0		
17	P1252	1000	90	200	57	162	296	296	5.8	529	256	413	413	5.0	6.6	9.0	6.6	5.4	5.4	1.2	4.8	3.6	4.2		
18	P1254	200	129	168	152	145	164	164	7.4	150	103	164	164	6.4	6.6	6.6	9.0	9.0	1.2	1.8	1.8	7.8	9.0		

Appendix 3B-3C-3D

Main Questionnaire: Detailed analysis of section 4 and 5

Appendix 3B – Analysis Of Question 4 – First 18 Participants

Appendix 3C – Analysis Of Question 4: Including P1238 Second Interview

Appendix 3D - Analysis Of Question 4 – All Participants

Appendix 3B: Analysis Of Question 4 – First 18 Participants

MAIN QUESTIONNAIRE: DETAILED ANALYSIS OF SECTION 4 AND 5 THE 1ST 18 PARTICIPANTS

Ref No.	Upgraded High Score	Highest Score	% for high involvement		Information Processing	Information Seeking	FREE	COST	Problem Recognition		Section 5 SCORE		Constrain Recognition		Section 5 SCORE		Level of Involvement		Section 5 SCORE	Behaviour Type		
			EXT	INT					EXT	INT	EXT	INT	EXT	INT	EXT	INT						
1 P1234	500	140	103	107	L	107	70	L	103	107	L	5.0	119	100	L	9.0	127	113	L	4.2	late majority	6-8 No incentive to change/get involved
2 P1235	1000	1000	58	33	L	33	0	L	217	188	L	6.6	408	225	L	8.2	438	284	L	6.6	late majority	6-8 No incentive to change/get involved
3 P1237	500	500	108	77	L	77	23	L	105	87	L	5.0	141	82	L	2.6	217	116	L	3.4	late majority	6-8 No incentive to change/get involved
4 P1238	300	300	116	72	L	72	53	L	124	138	L	4.2	100	105	L	3.4	112	113	L	5.0	innovator	6-8 No incentive to change/get involved
5 P1239	500	200	113	183	L	183	58	L	100	101	L	3.4	105	98	L	4.2	120	123	L	2.6	laggard	6-8 No incentive to change/get involved
6 P1240	500	500	233	208	H	208	175	L	93	238	L	4.8	300	138	H	5.0	179	184	L	1.6	late majority	5-8 Incentive needed to change
7 P1241	500	500	8	37	L	37	18	L	55	37	L	4.6	305	304	H	8.2	500	264	H	7.4	late majority	5-7 Disordered Activity
8 P1242	10000	10000	138	283	L	283	28	L	144	25	L	5.8	900	475	L	5.8	1567	609	L	5.8	laggard	6-8 No incentive to change/get involved
9 P1243	1000	1000	179	338	L	338	121	L	275	246	L	6.6	283	171	L	9.0	300	250	L	6.6	late majority	6-8 No incentive to change/get involved
10 P1244	500	180	8	9	L	9	5	L	45	54	L	4.0	78	89	L	4.0	122	105	L	4.8	laggard	6-8 No incentive to change/get involved
11 P1246	500	500	167	500	H	500	158	H	234	200	H	8.2	200	0	L	8.2	225	167	H	9.0	late majority	2-3 Pro Active and questioning
12 P1247	500	170	103	117	L	117	57	L	113	110	L	5.8	98	80	L	6.6	129	97	L	6.6	late majority	6-8 No incentive to change/get involved
13 P1248	5000	5000	2242	196	H	196	160	L	385	317	L	4.2	78	117	L	0.4	215	293	L	7.4	early adapter	6-8 No incentive to change/get involved
14 P1249	800	800	208	333	L	333	292	H	359	408	H	7.4	284	104	L	7.4	275	367	H	5.8	innovator	2-3 Pro Active and questioning
15 P1250	300	300	18	83	L	83	83	L	254	175	H	5.8	279	88	L	5.0	300	279	H	9.0	late majority	2-3 Pro Active and questioning
16 P1251	1500	1500	250	325	L	325	255	L	255	203	L	4.8	134	267	L	4.0	83	197	L	5.0	late majority	6-8 No incentive to change/get involved
17 P1252	1000	1000	90	200	L	200	57	L	162	296	L	5.8	529	256	H	6.6	517	413	H	5.0	early majority	5-7 Disordered Activity
18 P1254	500	200	129	168	L	168	152	L	145	164	L	7.4	150	103	L	5.6	156	164	L	6.4	late majority	6-8 No incentive to change/get involved

Appendix 3C: Analysis Of Question 4: Including P1238 Second Interview

MAIN QUESTIONNAIRE: DETAILED ANALYSIS OF SECTION 4 AND 5 THE 1ST 18 PARTICIPANTS INCLUDES P1238 SECOND SET OF DATA

Ref No.	Upgraded High Score		% for high involvement		Information Processing	Information Seeking	FREE COST	Problem Recognition		Constrain Recognition		Section 5 SCORE		Level of Involvement		Section 5 SCORE		Behaviour Type		
	Highest Score	500	40	40				EXT	INT	EXT	INT	EXT	INT	EXT	INT	EXT	INT		EXT	INT
1 P1234	140	500	L	107	70	L	103	107	L	5.0	119	100	L	9.0	127	113	L	4.2	late majority	6-8 No incentive to change/get involved
2 P1235	1000	1000	L	33	0	L	217	188	L	6.6	408	225	L	8.2	438	284	L	6.6	late majority	6-8 No incentive to change/get involved
3 P1237	500	500	L	77	23	L	105	87	L	5.0	141	82	L	2.6	217	116	L	3.4	late majority	6-8 No incentive to change/get involved
4 P1238	300	500	L	72	53	L	124	138	L	4.2	100	105	L	3.4	112	113	L	5.0	innovator	6-8 No incentive to change/get involved
5 P1239	200	500	L	183	58	L	100	101	L	3.4	105	98	L	4.2	120	123	L	2.6	laggard	6-8 No incentive to change/get involved
6 P1240	500	500	H	208	175	L	93	238	L	4.8	300	138	H	5.0	179	184	L	1.6	late majority	5-8 Incentive needed to change
7 P1241	500	500	L	37	18	L	55	37	L	4.6	305	304	H	8.2	500	264	H	7.4	late majority	5-7 Disordered Activity
8 P1242	10000	10000	L	283	28	L	14425	1229	L	5.8	900	475	L	5.8	1567	609	L	5.8	laggard	6-8 No incentive to change/get involved
9 P1243	1000	1000	L	338	121	L	275	246	L	6.6	283	171	L	9.0	300	250	L	6.6	late majority	6-8 No incentive to change/get involved
10 P1244	180	500	L	9	5	L	45	54	L	4.0	78	89	L	4.0	122	105	L	4.8	laggard	6-8 No incentive to change/get involved
11 P1246	500	500	L	500	158	H	234	200	H	8.2	200	0	L	8.2	225	167	H	9.0	late majority	2-3 Pro Active and questioning
12 P1247	170	500	L	117	57	L	113	110	L	5.8	98	80	L	6.6	129	97	L	6.6	late majority	6-8 No incentive to change/get involved
13 P1248	5000	5000	H	196	160	L	385	317	L	4.2	78	117	L	0.4	215	293	L	7.4	early adapter	6-8 No incentive to change/get involved
14 P1249	800	800	L	333	292	H	359	408	H	7.4	284	104	L	7.4	275	367	H	5.8	innovator	2-3 Pro Active and questioning
15 P1250	300	500	L	83	83	L	254	175	H	5.8	279	88	L	5.0	300	279	H	9.0	late majority	2-3 Pro Active and questioning
16 P1251	1500	1500	L	325	255	L	255	203	L	4.8	134	267	L	4.0	83	197	L	5.0	late majority	6-8 No incentive to change/get involved
17 P1252	1000	1000	L	200	57	L	162	296	L	5.8	529	256	H	6.6	517	413	H	5.0	early majority	5-7 Disordered Activity
18 P1254	200	500	L	168	152	L	145	164	L	7.4	150	103	L	5.6	156	164	L	6.4	late majority	6-8 No incentive to change/get involved

Participant answered section 4 and section 5 AGAIN four months after completing first questionnaire

4 P1238	200	500	L	110	71	L	86	107	L	4.2	127	81	L	3.4	172	116	L	5.0	innovator	6-8 No incentive to change or get involved
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MAIN QUESTIONNAIRE: DETAILED ANALYSIS OF SECTION 4 AND 5
INCLUDES ALL PARTICIPANTS

Ref No.	Highest Score	Upgraded High Score		% for high involvement		Information Processing	Information Seeking FREE COST	Problem Recognition		Section 5 SCORE		Constrain Recognition		Section 5 SCORE		Level of Involvement		Section 5 SCORE	Behaviour Type	
		500	40	EXT	INT			EXT	INT	EXT	INT	EXT	INT	EXT	INT	EXT	INT			
1 P1234	140	500	L	103	L	107	70	103	107	L	5.0	119	100	L	9.0	127	113	L	4.2	6-8 No incentive to change/get involved
2 P1235	1000	1000	L	58	L	33	0	217	188	L	6.6	408	225	L	8.2	438	284	L	6.6	6-8 No incentive to change/get involved
3 P1237	500	500	L	108	L	77	23	105	87	L	5.0	141	82	L	2.6	217	116	L	3.4	6-8 No incentive to change/get involved
4 P1238	300	500	L	116	L	72	53	124	138	L	4.2	100	105	L	3.4	112	113	L	5.0	6-8 No incentive to change/get involved
5 P1239	200	500	L	113	L	183	58	100	101	L	3.4	105	98	L	4.2	120	123	L	2.6	6-8 No incentive to change/get involved
6 P1240	500	500	H	233	H	208	175	93	238	L	4.8	300	138	H	5.0	179	184	L	1.6	5-8 Incentive needed to change
7 P1241	500	500	L	8	L	37	18	55	37	L	4.6	305	304	H	8.2	500	264	H	7.4	5-7 Disordered Activity
8 P1242	100000	100000	L	138	L	283	28	14425	1229	L	5.8	900	475	L	5.8	1567	609	L	5.8	6-8 No incentive to change/get involved
9 P1243	1000	1000	L	179	L	338	121	275	246	L	6.6	283	171	L	9.0	300	250	L	6.6	6-8 No incentive to change/get involved
10 P1244	180	500	L	8	L	9	5	45	54	L	4.0	78	89	L	4.0	122	105	L	4.8	6-8 No incentive to change/get involved
11 P1246	500	500	L	167	L	500	158	234	200	H	8.2	200	0	L	8.2	225	167	H	9.0	2-3 Pro Active and questioning
12 P1247	170	500	L	103	L	117	57	113	110	L	5.8	98	80	L	6.6	129	97	L	6.6	6-8 No incentive to change/get involved
13 P1248	5000	5000	H	2242	H	196	160	385	317	L	4.2	78	117	L	0.4	215	293	L	7.4	6-8 No incentive to change/get involved
14 P1249	800	800	L	208	L	333	292	359	408	H	7.4	284	104	L	7.4	275	367	H	5.8	2-3 Pro Active and questioning
15 P1250	300	500	L	18	L	83	83	254	175	H	1.8	279	88	L	5.0	300	279	H	9.0	2-3 Pro Active and questioning
16 P1251	1500	1500	L	250	L	325	255	255	203	L	4.8	134	267	L	4.0	83	197	L	5.0	6-8 No incentive to change/get involved
17 P1252	1000	1000	L	90	L	200	57	162	296	L	5.8	529	256	H	6.6	517	413	H	5.0	5-7 Disordered Activity
18 P1254	200	500	L	129	L	168	152	145	164	L	7.4	150	103	L	5.6	156	164	L	6.4	6-8 No incentive to change/get involved
19 P1256	200	500	L	169	L	128	128	145	139	L	8.2	127	96	L	5.8	126	134	L	5.8	6-8 No incentive to change/get involved
20 P1257	1000	1000	H	395	H	350	300	625	367	H	4.8	367	246	L	4.8	417	438	H	4.8	2-3 Pro Active and questioning
21 P1258	1000	1000	L	258	L	342	225	583	500	H	6.6	317	0	L	4.0	409	617	H	5.6	2-3 Pro Active and questioning
22 P1259	500	500	H	293	H	111	80	138	105	L	6.6	249	55	L	9.0	249	141	H	8.2	6-7 Disordered Activity

Participant answered section 4 and section 5 AGAIN four months after completing first questionnaire

Ref No.	Highest Score	500	40	Information Processing	Information Seeking FREE COST	Problem Recognition	Section 5 SCORE	Constrain Recognition	Section 5 SCORE	Level of Involvement	Section 5 SCORE	Behaviour Type								
4 P1238	200	500	L	98	L	110	71	86	107	L	4.2	127	81	L	3.4	116	172	L	5.0	6-8 No incentive to change or get involved

510 Average less scores over 1,000

Personality Profile Score Sheet:

The score sheet used to summarise section
3A and 3B of the questionnaire.

Appendix 4A: Personality Profile Score Sheet

PERSONALITY PROFILE SCORE SHEET

STEP 1	F	S	C	L	A	P	I	G
STEP 2	F	S	C	L	A	P	I	G

TOTAL S	F	S	C	L	A	P	I	G
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LETTER SCORES _____

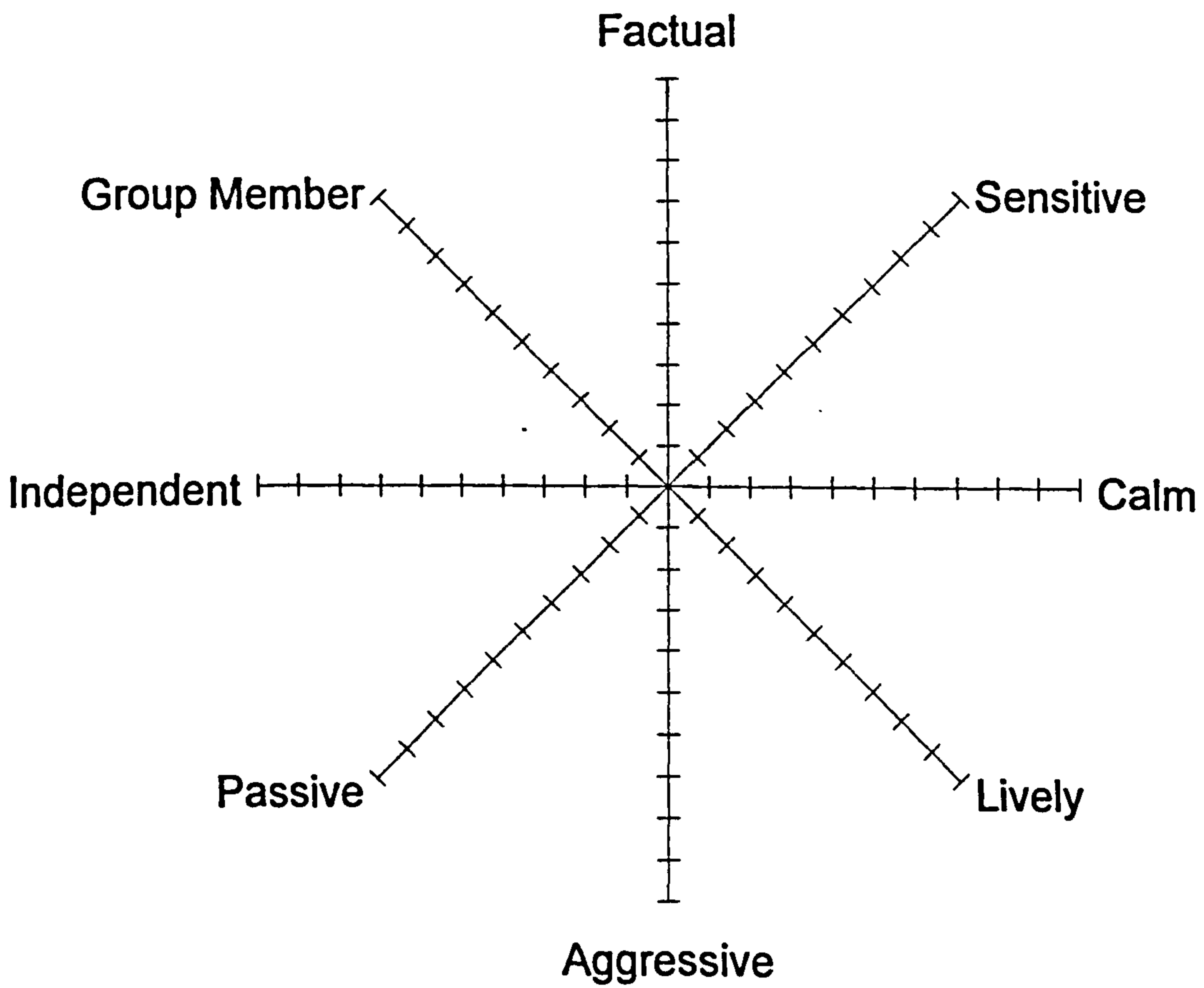
	F	L	A	G
20	20	20	20	20
19	19	19	19	19
18	18	18	18	18
17	17	17	17	17
16	16	16	16	16
15	15	15	15	15
14	14	14	14	14
13	13	13	13	13
12	12	12	12	12
11	11	11	11	11
10	10	10	10	10
9	9	9	9	9
8	8	8	8	8
7	7	7	7	7
6	6	6	6	6
5	5	5	5	5
4	4	4	4	4
3	3	3	3	3
2	2	2	2	2
1	1	1	1	1
0	0	0	0	0
	S	C	P	I

Personality Profile Spider Diagram:

The spider diagram used to represent each of the participant's data from section 3A and 3B of the questionnaire.

Appendix 4B: Personality Profile Spider Diagram

Personality Profile Spider Diagram



A descriptive narrative of Teamwork roles
as illustrated by Belbin (1981).

Appendix 5A: Belbin (1981) Team Roles

BELBIN ROLES

THE CHAIRPERSON

The Chairperson likes the role of controlling the way in which the management team works to achieve the organisation's objectives. The Chairperson carries out this role by tapping into all of the management team's resources. A good Chairperson would be able to recognise where the management team's strengths and weaknesses lie and would ensure that the best use was made of each team member's potential.

Characteristics

Strengths:

1. An ability to command respect and to inspire enthusiasm.
2. A first-class sense of timing and balance coupled with a capacity for communicating easily with others.

Tolerable weaknesses:

Did not usually possess a high intellectual ability and was not creative.

Traits:

Stable, dominant and slightly extrovert

Descriptor

The Chairperson was a slightly misleading title as the Chairperson may not be the leader of the management team. Leadership however was what Chairpersons were best fitted for. Chairpersons have a normal level of intelligence but rarely fall into the brilliant category. They were not creative thinkers. It was rare for good creative ideas to originate from the Chairperson.

The Chairperson was more remarkable for their character. Their approach was disciplined and they often have charisma and an air of authority. They were dominant but in a relaxed and unassertive way. A good Chairperson would not be domineering.

Their first instinct was to trust people unless there was very strong evidence not to. They rarely display jealousy. They were able to talk easily and were usually easy to talk to. They were good two-way communicators being neither compulsive talkers nor people of few words. They were very good listeners.

THE SHAPER

The Shaper likes to shape the way in which the team's effort was applied. The Shaper would direct attention generally to the setting of organisational objectives and priorities. The Shaper would also seek to impose some pattern on the management team's discussions and the outcome of the management team's activities. They could be politically motivated or interested in power games.

Characteristics

Strengths:

Drive and self-confidence

Tolerable weaknesses:

Intolerance towards vague ideas and people

Traits:

Anxious, dominant, extrovert

Descriptor

Some observers of management teams in action have suggested that a successful management team needs a social leader who was permanently head of the team and a separate task leader who was in charge of a specific and defined project. If this was true then the Shaper was the task leader and the Chairperson was the social leader.

Shapers were full of nervous energy, outgoing and emotional, impulsive and impatient. They were easily frustrated. They were quick to challenge and quick to respond to a challenge. In general they enjoy and welcome a challenge. They often have rows, but they were quickly over and they do not generally harbour grudges. Prone to paranoia they were quick to sense a slight and the first to feel that there was a conspiracy afoot of which they were perceived to be the object or victim.

The principle function of the Shaper was to give shape to the application of the management team's efforts. They supply a lot of personal input. They were always looking for a pattern in discussions and trying to unite ideas, objectives and practical considerations into a feasible project. They would then seek to push the project forward for action and decision.

Shapers often display great self-confidence that may hide strong self-doubt. Only results could reassure the Shaper. The Shaper has a compulsive driving force that was always directed at the attainment of personal objectives. They were usually the management team's objectives, but the Shaper often sees their management team as an extension of themselves and their egos. They want action and they want it now. They were personally competitive, intolerant of vagueness and muddled thinking. Other people often describe them as arrogant and abrasive. They could make the team uncomfortable.

The Shaper's key attribute was making things happen.

THE COMPANY WORKER

This player likes to turn concepts and plans into practical working procedures. The Company Worker would lead the effort in seeing that the management team's agreed plans were carried out systematically and efficiently.

Characteristics

Strengths

Self-control and self-discipline combined with realism and practical common sense.

Tolerable weaknesses

Lack of flexibility and unresponsiveness to new ideas that remain unproven.

Traits

Stable and controlled

Descriptor

Company Workers were the practical organisers on the management team. They translate all the concepts and ideas, into practical, down-to-earth-tasks and get on with them logically and loyally.

They have strength of character and a disciplined approach. They were notable for their sincerity, integrity and trust of colleagues and were not easily deflated or discouraged. It was only a sudden change in plan that was likely to upset them because they were liable to flounder in unstable, quick changing situations.

They need stable structures and they were always trying to build them. Give them a decision and they would produce a schedule. Give them a group of people and an objective and they would produce an organisation chart.

They work efficiently, systematically and methodically but they were sometimes a little inflexible. They were often unresponsive to speculative airy-fairy ideas that do not have a visible immediate bearing on the task in hand.

THE MONITOR EVALUATOR

This person likes to analyse problems and evaluate ideas and suggestions. Success in this role ensures that the management team was better placed to take balanced decisions.

Characteristics

Strengths

Effective thinking ability of a high level includes the ability to see the complications of the proposal. They have a very objective mind.

Tolerable weaknesses

Hypercritical, unexciting and a little serious

Traits

High IQ, introvert, stable

Descriptor

Monitor Evaluators were usually capable of carrying out deep and dispassionate analyses of large quantities of data. They were slow, stable, introvert and tend to lack imagination and vision.

They were unlikely to come up with original proposals but they were management team members who were most likely to stop the team from committing itself to a misguided project. Sometimes they could do this in a tactless and disparaging way. This did not raise their popularity among other team members. Their approach could also on occasion lower the team's morale if they apply too much discouragement at the wrong time.

Although they were solid and dependable, they lack warmth, imagination and spontaneity. They have very good judgement.

THE TEAM WORKER

The Team Worker likes to support the other members of the team. They like to help develop the different team member's strengths by building on their suggestions. They were usually very good at interpersonal skills and generally foster team spirit.

Characteristics

Strengths

Humility, flexibility, popularity and good interpersonal skills

Tolerable weaknesses

Lack of decisiveness and toughness – distaste for friction and competition

Traits

Stable, extrovert, submissive

Descriptor

Team Workers were usually the most sensitive members of the management team. They were the ones who were most aware of the individual needs and worries of the team members, and were likely to perceive most clearly the emotional undercurrent within the management team.

They usually know the most about the private lives and family affairs of the rest of the management team. They were good and willing listeners and communicate freely and well within the team. They also help and encourage others to do the same.

They promote unity and harmony and counterbalance the friction and discord that could be caused by Shapers and the Innovator. They were exemplary team members and though in normal times the value of their contribution may not be immediately visible as other team members, the effect was very noticeable when they were missing especially during times of stress and pressure.

THE RESOURCE INVESTIGATOR

They enjoy the role of exploring and reporting on ideas, developments and resources outside the immediate area of the management team. They would create the external contacts that may be useful to the team, and they would usually conduct any of the subsequent negotiations.

Characteristics

Strengths

Would have an outgoing, relaxed personality with a strong inquisitive sense, and a readiness to see the possibilities inherent in anything new.

Tolerable weaknesses

Would be inclined towards over-enthusiasm and a lack of follow-up

Traits

Stable, dominant, extrovert

Descriptor

They were usually very amiable characters. They were always on the phone or out making contacts. They were the management team's PR, ears and diplomats in the outside world.

They were likely to be relaxed, sociable and gregarious, with interests that were easily aroused. Their responses tend to be positive and enthusiastic, though they were prone to put things down as quickly as they take them up.

Without the stimulus of others they would become easily bored, demoralised and ineffective.

THE COMPLETER-FINISHER

The Completer-Finisher likes the role of ensuring that the management team was protected as far as possible from errors of commission and omission. They search for aspects of the team's work that may need a more than usual degree of attention. They would also maintain that sense of urgency within the team that was needed to achieve results.

Characteristics

Strengths

Would have the ability to combine a sense of concern with a sense of order and purpose, self-control and strength of character.

Tolerable weaknesses

Would be inclined to be impatient and intolerable towards those of casual disposition and habits

Traits

Anxious, introvert

Descriptor

They were sticklers for detail, deadlines and schedules. They were always worrying about what might go wrong.

They were never happy or at ease until they have personally checked every detail and made sure that everything has been done and nothing has been overlooked. They were not so much fussy but their obsession was an expression of anxiety.

Their main preoccupation was that of order. They were compulsive achievers of deadlines and fulfillers of schedules.

On the management team they could be rather depressing, but they were the team's professional worriers as they were relentless in their follow-through.

THE INNOVATOR

The Innovator likes to advance new ideas and strategies. They would pay special attention to major issues and look for different approaches to the problems with which the management team was confronted.

Characteristics

Strengths

Independence of outlook, high intelligence and imagination

Tolerable weaknesses

A tendency to be impractical or to be up in the clouds at times, and sometimes to be weak in communicating with others

Traits

Dominant, very high IQ, introvert

Descriptor

Innovators were the team's source of original ideas, suggestions and proposals. They were ideas people. Of course other team members have ideas – what distinguishes the Innovators ideas was their originality and the lateral approach they bring to the problems and obstacles.

They were the most imaginative as well as the most intelligent of the management team. They were the most likely team-member to start searching for a completely new approach to a problem.

They were more concerned with the major issues and fundamentals than with details and indeed they were likely to miss out on details and make careless mistakes. They were trustful and uninhibited in a way that was fairly uncharacteristic of an introvert and they were sometimes regarded as extroverts.

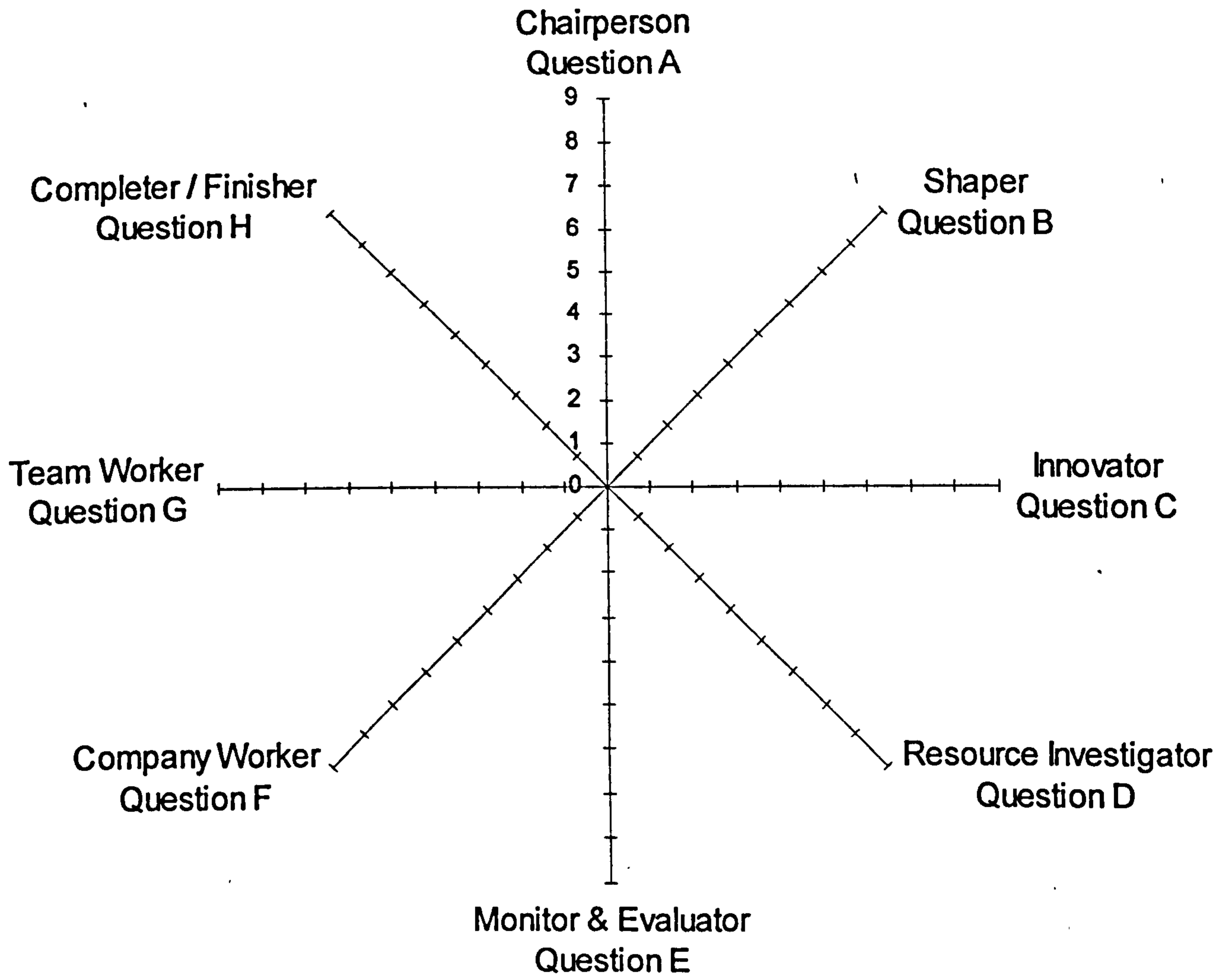
They could be prickly and cause offence to other members of the team particularly when criticising their ideas. Their criticisms were often designed to clear the ground for their own ideas and were usually followed by their counter proposals.

They could often devote too much of their creative energy to ideas that catch their imagination, but do not contribute to the team's overall objectives. They may be bad at accepting criticism and may take offence and sulk. They may even switch off and stop contributing. It could take careful handling and judicious flattery to get the best out of an Innovator but they were the ones that provide the vital spark.

A Spider Diagram, reflecting the Belbin (1981) Teamwork Roles.

Appendix 5B: Belbin (1981) Team Role Spider Diagram

Belbin's Team Roles



Appendix 6A-B-C-D-E

Letter and personal profile, sent to selected participants, to check the validity of the descriptive narrative.

Appendix 6A: Letter sent to selected participant to support analysis

GORDON F GATISS

89 Harboro Road, Sale, Cheshire M33 6GH

Telephone / Fax: 0161 286 1848

Email: gfg@cwcom.net

Date:

Reference Number

From: Gordon F Gatiss

Reference: QUESTIONNAIRE ANALYSIS

Please find enclosed the analysis of the questionnaire you kindly completed. I would appreciate if you could tick the appropriate box below and return the document to me at the above address, so that I can validate my research.

	TOTALLY AGREE	90% CORRECT	MORE THAN 50% CORRECT	DO NOT AGREE AT ALL
The analysis has clearly described my personality and characteristics				

PLEASE INITIAL.

Appendix 6B: P1238 Personal Analysis

P1238

SLPI

You are a lively person who tends to react quickly to situations and to people. You will prefer things to be fast moving; you enjoy change and variety. You may be spontaneous and make decisions 'off the top of your head'. If you are extreme, you will prefer to have many interests and you might have something of a 'butterfly mind'.

There are many positive aspects of being lively. First, you can be very good company because you are amusing. You latch on to ideas quickly. You might almost be bubbly and effervescent. Your enthusiasm can be contagious. You want to get on and do things, and you will probably work best in a lively and frenetic career where everything was happening at once. Activities connected with the media and entertainment could interest you because of the constant variety.

A negative aspect of this personality is that you might find it difficult to finish something you have started. In fact, you sometimes have too many interests and fail to see things through to their conclusion. Because your interests are often superficial, people who are more serious or permanent might distrust you. You can also be a poor organiser. How many times are you late for appointments? In spite of this, you can probably avoid criticism through personal flair.

You are sensitive, lively, passive and independent. If anything is important to you, it is not to get over involved. Long and close contacts with people are particularly to be avoided. People should preferably stay at a distance; you do not make demands upon others and you would prefer it if they did not make demands upon you. Many things interest you but you will pursue few to a conclusion. You have a restless disposition that is hard to satisfy in the long term; you are not studious and tend to move on. On the other hand, you may have a wealth of scattered knowledge. The problem is to find a means of bringing it all together and applying it in some useful way. Unless you are careful, you may find yourself forever on the edge of things, flirting with people and with different activities. You are good fun in a social setting and when matters are light rather than serious you can be entertaining and even original.

What you achieve in your career may be determined largely by your early education; as you are not disciplined yourself, your early schooling may have led to success (and therefore entry qualifications) which you would not have obtained under your own steam. Generally, the work you do will depend upon luck and opportunity rather than your own fixed purpose in shaping your own destiny.

INTP type people

They are known for their quest for logical purity that motivates them to examine universal truths and principles. They are constantly asking themselves and others the questions WHY? and WHY NOT? Clear and quick thinkers they are able to focus with great intensity on their interests. They appreciate elegance and efficiency in thought processes and require them even more so in their own communications. They may be seen as unwilling to accept what everyone else regards as truth. While often low-key in outward appearance and approach they are as 'hard as nails' when challenging a truth. They do not like to deal with the obvious. They are at their best in building conceptual models and developing unusual and complex ideas.

Appendix 6C: P1241 Personal Analysis

P1241

(FLAI)

You have an aggressive or bullish approach, and as many women can get high scores on this scale as men. Such characteristics are not generally associated with femininity: aggression has of course to do with dominance and Western society has hitherto assumed that women play a largely subordinate role. This need not necessarily be the case and attitudes towards the role of females are changing, probably because there is so much evidence around these days that women can be excellent leaders! Anthropologists have found plenty of evidence of female dominated societies, so male dominance can in no way be regarded as an unchangeable biological characteristic.

The aggressive scale describes someone who is 'go-getting'. You are like this, you will go out and get what you want rather than wait for it to come to you. You can be impatient at times. You will show confidence in yourself or at least such a strong need to achieve that you will overcome barriers.

You may think that the good aspect of having some aggression is that there has to be someone to organise others. You probably welcome change too. Others may look to you for leadership, recognising your willingness to push ahead and perhaps even take risks. You are not easily put off and might be able to bluff your way out when you are in a tight corner. You may be able to make money or make things happen

On the negative side you will often hurt other's feelings. You charge forward so much you can be 'like a bull in a china shop'. You may not even realise the trail of misery and hurt feelings that you have left in your wake. Getting up and doing, obviously has consequences for other people. However, you may feel that it is their own fault if they get in the way. You will find people easy to deal with even if you do have to manipulate them a bit or perhaps tell them only what they need to know. You will probably be drawn to careers that give you power and influence.

Your personality is factual, lively, aggressive and independent. You show determination in getting what you want, maybe at the expense of others. There is no doubt about it - you show a lot of drive and strength of purpose. You will have a buoyant and energetic personality. You can spot opportunities and also apply yourself selectively to make those opportunities work for you. It is unlikely that you will allow yourself to be held back by petty considerations. You will often go your own way and back your own judgement against others more conservative than yourself.

Your enterprising and self-reliant style is frequently found in business and in other activities connected with wealth generation. It is the independent mindedness which, among your other characteristics, is the key to your success because you are prepared to act on your initiative; you will do what you want and wait for others to catch up with you. Typically, you will pursue activities in which you can do things your own way and set your personal stamp on things. You will also expect to see a measurable statement of your success. There are innumerable careers open to you.

ESTP type people.

They are action orientated, pragmatic, outgoing and realistic people. In situations that require resourcefulness, they use their quickness and flexibility to find the most efficient route to accomplish whatever needs to be done. They are lively, entertaining and fun. They like to be where the action is and participate fully in what is happening. Characteristically they are direct with their comments and mince no words. They are at their best in situations that require an orientation to the present and a direct, no-nonsense, pragmatic approach.

Appendix 6D: P1242 Personal Analysis

P1242

You are factual, calm, passive and independent. In other words, you have a clear, sharp and detached mind, uncluttered by the trivial or irrelevant. You are capable of applying yourself well to resolving problems. You are technically minded because you see issues logically. Typically, you work deductively; you are a glutton for knowledge and see the connections between apparently diverse bits of information. You fit in with people easily enough but will not socialise much because you 'have things to do'. Your life is well ordered and there are lots of things you want to get on with. You are frequently described as efficient. Others call upon you to help them solve problems, though not those of an intuitive nature. You appear to lack some of the human faults that so beset others and your 'pick yourself up and get on with it' attitude can be unnerving to those with less energy and self-reliance. Your usefulness arises from your organised approach and your expert background; your advice will be valuable because it is objective. However, it would be a mistake to believe that your technique and expertise could enable you to be a leader, because this requires a social sensibility, which is not one of your strong points.

You have a realistic, down-to-earth, no-nonsense approach to life. You probably like to deal with factual problems that require a logical approach, so that you 'know where you are'. You like to see issues as clear and outcomes as certainties. Probably you will not like vagaries and jobs that are incomplete; you like order and systems.

The positive aspect of the factual personality is the ability to boil down all sorts of issues in a clear way. Your objectivity allows you to get somewhere and make progress. You are practical and can achieve definite results. Keeping yourself detached allows you to be analytical and often perceptive.

The disadvantage of being factual is that you can have difficulty with issues of a more emotional kind that cannot be easily classified. You may as a result prefer to be in an environment where emotional issues do not 'contaminate' the problem that you are dealing with. Your austere and logical approach pays full attention to the intellectual, but at the expense of losing out on the emotional side of things. You may be able to see what is in front of you or understand with your mind but you will be less able to feel whether issues are right or wrong because they cannot be objectively demonstrated.

ISTJ: Type people

You are systematic, painstaking, thorough and hardworking. You get the job done and complete it on schedule. You are serious and sincere in whatever you do. You will work well within a structure, follow the hierarchy, and are particularly strong and careful in keeping track of facts and details. You are cautious, generally seeking to maintain the status quo. You are at your best getting things to the right place at the right time. You honour your commitments.

You are in the group of people who are the slowest and the last of the population to adopt anything. You are very traditional in your outlook and not only are you resistant to change but you are openly hostile to those who would want to bring it about. Organisations in this category would not listen to customers and if you did adopt a new idea then the probability would be that the idea adopted had been overtaken by one or possibly two better and newer ideas. In other words the idea being adopted although new to the organisation is in fact an old idea being disregarded by innovative and early adopter enterprises.

Appendix 6E: P1248 Personal Analysis

PARTICIPANT P1248

Behavioural Traits ENTJ

EXTRAVERSION - INTUITION - THINKING - JUDGING

You take charge quickly and deal directly with problems especially in situations that involve confusion and inefficiency. You provide structure to the organisations to which you belong, and design strategies to accomplish your personal and organisational goals. You develop broad, action-orientated plans and supply the necessary energy and momentum to see that these plans are accomplished. You are a 'take charge' person who organises their own and others' external environments. You do not take no for an answer; instead you use your resources to find ways to meet the challenges. You are at your best in using analytical and strategic thinking.

You know that your reputation depends upon you making sound and informed comments on new ideas.

Personality Traits SCAG

You are sensitive, calm, aggressive, and group orientated. This combination of traits allows you to deal with an often demanding and hectic environment. You are likely to be in tune with what is going on. In particular, you will pick up nuances in the behaviour of others. You will be quick to see ideas and possibilities. But you will also be consistent and firm, You will mix with others easily and not just at work either, since you enjoy being responsible for others in their spare time as well. You will see another's point of view but you are also determined and have plenty of ideas of your own.

It is likely that you will have a definite skill or experience to offer. In fact, you are probably something of an expert. But it is unlikely that the subject or content of your work appeals to you so much, as the opportunity to pass your knowledge and skill on to others. In many ways you are a leader, but due to your strong altruism and sensitivity you are rather more attracted to public service than diplomacy or business.

Main Personality Characteristic – Aggressive (Scored 16 out of a possible 20)

You are high on the 'A' scale and have an aggressive or bullish approach, and as many women can get high scores on this scale as men. The aggressive scale describes someone who is 'go-getting'. You will go out and get what they want rather than wait for it to come to you. You can be impatient at times. You will show confidence in yourself or at least such a strong need to achieve that you will overcome barriers.

Others may look to you for leadership, recognising their willingness to push ahead and perhaps even take risks. You are not easily put off and might be able to bluff your way out when you are in a tight corner.

On the negative side, you will often hurt other people's feelings. You may not even realise the trail of misery and hurt feelings that you have leave in their wake. Getting up and doing, obviously has consequences for other people. However, you may feel that it is your own fault if they get in the way. You will find people easy to deal with even if you do have to manipulate them a bit or perhaps tell them only what they need to know.

Appendix 7

A matrix of behavioural types adapted from the works of Spence (1995) and Kummerow et.al (1997).

Appendix 7: Matrix of Behavioural Types

Innovators

INNOVATORS

This interest in new ideas led them out of a local circle of peer networks and into a more cosmopolite social relationship. Innovators could have access to financial support. They had the ability to understand and apply complex and sometimes technical knowledge. They could cope with a high degree of uncertainty at the time of adoption.

They could be rash, daring and risk takers. They would be willing to take the occasional setback when a new idea proved unsuccessful as many new ideas inevitably did. Other members of a local system may not respect innovators, but they played an important role in the diffusion process by importing the new idea from outside the systems boundaries. The innovator played a gatekeeper role in the flow of new ideas into a system.

INTROVERSION - INTUITION - FEELING – PERCEPTION INFP

They focused deeply on their values, and they devoted their lives to pursuing the ideal. They often drew people together around a common purpose and worked to find a place for each person within the group. They were creative and they looked for new ideas and possibilities. They quietly pushed for what was important to them and they rarely gave up. They were often difficult to get to know and could be overlooked by others. They were at their best making their world more in line with their internal vision of perfection.

EXTRAVERSION - INTUITION - FEELING – PERCEPTION ENFP

They were initiators of change who were keenly perceptive of possibilities and who energised and stimulated through their contagious enthusiasm. They preferred the start up phase of a project or relationship and were tireless in the pursuit of new interests. They were able to anticipate the needs of others and to offer them needed help and appreciation. They were at their best in situations that were fluid and changing, and that allowed them to express their creativity and use their charisma.

INTROVERSION - INTUITION - THINKING – PERCEPTION INTP

They were known for their quest for logical purity that motivated them to examine universal truths and principles. They were constantly asking themselves and others the questions why and why not? Clear and quick thinkers they were able to focus with great intensity on their interests. They appreciated elegance and efficiency in thought processes and required them even more so in their own communications. They were often seen as unwilling to accept what everyone else regards as truth. While often low-key in outward appearance and approach they were as 'hard as nails' when challenging a truth. They did not like to deal with the obvious. They were at their best in building conceptual models and developing unusual and complex ideas.

EXTRAVERSION - INTUITION - THINKING – PERCEPTION ENTP

They were known for the quest of the novel and complex. They had faith in their ability to improvise and to overcome any challenge that they faced. They were highly independent and valued adaptability and innovation. They could be several steps ahead of others in encouraging and valuing change. They hated uninspired routine and resist hierarchical and bureaucratic structures that were not functional. They needed freedom for action. With their entrepreneurial tendencies and broad understanding they pushed against all the odds to further their projects. They were at their best in changing circumstances in which they could develop conceptual models and devise strategies to effectively navigate through change.

Early Adopters

EARLY ADOPTERS

They were a more integrated part of the local social system than innovators. This group had the greatest degree of opinion leadership in most systems. Potential adopters looked to early adopters for advice and information about a new idea. The early adopter was the 'sounding board' that others checked with before using a new idea. These early adopters were used to speed up the diffusion process as they served as a role model for many members of the population.

The early adopter was often well respected by their peers. They knew that their reputation depended upon them making sound and informed comments on new ideas. The early adopter decreased uncertainty about a new idea by adopting it and then communicating a subjective evaluation of the new idea to peers through interpersonal networks. This could result in new ideas being rejected just as much as being accepted. They were not always in favour of new ideas. They would often keep an open mind but they would follow their own agenda.

EXTRAVERSION - INTUITION - FEELING – JUDGING ENFJ

They were lively and enthusiastic facilitators who applied warmth and vision to helping people and meeting their needs. They were aware of people's aspirations and developed plans of action to make those aspirations a reality. They liked organisation and closure. They were at their best facilitating situations that required interpersonal sensitivity. They were tolerant and appreciative of others seeking involvement with them in life's tasks. They were able communicators who were liberal in showing appreciation for others.

EXTRAVERSION - INTUITION - THINKING – JUDGING ENTJ

They took charge quickly and dealt directly with problems especially in situations that involved confusion and inefficiency. They provided structure to the organisations to which they belonged, and designed strategies to accomplish their personal and organisational goals. They developed broad, action-orientated plans and supplied the necessary energy and momentum to see that those plans were accomplished. They were 'take charge' people who organised their own and others' external environments. They did not take no for an answer; instead they used their resources to find ways to meet the challenges. They were at their best in using their analytical and strategic thinking.

Early Majority

EARLY MAJORITY

The early majority adopted new ideas just before the average member of the population. They interacted frequently with their peers, but seldom held a position of opinion leadership in a system. They would deliberate for some time before completely adopting a new idea. The early majority followed with deliberate willingness in adopting new ideas, but seldom did they lead.

INTROVERSION - INTUITION - FEELING – JUDGING INFJ

They were future orientated and directed their insights and inspiration toward the understanding of themselves and thereby human nature. Their work mirrored their integrity, and it needed to reflect their inner ideals. Solitude and an opportunity to concentrate thoroughly on what counted most were important to them. They preferred to quietly exert their influence. They had deeply felt compassion and they desired harmony with others. They understood the complexities existing within people and among them. They did not call a great deal of attention to themselves preferring that their contribution would speak for them. They were at their best concentrating on their ideas, ideals and inspirations.

INTROVERSION - INTUITION - THINKING – JUDGING INTJ

They were strong individuals who looked for new angles or novel ways of looking at things. They enjoyed new concepts. They were insightful and mentally quick. However, this mental quickness would not always be outwardly apparent to others, since they would keep a great deal to themselves. They were very determined people who trusted their vision of the possibilities, regardless of what others thought. They were at their best in quietly and firmly developing their ideas, theories and principles.

Late Majority

LATE MAJORITY

These people needed significant pressure applied before they would adopt a new idea. Change would only be considered through public pressure, customer pressure and or financial institutions applying the need to change. This segment of the population lagged a long way behind the average person in implementing new ideas yet according to Spence, (1995), they represented some 34% of the total population. Together with laggards this represented some 50% of the population. The characteristics suggested for this category were stubborn, inward looking and immune to any influence that did not emulate from within their own tightly controlled environment. Example of this was the MCC cricket club that had taken until 1998 to allow women members. Now that it had been forced through financial pressures to accept women, they were still showing resistance by declaring a 20year waiting list.

INTROVERSION - SENSING - THINKING – PERCEPTION ISTP

They were realists who applied expediency and reasoning as they managed and adapt to situations. They were aware of what was going on in the environment and were able to respond quickly to actual facts, making sure the odds of success were in their favour. They did not like to be tied down and would feel hamstrung when they needed to operate within tight structures and schedules. They were able to anticipate immediate, practical needs in situations and to present a logical, straightforward plan for meeting those needs. They were at their best in situations that required immediate action.

EXTRAVERSION - SENSING - THINKING – PERCEIVING ESTP

They were action orientated, pragmatic, outgoing and realistic people. In situations that required resourcefulness, they used their quickness and flexibility to find the most efficient route to accomplish whatever needed to be done. They were lively, entertaining and fun. They liked to be where the action was and participated fully in what was happening. Characteristically they were direct with their comments and minced no words. They were at their best in situations that required an orientation to the present and a direct, no-nonsense, pragmatic approach.

EXTRAVERSION - SENSING – THINKING – JUDGING ESTJ

They were doers who rolled up their sleeves, dug-in, and proceeded directly to get their jobs done. They saw logic and analysis as guiding principles for their lives. They were quick to decide and set a plan of action. They marshalled resources in an organised fashion, implemented and followed through. They liked closure. They focused directly on tasks to accomplish and were able to anticipate the steps needed to complete an assignment. In doing so they would see what might go wrong and would take the necessary preventive action. They monitored events continually and made sure that commitments, both their own and those of others, were honoured, and the job got done. They were at their best in situations that had some structure to them and involved activity, not contemplation, and in which an end product was desired.

EXTRAVERSION - SENSING – FEELING – JUDGING ESFJ

They were helpful people who placed a high value on harmony. They paid close attention to people's needs and wants. They worked well with others to complete tasks in a timely and accurate way. They followed through on their commitments. They liked closure and preferred structure, organised situations in which warmth and compassion were shown. They contributed to others by anticipating their day to day concerns and handling them with warmth and efficiency. They were at their best in organising people to get their jobs done.

EXTRAVERSION - SENSING – FEELING – PERCEPTION ESFP

They were friendly, outgoing, fun loving and naturally drawn to people. They were enthusiastic and exuberant, and were usually well liked by others. They were good at meeting people and helping them enjoy themselves. They were sympathetic toward people and generous with their time and money. They wanted to be where the action was, and they often stirred things up in their own special way. At their best they were able to realistically meet human and situational needs in a fun and lively way.

Laggards

LAGGARDS

These were the slowest and the last of the population to adopt anything. They were very traditional in their outlook and not only were they resistant to change but they were openly hostile to those who would want to bring it about. Organisations in this category would not listen to customers and if they did adopt a new idea then the probability would be that the idea adopted had been overtaken by one or possibly two better and newer ideas. In other words the idea being adopted, although new to the organisation, was in fact an old idea being disregarded by innovative and early adopter enterprises.

INTROVERSION - SENSING – THINKING – JUDGING ISTJ

They were systematic, painstaking, thorough and hardworking. They got the job done and completed it on schedule. They were serious and sincere in whatever they did. They would work well within a structure, follow the hierarchy, and were particularly strong and careful in keeping track of facts and details. They were cautious, generally seeking to maintain the status quo. They were at their best getting things to the right place at the right time. They honoured their commitments.

INTROVERSION - SENSING - FEELING – JUDGING ISFJ

They were systematic, loyal, considerate and conscientious. They would go to any amount of trouble when it made sense to them, to help those in need. They operated most comfortably in situations where the rules were well defined and where traditions were to be upheld. They focused on providing practical help and service to others and for the organisation they serve. They were often self-effacing in getting the job done and they were willing to make necessary sacrifices, especially for their families. They were at their best quietly providing assistance and making sure things were in their proper order.

INTROVERSION - SENSING - FEELING – PERCEPTION ISFP

They were gentle and compassionate, open and flexible. They were considerate of others and did not force their views and opinions on them. They often focused on meeting others' needs, especially those that were less fortunate. Having a quiet, modest self-effacing style, they avoided disagreements and looked for harmony with people as well as with nature. They enjoyed life's precious moments and often added a touch of beauty to the environments' where they spent their time. They were at their best ensuring other people's well being.

Appendix 8A

A personality profile description tool adapted from Barrett and Williams (1990).

Appendix 8A: A Personality Profile Description Tool

1.The Politician (FLAG): (Factual – Lively – Aggressive – Group Member)

Personality was predominantly factual, lively, aggressive and group orientated. Although they would not have had all these characteristics in the extreme, their presence was likely to help them in negotiating, campaigning and initiating activities that others needed persuasion to follow. They were likely to be active and engaged in many tasks. A feature of their personality was the ability to switch interest, moving quickly from one subject to the next. They were never lost for an answer for long. They were energetic and did not get beaten down so that they eventually got what they wanted. Although they had lots of projects, they seemed to be able to fit new ones in. Others were happy to give them responsibility and looked to them as leader because they had ideas, confidence, practicality and interpersonal skills.

They could be 'in politics' as a politician proper or in some associated role; numerous careers afforded opportunities that were not obviously political in the traditional sense. They could be working in some part of government service but could also be in business, having particular interests in organisational structure and corporate development.

2.The Entrepreneur (FLAI): (Factual – Lively – Aggressive – Independent)

Personality was factual, lively, aggressive and independent. They showed determination in getting what they wanted, maybe at the expense of others. There was no doubt about it - they showed a lot of drive and strength of purpose. They would have a buoyant and energetic personality. They could spot opportunities and also apply themselves selectively to make those opportunities work for them. It was unlikely that they would allow themselves to be held back by petty considerations. They would often go their own way and back their own judgement against others more conservative.

They were enterprising and their self-reliant style was frequently found in business and in other activities connected with wealth generation. It was the independent mindedness that, among their other characteristics, was the key to their success because they were prepared to act on their initiative; they would do what they wanted and wait for others to catch up with them. Typically, they would pursue activities in which they could do things their own way and set their personal stamp on things. They would also expect to see a measurable statement of their success.

3.The Assistant (FLPG): (Factual – Lively – Passive – Group Member)

They were lively, passive and group-orientated. On the one hand they had a down-to-earth, stable quality which made them solid and dependable. At the same time they were a conformist and fitted in with others well. This combination allowed them to come to the fore in situations requiring personal skills, particularly those of tact and understanding. Their own resourcefulness was much sought after by others who appreciated their comforting and reassuring manner. They were likely to be popular as well as admired; they would know what to do in a crisis, keeping their cool while all about were losing theirs. They would enjoy challenges but they liked to apply the skills they had learned to overcome them. Interesting and enthusiasm, rather than personal ambition were their main characteristic.

There were plenty of opportunities for them in all areas of work. In fact, their characteristics were so much in demand that they were unlikely to be out of a job. They fitted well into the structure of many organisations and companies where their willingness and practicality were always appreciated.

4.The Manager (FCAG): (Factual – Calm – Aggressive – Group Member)

They were factual, calm, aggressive and group-orientated. They were interested in people and had an excellent intuitive sense of what made them tick. It would be of particular interest to them to be in charge of people in organisations where success could be judged by how well they achieved a task together. It was their aim to get things done with people and through people. Personally, they were organised and hard to ruffle. They enjoyed planning ahead and marshalling their resources. They could distrust abstract or over-elaborate ideas, their own style being the product of experience and developed skills. They were likely to be methodical rather than inspiring, but at the same time, the fact that they did not take unmeasured risks meant that they generally achieved what they wanted. Others felt confident in them and therefore they often found themselves in charge.

They would often 'keep things going' and make things work, particularly when people and materials were brought together. Ideally, they needed to work in an organisation of some kind. They wanted either to deal with products or equipment or to work towards some real goal where they felt they could achieve something tangible.

5.The Campaigner (SLAG): (Sensitive – Lively – Aggressive – Group Member)

They were sensitive, lively, aggressive, and group orientated. These qualities meant that they were thoughtful towards people as well as full of ideas; they were aware and wanted to put things right. Their spontaneity and insight were admirable qualities. Put these together with interpersonal flair and they were someone who took up causes. They were quick to spot injustice. They could sometimes shoot their mouth off. Their heart was in the right place, but they needed be careful not to go off at a tangent. Their desire would be to do good things and to make things better, to create a better world. They could be pushy and they could get emotionally involved: this was their strength, while their weakness was not knowing when to stop. However, people would often rely upon them to 'wield the cudgels' on their behalf.

They should be prepared for intense but short relationships at work as they moved energetically and enthusiastically from project to project.

6.The Free Agent (FLPI): (Factual – Lively – Passive – Independent)

They were factual, lively, passive and independent. They could therefore work in their own way and at their own pace. But they were also able to fit in with others, even being willing to adapt their own schedule to fit in. They were able to 'go along with things' and they did not let things get them down. Relationships were on a basis of mutual respect. They probably had a boss, but could work unsupervised so that there was no one on their back.

They had the ability to apply their skills in new situations. But it was their skills and experience that people relied upon. They were not great risk takers. Their self-reliance and liveliness were frequently misinterpreted as management potential. This could appeal to them at times, but it was not really what they wanted because it altered their relationships with people; they would suddenly find themselves worrying about people and they preferred to be a free agent. Another thing to watch for was that they did not rely too much on a trade or skill that would become outmoded. Even so, they were very adaptable and hence very re-trainable.

7.The Provider (FCPG): (Factual – Calm – Passive – Group Member)

They were factual, calm, passive and group orientated. While wanting to be with people, they had no desire to take charge; they wanted to fit in and usually did. They were not the type to ruffle other people's feathers but would go along with the wishes of the majority. The stability and reassurance they presented to the world made them accepted as a friend and as a trustworthy assistant. They did not get side tracked by the irrelevant nor did they take on projects that were too large. In fact, they were reasonable in all things. They felt most comfortable where there was order and planning. Change was not their style - unless, that was, all the risks had been taken out.

They acted as a constant, reliable force in keeping people together and their predictability and dependability made them a great team member. They were a mine of useful experience and information which others could rely upon. Preferred careers were likely to be factual concerns, such as doing or making something practical. They would probably be actively involved in a team effort.

8.The Teacher (SCAG): (Sensitive – Calm – Aggressive – Group Member)

They were sensitive, calm, aggressive, and group orientated. This combination of traits allowed them to deal with an often demanding and hectic environment. They were likely to be in tune with what was going on. In particular, they would pick up nuances in the behaviour of others. They would be quick to see ideas and possibilities. But they would also be consistent and firm, They would mix with others easily and not just at work either, since they enjoyed being responsible for others in their spare time as well. They would see another's point of view but they were also determined and had plenty of ideas of their own.

It was likely that they would have a definite skill or experience to offer. In fact, they were probably something of an expert. But it was unlikely to be the subject or content of their work that appealed to them so much as the opportunity to pass their knowledge and skill on to others.

9.The Artist (SLAI): (Sensitive – Lively – Aggressive – Independent)

They were sensitive, lively, aggressive and independent. Ideas and expression were essential to them. They were often described as radical or impractical. In their search for novelty they could become uncomfortable and apparently at odds with the world. They were thoughtful and reflective, but had a sharp mind, which quickly recognises dissonance in many spheres. At times they could have a defensive or prickly quality, owing to the strength of their feelings and principles. They could feel impassioned by both emotional and abstract matters. Thus, they vented their feelings in their art while they could harangue others about politics and state of the world. It was unlikely that they mixed much, though relationships were probably intense, even stormy. With them, both socially and personally, it was all or nothing.

They needed to work largely by themselves as they soon felt bored in a group; they had some unique idea and they needed to work on it in their own way. Communication with others was most successful when they could present it - in other words, when they made a 'statement'. What they created could be larger than life or it may be a distillation. The ordinary everyday world was unsatisfactory; they would take it and abstract the epitome and quintessential. As they could be both entertaining and challenging they could find opportunities in activities which others found diverting and thought provoking.

10.The Advocate (FCAI): (Factual – Calm – Aggressive – Independent)

They were factual, calm, aggressive and independent. These qualities made them formidable. The facts were at their disposal, they were clear about them and they could present them calmly and logically. They would keep ideas and information to themselves. They would find themselves happiest in debate and in the presence of similarly sharp minds, uncorrupted by sentimentality or lack of training. In fact, they would set a lot of store by their own mind. Essentially, they were self-reliant. People needed them to work out their problems, but relationships would be businesslike as opposed to friendly. It was the business or the point at issue that brought them together with others, rather than fellow feeling.

Their investigative and detached style was suited to careers where the objective truth needed to be ascertained and where there were legal or measurable issues to deal with.

11.The Helping Hand (SLPG): (Sensitive – Lively – Passive – Group Member)

They were sensitive, lively, passive and group-oriented. Others would find them interesting, responsive and would want to be with them. Their main attribute was their willingness to try new things. They were eager and expressive. Lively situations appealed to them and they were happy when there was plenty going on; they were bored by routine and predictable situations. They probably hated figures and office work had very little appeal. As they were intuitive and creative they needed an artistic environment, but they could lack the assertiveness and be too well disposed towards people to be a really successful artist in their own right. Second, then, was their need to associate with a team, to feel themselves part of a project. A group undertaking, where their own skills and personality complement those of others would suit them best. They would never lack friends, as they were such good fun to be with; their enthusiasm for life was infectious. At the same time, they could never settle at anything for very long because they tended to exchange stability for new opportunities. They liked to achieve quickly, so careers that required lots of study or preparation would not be so attractive.

12.The Specialist (FCPI): (Factual – Calm – Passive – Independent)

They were factual, calm, passive and independent. In other words, they had a clear, sharp and detached mind, uncluttered by the trivial or irrelevant. They were capable of applying themselves well to resolving problems. They were technically minded because they saw issues logically. Typically, they worked deductively; they embraced knowledge and often saw the connections between apparently diverse bits of information. They tended to be specific in the knowledge they looked for and were not necessarily general knowledge seekers. This did not make them agents of change in fact they often worked for the status quo. They fitted in with people easily enough but would not socialise much because they 'had things to do'. They were well ordered and there were lots of things they wanted to get on with. They were frequently described as efficient. Others called upon them to help them solve problems, though not those of an intuitive nature. They appeared to lack some of the human faults that so beset others and their 'pick yourself up and get on with it' attitude could be unnerving to those with less energy and self-reliance. Their usefulness arose from their organised approach and their expert background; their advice would be valuable because it was objective. However, it would be a mistake to believe that their technique and expertise could enable them to be a leader, because this required a social sensibility, which was not one of their strong points. They could well be a manager, as this was different from a leader.

13.The Rolling Stone (SLPI): (Sensitive – Lively – Passive – Independent)

They were sensitive, lively, passive and independent. They felt it was important not to get too involved. Long and close contacts with people were particularly to be avoided. People should preferably stay at a distance; they did not make demands upon others and they preferred it if they did not make demands upon them. Many things interest them but they would pursue few to a conclusion. They had a restless disposition that was hard to satisfy in the long term; they were not studious and tended to move on. On the other hand, they could have a wealth of scattered knowledge. The problem was to find a means of bringing it all together and applying it in some useful way. Unless they were careful, they found themselves forever on the edge of things, flirting with people and with different activities. They were good fun in a social setting and when matters were light rather than serious they could be entertaining and even original.

What they achieved in their career could be determined largely by their early education; as they were not disciplined, their early schooling could have led to success (and therefore entry qualifications) which they would not have obtained under their own steam. Generally, the work they did would depend upon luck and opportunity rather than their own fixed purpose in shaping their own destiny.

14.The Adviser (SCAI): (Sensitive – Calm – Aggressive – Independent)

They were sensitive, calm, aggressive, and independent. People as well as ideas fascinated them, but they could stay detached rather than becoming personally involved. They found the arts more appealing than technical subjects, but their steadiness made them less of an artist than a commentator or critic. Again, the detached or logical element of their personality could lead to their shaping some worldview of their own; they could have a philosophical bent. But rather than comment they liked to get out and do - in other words, they liked to test their theories in action. Although they worked with people and could have an influential role, they remained essentially an outsider rather than insider. Nevertheless, they could establish contact easily and they had an authoritative manner.

Part of their talent was timing - knowing that others were ready to receive their initiatives. One drawback was that they could be too theoretical at times and this affected their relations as well as the work itself.

15.The Supporter (SCPG): (Sensitive – Calm – Passive – Group Member)

They were sensitive, calm, passive and group oriented. They probably allowed others to make the running. Indeed, it seemed that they put themselves out for others. They certainly had insight and they had probably acquired useful skills, which enabled them to contribute very effectively to the well being of others. Not only were they thoughtful and aware but they applied themselves consistently and calmly to making the most of their talents. They were a valuable addition to any team. They fitted in easily and no one felt threatened by them. In fact, people liked them a lot because they recognised that they liked them and were prepared to care for them. Other people would unload their troubles and received sympathy as well as skilled advice in return. They worked well in a team where their skills complemented those of others or where everybody's skills were the same. In this respect, they were essentially democratic and sharing. They enjoyed being appreciated and valued and they resented being used or exploited. They had a strong inner motivation, which made them resist and back away if given orders. Their skills were more on the human side rather than providing technical help.

16.The Loner (SCPI): (Sensitive – Calm – Passive – Independent)

They were sensitive, calm, passive and independent. They wanted to work by themselves and were capable of doing so. It was not so much that they would forge ahead or leave others behind, but a question of wanting to find a niche. Because they did not need much contact with people, they might read a lot for pleasure, or have other interests to occupy them. Characterised by intelligence, thoughtfulness and possibly even a gruff courtesy, they preferred to be detached. Shyness was a feature, which could be misinterpreted as grumpiness or hostility; it was just their defensiveness and desire, to remain in their own world. They were interested in many things, thoughtful and aware, but far sighted rather than near sighted. Although difficult to get to know, they could be intensely loyal. They had definite opinions and were slow to change.

Appendix 8B

A brief description of the eight personality characteristics identified by Barrett and Williams (1990).

Appendix 8B: Eight Personality Characteristics

The characteristics of A

A person who was high on the 'A' scale had an aggressive or bullish approach, and as many women could get high scores on this scale as men. Such characteristics were not generally associated with femininity: aggression had of course to do with dominance and Western society had hitherto assumed that women played a largely subordinate role. This was not necessarily the case, and attitudes towards the role of females were changing, probably because there was so much evidence around that women could be excellent leaders! Anthropologists had found plenty of evidence of female dominated societies, so male dominance could in no way be regarded as an unchangeable biological characteristic.

The aggressive scale described someone who was 'go-getting'. They would go out and get what they wanted rather than wait for it to come to them. They could be impatient at times. They would show confidence in themselves or at least such a strong need to achieve that they would overcome barriers.

They could think that the good aspect of having some aggression was that there had to be someone to organise others. Others could look to them for leadership, recognising their willingness to push ahead and perhaps even take risks. They were not easily put off and would be able to bluff their way out when they were in a tight corner.

On the negative side, they would often hurt other people's feelings. They would not even realise the trail of misery and hurt feelings that they had left in their wake. Getting up and doing, obviously had consequences for other people. However, they could feel that it was their own fault if they got in the way. They would find people easy to deal with even if they did have to manipulate them a bit or perhaps tell them only what they needed to know.

The characteristics of P

They were of a passive disposition and would have the ability to work in a structured way and pay attention to detail. They had a strong stoical streak and could put up with things when others would complain or rebel. They were good in the type of career in which they were behind the scenes. They would try hard to please and others would include them in their activities because they would find their conscientiousness and reliability valuable.

The drawback of being too passive was that they could have difficulty in actually communicating their own needs to others. They put up with things because they failed to put themselves across. They would avoid making a fuss, and of course if they resented being unappreciated, it really was their own fault. However, they could get embarrassed, so perhaps it was better to stay out of the limelight. They had got doubts about their self-confidence.

The Characteristics of F

The higher the score on the F scale, the more likely it was that they had a realistic, down-to-earth, no-nonsense approach to life. They probably liked to deal with factual problems that required a logical approach so that they 'knew where they were'. They liked to see issues as clear and outcomes as certainties. Probably they would not like vagaries and jobs that were incomplete; they liked order and systems.

The positive aspect of the factual personality was the ability to boil down all sorts of issues in a clear way. Their objectivity allowed them to get somewhere and make progress. They were practical and could achieve definite results. Keeping themselves detached allowed them to be analytical and often perceptive.

The disadvantage of being factual was that they could have difficulty with issues of a more emotional kind that could not be easily classified. They could as a result prefer to be in an environment where emotional issues did not 'contaminate' the problem that they were dealing with. Their austere and logical approach paid full attention to the intellectual, but at the expense of losing out on the emotional side of things. They could see what was in front of them or understand with their mind, but they would be less able to feel whether issues were right or wrong because they could not be objectively demonstrated.

If they were high on the F scale they would probably be drawn towards careers in which they could work with facts, information, objects or equipment. They could like working with people but it was the end product or job itself that appealed to them.

The characteristics of S

They would be keenly aware of what was said to them and about them and the way things were said would grab their attention. They would probably feel far less involved with things, than about people. Logic and order would appeal to them much less than expression.

They would often have the ability to see both sides of an argument. They would be able to see how important an emotional issue could be. Emotional reasons for making decisions would be of more value to them than objective or legal reasons.

The disadvantage of being sensitive was that they could sometimes respond too strongly to their sense of injustice. They could take things too personally. If they did, they might slow other people down if the other people had not realised what was bothering them. Maybe they were a bit dreamy and maybe they were impractical.

They could well feel frustrated if their work gave them no opportunity to use their intuition. In common with people of an artistic bent they could sometimes feel discouraged or burdened by the feelings they had, but out of the ferment could arise creative expression. They could find that their sensitivity did give them an understanding into other people's problems

The characteristics of G

If they were high on the G scale they liked to go along with people and felt that they belonged. Wanting to be with people had nothing to do with aggression or self-confidence. In fact, a person who was very high on the G scale might well feel exposed on his own; he preferred to have others to turn to for assistance and advice. Such people often grouped together and were loyal to the team. They did not like to rock the boat, not because they were passive or sensitive but simply because they set a high value on team membership. At the other end of the scale was the independent minded person who was inclined to make decisions alone rather than as part of a group. If they were low on the G scale they were not necessarily lacking in confidence but they preferred to be self-reliant. However, a low score often indicated some social shyness. They could sometimes find it difficult to break the ice.

The advantage of being high on the G scale was that they were going to fit in extremely well. Their interest in people would literally cement a team together; they often brought out the best in people who would recognise and respond to this interest. Group loyalty and dependability were also useful characteristics, as was commitment to the team goals. They would do well in careers where interpersonal contact was necessary since they would relate to others quickly and easily.

On the negative side, the fact that they were a 'high G' personality implied some lack of individuality since they subordinated their own desires, to some extent, for the sake of the group. There could be some trade-off such as originality for friendship. The very fact that they fitted in could make them conventional and ordinary. Another issue that sometimes arose was that their feeling could prevent them from taking action that could offend others; the tendency to protect people they liked may not be in the interests of the organisation. In fact, it may not even help the other person, in the longer term. For example, if they helped to draw attention away from somebody who was not pulling their weight in an organisation, they may not be doing the best thing to help their friend face up to the difficulty. This kind of behaviour indicated that for them, the business exists for the benefit of the people who work in it, rather than for any other reason - such as making a product or even a profit.

The characteristics of I

The independent-minded person made decisions alone. This did not necessarily imply that they disliked people (though they might very well do so). They certainly felt that, when it came to achieving what they wanted, they believed they did much better under their own steam. They probably did not like social situations very much. Projecting themselves in a group was something they simply had to endure.

The big disadvantage of being independent minded was that they could sometimes do things off their own bat of which others may not approve. People did not know what they were up to and they could lose touch as well. They could be given some highly specialised role that made them something of an outsider. Although they might enjoy this, they could also lose out because they would not know what was going on in the mainstream of things.

The characteristics of L

The lively person tended to react quickly to situations and to people. If they were like this, they would prefer things to be fast moving; they enjoyed change and variety. They could be spontaneous and make decisions 'off the top of their head'. If they were extreme, they would prefer to have many interests and they might have something of a 'butterfly mind'.

There were many positive aspects of being lively. First, they could be very good company because they were amusing. They latched on to ideas quickly. They might almost be bubbly and effervescent. Their enthusiasm could be contagious. They wanted to get on and do things, and they would probably work best in a lively and frenetic career where everything was happening at once

A negative aspect of this personality was that they might find it difficult to finish something they had started. In fact, they sometimes had too many interests and fail to see things through to their conclusion. Because their interests were often superficial, people who were more serious or permanent might distrust them. They were often poor organisers. They were often late for appointments.

The characteristics of C

They had a calm temperament, and would probably have a consistent and dependable disposition.

The good thing about being calm was that they could act as a firm anchor when others began to panic. They could often save the day because their unhurried and deliberate approach would win through. People would depend on them and admire them. They would be good in a job where steadiness was required since they planned their work carefully and got it done properly as well as on time.

On the minus side, a certain amount of dullness may be attributed to them. This was unfair, but they may have to admit that sometimes they were a bit predictable. At times they seemed so self-assured as to be almost pompous or smug.

Appendix 9

This appendix shows summaries of the main questionnaire findings and results.

Appendix 9: Narrative and Tabular Summary Of Questionnaire

Types of organisations that contributed to the research

	Organisation Category	Number of Participants
1	Light Engineering	1
2	Beauty Products	1
3	Heating and Ventilation manufacturing	1
4	Public Authority	7
5	Legal	2
6	Transport	1
7	Human Resource Marketing	1
8	Management Consultancy	1
9	Retail	1
10	Business and Management Training	1
11	National Health	1
12	Marketing Consultancy	1
13	Heavy Engineering	1
14	Information Technology	1
15	Printing	1

Age of organisations

All but one (1) of the organisations had been in existence for more than 10 years. The youngest organisation had been established within the last seven- (7) years. The average age of all the organisations that participated in the research was 23 years.

Size of organisations

The smallest organisation employed six (6) people – the largest employed seventeen hundred (1,700) people.

Range of turnover

The turnover for the organisation participating in the study ranged from £50,000 to greater than £20 million.

Profitability

Twenty (20) organisations that participated in the research confirmed that they were profitable. Only two (2) organisations admitted to being non-profitable.

Gender of individual participants

Twelve-(12) male and ten (10) female participants completed the questionnaire.

Ages of participants

The ages of the participants were:

Under 21 years old	22 to 30 years old	31 to 40 years old	41 to 50 years old	Over 50 years old
0	2	6	9	5

The average age of the male participants was between 41 and 50 years old.

The average age of the female participants was between 31 and 40 years old.

Qualifications

Seventeen (17) participants had a minimum level of qualification up to degree level. The remaining five (5) participants ranged from no qualifications to 'A' level.

Computer at home

Nineteen (19) participants confirmed they had a computer at home but only eight (8) participants had an Email facility at home. Thirteen (13) participants confirmed they had an Email facility at the place of work.

Continuous learner / Culturally aware

From the total number of individuals fourteen (14) participants indicated that they were continuous learners. Only ten (10) participants indicated that they were culturally aware. (See 'Analysing The Data From The Questionnaire' for definitions).

Changed employers

The participants had changed employers on average 3.3 times. Only three (3) of the group had not changed employer at all.

Changed job role

The majority of participants had at some time in their career changed job roles on average 6 times, although two (2) participants indicated that they had not changed job roles at all.

Experience in job

Participants indicated that their experience in their current jobs was:

1 to 3 years	4 to 6 years	7 to 10 years	11 to 15 years	Over 15 years
6 participants	3 participants	5 participants	1 participant	7 participants

Rogers / Spence – Myers-Briggs Behaviour Matrix data from questionnaire

Innovator	Early Adapter	Early Majority	Late Majority	Laggard
4	1	1	13	3
18%	4.5%	4.5%	59%%	14%

Distribution of standard population according to Rogers (1983) / Spence (1995)

2.5%	13.5%	34%	34%	16%
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Personality Profile

The number of participants in each category.

FLAI	FCAG	SLAG	SCAG	SLAI	FCAI	FCPI	SLPI	SCAI	SCPI
2	1	1	2	1	6	1	1	5	2

Belbin Team Roles

The results from the Belbin analysis indicated that some participants demonstrated more than one dominant team role.

Dominant Team Roles resulting from analysis of the participants.

Chairperson	Shaper	Innovator	Resource Investigator	Monitor Evaluator	Company Worker	Team Worker	Completer Finisher
7	5	4			5	5	7

None of the participants indicated a strong role preference for Resource Investigator or Monitor Evaluator.

Appendix 10: Detailed Analysis Of ALL The Questionnaires (22)

CONTAINS PULLOUTS

Main Questionnaire: Detailed Analysis of ALL Participants (22)

Ref No.	Changed employer	Changed Job Role	Experience in Job					Ref No.	Innovator INFP	Innovator ENFP	Innovator INTP	Innovator ENTP	Early Adopter ENFJ	Early Adopter ENTJ	Early Majority INFJ	Early Majority INTJ	Late Majority ISTP	Late Majority ESTP	Late Majority ESTJ	Late Majority ESFJ	Late Majority ESFP	Leggards Rejectors ISTJ	Leggards Rejectors ISFJ	Leggards Rejectors ISFP	Ref No.	FLAG	
			1 TO 3 YEARS	4 TO 6 YEARS	7 TO 10 YEARS	11 TO 15 YEARS	OVER 15 YRS																				
1	0	7																1							P1234	1	
2	3	5																1								P1235	2
3	2	2																	1							P1237	3
4	3	7			1				1																	P1238	4
5	3	8			1																					P1239	5
6	2	3			1																1					P1240	6
7	4	5			1																					P1241	7
8	4	10																				1				P1242	8
9	5	8			1																					P1243	9
10	0	0			1																					P1244	10
11	3	2			1																					P1246	11
12	5	8			1																					P1247	12
13	9	15			1																					P1248	13
14	2	3																								P1249	14
15	0	3			1																					P1250	15
16	3	7																								P1251	16
17	5	10			1																					P1252	17
18	2	5			1																					P1254	18
19	7	11					1																			P1256	19
20	3	3			1					1																P1257	20
21	7	7																								P1258	21
22	1	6																								P1259	22

Ref No.	Late Majority		Late Majority		Laggards		Laggards		Laggards	
	ESFJ	ESFP	ISTJ	ISFJ	ISFJ	ISFP	ISFJ	ISFP	ISFJ	ISFP
1										
2										
3	1									
4										
5							1			
6										
7										
8										
9					1					
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										

Ref No.	FLAG	FLAI	FLPG	FCAG	SLAG	FLPI	FCPG	SCAG	SLAI	FCAI	SLPG	FCPI	SLPI	SCAI	SCPG	SCPI
1																
2														1		
3																
4										1			1			
5																
6																
7																
8												1				
9										1						
10																
11										1						
12																
13																
14																
15																
16																
17																
18																
19																
20																
21																
22																

Ref No.	Factual	Sensitive	Calm	Lively	Aggressive	Passive	Independent	Group Member
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								

Appendix 10: Detailed Analysis Of ALL The Questionnaires (22)

Independent	Group Member	Ref No.	Highest Score	Information Processing	Information Seeking	Problem Recognition		Section 5		Constrain Section		Level of Section		Belbins Team Roles												
						FREE	COST	EXT	INT	SCORE	EXT	INT	SCORE	EXT	INT	SCORE	Chairperson	Shaper	Innovator	Resource Investigator	Monitor Evaluator	Company Worker	Team Worker	Completer Finisher		
13	7	P1234	140	103	107	70	103	107	5.0	119	100	9.0	127	113	4.2	6.6	5.4	5.4	5.4	5.4	2.4	5.4	2.4	5.4	5.0	6.6
16	4	P1235	1000	58	33	0	217	188	6.6	408	225	8.2	438	284	6.6	7.2	3.0	3.0	6.0	3.6	3.6	4.2	4.2	5.4	0.6	6.6
13	7	P1237	500	108	77	23	105	87	5.0	141	82	2.6	217	116	3.4	3.6	6.6	2.4	5.4	4.2	4.2	9.0	4.2	5.4	9.0	6.6
13	7	P1238	300	116	72	53	124	138	4.2	100	105	3.4	112	113	5.0	5.4	5.4	5.4	3.6	4.2	4.2	4.2	3.6	3.6	4.8	6.6
11	9	P1239	200	113	183	58	100	101	3.4	105	98	4.2	120	123	2.6	6.6	4.2	6.6	6.6	6.6	6.6	9.0	6.6	5.4	7.2	6.6
14	6	P1240	500	233	208	175	93	238	4.8	300	138	5.0	179	184	1.6	4.8	3.6	5.4	6.0	6.0	6.0	4.8	6.0	7.8	7.8	6.6
12	8	P1241	500	8	37	18	55	37	4.6	305	304	8.2	500	264	7.4	6.6	7.2	5.4	9.0	2.4	2.4	6.6	9.0	9.0	7.8	6.6
12	8	P1242	100000	138	283	28	14425	1229	5.8	900	475	5.8	1567	609	5.8	5.4	7.8	1.8	3.6	6.6	6.6	6.6	6.6	3.0	7.2	6.6
12	8	P1243	1000	179	338	121	275	246	6.6	283	171	9.0	300	250	6.6	4.8	6.0	4.2	3.6	3.6	3.6	4.2	4.2	4.2	7.8	6.6
7	13	P1244	180	8	9	5	45	54	4.0	78	89	4.0	122	105	4.8	3.6	4.8	0.0	1.2	7.8	7.8	9.0	4.8	4.8	4.8	6.6
12	8	P1246	500	167	500	158	234	200	8.2	200	0	8.2	225	167	9.0	6.6	7.8	7.8	6.0	6.0	1.8	6.6	6.6	5.4	6.6	6.6
8	12	P1247	170	103	117	57	113	110	5.8	98	80	6.6	129	97	6.6	7.8	5.4	5.4	6.0	6.0	3.0	5.4	4.2	7.8	5.4	6.6
9	11	P1248	5000	2242	196	160	385	317	4.2	78	117	0.4	215	293	7.4	6.0	3.0	6.0	6.0	4.2	4.2	7.8	7.8	7.8	3.6	6.6
13	7	P1249	800	208	333	292	359	408	7.4	284	104	7.4	275	367	5.8	7.8	9.0	6.6	6.0	2.4	6.0	6.0	7.2	7.2	9.0	6.6
13	7	P1250	300	18	83	83	254	175	5.8	279	88	5.0	300	279	9.0	6.6	6.6	3.6	4.8	4.8	4.8	7.8	5.4	7.8	7.8	6.6
15	5	P1251	1500	250	325	255	255	203	4.8	134	267	4.0	83	197	5.0	6.6	4.2	5.4	3.0	0.6	4.2	4.2	4.8	4.8	6.0	6.6
10	10	P1252	1000	90	200	57	162	296	5.8	529	256	6.6	517	413	5.0	6.6	9.0	6.6	5.4	1.2	4.8	4.8	3.6	4.2	4.2	6.6
6	14	P1254	200	129	168	152	145	164	7.4	150	103	5.6	156	164	6.4	6.6	6.6	9.0	9.0	1.2	1.8	1.8	7.8	9.0	6.6	
15	5	P1256	200	169	128	128	145	139	8.2	127	96	5.8	126	134	5.8	5.4	5.4	7.8	4.2	3.6	4.2	4.2	6.6	6.6	2.4	6.6
15	5	P1257	1000	395	350	300	625	367	4.8	367	246	4.8	417	438	4.8	7.8	4.2	5.4	6.6	1.2	1.2	1.2	4.8	5.4	5.4	6.6
11	9	P1258	1000	258	342	225	583	500	6.6	317	0	4.0	409	617	5.6	3.6	3.0	7.8	7.8	2.4	0.6	0.6	9.0	7.2	7.2	6.6
12	8	P1259	500	293	111	80	138	105	6.6	249	55	9.0	249	141	8.2	9.0	5.4	5.4	3.0	4.2	4.2	6.0	5.4	5.4	6.6	6.6

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